

Agenda



Educational Services Committee

Date: Wednesday, 2 December 2020

Time: 14:00

Format: Zoom Video Conference

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. Please note the time of the meeting.

The Convener has directed that the powers contained in Section 43 of the Local Government in Scotland Act 2003 will be used and so Members will attend the meeting remotely.

The business is shown on the attached agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor Karen Conaghan (Chair)	Councillor John Mooney
Councillor Jim Brown	Councillor Sally Page
Councillor Ian Dickson (Vice Chair)	Councillor Martin Rooney
Councillor Diane Docherty	Mrs Barbara Barnes
Councillor Jim Finn	Mr Gavin Corrigan
Provost William Hendrie	Miss Ellen McBride
Councillor Daniel Lennie	Ms Hannah Redford
Councillor Caroline McAllister	Miss Sheila Rennie
Councillor David McBride	Ms Julia Strang
Councillor Jonathan McColl	Ms Kat Wilson
Councillor John Millar	

All other Councillors for information

Strategic Director – Transformation and Public Service Reform
Chief Education Officer

Date of Issue: 19 November 2020

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 2 DECEMBER 2020

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 MINUTES OF PREVIOUS MEETING 5 – 8

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 23 September 2020.

5 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 9 – 12

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 22 September 2020.

6 OPEN FORUM

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

**7 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT 13 – 36
IN WEST DUNBARTONSHIRE**

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.

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|-----------|---|------------------|
| 8 | EARLY YEARS IMPLEMENTATION UPDATE | 37 – 49 |
| | <p>Submit report by the Chief Education Officer providing an update of the plan for the expansion of Early Learning and Childcare in West Dunbartonshire Council.</p> | |
| 9 | 2019/20 EDUCATION, LEARNING & ATTAINMENT (ELA) DELIVERY PLAN YEAR-END PROGRESS AND 2020/21 DELIVERY PLAN | 51 – 104 |
| | <p>Submit report by the Chief Education Officer providing the final position against the 2019/20 Delivery Plan and presenting the 2020/21 Delivery Plan.</p> | |
| 10 | EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 OCTOBER 2020 (PERIOD 7) | To Follow |
| | <p>Submit report by the Strategic Lead – Resources providing an update on the financial performance of Educational Services to 31 October 2020 (Period 7).</p> | |
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EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held by video conference on Wednesday, 23 September 2020 at 10.00 a.m.

Present: Provost William Hendrie and Councillors Jim Brown, Karen Conaghan, Ian Dickson, Diane Docherty, Daniel Lennie, Caroline McAllister, David McBride, Jonathan McColl, John Mooney, Sally Page and Martin Rooney, and Mrs Barbara Barnes, Mr Gavin Corrigan, Miss Ellen McBride and Ms Julia Strang.

Attending: Laura Mason, Chief Education Officer; John McDonald, Head Teacher, Gartocharn Primary School; 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; Michelle Lynn, Assets Co-ordinator; Joe Reilly, Business Unit Finance Partner (Education); Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor Jim Finn and Miss Sheila Rennie.

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 11 March 2020 were submitted for approval. Following discussion, the Committee agreed to approve the Minutes as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 17 March 2020 were submitted and all decisions contained therein were approved.

OPEN FORUM

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

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

A report was submitted by the Chief Education Officer providing an update on service recovery planning for the Strategy to Raise Attainment and Achievement and the Scottish Attainment Challenge in line with the Scottish Government's 'Coronavirus (COVID-19): guidance on preparing for the start of the new school term in August 2020' and 'Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision'.

Following discussion and having heard the Head Teacher, Gartocharn Primary School, and relevant officers in further explanation of the report and in answer to Members' questions, the Committee agreed to note the contents of the report and the recovery planning to support the Strategy to Raise Attainment and Achievement to deliver excellence and equity in West Dunbartonshire.

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2020

The Senior Education Officer – Policy, Performance & Resources provided a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2020, it being noted that a briefing in relation to this matter had been circulated to Members in advance of the meeting. In so doing, he informed the Committee:-

- (a) that as a result of the Cabinet Secretary's instruction on 11 August 2020 that candidates should not receive a lower grade than had been estimated by their teachers and schools, 97.7% of young people in West Dunbartonshire received their estimated grade with 2.3% receiving a higher grade;

- (b) that compared to last year's results performances had improved by 18% at Advanced Higher, by 16% at Higher, by 9% at National 5 and by 5% at National 4;
- (c) that 92% of presentations resulted in a passing grade; and
- (d) that at all levels, West Dunbartonshire outperformed the national average.

Following discussion and having heard the Senior Education Officer in answer to a Member's questions, the Committee agreed:-

- (1) to note that a report providing a full analysis of young people's performances would be submitted to the next meeting of the Committee; and
- (2) otherwise to note the position in respect of the results.

EARLY YEARS IMPLEMENTATION UPDATE

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

Following discussion and having heard the Senior Education Officer – Education, Learning & Attainment and the Assets Co-ordinator in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the contents of Appendix 1 to the report, 'Early Learning & Childcare Phasing Plan 2018 – 2021'; and
- (2) to note the contents of Appendix 2 to the report, 'The Early Learning & Childcare Financial Phasing Plan 2018 – 2022'.

SUMMER PROGRAMME EVALUATION

A report was submitted by the Chief Education Officer:-

- (a) providing an update on the impact of plans to reduce holiday hunger across West Dunbartonshire Council during summer 2020 in light of COVID restrictions; and
- (b) informing and updating on the governance of funding allocations, spend and impact of projects.

Following 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 ways in which the fund had been administered and governed.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2020 (PERIOD 4)

A report was submitted by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2020 (Period 4).

Following discussion and having heard the Business Unit Finance Partner (Education) and the Assets Co-ordinator in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note that the revenue account currently showed a projected annual adverse revenue variance of £1.046m (less than 0.5%) of which £0.633m (over 61%) was COVID-related; and
- (2) to note that the capital account shows a projected in-year adverse variance of £0.128m (0.85% of the budget), which includes COVID-related delays to three projects of £0.670m.

The meeting closed at 11.50 a.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held by Video Conferencing on Tuesday, 22 September 2020 at 2.00 p.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; Michael Dolan, James Halfpenny*, Campbell Lloyd, Julia Strang, Dawn Wilson and Caroline Yates (EIS); and Claire Mackenzie* (SSTA).

*Arrived later in the meeting.

Attending: Stephen McCrossan, Area Officer (EIS); 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 Gavin Corrigan (EIS).

Councillor Karen Conaghan 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 2020/2021 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).

CHAIR AND VICE CHAIR

In accordance with Paragraph 9 of the Local Recognition and Procedure Agreement, the Committee noted that in this, the eighteenth year of the LNCT, Gavin Corrigan would assume the position of Chair for the Teachers' Side and Councillor Conaghan would assume the position of Vice Chair for the Management Side. In the absence of Mr Corrigan it was noted that Councillor Conaghan would continue in the Chair for the present meeting.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 17 March 2020 were submitted and approved as a correct record.

AMENDMENT TO GENERIC HEAD TEACHER JOB PROFILE

A report was submitted by the Joint Secretaries to the LNCT seeking approval of the Head Teacher Job Profile which had been amended to comply with legislative changes.

Following discussion and having heard both Sides, the Committee agreed to note the legislative changes which impacted on the generic job profile for Head Teachers, and agreed the revised generic Head Teacher Job Profile.

Note: Ms Mackenzie joined the meeting during consideration of this item.

SCHOOL TERM DATES/ACADEMIC CALENDAR 2021/2022

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 2021/2022.

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

- (1) to note that a consultation process had been undertaken to seek views from educational establishments on the preferred option for the school terms dates, as detailed in Appendix 1 to the report; and
- (2) that the final decision on the academic calendar for 2021/2022 be delegated to the TU Convenors and management representatives based on the outcome of the consultation survey.

SUPPORTING PROBATIONERS

A report was submitted by the Joint Secretary, Management Side, LNCT informing of changes to:-

- (a) West Dunbartonshire Council's Probationer Teacher programme which supports achievement of the Standard for Full Registration, in response to Covid 19; and
- (b) the Probationer Supporter Programme, in response to Covid 19.

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

- (1) to note that further discussions would take place, outwith the meeting, in relation to the advice which would be provided to schools to ensure that Probationer Supporters were given adequate time to carry out their role of supporting Probationer Teachers; and
- (2) otherwise to note the revised Probationer Teacher and Supporters' programmes.

Note: Mr Halfpenny joined the meeting during consideration of this item.

PROGRAMME OF FUTURE MEETINGS

The Committee agreed:-

- (1) that future meetings of the Local Negotiating Committee for Teachers be held on:-
 - Tuesday, 15 December 2020 at 2.00 p.m.
 - Tuesday, 23 March 2021 at 2.00 p.m.
 - Tuesday, 22 June 2021 at 2.00 p.m.
 - Tuesday, 21 September 2021 at 2.00 p.m.
- (2) to note that meetings would be held remotely until such time as they could take place in the Council Offices, 16 Church Street, Dumbarton with adequate social distancing observed; and

- (3) to note that the Teachers' Side may wish for the following items to be included on the agenda for the next meeting of the Committee:-
- (a) the Scottish Government's Coronavirus guidance for schools; and
 - (b) challenging behaviour in schools.

The meeting closed at 2.30 p.m.

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WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 2 December 2020**

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.

2. Recommendations

- 2.1** The Educational Services Committee is recommended to note:
- (a) the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

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** Government Attainment Challenge funding has been devolved to West Dunbartonshire since 2015. Funding to ensure every child and young person has the same opportunity to succeed focussing particularly on closing the poverty related attainment gap. The allocation for 2020/21 is £2,043,815.
- 3.3** In October an Annual Highlights and Challenges Report was submitted to Scottish Government reporting on Scottish Attainment Challenge project progress and budget spend. In recognition of the challenges presented by COVID resultant closure of schools since late March, Government adjusted the normal reporting format for the Scottish Attainment Challenge. The Government asked for a summary of the impact of COVID on plans and actions taken to support children and young people most impacted by deprivation in response to COVID. The report asked for updates where possible on progress against Scottish Attainment Challenge workstreams (**Appendix 1**).

4. Main Issues

- 4.1** Short term and long term impact of COVID on mental health and well being of our communities impacting on equity outcomes for our children, young people and families.

- 4.2 Maintaining high rates of progress for attainment and equity at a time of uncertainty and significant change.
- 4.3 Financial impact of COVID on children, families and service delivery.
- 4.4 Attainment Challenge workstreams delivered between September and December have focused on education recovery and resilience response for our schools and local communities. This is in line with national advice.

4.4.1 Excellence and Equity

Officers have engaged in regular dialogue with headteachers to provide support and to identify areas of challenge as a result of the current context of COVID. Focussing on Excellence and Equity senior officers reviewed individual school planning for improvement, recovery and contingency planning. Headteachers on an ongoing basis review the provision for remote and blended learning in their own schools and work collaboratively to share their planning and practice.

All headteachers received training in November on a set of 22 measures developed to evaluate the impact of the Scottish Attainment Challenge in West Dunbartonshire. The evidence from this will feed into local reporting and a national evaluation of the Scottish Attainment Challenge whilst also taking into account the impact of the COVID pandemic on outcomes for children, young people and families.

Strong foundations for supporting our most disadvantaged using pupil support staff, outreach workers, youth workers, teaching staff and community learning, established before the pandemic is enabling early intervention for young people finding the current circumstances challenging to manage at school, home and community. Rigorous monitoring of pupil attendance is also a key priority with education staff and partners working together to support young people to attend.

4.4.2 Well Being

Regular updates are provided to Committee about the provision for well being as part of the Scottish Attainment Challenge project work in West Dunbartonshire. In the current context the well-being of pupils and staff is of significant consideration. The importance of safety and the feeling of safety is an important issue being addressed, revisited and acknowledged. To support this, our educational psychologists have been working with our secondary schools to promote nurture practice through the delivery of online nurture group training and collegiate discussions with nurture practitioners. Nurture places emphasis on the importance of putting a child's or young person's emotional wellbeing at the centre of school life and charges the adults that work in schools and early years establishments to focus on developing connections and relationships with children and young people as a means of enhancing their emotional wellbeing. To support younger children a series of lessons focussing on attachment and building confidence have been

produced by our Health Development Officer. Resources promoting creativity to support well being called 'Mindful Mondays' and 'Feel Good Fridays' are shared weekly for children and families these also include themed home learning activities focusing on seasonal events such as Halloween, Guy Fawkes and Christmas, [Home learning link](#).

4.4.3 Broad General Education Toolkit

To support tracking and monitoring of pupil well being and attainment the West Dunbartonshire Tracking and Monitoring Toolkit has been updated. The toolkit includes a pupil risk analysis for individual pupils, updated termly to ensure that schools have up to date knowledge of the circumstances and factors being experienced by each child. It tracks progress and attainment in all curricular areas including literacy, numeracy, health and wellbeing. Pupil level data entered into the toolkit includes reading age, spelling age, specific school assessments and national assessment information. A pilot of the updated toolkit was conducted in 10 schools between October and November with roll out to all schools in January. Headteachers use this to review and monitor progress and achievement.

4.4.4 Assessment and Moderation

Since 2017 a national data collection of Achievement of a Level Data in the Broad General Education has been conducted by Government as part of the National Improvement Framework. Due to the pandemic data was not collected this year. Attainment data will be collected for children in primary 1,4,7 and S3 in June 2021. To support this, a programme of training for lead assessment co-ordinators from each school started in November. This training supports teachers to moderate standards of work in their own class, school and across Local Learning Communities to support consistency in the professional judgement of levels of attainment. The training is being delivered by a National Improvement Framework Officer from Education Scotland.

4.4.5 Instrumental Music Service

Pupils have been receiving instrumental lessons using a blended model meaning a mixture of lessons in school and online lessons. Due to COVID brass and woodwind instruments cannot be played in schools. The Service brass and woodwind instructors have used a range of methods to provide tuition including face to face lessons with no instruments used where pupil and instructor will discuss theory, technique, musicality and assess recorded pupil performances. A programme of supported study for pupils studying in the Senior Phase is also being developed for music tuition with the first phase delivered in November. Unfortunately the annual Christmas Concert at Clydebank Town Hall will not take place this year instead a virtual concert is planned involving solo and ensemble performances by primary and secondary pupils.

4.4.6 Project Based Learning Online Professional Learning

At the September Committee information was shared about the provision for remote and virtual learning on [WDC Virtual Campus](#), and the development of project based learning called "West Dunbartonshire Back to the Future 2020".

The project focusses on the children's experience of lockdown and the 'new' ways of life as a result of COVID focussing on our local, national and global needs supporting learning about Global Goals and learning for sustainability. To support implementation a series of online professional learning sessions were offered in October and November. The course offered support for teachers to develop small-scale projects to deliver within their own establishment and for sharing with the wider learning community. The training offered online and offline elements which participants engaged with at a time that suited them best. Over 70 teachers are in the first cohort trained from across 27 Primary Schools, 15 ELCC and 3 Secondary Schools. Subsequent training sessions were offered to all headteachers in November and will be repeated in January.

4.5 Health and Safety

In partnership with colleagues from Health and Safety a regular programme of advice and guidance sessions for headteachers have taken place providing updates on any new directives; opportunity for case review analysis; sharing good practice and areas of learning. As part of this programme visits have been conducted by officers to schools and ELCC to support and review provision. As part of a national COVID secure spot inspection programme, the Health and Safety Executive visited 7 schools. The visits found no need for formal interventions requiring improvement.

5. People Implications

- 5.1** Scottish Government confirmed that the additional funding for teaching and support staff as part of the national recovery planning is not ring-fenced to a specific group of teachers. It was agreed through local negotiations to open the recruitment to both newly qualified teachers and teachers registered for supply teaching in the authority. This ensured a fair recruitment process with the opportunities available to all qualified teachers.
- 5.2** The Scottish Attainment Challenge funding from Scottish Government has supported the secondment of officers and teachers assigned to raise attainment and narrow the poverty related attainment gap. Exit strategies are being developed for the Scottish Attainment Challenge funded posts in the event that funding ends in March 2021.

6. Financial and Procurement Implication

- 6.1** The first claim for 2021/21 covered the first half of the financial year. For Primary challenge projects we have claimed part year costs of £0.393m. For Secondary challenge projects we have claimed part year costs of £0.713m
- 6.2** To support national recovery planning Scottish Government advised local authorities in April 2020 of flexibility to adjust Scottish Attainment Challenge funded plans. This is recorded in the Service Recovery Plan and reported to committee in September 2020. As a consequence, the Scottish Government has included the Scottish Attainment Challenge grant within its framework for

financial flexibilities. Funding has been allocated towards continuing to tackle the attainment gap including resourcing supported study, targeted support and interventions, providing remote learning materials and the development of a virtual hub.

6.3 It is anticipated that the full award of £2.043m for 2020/21 will be spent.

6.4 There are no procurement implications arising from this report.

7. Risk Analysis

7.1 Impact of the ongoing uncertainty and possible services disruption during the pandemic could impact on delivery of strategic outcomes.

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.

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

8. Equalities Impact Assessment (EIA)

8.1 There was no requirement to undertake an EIA for the purposes of this report as it is providing an update to Committee.

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
December 2020

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
Email: julie.mcgrogan@west-dunbarton.gov.uk

Appendix: Highlight report submitted to Scottish Government

Background Papers: None

Wards Affected: All wards

Scottish Attainment Challenge
Challenge Authorities Programme 2019/20

Local Authority	West Dunbartonshire
Project Lead/Contact	Julie McGrogan

END-YEAR Academic Report – March 2020 to July 2020

Impact of Covid-19

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

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

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

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

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

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

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

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

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Given the challenges presented by Covid-19 and the resultant school closures from 23 March, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken as planned. As a result we ask that:

- Where there is no progress to report in addition to that detailed in the mid-academic year report submitted in March 2020, please simply note that in the below template in the “end year” sections with something to the effect of “not progressed”.
- Where a planned activity has been delivered, adjusted or paused, please provide detail of that in the “end year” sections.

Number of schools supported by this funding?	All secondary, primary and ELCCs
How many pupils are benefiting from this funding?	12458
What progress has been made towards achieving your short, medium and long-term outcomes since March 2020, taking into account the impact of Covid-19 and the resultant school closures?	
<p>End-year:</p> <p>The adjustment of workstream priorities and resourcing within the period from 23 March impacted upon further expected gains in meeting short term goals particularly since there was no formal collection of Achievement of a Level data in June 2020. However continued engagement of learners with learning during the period of lockdown was achieved as surveys showed:</p> <ul style="list-style-type: none">• 95% of all school aged learners engaged positively with remote online learning and 75% of all school aged learners completed work set on a weekly basis.• 40,000 hours of video conferences including online learning and staff meetings.• Learners visited the Our Cloud Virtual Learning sites more than 60,0000 times in a sample week to access applications and lessons.• Almost all learners reported they had access to a digital device for learning using Google classroom. <p>The overwhelmingly positive and agile collaborative response of our workforce to plan for and meet the most pressing needs of our most disadvantaged children and young people through the period of lockdown suggest that significant sustainable progress has been made toward achieving our long term aim of delivering a system wide model of change and improvement focusing on building capacity at all levels and in all sectors.</p> <p>The conditions for effective collaboration at school, learning community and across authority basis and embedded use of data to improve outcomes has been created as a result of the foundations laid by the SAC work streams, projects and interventions. The quality of the sustained, targeted support for our most disadvantaged learners during the period of lockdown is evidence in and of itself that the work of the work streams is becoming embedded and sustained. Senior leaders have reported that staff ‘speak the language’ of contextual analysis, use of measures and outcomes and focus on impact, the ‘so what’ of intervention and projects.</p>	
<p>Mid-year:</p> <p>Long Term Outcomes</p> <p>The strategy for The Challenge in West Dunbartonshire aimed to deliver a system wide model of change and improvement focusing on building capacity at all levels and in all sectors. Project reach has extended with projects influencing change and improvement</p>	

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across all early years, primary and secondary establishments.

The projects focus on:

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

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

Short , Medium Term

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

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

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long –term outcomes	<p>The long-term outcomes of the Attainment Scotland Fund are to:</p> <ol style="list-style-type: none"> Improve literacy and numeracy attainment Improve health and wellbeing Close the attainment gap between pupils from the most and least deprived areas. <p>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</p>
	<p>End-year: (no update required if covered by the mid-year report detail below).</p> <ul style="list-style-type: none"> Evaluations from the local school improvement programme, quality assurance of school tracking data and school evaluations provided confidence to Senior Education Officers that attainment would have been expected to improve as at June 2020. However, as Achievement of a Level data was not collected in June 2020, it is not possible to provide evidence of improved attainment or progress towards closing the poverty-related attainment gap in the BGE.
	<p>Mid-year</p> <ul style="list-style-type: none"> Early years literacy and numeracy baseline assessment at nursery and P1. ACEL for literacy and numeracy. Curriculum and pedagogy data from School Improvement Framework. Moderation and verification data on literacy and numeracy. Individual and group wellbeing questionnaires and surveys. Strengths and difficulties questionnaires. Needs analysis. Case studies. Professional learning data. Pupil, staff and parent questionnaires. Collaborative Action Research pre and post intervention data and reports. Local Authority, Learning Community and School Statistical Reports (SSR) examine whole school achievement and achievement broken down by attainment gap. Qualitative data from school improvement, evaluation and monitoring reports. Family learning and engagement. Parent and pupil questionnaire and focus group feedback. Wider community benefits.
	<p>What did this evidence show so far? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.</p>
	<p>End year: (no update required if covered by the mid-year report detail below).</p> <ul style="list-style-type: none"> Covered by mid-year report detailed below.

Attainment Data

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

Closing the attainment gap

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

Health and wellbeing

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

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

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

- Covered by mid-year report detailed below.

Mid-Year:

Highlights include:

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

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

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

- Covered by mid-year report detailed below.

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

EARLY LEVEL PLAY AND LEARNING – HIGHLIGHTS AND CHALLENGES

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

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

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

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

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

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

Weekly production of home learning activities and production of literacy and numeracy lessons at early level for parents to use at [home](#)

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

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

Mid-Year

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

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

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

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

- Covered by mid-year report detailed below.

Mid-year:

Work with the library service is to be developed further.

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

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

- Covered by mid-year report detailed below.

Mid-Year

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

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

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

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- Covered by mid-year report detailed below.

Mid-year:

MATHS AND NUMERACY – HIGHLIGHTS AND CHALLENGES

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

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

- Maths Mastery professional learning continued remotely during the period of lockdown
- Local Learning Community collaboration continued with practitioners sharing resources, strategies and lesson plans drawing on Maths Mastery techniques to support remote learning provision for learners.
- Numeracy lessons early level to third level produced and shared on Campus@WDC

Mid-year:

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

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

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

- Covered by mid-year report detailed below.

Mid-year:

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

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

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

- Continued support for moderation and teacher professional judgement in the period immediately before lockdown provided confidence to school leaders and central staff that attainment would have been expected to have improved as at June 2020 however Achievement of a Level data was not collected in June 2020, it is not possible to provide evidence of improved attainment or progress towards closing the poverty-related attainment gap in the BGE.

Mid-year:

- Since 2017 attainment in numeracy at P1 has remained steady, while for P4 it has increased from 71 % to 75 % and for P7 it has increased from 63 % to 71 %.
- The attainment gap between Quintile 1 and Quintile 5 for P1 and P4 in numeracy was less in 2019 than in 2017 and 2018.
- There is evidence that SEAL (Stages of Arithmetical Learning) as an intervention at First level and as a approach for all children at Early level is supporting a deeper level of pupil understanding.
- Collaborative planning and delivery by teachers from different sectors is influencing teacher awareness of need to adapt and modify approaches to the delivery of maths/ numeracy to children not attaining levels for their age and stage.
- Protected time for assessment and moderation in collegiate calendars.
- Early intervention and use of data to monitor and track learning and attainment.
- Collaboration between sectors is improving cohesion at transition.
- There is a real commitment and professional value being placed on teacher networks supporting improved transition and personalised support for pupils in their experience of learning in maths/numeracy.
- Practitioners report that Maths Mastery has supported their ability to teach maths. They have an increased confidence to try new approaches when learners are finding key concepts difficult.

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

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

Mid-year:

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

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

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

- Where aspects of the plans for this work stream could be delivered remotely, such as professional learning programme and collaborative learning projects, these continued wherever possible during the period of lockdown adjusted as appropriate
- It was not practicable however to continue to deliver many aspects of this work stream plan, such as for example the collaborative monitoring and review visits, performance and review meetings and the School Improvement Alliances planned with East Dunbartonshire Council. In those cases the work of this work stream was readjusted to ensure provision of remote learning and physical learning packs delivered to learners where access or confidence in accessing remote learning created potential barriers to learning.
- The conditions for strong effective collaboration created by the Collaborative Action Research projects proved a strong foundation for school leader and practitioners 'pooling resources to support remote learning.
- Professional learning for assessment and moderation continued remotely and a new project based professional learning programme links to the refreshed Curriculum for Excellence narrative continued remotely.
- Funds allocated to this work stream were released to ensure all schools were able to provide learning packs where there was identified need. Teacher time was released to create a bank of 250 teaching videos for our virtual school [Campus@WDC](#) for use in the first term, which are accessible for all to use for independent and/or home learning. 'Campus@WDC' also provides a comprehensive contingency package for curriculum, collaboration and learning providing literacy, numeracy and wellbeing lessons across the BGE.
- A new interdisciplinary learning context was also been developed: ['West Dunbartonshire Back to the Future 2020'](#)

Mid-year:

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

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<p>Improvement Alliances.</p> <ul style="list-style-type: none">• Principal Teacher (PT) Network has been formed led by one headteacher in one Local Learning Community. PT's are engaged in projects focusing on their own leadership development through working in a partnership school.• Two headteachers are working collaboratively to improve the quality of provision in one establishment using West Dunbartonshire's School Improvement Enhanced Support Programme.• Over 90 Collaborative Action Research Projects led by early years staff and teachers are in progress.• All probationer teachers are implementing CAR projects.• All Early Years Centres are engaged in CAR projects.• The Attainment Advisor, Depute Principal Psychologist and one headteacher are leading a review and improvement strategy for literacy.• In August 2019 literacy leaders conducted a focused review of literacy attainment, including a review of the poverty related attainment gaps in reading, writing and listening and talking. A refreshed strategic programme for literacy improvement has included:<ul style="list-style-type: none">○ conducting a detailed analysis of practitioner professional learning needs;○ a review of approaches to planning a rich literacy curriculum;○ provision of focused support for practitioners with assessment and moderation of reading;○ sharing and scaling up of effective literacy interventions;○ increasing opportunities collaboration for improvement at teacher level.
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2019/20</i>
End-year: <i>(no update required if covered by the mid-year report detail below).</i> <ul style="list-style-type: none">• Review and improvement strategy for literacy.• School Improvement Alliances with East Dunbartonshire Council.
Mid-year:
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.</i>
End-year: <i>(no update required if covered by the mid-year report detail below).</i> <ul style="list-style-type: none">• As covered by the mid-year report below.
Mid-year: <ul style="list-style-type: none">• Our empowered system of school improvement is led by staff at all levels with increasing levels of challenge evident colleague to colleague, school to school.• We are beginning to broaden the scope of our School Improvement Partnership Programme through partnership with schools in other local authorities.• Headteachers are sharing practice, experience and expertise. This is generating a self-sustaining model of school improvement with headteachers supporting and challenging colleagues to raise attainment, improve learning and narrow the gap.• Project leads experienced in CAR approach and committed to the model support continuous programme of delivery.• The Lesson Study approach is a common expectation across the authority and is

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<p>allowing practitioners to share a common understanding of high quality learning experiences.</p> <ul style="list-style-type: none"> • Four years of evidence of impact on learners in small scale projects focussing on literacy, numeracy, health and well-being. • We have an effective collaborative learning culture with national agencies to deliver excellence ad equity.
<p>Can you share any learning on what has worked less well or could be improved?</p>
<p>End-year: <i>(no update required if covered by the mid-year report detail below).</i></p> <ul style="list-style-type: none"> • As covered by the mid-year report below. These constraints have been exacerbated and compounded by the pandemic and the readjustments required of school leaders in light of revised national guidance.
<p>Mid-year:</p> <p>Constraints of competing priorities can influence numbers of staff available to engage at times.</p>

MULTI AGENCY HUB – HIGHLIGHTS AND CHALLENGES

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

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

- Many aspects of the work stream plan for the period March – June 2020 were readjusted in light of the needs of our most disadvantaged learners and families. The infrastructure and pre-existing arrangements to support our most vulnerable families created by this work stream were ideally suited for readjustment to provide the most vital support.
- Multi agency support continued throughout the period of the lockdown for targeted families including provision of targeted support for identified learners and families which included support to access remote learning, support with access to benefits, and funding.
- In many ways the work of this work stream provided a direct life line for those families who were affected financially, mentally, physically by the pandemic and who needed the most targeted support.
- The success of ongoing engagement with remote learning during the period of the lockdown as noted above was in part as a result of ongoing daily and weekly one to one support and check-ins by relevant members of staff with our most vulnerable learners and families
- At school level professional learning continued to be delivered to practitioners in relation to nurture; trauma informed practices and supporting loss and bereavement. Nurture practice has continued to be supported through the delivery of online nurture group training and collegiate discussions with nurture practitioners. Collegiate discussions enables support to be offered to staff seeking to improve health and well-being outcomes for identified children.
- A range of wellbeing resources was produced and shared with all stakeholders via school links and social media, including The Big White Wall (now Together All); supporting social and emotional wellbeing of all 16-24 year olds. Also for parents a weekly [Feel Good Friday programme](#) and [Mindful Monday programme](#) was shared on Ourcloud
- A suite of transition guidance was produced for mainstream and specialist staff for the return to school, with wellbeing at the heart of the transition processes. Supporting S1 and P1 transition programme in June.
-

Mid-year:

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

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<p>evaluate quality of integrated approach to support in the Family Hub model.</p> <ul style="list-style-type: none"> • 95 currently active cases working with Hub Staff. This totals more than 400 families since 2016. • Introduction of Care Connections Programme which focuses on young people who are looked after at home. Care Connections offers those young people an opportunity to access the programme at the stage appropriate to their needs. It focuses on three key areas which link to provide a continuous pathway of support for targeted young people across all phases of school life. The key element being a Care Connect Worker providing the link between School, Community and Family life. Support includes: <ul style="list-style-type: none"> ○ P1 to P3 (prior to and beyond if required) - Out of School Hours Learning/ Homework Club ○ P4 to S6 (and beyond up to age 18) - Youth Mentoring ○ S4 to S6 Access to the Apprenticeship Pathway • Intensive 1 to 1 support for clients to make and attend Housing Options interviews to review housing applications to ensure all housing points applicable have been awarded and to gain information on the properties available in their requested areas. • Partnership working with WDC Housing Operations to support customers to apply for medical housing points where relevant. • Families have accessed support from the West Dunbartonshire Community Food Share and also emergency food supplies through St Augustine's Food for Thought services. • Families received gifts and hampers from the West Dunbartonshire Community Food Share Christmas Toy Appeal. Families accessed support with school uniforms from West Dunbartonshire Community Food Share. Families have accessed support through The Recycle Room for household items. • Inspire training was delivered to support customers to develop confidence. • CSCS Course access for Family Opportunity Hub service users in Bellsmyre.
<p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2019/20</i></p>
<p>End-year: <i>(no update required if covered by the mid-year report detail below).</i></p> <ul style="list-style-type: none"> • The planned further extension of the Hub provision during the period March to June 2020 was not possible as a result of the lockdown.
<p>Mid-year:</p> <p>Planned to further extend provision of the Hub - further extensions are planned for the period March to June 2020.</p>
<p>Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2019/20 Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.</i></p>
<p>End-year: <i>(no update required if covered by the mid-year report detail below).</i></p> <ul style="list-style-type: none"> • As covered in mid-year report.
<p>Mid-year:</p> <ul style="list-style-type: none"> • Implementation of nurture principles (whole school) and nurture groups (targeted) is reducing incidents of disruptive behaviour and has reduced number of exclusions for the pupils in the nurture groups. There is robust evidence that children who attend nurture groups in secondary report that they feel safe, can talk openly to staff, are better engaged, have improved time-keeping and increased attendance and are more ready to

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<p>learn. Staff report that “classes are more settled”, staff feel “better able to manage stressful situations” and the “learning environment is better”.</p> <ul style="list-style-type: none">• Increased numbers of pupils are engaging in volunteering opportunities and courses.• Evidence that young people engaged in targeted approaches have improved attendance. Examples are: out of 30 pupils, 40% of pupils have improved attendance.• Increasing numbers of pupils are attending breakfast clubs.• Mindfulness training has had a positive impact on staff wellbeing. Staff report feeling calmer and kinder to themselves and to others.• Using Local Learning Community data from primary to identify young people who require interventions is supporting an improved provision of differentiated curriculum in secondary.• Staff report that the Multi-Agency Hubs have enhanced the nurturing and inclusive culture of the schools.• Delivery in training courses for parents in has resulted in:<ul style="list-style-type: none">• 18 parents achieving SCQF Level 3 Technology• 20 parents achieving SCQF Level 4 Technology• 18 parents achieving ‘Introduction to Psychology’• 13 parents achieving ‘English as an Additional Language’• Families engaging with Hub staff are being supported with access to education and training, employment, destitution, welfare rights, financial support, health and housing.• Development of cross agency support network that is seamless and meaningful to the family customer base.
Can you share any learning on what has worked less well or could be improved?
End-year: <i>(no update required if covered by the mid-year report detail below).</i>
Mid-year:

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ENHANCED BGE / SKILLS ACADEMY – HIGHLIGHTS AND CHALLENGES

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

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

- Many aspects of the workstream plan for the period March – June 2020 were required to be paused during the period March to June 2020, particularly the skills academies, however some aspects were able to be readjusted to meet the needs of our most disadvantaged learners and families.
- As noted with respect to the Multi-Agency Hubs, the infrastructure and pre-existing arrangements put in place as a result of this work stream provided a strong foundation for targeted support for our most disadvantaged learners and showed approaches are becoming embedded in line with long term goals for sustainable approaches.
- Targeted pupils received one to one tuition and enhanced study support. Music tuition was able to be provided remotely for targeted learners. Key staff remained in contacted with targeted cohorts throughout the period of lockdown which maximised opportunities for continued engagement with learning and meant that transition back to physical school building in August was easier for those targeted learners, thus maximizing attendance at school in session 2020/21.
- Leadership advice and support to targeted the poverty- related attainment gap continued throughout the period of lockdown with equity principles permeating remote teaching and learning of numeracy and literacy across the BGE.

Mid-year:

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

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

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

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

Mid-year:

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

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

Mid-year:

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

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

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

Mid-year:

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WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Education Services Committee: 2 December 2020

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 Appendix 1, Early Learning and Childcare Remaining Expansion Projects 2020 to 2021.
- (ii) Notes the contents of Appendix 2, The Early Learning & Childcare Financial Phasing Plan 2018 - 2022.

3. Background

- 3.1** The Scottish Government remain committed to increasing entitlement to free early learning and childcare (ELC) to 1140 hours per year for all three and four year olds and eligible two year olds. The legal obligation to deliver this has been suspended temporarily. In West Dunbartonshire we are continuing our plan and commitment to deliver 1140 hours where we can. By the end of December 2020, 85% of eligible children will have access to 1140 hours. The remaining projects will provide the final 15% of 1140 hours that remain to be put in place for each geographical area. This is detailed in Appendix 1, Early Learning and Childcare Remaining Expansion Projects 2020 to 2021.
- 3.2** Local Authorities retain the statutory responsibility for ensuring statutory entitlement is available to all eligible children in their area and as the primary guarantors of quality, are responsible for assessing and monitoring compliance with the National Standard.
- 3.3.** The guiding principles of quality, flexibility, and accessibility continue to exemplify our commitment to children and families:

Quality - the expansion of our services will ensure a high-quality experience for all children, which complements other early years activity to close the attainment gap.

Flexibility - increased hours and various delivery models offered by our services, provide parents with choice and flexibility:

- ELC provision - term time (38 weeks)
- ELC provision - full year (50 weeks)
- ELC provision - term time and/ or full year provision

- Funded Providers have various models including some term time and some full year.
- Blended models with childminders.

Accessibility to ensure that ELC capacity is sufficient, is located as conveniently geographically as possible and delivered in fit for purpose settings.

3.4 Ensuring high quality provision and meeting the National Standard is the cornerstone of the offer of 1140 hours offer for children and families. Inspection activity by the care inspectorate is currently suspended however last session nine ELC settings were inspected by the Care Inspectorate, between August 2019 and March 2020. From those inspections the following evaluations were given:

- For Quality of Care and Support at the 9 ELC: 6 settings rated good and above.
- For Quality of Environment at the 9 ELC: 7 settings were rated good and above.
- For Quality of Staffing at the 9 ELC: 7 settings were rated good and above.
- For Quality of Management and Leadership at the 9 ELC: 7 settings were rated good and above.

The care inspectorate are working remotely to scrutinise services; through telephone phone calls and virtual meetings to ensure that ELC meet the standard expected for reopening. This is supported by the Early Years Team and Care Inspection Improvement Service to bring grades to good and above.

3.5 For safe reopening of our services the Care Inspectorate arrangements for scrutiny of our ELC is through self-evaluation of a key question related to health and safety; this process has commenced. All services have completed Self-evaluation Key Question 5. Some services have had further scrutiny through telephone conversations. The Care Inspectorate report that all services are meeting the expected standard for safe reopening. We will continue to reassure families that safeguarding the health and wellbeing of children, and adults working with our youngest children is our priority.

4. Main Issues

1140 Hours

- 4.1** In Scotland 13 Councils are delivering 1140 hours to all families, 18 Councils are delivering at least 600 hours and 1140 hours to some or most families. Only one Council is delivering at least 600 hours to all and expanded hours to some families. All Councils are working towards 1140 hours universal provision.
- 4.2** Further delays to 1140 hours universal provision of ELC in West Dunbartonshire will create uncertainty and anxiety for parents and carers. Further delays will also disadvantage our children. Many of our children experience disadvantages from birth onwards which impacts adversely on their life chances, resulting in poor health, employment, educational and

social outcomes. For example, estimates suggest that by age 5, children in more advantaged circumstances are between 11-18 months ahead in their vocabulary skills and between 6-13 months ahead in their problem solving ability. The offer of 1140 hours is designed to improve outcomes for children and to close the poverty related attainment gap. The 1140 hours commitment to addressing and mitigating the impact of adverse childhood experiences for our children is also not to be underestimated.

- 4.3** Families had made plans for the expected timescales for delivery of 1140 hours prior to lockdown at: Dalmonach - January 2020, Braehead – April 2020 and at Carleith - August 2020. Building work at all of these locations is due for completion in December 2020. Staff have been recruited and resources have been purchased to set up provision. If we do not make use of the recruited workforce, resources and buildings, children and families will be unnecessarily disadvantaged. The other projects in our plan are Gavinburn, Dalreoch and Linnvale. These projects are due to complete by April 2021. If further financial flexibilities are necessary in financial year 2021/22 families expecting 1140 hours provision at Gavinburn, Dalreoch and Linnvale will be disadvantaged.
- 4.4** Numbers of parents and carers requesting the blended model from childminders has not changed; parents of nine 3-5 year old children have opted for this model. We continue to meet with, support and provide virtual training opportunities for childminders in partnership and for all other childminders in the area. Information about the childminding grant for reopening has been shared, available through Scottish Childminding Association (SCMA). The Council has set up a one-off grant payment for our funded Childminders we are in partnership with, to aid them in the cost of recovery and to ensure the wellbeing of children.

5. People Implications

- 5.1** As previously reported a high quality, diverse and well-qualified professional workforce is key to delivering the expansion. Recruitment plans for the remaining projects due for delivery in April 2021 will begin in January 2020.

Remaining workforce to be recruited:

11 x 35 hrs early learning and childcare workers

2 x 30 hrs early learning and childcare workers

1.58 FTE learning assistants

2 FTE facilities staff includes janitors and kitchen staff

0.46 FTE lunch cover

- 5.2** As previously reported there are significant implications for people in WDC. The delay in delivery for families now affects and disadvantages a minority of families who had expected the offer of 1140 hours for eligible two year olds and all three and four year olds. From January 2021, 343, two, three and four year old children are still to receive 1140 hours.

6. Financial and Procurement Implications

- 6.1** 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

- 6.2** Proceeding with 1140 hours, in accordance with Scottish Government expectations has altered the projected expenditure on a number of facilities. As reported to Education Services Committee in September, the available financial flexibility from the Early Learning and Childcare Grant for 2020/21 identified £2,169,136 flexible funding. Proceeding with expansion has reduced the possible sum released from the expansion grant from £2.169m to £1.404m. The available flexibility has been reviewed to take account of three ELC projects due for completion by December 2020: Dalmonach, Braehead and Carleith ELCCs. See Appendix 2, The Early Learning & Childcare Financial Phasing Plan 2018 - 2022.

7. Risk Analysis

7.1 The key risks:

- delays in delivery of the re-phased infrastructure expansion of building work if delayed for any reason: virus resurgence, resulting in closure of ELCs will add further delays to the expansion plan;
- delays in delivering the entitlement to all 3 and 4 year olds and eligible 2 year olds which is expected by parents and carers will impact the childcare that they have planned for;
- if financial flexibilities continue beyond 31 March 2021, there is a risk of the final expansion being further delayed, depending on whether the Council requires the flexibilities identified; and
- ensuring that all ELC settings meet the criteria for the National Standard.

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

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Appendices Appendix 1, Early Learning and Childcare Remaining Expansion Projects 2020 to 2021.

Appendix 2 - The Early Learning & Childcare Financial Phasing Plan 2018 - 2022.

Wards Affected: All

Area of WDC	ELC	1140 Phasing December 2020	Comments
Vale of Leven	Dalmonach ELCC	56	
Vale of Leven	Lennox ELCC Bonhill	10	
Dumbarton	Braehead PS ELCC	40	
Dumbarton	Dalreoch PS ELCC	32	
Clydebank	Carleith PS ELCC	56	
Clydebank	St. Mary's PS ELCC Duntocher	50	
		244	244 places available for 2, 3 and 4 year olds
Area of WDC	ELC	1140 Phasing January 2021	
Vale of Leven	Ladyton ELCC	25	
Vale of Leven	Lennox ELCC Bonhill	30	
		55	55 places available for 2, 3 and 4 year olds
Area of WDC	ELC	1140 Phasing April 2021	
Dumbarton	Brucehill ELCC	80	
Dumbarton	Dalreoch PS ELCC	48	
Clydebank	Gavinburn PS ELCC	80	
Clydebank	Lennox ELCC Faifley	40	
Clydebank	Linnvale ELCC	40	
		288	288 places available for 2, 3 and 4 year olds

Total number of placements to be created for 2, 3 and 4 year olds by April 2021 = 587

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	0
TOTAL INCOME	1,561,261	5,625,040	9,780,328	9,723,000
Expenditure - Area				
Vale of Leven	202,274	1,452,864	1,878,498	1,941,675
Dumbarton	44,870	1,002,290	1,984,165	2,286,332
Clydebank	54,443	989,836	3,007,760	3,742,323
All Areas	902,634	1,116,722	2,909,905	1,752,670
TOTAL EXPENDITURE	1,204,221	4,561,712	9,780,328	9,723,000
Variance	357,040	1,063,328	0	0

Appendix 2: Early Learning & Childcare Financial Phasing Plan 2018 - 2022												
Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	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	0	0	0	0	0	39,690	76,370	75,624	Complete	Aug-19	Project Completed
Vale of Leven	St. Mary's Alexandria 3-5 Service	6,514	56,000	0	0	168,589	297,732	300,009	305,475	Complete	Apr-18	Project Completed
Vale of Leven	Ferryfield 0-3 Service	260,747	0	0	0	33,685	15,986	8,091	9,928	Complete	Oct-18	Project Completed
Vale of Leven	Levensale ELCC 3-5 Service	71,212	0	0	0	0	585,316	546,884	559,683	Jun-19	Aug-19	Project Completed
Vale of Leven	Gartocharn ELCC 0-5 Service	0	10,000	0	0	0	94,934	7,527	20,648	Complete	Aug-19	Project Completed
Vale of Leven	Dalmonach 3-5 Service	0	462,500	0	0	0	144,785	378,259	364,820	TBC	TBC	Completion date required
Vale of Leven	Riverside ELCC	0	0	415,000	0	0	31,706	88,042	95,360	Complete	Aug-19	Project Completed
Vale of Leven	Lennox ELCC Bonhill 3-5 Service	0	0	0	0	0	0	72,109	76,309	Dec-20	Dec-20	Project Completed
Vale of Leven	St Ronan's PS 3-5 Service	0	60,000	0	0	0	142,702	256,511	266,150	Aug-19	Dec-19	Project Completed
Vale of Leven	Ladyton ELCC 2-3 Service	0	32,000	0	0	0	0	0	22,982	Jan-21	Jan-21	
Vale of Leven	Carousel Alexandria	0	0	0	0	0	100,014	144,696	144,696	Aug-20	Apr-20	Project Completed
TOTAL VALE OF LEVEN		338,473	620,500	415,000	0	202,274	1,452,864	1,878,498	1,941,675			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	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	0	160,000	0	0	39,870	534,405	537,148	552,161	Jun-19	Aug-19	Project Completed
Dumbarton	Meadowview Braehead ELCC 0-3 / 3-5 Services	30,767	644,387	0	0	0	21,028	557,691	499,420	Dec-20	Dec-20	Completion date revised
Dumbarton	Bellsmyre ELCC 3-5 Service	0	0	0	0	5,000	161,634	169,255	176,426	Aug-19	Aug-19	Project Completed
Dumbarton	Dalreoch Primary Class 3-5 service	0	0	130,000	0	0	0	186,597	538,759	TBC	TBC	Contingency Project has 32 children
Dumbarton	Brucehill ELCC 3-5 Service	0	0	55,000	0	0	5,182	45,124	92,714	TBC	TBC	TBC
Dumbarton	Great Start	0	0	0	0	0	104,864	162,783	162,783	Aug-20	Apr-20	Project Completed
Dumbarton	Tots R Us	0	0	0	0	0	75,162	119,374	119,374	Aug-20	Apr-20	Project Completed
Dumbarton	Carousel Dumbarton	0	0	0	0	0	100,014	206,192	144,696	Aug-20	Apr-20	Project Completed
TOTAL DUMBARTON		30,767	804,387	185,000	0	44,870	1,002,290	1,984,165	2,286,332			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	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	0	0	37,000	0	54,443	21,221	25,368	34,232	Complete	Aug-18	Project Completed.
Clydebank	St. Eunan's ELCC 3-5 Service	0	160,000	0	0	0	96,431	167,222	128,120	Apr-19	Aug-19	Project Completed.
Clydebank	Clydebank ELCC 3-5 Service	0	10,000	65,000	0	0	22,025	10,000	0	Oct-19	Oct-19	Project Completed.
Clydebank	Whitecrook ELCC 3-5 Service	0	85,000	0	0	0	87,585	68,012	72,675	Dec-19	Jan-20	Project Completed.
Clydebank	Whitecrook PS ELCC 3-5 Service	0	190,000	0	0	0	113,167	290,630	326,305	Nov-19	Jan-20	Project Completed.
Clydebank	LOLO PS ELCC 3-5 Service	0	320,000	0	0	0	8,626	405,231	411,692	Apr-20	Aug-20	Project Completed.
Clydebank	Dalmuir ELCC 3-5 Service	0	18,000	0	0	0	6,091	0	92,842	Aug-20	Aug-20	Project Completed.
Clydebank	Gavinburn PS ELCC 3-5 Service	0	120,000	0	0	0	0	43,523	151,302	TBC	TBC	
Clydebank	Linnvale ELCC	0	0	119,000		0	0	25,368	159,732	TBC	TBC	
Clydebank	Lennox ELCC 0-3 Service	0	0	0	0	0	0	7,846	0	Apr-21	Apr-21	

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	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		10,000		0	2,540	7,000	692	Dec-21	Jan-21	
Clydebank	Carleith PS ELCC 3-5 Service	0		184,000		0	0	138,697	398,549	Dec-20	Jan-21	
Clydebank	Auchnacraig ELCC 3-5 Service	23,297	291,000	0	0	0	0	528,232	490,399	Sep-20	Sep-20	
Clydebank	Kilbowie ELCC 3-5 Service	0	0	25,000	0	0	21,153	17,341	202,458	Aug-20	Aug-20	Project Completed.
Clydebank	Bright Beginnings	0	0	0	0	0	71,525	137,461	137,461	Aug-20	Apr-20	Project Completed.
Clydebank	Brookland	0	0	0	0	0	87,285	209,809	209,809	Aug-20	Apr-20	Project Completed.
Clydebank	Nursery Times	0	0	0	0	0	100,014	177,253	177,253	Aug-20	Apr-20	Project Completed.
Clydebank	Sunflower	0	0	0	0	0	109,713	292,974	293,009	Aug-20	Apr-20	Project Completed.
Clydebank	Villa Kindergarten	0	0	0	0	0	72,738	90,435	90,435	Aug-19	Apr-20	Project Completed.
Clydebank	Lucky Little Stars	0	0	0	0	0	72,738	195,340	195,340	Aug-19	Apr-20	Project Completed.
Clydebank	Children's Hour	0	0	0	0	0	96,984	170,018	170,018	Aug-19	Apr-20	Project Completed.
CLDEBANK TOTAL		23,297	1,194,000	440,000	0	54,443	989,836	3,007,760	3,742,323			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	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	10,000	0	0	0	0	5,000	5,000	5,000	Aug-19	Aug-19	Project Completed
All Areas	Childminders	0	0	0	0	0	0	0	20,000			
All Areas	Facilities Management	0	0	0	0	29,839	0	0	0			
All Areas	Central Management	0	0	0	0	268,654	353,644	367,362	440,742			
All Areas	Graduates	0	0	0	0	118,400	338,470	387,633	395,386			
All Areas	Psychological Service	0	0	0	0	0	32,882	70,250	71,655			
All Areas	Early Years Outreach Posts	0	0	0	0	0	0	46,419	47,347			
All Areas	Cover	0	0	0	0	0	20,000	20,000	30,000			
All Areas	Workforce Development	0	0	0	0	0	18,495	0	30,000			
All Areas	Expansion Management Service Structure	0	0	0	0	267,649	281,167	139,000	137,584			
All Areas	Resourcing Better Futures	0	0	0	0	200,504	0	0	0			
All Areas	Modern Apprentices	0	0	0	0	17,588	67,065	70,250	74,956			
All Areas	CFCR Expansion (Dabden, Pram Shelters)	0	0	0	0	0	0	0	300,000			
All Areas	Unallocated expansion funds to allow for ongoing variations in need	0	0	0	0	0	0	100,000	100,000			
All Areas	Kitchen Equipment (upgrade to legacy facilities)	0	200,000	250,000	0	0	0	0	0			
All Areas	Provision of outdoor areas	0	0	600,000	0	0	0	150,000	100,000			
All Areas	Salaries Recharge	39,584	50,264	50,264	50,264	0	0	0	0			
All Areas	Loss of Income					0	0	150,000	0			
All Areas	Early Years COVID-19					0	0	337,338	0			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	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	Early Years Flexibility					0	0	1,066,654	0			
TOTAL EXPENDITURE		49,584	250,264	900,264	50,264	902,634	1,116,722	2,909,905	1,752,670			
	SCOTTISH GOVERNMENT FUNDING	1,800,000	2,100,000	1,400,000	0	1,410,298	5,268,000	8,717,000	9,723,000			
	UNALLOCATED GRANT FROM	0	1,357,879	588,728	48,464	150,963	357,040	1,063,328	0			
	TOTAL GRANT INCOME	1,800,000	3,457,879	1,988,728	48,464	1,561,261	5,625,040	9,780,328	9,723,000			
	TOTAL - ALL EXPENDITURE	442,121	2,869,151	1,940,264	50,264	1,204,221	4,561,712	9,780,328	9,723,000			
	VARIANCE	1,357,879	588,728	48,464	-1,800	357,040	1,063,328	0	0			

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Committee: Educational Services Committee 2 December 2020**

Subject: 2019/20 Education, Learning & Attainment (ELA) Delivery Plan Year-end Progress & 2020/21 Delivery Plan**1 Purpose**

- 1.1** This report provides members with the final position against the 2019/20 Delivery Plan and presents the 2020/21 Delivery Plan.

2 Recommendations

- 2.1** It is recommended that Committee notes both the year-end position for 2019/20 and the plan for 2020/21.

3 Background

- 3.1** Each Strategic Lead develops an annual delivery plan. This sets out actions to help meet the Council's priorities and address the key service challenges identified through the planning process. The plan outlines performance indicators to measure progress, provides an overview of services and resources, including employees and budgets, and considers the relevant risks.
- 3.2** The ELA Delivery Plan is traditionally presented to this committee in June with a mid-year progress report submitted mid-way through the academic year in March. However, as a result of the COVID-19 pandemic, work to finalise delivery plans for reporting in the May/June committee cycle was paused. This reflected the need to focus on the immediate resilience response for our communities. It also gave Strategic Leads the time to analyse the COVID-19 impact and the likely recovery position for the remainder of the 2020/21 year, and factor this in to drafted delivery plans.

4 Main Issues2019/20 Year-end Performance

- 4.1** The 2019/20 Delivery plan was presented to Educational Services Committee on [5 June 2019](#), with mid-year progress reported on [11 March 2020](#).
- 4.2** Full details of year-end progress are set out at Appendix 1.
- 4.3** Of the 15 actions due to be completed, 8 (53.3%) were completed as planned with 7 (46.6%) outstanding. These are:

- Deliver the Scotland's Young Workforce Programme. As a result of the COVID-19 pandemic, challenges were faced for young people attending placements for Foundation Apprenticeships, and for the engagement programme with local businesses. This has been carried over into session 2020/21.
- Deliver Improvement in Young People's Health and Wellbeing. As a result of the COVID-19 pandemic, most of the face to face work with young people relating to health and wellbeing ceased, with the notable exception of work that took place for our most vulnerable in our support hubs throughout the lockdown. This action has been carried forward into sessions 2020/21 and re-scoped as a result of the ongoing affects of the pandemic.
- Development of Parental Engagement Strategy. As a result of the COVID-19 pandemic, engagement with parents changed in focus. This action has been carried forward into session 2020/21.
- Analysis and Publication of Performance Information. As a result of the COVID-19 pandemic, there was a delay to the publication of establishment Standards and Quality Reports and their subsequent analysis. This has been carried over into session 2020/21.
- Deliver Professional Development for the Service. As a result of the COVID-19 pandemic, only digital online elements of the programme continued, with other aspects delayed until session 2020/21.
- Deliver Service Modernisation Programme. As a result of the COVID-19 pandemic, work to modernise processes was overtaken by other priorities. This has been re-scoped for session 2020/21.
- Develop the Schools Estate in Line with Local Regeneration. As a result of the COVID-19 pandemic, consultation on the placing request and admissions criteria was placed on hold, and there was a delay to the building programme at Renton Campus. These have been carried over into session 2020/21.

4.4 Of the 33 performance indicators included in the plan, it is not possible to report on 26 (78%) of them, due to data not being published or at the time of reporting not being available. 2 (6%) achieved their year end targets, 1 (3%) just missed their target, and 2 (6%) were adrift of targets. Details of the latter are provided below with the outturn of all performance indicators set out in Appendix 1:

- Secondary attendance was 87.1%, 3.9% below the target of 91%.
- Primary attendance was 93.2%, 1.8% below the target of 95%.

A programme of attendance monitoring has been introduced, with regular discussion between central officers and head teachers to address concerns and improve attendance.

Complaints: 2019/20 Year-end and 2020/21 Mid-year

4.5 A key focus in the development of delivery plans is ensuring that

feedback from stakeholders informs learning and improvement. One of the key sources of robust feedback is complaints data.

- 4.6** Between 1 April 2019 and 31 March 2020, ELA received a total of 94 complaints, comprising 89 Stage 1 and 5 Stage 2 complaints. During the same period, 69 complaints were closed, 65 at Stage 1 and 4 at Stage 2.
- 4.7** Of the 65 complaints closed at Stage 1, 37 (57%) met the 5 working days target set for resolving Stage 1 complaints, with an average of 9 working days to resolve all complaints closed at this stage. Of the 4 complaints closed at Stage 2, all met the 20 working days target, with an average of 14 days.
- 4.8** 38 (58%) of the complaints closed at Stage 1 were upheld and 1 (25%) at Stage 2. These are shown in the tables 1 and 2 below by service area and complaint category.
- 4.9** In the first half of this year (1 April to 30 September), ELA received a total of 54 complaints, comprising 51 Stage 1 and 3 Stage 2 complaints. During the same period, 47 complaints were closed, 45 at Stage 1 and 2 at Stage 2.
- 4.10** Of the 45 complaints closed at Stage 1, 37 (82%) met the 5 working days target set for resolving Stage 1 complaints, with an average of 7 working days to resolve all complaints closed at this stage. Of the 2 complaints closed at Stage 2, both met the 20 working days target, with an average of 7 days.
- 4.11** 23 (51%) of the complaints closed at Stage 1 were upheld and none at Stage 2. These are shown in Tables 1 and 2 below by service area and complaint category.

Table 1: Upheld complaints by service area

Service Area	1 April 2019- 31 March 2020		1 April 2020 - 30 Sept 2020
	Upheld Stage 1	Upheld Stage 2	Upheld Stage 1
Early Education & Child Care Services	7	0	5
Education Maintenance Allowance	2	0	0
Primary Schools	12	0	13
Secondary Schools	16	1	5
School transport	1	0	0
Total	38	1	23

Table 2: Upheld complaints by complaint category

Complaint Category	1 April 2019- 31 March 2020		1 April 2020 - 30 Sept 2020
	Upheld Stage 1	Upheld Stage 2	Upheld Stage 1
Citizen expectation not met - quality of service	32	1	20
Citizen expectation not met – timescales	0	0	1
Council policy – level of service provision	1	0	0
Employee behaviour	1	0	1

Error in Service Delivery	3	0	1
Contractor	1	0	0
Total	38	1	23

- 4.12** Each service area also developed a suite of quality standards which set out the level of service that users and stakeholders can expect to receive, and remind both the organisation and employees of the challenges and obligations they face in delivering best value services. Performance against these standards is set out at Appendix 2.

Delivery Plan 2020/21

- 4.13** The ELA Delivery Plan for 2020/21 is attached to this report as Appendix 3 and includes a detailed action plan for delivery as well as a workforce plan. The Plan reflects the immediate and longer term impact that COVID-19 will have on service delivery.
- 4.14** The Plan reflects the priorities and actions that will be delivered over the remainder of the year. These include:
- delivering the raising attainment agenda;
 - delivering service wide self-evaluation and educational improvement;
 - narrowing the poverty related attainment gap;
 - developing Scotland's Young Workforce programme;
 - developing, reviewing and improving Getting It Right for Every Child (GIRFEC) processes;
 - delivering improvement in young people's health and wellbeing;
 - developing the Parental Engagement Strategy;
 - developing and promoting approaches to sustainability;
 - ensuring equitable access to educational opportunities;
 - publishing performance information;
 - delivering the Early Years Strategy;
 - developing the schools estate in line with local regeneration;
 - delivering professional development for the service; and
 - delivering the service modernisation programme.
- 4.15** Progress against the action plan will be monitored monthly by the management team and scrutinised through quarterly performance updates to the Performance Monitoring & Review Group. Year-end progress will be reported to committee in autumn 2021.

Workforce Planning

- 4.16** The Plan includes an annual workforce plan which details the key workforce issues which will or may arise over the year and the actions planned to address these in order to fully support delivery of the plan.
- 4.17** These workforce issues are anticipated to have implications in terms of organisational change, resource planning, resource profiling, skills mix,

training and development and restructuring. The workforce plan sits within the appendices of the 2020/21 Delivery Plan.

5 People Implications

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

6 Financial & Procurement Implications

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

7 Risk Analysis

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

8 Equalities Impact Assessment

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

9 Consultation

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

10 Strategic Assessment

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

Strategic Lead: Laura Mason
Service Area: Education, Learning & Attainment
Date: 16 October 2020

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

Appendix: Appendix 1: ELA Delivery Plan 2019/20 - Year End Progress
Appendix 2: Quality Standards - 2019/20 Performance
Appendix 3: ELA Delivery Plan 2020/21

Background Papers: None


Wards Affected: All

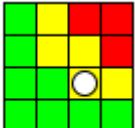

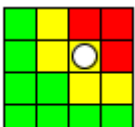
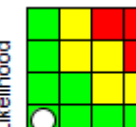
Education Learning & Attainment 2019/20 Delivery Plan

Report Author: Lynn Henderson
Generated on: 11 September 2020













	1. A strong local economy and improved job opportunities
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	Increased employment and training opportunities
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Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/02DEI Develop and Deliver Educational Improvement Across West Dunbartonshire		<div><div>100%</div></div>	31-Mar-2020	All actions and sub actions completed. We maintained our 100% record of positive school inspections and school improvement monitoring visits recorded rates of progress with outcome measures for excellence and equity as follows Very good progress in 40% of schools; Good progress in 50% of schools; and satisfactory progress in 10% of schools.	Andrew Brown; Julie McGrogan	10-Sep-2020

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/02 Develop and Deliver Educational Improvement Across West Dunbartonshire	<div> <div>Likelihood</div>  <div>Impact</div> </div>	26 Aug 2019	Our local analysis shows positive impact on narrowing the gap and raising attainment. Scottish Government analysis published in December 2019 will provide comparator analysis for Scotland. We have overtaken a number of national targets set for 2020. A recent school inspection identified key features of WDC's Raising Attainment Strategy as features of effective practice within the school context.	Alan Munro	26 Nov 2019	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Susan Gray; Denise McKinnon
SR 002 Failure to implement broad-ranging school improvement to raise attainment and achievement	<div> <div>Likelihood</div>  <div>Impact</div> </div>	10 Sep 2020	<p>National data collection cancelled for session 2019/20 due to COVID. Project implementation delayed due to COVID. A revised equity plan under development as part of the Education Recovery Plan.</p> <p>Impact analysis of lockdown on school attainment and achievement conducted September to November. On going uncertainty regarding pupil / staff absence is predicted to impact on achievement of targets.</p>	Lynn Henderson	10 Sep 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Julie McGrogan

	Increased skills for life and learning
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Performance Indicator	2018/19			2019/20						2020/21	Assigned To
	Value	Target	Status	Value	Target	Status	Long Trend	Short Trend	Note	Target	
ED/CPP12-13/045 Secondary school attendance rate (S1-S5). Sixth year pupils are not included as they are beyond the age of compulsory schooling.	88.4%	91%		87.1%	91%				A programme of analysis and dialogue with establishments relating to maximising attendance has been established.	91%	Claire Cusick
ED/CPP12-13/182 Primary school attendance rate	94.4%	95%		93.2%	95%				A programme of analysis and dialogue with establishments relating to maximising attendance has been established.	95%	Claire Cusick
ED/IN/011 Cases of exclusion per 1,000 school pupils	30	40		20	40				WDC data on exclusions during the 2019-20 school session are showing exclusion incidents per 1,000 pupils for that session decreased by 10 from the previous school session to 20. The figure is 20 below the target of 40. Data is only published by the Scottish Government biannually and 2019-20 data will not be published. Therefore, no comparison can be made with other authorities or with National data. Scottish Government will publish the data from the 2020-21 school session in December 2021. It should be taken into consideration that schools have been closed since March 2020 due to the Covid-19 situation.	40	Claire Cusick

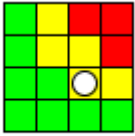
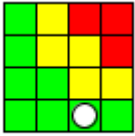
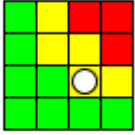
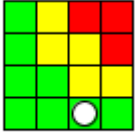
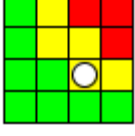
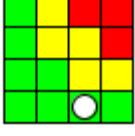
Performance Indicator	2018/19			2019/20						2020/21	Assigned To
	Value	Target	Status	Value	Target	Status	Long Trend	Short Trend	Note	Target	
ED/NEW/025 Primary Exclusion (days lost per 1,000 pupils) NEW	19.8	N/A		11.7	N/A				Targets N/A as this is a data only PI	N/A	Derek McGlynn
ED/NEW/027 Secondary Exclusion (days lost per 1,000 pupils) NEW	61.9	N/A		40.7	N/A				Targets N/A as this is a data only PI	N/A	Derek McGlynn
ED/RAA/001 Percentage of educational establishments receiving positive inspection reports	100%	100%		100%	100%				In school session 2019-20, three establishments have been inspected and had reports published, St Stephen's and Gartocharn Primary Schools and Gartocharn ELCC. All three inspections have resulted in positive inspection reports.	100%	Laura Mason
SCHN01 Cost per primary school pupil £	£6,061.65	£6,061.65		Not yet available	£6,061.65	N/A	N/A	N/A	2019/20 data for LGBF cost indicators will be available in the first quarter of 2021 following publication by the Improvement Service.	£6,061.65	Laura Mason
SCHN02 Cost per secondary school pupil £	£6,966.27	£6,966.27		Not yet available	£6,966.27	N/A	N/A	N/A		£6,966.27	Laura Mason
SCHN03 Cost per pre-school place £	£6,116.83	£6,116.83		Not yet available	£6,116.83	N/A	N/A	N/A		£6,116.83	Laura Mason
SCHN04 % of pupils gaining 5 + awards at level 5	56%	56%		Not yet available	N/A	N/A	N/A	N/A	Normally, SQA data is released in August followed by the Scottish Government's benchmarking tool, Insight, in mid September. At that point, the data for the academic year ending in June is available. However, as a result of the COVID-19 pandemic, the data will not be published in Insight for session 2019/20.	57%	Andrew Brown
SCHN05 % of pupils gaining 5+ awards at level 6	29%	29%		Not yet available	N/A	N/A	N/A	N/A		30%	Andrew Brown
SCHN06 % pupils in 20% most deprived areas getting 5+ awards at level 5	44%	44%		Not yet available	N/A	N/A	N/A	N/A		45%	Andrew Brown
SCHN07 % pupils in 20% most deprived areas getting 5+ awards at level 6	18%	18%		Not yet available	N/A	N/A	N/A	N/A		19%	Andrew Brown
SCHN10 % of Adults Satisfied with local schools	88.77%	88.77%		Not yet available	89%	N/A	N/A	N/A	2019/20 for this LGBF indicator will be available in	90%	Andrew Brown

Performance Indicator	2018/19			2019/20						2020/21	Assigned To
	Value	Target	Status	Value	Target	Status	Long Trend	Short Trend	Note	Target	
				e					the first quarter of 2021 following publication by the Improvement Service.		
SCHN11 Percentage of school leavers in positive and sustained destinations	93.63%	92.3%	✓	Not yet available	92.4%	N/A	N/A	N/A	This data will be available from the Skills Development Scotland School Leaver Destination Return (SLDR) in December 2020. Our comparative performance against other local authorities will be available in February 2021 following publication of the Local Government Benchmarking Framework by the Improvement Service.	92.5%	Susie Byrne
SCHN12a Overall Average Total Tariff	785.32	785.32	✓	Not yet available		N/A	N/A	N/A	Normally, SQA data is released in August followed by the Scottish Government's benchmarking tool, Insight, in mid September. At that point, the data for the academic year ending in June is available. However, as a result of the COVID-19 pandemic, the data will not be published in Insight for session 2019/20.		Andrew Brown
SCHN12b Average Total Tariff SIMD Quintile 1	613	710	⚠	Not yet available	714	N/A	N/A	N/A		718	Andrew Brown
SCHN12c Average Total Tariff SIMD Quintile 2	772	893	⚠	Not yet available	912	N/A	N/A	N/A		931	Andrew Brown
SCHN12d Average Total Tariff SIMD Quintile 3	986	950	✓	Not yet available	967	N/A	N/A	N/A		984	Andrew Brown
SCHN12e Average Total Tariff SIMD Quintile 4	1,017	1,054	⚠	Not yet available	1119?	N/A	N/A	N/A		1184	Andrew Brown
SCHN12f Average Total Tariff SIMD Quintile 5	1,145	1,145	✓	Not yet available	1,157	N/A	N/A	N/A		1,163	Andrew Brown
SCHN13a % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy	68.2%	68.2%		N/A		N/A	N/A	N/A	The Deputy First Minister and Cabinet Secretary for		Julie McGrogan

Performance Indicator	2018/19			2019/20						2020/21	Assigned To
	Value	Target	Status	Value	Target	Status	Long Trend	Short Trend	Note	Target	
SCHN13b % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy	76%			N/A		N/A	N/A	N/A	Education and Skills wrote to Directors of Education in May 2020 to advise that it had been decided to suspend the Achievement of Curriculum for Excellence data collection for the 2019-20 school session. Interim predictions were submitted by schools to provide an indicative indicator of attainment. However, this data is not robust as it did not reflect a full academic year's attainment and is therefore non comparable with previous years' data.		Julie McGrogan
SCHN14a Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	12.76%			N/A		N/A	N/A	N/A			Julie McGrogan
SCHN14b Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	16.89%			N/A		N/A	N/A	N/A			Julie McGrogan
SCHN14c Percentage of pupils achieving expected levels in Writing by P7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			Julie McGrogan
SCHN21 Participation Rate for 16-19 year olds (per 100)	90.27%	90.27%	✓						Publication of data delayed due to Covid-19		Susie Byrne

Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/01RAA Deliver the Raising Attainment Agenda	✓	<div><div>100%</div></div>	30 Jun 2020	All actions and sub-actions completed. However, the data used to measure the impact is partial due to the COVID-19 pandemic resulting in schools lockdown in March.	Andrew Brown; Julie McGrogan	10 Sep 2020

Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/03NAG Narrow the Poverty Related Attainment Gap		<div><div>100%</div></div>	30 Jun 2020	All actions and sub-actions completed. However, the data used to measure the impact is partial due to the COVID-19 pandemic resulting in schools lockdown in March.	Julie McGrogan	10 Sep 2020
E/1920DP/04DYW Deliver the Scotland's Young Workforce Programme		<div><div>72%</div></div>	30 Jun 2020	As a result of the COVID-19 pandemic, challenges were faced for young people attending placements for Foundation Apprenticeships, and for the engagement programme with local businesses. This has been carried over into session 2020/21.	Andrew Brown	03 Nov 2020

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/01 Deliver the Raising Attainment Agenda	<div> <div>Likelihood</div>  <div>Impact</div> </div>	10 Sep 2020	Metrics based outcomes for the attainment agenda are being reviewed nationally and locally to evaluate the impact of the COVID-19 pandemic. However, we are committed to a strengths based model. We await national guidance regarding ACEL and the National Qualifications . It is expected that national data collection of ACEL will be conducted in June 2021.	Lynn Henderson	10 Sep 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Julie McGrogan
EDR/2019/03 Narrow the Poverty Related Attainment Gap	<div> <div>Likelihood</div>  <div>Impact</div> </div>	03 Aug 2020	Continual focus on details of attainment of individuals and cohorts at schools and authority level ensures appropriate interventions are in place to narrow the poverty related gap.	Alan Munro	03 Aug 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Claire Cusick
EDR/2019/04 Deliver Scotland's Young Workforce Programme	<div> <div>Likelihood</div>  <div>Impact</div> </div>	03 Nov 2020	As a result of the COVID-19 pandemic, challenges were faced for young people attending placements for Foundation Apprenticeships, and for the engagement programme with local businesses. This has been carried over into session 2020/21.	Andrew Brown	03 Nov 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	David Byars; Susie Byrne

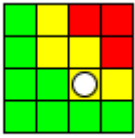
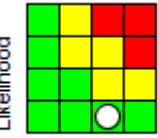
	2. Supported individuals, families and carers living independently and with dignity
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	Enhanced life chances
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Performance Indicator	2018/19			2019/20						2020/21	Assigned To
	Value	Target	Status	Value	Target	Status	Long Trend	Short Trend	Note	Target	

Performance Indicator	2018/19			2019/20						2020/21	Assigned To
	Value	Target	Status	Value	Target	Status	Long Trend	Short Trend	Note	Target	
SCHN18 % of funded Early Years Provision which is graded good or better	77.42%	77.42%	✓	86.5%	77.42%	✓	↑	↑	Based on 38 ELCs open in 19/20, 33 graded good or above and 5 below.	86.5%	Kathy Morrison

Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/05GIR Develop, Review and Improve GIRFEC Processes	✓	100%	30 Jun 2020	Action and associated milestones completed.	Claire Cusick	30 Jun 2020

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/05 Develop, Review and Improve GIRFEC Processes		31 Jan 2020	Delayed due to publication of guidance from Scottish Government, and bringing work into line with our own Care and ASN reviews.	Claire Cusick	03 Nov 2020		Claire Cusick

Ob	Improved wellbeing
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Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/06HWP Deliver Improvement in Young People's Health and Wellbeing	⬮	88%	30 Jun 2020	As a result of the COVID-19 pandemic, most of the face to face work with young people relating to health and wellbeing ceased, with the notable exception of work that took place for our most vulnerable in our support hubs throughout the lockdown. This action has been carried forward into sessions 2020/21 and re-scoped as a result of the ongoing affects of the pandemic.	Claire Cusick	03 Nov 2020
E/1920DP/07PES Development of Parental Engagement Strategy	⬮	70%	30 Jun 2020	As a result of the COVID-19 pandemic, engagement with parents changed in focus. This action has been carried forward into session 2020/21.	Claire Cusick	03 Nov 2020

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
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Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/06 Deliver Improvement in Young People's Health and Wellbeing	<div> <div>Likelihood</div> <div>Impact</div> </div>	03 Aug 2020	Focus post COVID on supporting emotional health and wellbeing is in place and work planned with a range of multi-agency partners to support this.	Alan Munro	03 Aug 2020	<div> <div>Likelihood</div> <div>Impact</div> </div>	Claire Cusick
EDR/2019/07 Implement the Parental Engagement Strategy	<div> <div>Likelihood</div> <div>Impact</div> </div>	03 Aug 2020	The strategy will continue to be implemented and adapted to identify and support our most vulnerable families as a result of COVID.	Alan Munro	03 Aug 2020	<div> <div>Likelihood</div> <div>Impact</div> </div>	Susan Gray



3. Meaningful engagement with active, empowered and informed citizens who feel safe and engaged



Strong and active communities



Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/08ATS Develop and Promote Approaches to Sustainability		<div><div>100%</div></div>	31 Mar 2020	Working group produced draft policy guidance and curriculum materials. Pupil conference focussing on the Global Goals in the context of Upstream Battle focussing on plastic pollution. Pupil Upstream Battle Ambassadors established in every school. Action planning led by pupils in conjunction with headteachers was planned for May but was cancelled due to COVID.	Julie McGrogan	11 Sep 2020

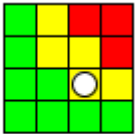
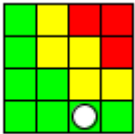
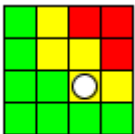
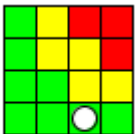
Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/08 Develop and Promote Approaches to Sustainability	<div> <div>Likelihood</div> <div>Impact</div> </div>	03 Nov 2020	As a result of the COVID-19 pandemic, most of the face to face work with young people relating to sustainability moved online. This action has been carried forward into sessions 2020/21 and re-scoped as a result of the ongoing affects of the pandemic.	Andrew Brown	03 Nov 2020	<div> <div>Likelihood</div> <div>Impact</div> </div>	Julie McGrogan



4. Open, accountable and accessible local government


Ob	Equity of access for all residents
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Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/09EAO Ensure Equitable Access To Educational Opportunities		<div><div>100%</div></div>	30 Jun 2020	Action and associated milestones completed.	Claire Cusick	30 Jun 2020
E/1920DP/10API Analysis and Publication of Performance Information		<div><div>83%</div></div>	31 Mar 2020	Delay to the publication and subsequent analysis of establishment Standards and Quality Reports due to the COVID-19 pandemic	Andrew Brown	03 Nov 2020

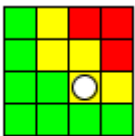
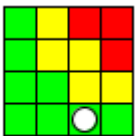
Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/09 Ensure Equitable Access to Educational Opportunities	<div> <div>Likelihood</div>  <div>Impact</div> </div>	03 Aug 2020	Plans and liaison with establishments continues to focus on ensuring all children and young people have equitable access to education, in particular those who are vulnerable and shielding.	Alan Munro	03 Aug 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Claire Cusick
EDR/2019/10 Analysis and Publication of Performance Information	<div> <div>Likelihood</div>  <div>Impact</div> </div>	03 Nov 2020	NIF Plan and Report published. Analysis of establishment Standards and Quality Reports delayed due to COVID-19.	Andrew Brown	03 Nov 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Andrew Brown

P	5. Efficient and effective frontline services that improve the everyday lives of residents
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Ob	A committed and skilled workforce
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Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/14PDS Deliver Professional Development for the Service		<div><div>93%</div></div>	30 Jun 2020	Due to the COVID-19 pandemic, face to face professional development paused, so some development opportunities have been carried over into session 2020/21.	Claire Cusick	

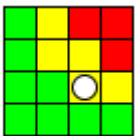
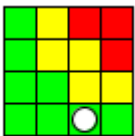
Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
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Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/14 Deliver Professional Development for the Service	<div> <div>Likelihood</div>  <div>Impact</div> </div>	03 Aug 2020	The programme for professional learning has been adapted to reflect the COVID situation and delivered remotely. We await SG guidance for one linked action.	Alan Munro	03 Aug 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Claire Cusick



A continuously improving Council delivering best value

Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/11EYS Deliver the Early Years Strategy		<div><div>100%</div></div>	28 Aug 2020	Early Years Strategy has been implemented successfully. Plan in place to complete all building work which was on target for August 2020 which would have guaranteed the ELC entitlement for all 3 and 4 year olds and eligible 2 year olds. This has been revised to take account of COVID-19 delays to the building programme. The rephased plan is well underway with two projects completed this month and 3 due for completion by December 2020.	Kathy Morrison	11 Sep 2020
E/1920DP/13SEI Deliver Service-Wide Self-Evaluation and Improvement		<div><div>100%</div></div>	30 Jun 2020	Implementation of year 3 of School Improvement Framework to evaluate the quality of provision focussing on the core Quality Indicators from How Good is Our School 4.	Julie McGrogan	11 Sep 2020
E/1920DP/15SMP Deliver Service Modernisation Programme		<div><div>69%</div></div>	01 Aug 2020	Work on the rollout of ParentPay was re-scoped as a result of the COVID-19 pandemic.	Andrew Brown	03 Nov 2020

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/11 Deliver the Early Years Strategy	<div> <div>Likelihood</div>  <div>Impact</div> </div>	11 Sep 2020	Plans are in place to mitigate risk of the impact of the ELC closure due to COVID-19. The implementation plan has been revised to take account of the funding flexibility and timescales for completion of building projects. The Scottish Government has asked Councils to provide 600 hours. A new date will be set for 1140 hours. Council's will have a six month lead-in period. As of September 2020, 75% of children are in receipt of 1140 hours which changes week to week as projects complete.	Lynn Henderson	11 Sep 2020	<div> <div>Likelihood</div>  <div>Impact</div> </div>	Kathy Morrison

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/13 Deliver Service-Wide Self Evaluation and Improvement	Likelihood Impact	03 Nov 2020	Analysis of establishments' SQR's and Improvement Plans delayed as a result of the COVID-19 pandemic.	Andrew Brown	03 Nov 2020	Likelihood Impact	Andrew Brown
EDR/2019/15 Deliver the Service Modernisation Programme	Likelihood Impact	03 Nov 2020	Phase 3 of the ParentPay project (Early Years Establishments) has been re-scoped as a result of the COVID-19 pandemic.	Andrew Brown	03 Nov 2020	Likelihood Impact	Andrew Brown
SR 009 Failure to deliver the Early Years Agenda	Likelihood Impact	05 Aug 2020	The decision on the delivery of the statutory entitlement of 1140 hours will be revised by the SG by December 2020. Council will be given a six month lead in time for statutory delivery of the increased hours.	Alan Munro	05 Aug 2020	Likelihood Impact	Kathy Morrison




Sustainable & attractive local communities





Action	Status	Progress	Due Date	Note	Assigned To	Latest Note Date
E/1920DP/12ELR Develop the Schools Estate in Line with Local Regeneration		<div>69%</div>	31 Mar 2020	As a result of the COVID-19 pandemic, consultation on the placing request and admissions criteria was placed on hold, and there was a delay to the building programme at Renton Campus.	Andrew Brown	03 Nov 2020

Risk	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
EDR/2019/12 Develop the Schools Estate in Line with Local Regeneration	Likelihood Impact	03 Nov 2020	Consultation on the revision of admission and placing request criteria placed on hold due to the COVID-19 pandemic.	Andrew Brown	03 Nov 2020	Likelihood Impact	Andrew Brown

Appendix 2: Quality Standards - Year End Progress

Standard met 



Early Learning, Primary Secondary and ASN schools


Quality Standard		
	Status	Note
We will deliver the quantity of education provision expected by Scottish Government		Based on positive establishment inspections by Her Majesties Inspectorate of Education (HMIe).
We will meet the requirements of the pupil : teacher ratio		Scottish Government report in December each year.
We will ensure every education establishment has a working time agreement in place for the academic session		Working time agreements were in place for session 2019-20.
We will ensure that all building defects are reported to asset management within one working day		Schools Estate

Services for Children and Young People



Quality Standard		
	Status	Note
We will report on Pupil Equity Funding (PEF) impact and spend to Scottish Government		We reported the impact and spend of PEF to Scottish Government.

Raising Attainment



Quality Standard		
	Status	Note
We will ensure that all establishments report on their 'CfE Achievement of a Level' data (ACEL)		All establishments reported their ACEL date to Scottish Government in June 2019.
We will report progress with the Scottish Attainment Challenge (SAC) to Scottish Government as required		Progress on SAC was reported to Scottish Government as required in 2019-20.

Quality Standard		
	Status	Note
We will carry out evaluations of educational establishments, in line with our improvement framework		Improvement Framework from Her Majesties Inspectorate of Education (HMIe) and WDC Improvement Framework.

Performance, Policy and Resources

Quality Standard		
	Status	Note
We will publish annually our response to the National Improvement Framework		2020 response sent to Scottish Government
We will ensure that each establishment publishes its Standards and Quality report and Improvement Plan		Audit of publications

Early Learning and Childcare

Quality Standard		
	Status	Note
We will ensure that all providers of Early Learning and Childcare meet a minimum standard of 'good' or greater		Care Inspectorate - Based on 38 ELC opened in 19/20, 5 below good 20/21 based on 40 now open with 5 ELC below good.
We will ensure that establishments are ready for the provision of 1140 hours as outlined in the Early Learning & Childcare		Care Inspectorate – our establishments are ready to deliver

2020-21 DELIVERY PLAN

EDUCATION, LEARNING & ATTAINMENT



Index

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1. Overview & Profile

Overview

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

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

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

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

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

Profile

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

Early Learning, Primary, Secondary and ASN schools

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

This is delivered through:

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

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

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

Services for Children and Young People

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

The service covers:

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

Raising Attainment

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

The Raising Attainment team are responsible for:

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

Performance, Policy and Resources

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

Our support to staff covers the wide range of:

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

Early Learning and Childcare

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

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

Psychological Services

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

They work with:

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

2. Performance Review

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

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

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

Key Achievements

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

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

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

Challenges

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

COVID-19 Recovery

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

Recruitment

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

Continuing to Narrow the Poverty Related Attainment Gap

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

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

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

Exit from Scottish Attainment Challenge Funding

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

Service Modernisation

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

Service Users' Feedback

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

Complaints

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

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

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

Table 1:

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

Table 2:

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

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

Residents' Telephone Survey

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

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

Continuous Improvement

Self-Evaluation Programme

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

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

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

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

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

Benchmarking

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

Local Government Benchmarking Framework (LGBF)

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

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

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

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

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

Employee Survey

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

High satisfaction

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

Evidence of improvement

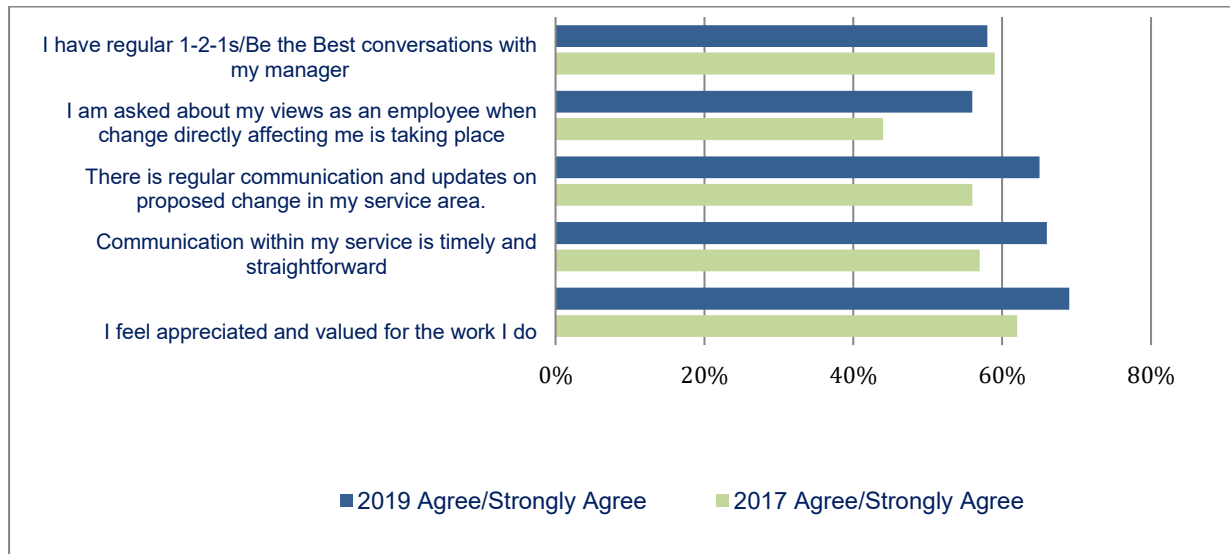
- I am asked about my views as an employee when change directly affecting me is taking place, up 12 percentage points (pp) to 56%;

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

Key areas for improvement in 2020/21 are:

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

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



Quality Standards

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

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

3. Strategic Assessment

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

Key Factors

Financial Context

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

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

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

In 2020/21, we will:

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

National Improvement Framework

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

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

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

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

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

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

In 2020/21, we will:

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

Empowering Schools: Education Reform Joint Agreement

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

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

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

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

In 2020/21, we will:

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

West Partnership - Glasgow City Region Education Improvement Collaborative

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

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

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

In 2020/21, we will:

- | |
|---|
| <ul style="list-style-type: none"> • Deliver Service-Wide Self-Evaluation for Educational Improvement • Deliver Improvement in the use of Performance Information |
|---|

- Deliver Leadership and Professional Learning for the Service
- Deliver Service Modernisation Programme

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

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

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

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

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

In 2020/21, we will:

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

Regenerating Learning

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

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

In 2020/21, we will:

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

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

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

In 2020/21, we will:

- Deliver Service Modernisation Programme

Climate Change

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

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

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

In 2020/21, we will:

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

Community Empowerment Strategy

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

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

Action Plan

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

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

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

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

4. Risks

The Council has identified risks at both a strategic and service level. Strategic risks represent the potential for the Council to take advantage of opportunities or fail to meet stated strategic objectives and those that require strategic leadership. Service risks relate to service delivery and represent the potential for impact on individual services, or the experience of those who work within the services, i.e. employees, partners, contractors and volunteers, or service users and clients in receipt of the services provided.

In planning for 2020/21, the ELA leadership team considered the Council's strategic risks and identified additional risks specific to the service (below).

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

Strategic Risks

Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to implement broad-ranging school improvement to raise attainment and achievement	This risk concerns the delivery of excellence and equity for our young people to support them to attain and achieve at the highest level. In particular, it is aimed at bridging the attainment gap and breaking the cycle of disadvantage. This also includes the focus on intervention at early years to improve life chances at all points on the learning journey. A key driver is the Council's participation in the Scottish Attainment Challenge which will be delivered over 4-years from 2015. Year 3 commenced in April 2017 and will bring together the workstreams to deliver a self improving school system programme.		
Failure to deliver the Early Years Agenda	This risk concerns an increase in entitled hours which the Scottish Government is planning to provide for early years children, from 600 to 1140 hours by 2020. In project management terms this is a complex piece of work of products, demanding timescales and dependencies across its duration.		

Service Risks

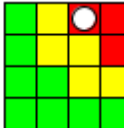
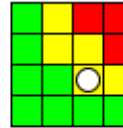

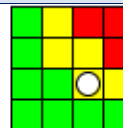
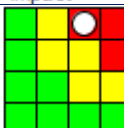
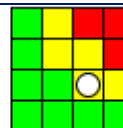
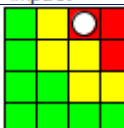
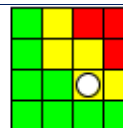
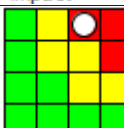
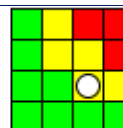
There are fifteen service area risks:

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

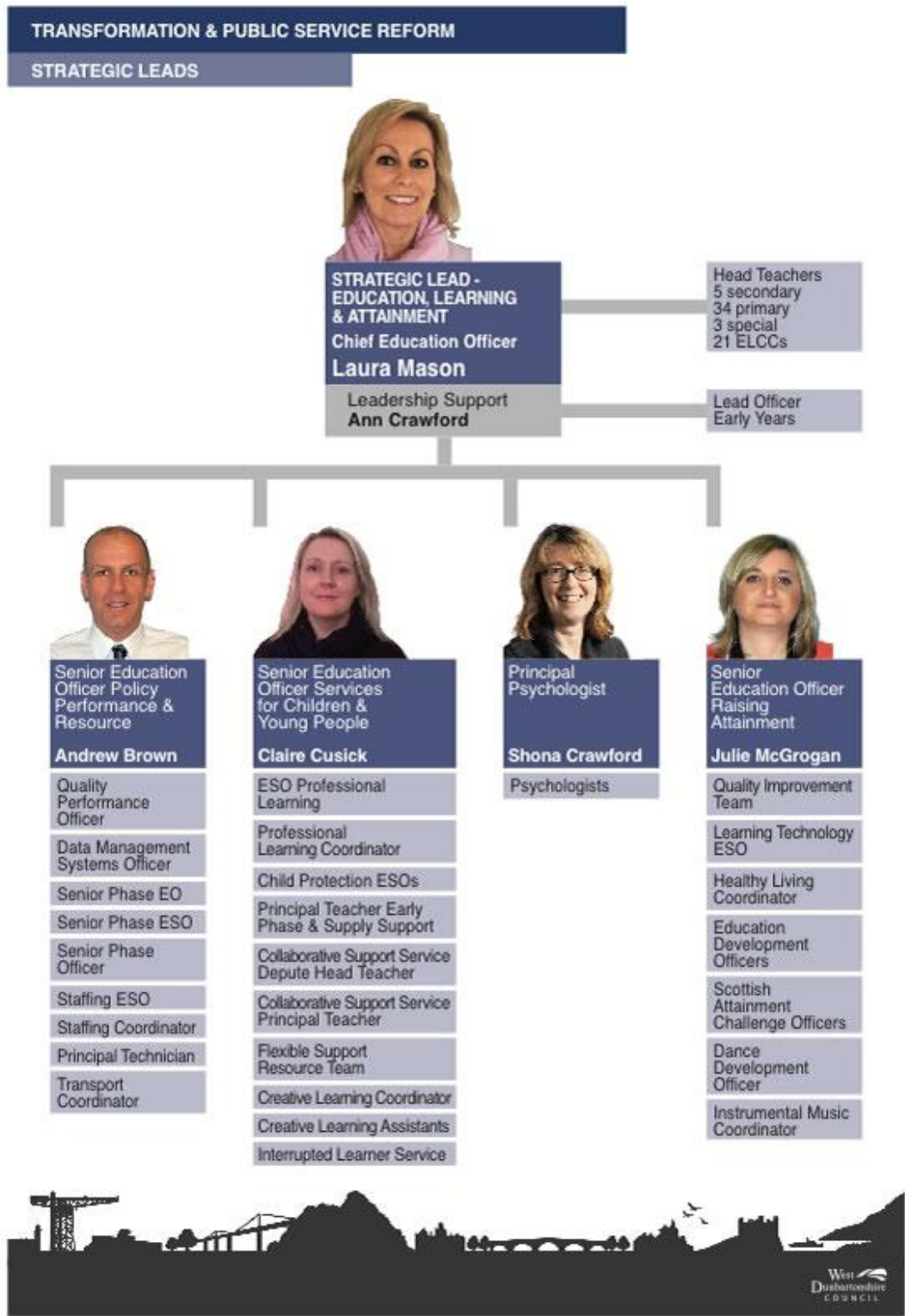
Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to ensure equitable access to educational opportunities	This risk relates to the priority of the National Improvement Framework to ensure that opportunities are available to all, irrespective of their Scottish Index of Multiple Deprivation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

COVID-19 Risks

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

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

Appendix 1: Structure Chart



Appendix 2: Action Plan

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





Appendix 3: Quality Standards

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

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

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

Early Learning, Primary Secondary and ASN schools

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

Services for Children and Young People

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

Raising Attainment

Quality Standard	Target 20/21		
	19/20	Target 20/21	Note

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

Performance, Policy and Resources

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

Early Learning and Childcare

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

Appendix 4: Resources

Financial

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

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

Sensitivity analysis

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

Employees

Employee Numbers

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

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

Absence in 2019/20

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

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

Annual Workforce Plan

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

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

Strategy

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

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









Expected Outcome














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





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




Appendix 5: Benchmarking Data

Local Government Benchmarking Framework (LGBF)

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

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

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

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

*Rank based on 32 local authorities unless stated otherwise

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