Scottish Attainment Challenge
Challenge Authorities Programme 2020/21

Local Authority	West Dunbartonshire
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MID-YEAR Academic Report – August 2020 to March 2021

Impact of Covid-19

Given the challenges presented by Covid-19 and the resultant school building closures, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken.

Please provide a summary (up to 500 words) of the impact of Covid-19 on the delivery of your plans between August 2020 and March 2021.   Please include an overview of how many interventions / approaches had to be paused or adjusted as a result of Covid-19 between August and March detailing any changes in funding allocation.

Following confirmation of school openings in August, the closure of schools in January and permitted flexibility in use of Attainment Scotland Funding, risk assessments and analysis of data identified four key risks for our most disadvantaged learners:

- the potential for a new, widened or exacerbated gap in of poverty-related attainment caused by COVID-19 close contact isolation (August – December); the closure of school buildings (January – February / March) 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, heating and food poverty
- the risk of being isolated and suffering trauma as a result of extended periods of lockdown impacting on social and emotional well being

Following identification of these key risks, planning focussed on:

- ensuring equitable access to high quality educational experiences
- provision of digital technology resources to any family requiring support
- provision of funding to support fuel / food poverty for families with children at home for extended periods time
- upskilling teachers to deliver a blended and remote learning provision
- providing childcare for children of key workers and vulnerable children and young people
- provision of additional hours of learning to mitigate impact of any 'loss of learning'
- provision of targeted support for children, young people and families in need
- provision of targeted support for children and young people with limited engagement

Strategically the core objectives to reduce inequity and increase attainment

remained with agile planning required to respond to changing context and circumstances. Attention was focussed on:

- an integrated service approach to supporting children and families with a key focus on supporting families with remote learning
- setting high expectations for delivery of remote learning
- monitoring the impact of COVID-19 on our objectives and our communities
- provision of a high quality, relevant curriculum through our Virtual School, Campus@WDC
- responding to the health crisis with robust health and safety and provision of well being supports for staff
- ensuring schools were not overwhelmed managing the change in delivery whilst supporting the needs of our children and young people

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

Number of schools supported by this funding?	All secondary, primary and ELCC's
How many pupils are benefiting from this funding?	12458

What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes ***taking into account the impact of Covid-19 and the resultant school building closures;*** ***are there any challenges?***

SHORT TERM
The short term outcomes reflect the current context and education recovery programme:

- Maintain progress for attainment and equity
- Ensure equitable access and experience
- Support for mental and social well being

In the first phase of recovery from August to December we adopted a strengths based approach and refrained from over assessment to identify impact of lockdown between August and October. This was to enable our schools to welcome the children, establish new COVID-19 secure routines and to ensure equity focus on quality of provision for the attributes and capabilities of Curriculum for Excellence. The local authority collaborated with school leaders to develop the delivery programme and recovery and resilience planning for COVID-19.

A recovery strategy was developed with four key priorities:

- monitoring impact, engagement and attainment
- learning at home poverty
- tuition

- digital inclusion

The engagement of learners during the period of lockdown January - February/March showed sustained levels of engagement with any child or young person provided with resources to assist their learning at home.

We contacted 40 % of our secondary schools and 12 % of our primary schools. In general, the level of engagement in home learning across these establishments during the most recent lockdown from January - March 2021 ranged from 50-90 %. Head Teachers noted that "engagement was much better than last time" and one secondary school stated that engagement had been "very good especially in the Senior Phase".

When asked which stages engaged less well during the 2021 lockdown, 75 % of primary schools stated that P1 had engaged less well and 50 % stated the same for P2. In secondary schools all schools stated that S2 had engaged less well during the 2021 lockdown.

Children and young people requiring additional support to engage in learning due to individual or family circumstances are provided with enhanced levels of direct contact and support from senior leadership teams, support staff and partner agencies. Two-thirds of schools surveyed agreed that engagement in home learning was less for children and young people in SIMD deciles 1 and 2, although several Head Teachers stated that other factors were also influential, e.g. FME, family size, parental support available, family mental health and poverty related issues like hunger. One Head Teacher stated that the "SIMD tool is too blunt" to allow understanding of all these potential barriers to engagement.

A sharp focus on supporting children and families was retained at all times with majority of families engaged with the learning provision. Provision of financial support, food, advice and well being support was at the forefront of the service provision. Provision of learning resources and communication in a range of different modes was applied to support equitable access to information, support and learning.

West Dunbartonshire's Scottish Attainment Challenge plan has been adapted to support any COVID related impact on those most disadvantaged. Funding adaptations are detailed in the individual project updates below.

MEDIUM /LONG TERM
The impact of the strategy to promote outcome focussed planning is embedded, with schools gathering evidence to evaluate impact on outcomes in August to December. The detail is feeding into an improvement strategy for the Service with a programme of intensified support for learners affected by poverty developed to mitigate impact.

The authority model of system wide change and improvement in collaborative communities enabled strength and resilience to provide a quality service in the current challenging context. A strong commitment to providing equitable access to high quality experiences was evident in the leadership of all schools with collective sharing of innovative ideas, practices and experiences to support the learning community of West Dunbartonshire.

The long term goal of ensuring equitable opportunity was evident in the high level commitment to monitoring, tracking and providing prompt targeted interventions to those with limited engagement whether in school or at home. A high quality and extensive range of approaches and resources were used to engage all learners encompassing outreach work by school staff, community learning teams, pupil and family support workers and outreach workers.

All establishments had to contact directly families of children and young people who were not engaging with online learning, while two thirds of establishments reported that they contacted less than half (15-50 %) of their families and the remaining third contacted a few families (< 15 %). Almost all establishments had a systematic approach in place for contacting families, which varied between establishments. One secondary monitored engagement on the basis of the number of subjects and if no engagement in 1-3 subjects they were contacted by the pastoral care team and by a member of SLT if no engagement in more than 3 subjects, two primary schools offered short term places in their Hubs for children who were not engaging at home, while another primary made a list of their vulnerable families which they contacted weekly and another list of families who they contacted when children were not engaging.

Overall, Head Teachers agreed that SIMD decile 1 and 2 pupils were contacted directly more about not engaging in home learning, however, issues could include families with mental health, digital inclusion due to internet or device access, etc. The culture and infrastructure afforded by the Attainment Challenge enabled establishments to respond quickly and effectively, prioritising those most disadvantaged.

Monitoring evidence from schools in the period October to December reflects the national reports with children from lower socio economic deciles being impacted upon more as are the children and young people in S1 and S2 and P1/2.

All establishments, apart from one secondary, agreed with the national picture that learning for P1/P2 and S1 were the most affected by the pandemic. One Head Teacher stated that " P2 especially (had been affected) as they had not had a full year of learning yet", while one secondary Depute said that S1 had "key skills missing" as they had missed part of P7 and S1. Primary Head Teachers mentioned that challenges for P1 children included social and emotional needs, problems like pencil grip which would have picked up by the P1 class teacher and exacerbated challenges for those children who already had challenges identified.

Long term progress had been made with data from 2019 showing improved outcomes for learners with a focus on maximising progress and embedding sustainable change. The adjustment of workstream priorities and resourcing within the period August 2020 to April 2021 impacted upon further expected long term gains to increase attainment and reduce the poverty related attainment gap. Trends over four years in the percentage of learners who achieved the appropriate Curriculum for Excellence (CfE) level for their age and stage show a stable high performance for P1 and S3 and a generally increasing performance for P4 and P7.

Since 2016 achievement in writing has increased by 9% for P4 and 13% for P7. In relation to P1,4,7 reading, the poverty related attainment gap is 4% lower than the national average and attainment has improved for learners in SIMD Q1 by 5% since

2017. In relation to P1,4,7 writing, the poverty related attainment gap is 1% narrower than the national average and attainment for learners living in SIMDQ1 has improved by 2% since 2017.

In relation to P1,4,7 listening and talking, the poverty related attainment gap is 1% narrower than the national average and the attainment of learners living in SIMDQ1 has increased by 3% since 2017. In relation to combined literacy at P1,4,7, the poverty related attainment gap is 8% lower than the national average and attainment for learners living in SIMDQ1 has increased by 3%. In relation to S3 literacy at third and fourth level, attainment of learners living in SIMDQ1 is the same or better than national averages. The very small number of learners living in SIMDQ5 means that it is not possible to determine the poverty related attainment gap between those living in the most and least deprived areas.

By June 2019 the National Improvement Framework 2020 stretch aims for combined P1, P4 and P7 literacy had largely been met and good progress was being made towards reaching the 2024/25 NIF stretch aims. In relation to P1,4,7 numeracy, the poverty related attainment gap is on par with the national average.

Since 2017 attainment in P1 in numeracy has remained steady at around 83 %; attainment in P4 in numeracy has increased from 71 % to 75%; attainment in P7 in numeracy has increased from 63 % to 71 % and attainment in S3 in numeracy has remained steady at around 85%. At S3 numeracy attainment of learners living in the most deprived areas is higher than national averages. Attainment at S3 in numeracy at both level 3 and 4 improved by 6% over 3 years.

In 2019 the attainment gap between SIMDQ1 and SIMDQ5 in numeracy decreased compared to 2018 for numeracy at all stages. The attainment gap between SIMDQ1 and SIMDQ5 for P1, P4 and S3 numeracy is narrower than in 2017 and 2018. By June 2019 the poverty related attainment gap had decreased by 4.7% relative to attainment in 2017/18 for P1, P4, P7 numeracy.

The National Improvement Framework 2020 stretch aims for combined P1, P4 and P7 numeracy had been met for learners living in SIMDQ2, 4 and 5.

In 2019 the number of the pupils who left in each year who had achieved both literacy and numeracy to SCQF level 4 and above or SCQF level 5 and above was higher than the virtual comparator. Advanced Higher, Higher and National 5 pass rates show a general positive trend.

Measuring attainment against level of deprivation, the authority outperforms or equals the national average in every SIMDQ with the exception of SIMDQ1 and 5. Based on 2018/19 data at SCQF 4 or above (1 or more on leaving school) the poverty-related attainment gap is 3% lower than national average. At SCQF 5 or above (1 or more on leaving school) the poverty- related attainment gap is 3% lower than the national average. The gap between the percentage of school leavers living in the most and least deprived areas achieving one or more qualification at SCQF level 5 or better has decreased by 5% in the past two years. At SCQF 6 or above (1 or more on leaving school) the poverty-related attainment gap is 6% higher than national average.

Performance in relation to the National Improvement Framework stretch aims for

each SIMDQ based on performance data for session 2017/18 at SCQF level 4, 5 and 6 was ahead of the 2019/20 stretch aim with respect to every quintile except SIMDQ 1 where performance was between 0.3% and 1.8% below the stretch aim.

The percentage of school leavers in a positive follow up destination has increased by 2% ahead of the national trend. The gap in positive destination for leavers living in the most and least deprived areas has decreased by 3.4%. The percentage of school leavers in a positive destination reduced by 0.53% from 94.15% in 2017/18 to 93.62% in 2018/19.

Attendance levels in primary, secondary and special schools have remained steady with slight improvements in attendance for learners living in SIMDQ1 and 2. The gap between attendance levels for the most and least deprived learners is narrower than the national average. Initiatives to support improvements in attendance include the introduction of a process to monitor levels of attendance, increased allocation of support for attendance improvement through direct engagement of outreach and pupil and family support workers, and increasing provision of breakfast clubs. Over past three years the gap in attendance between all care experienced and non-care experienced learners has decreased across all sectors as a result of a specific attendance monitoring and support system.

We have further enhanced our monitoring of attendance and support to establishments, during the pandemic. This has enabled central officers to support establishments where there is particular issues of low attendance or in identifying and addressing trends. Our approach to supporting a safe return to school for those who are anxious as a result of the pandemic ensures Team Around The Child planning where the views of the young person and their carers is central to the process.

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long –term outcomes	*The long-term outcomes of the Attainment Scotland Fund are to:* *a. Improve literacy and numeracy attainment* *b. Improve health and wellbeing* *c. Close the attainment gap between pupils from the most and least deprived areas.* **What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting**.
	As an authority we have developed a toolkit of measures to be used by all schools and the local authority to gather evidence to measure progress with long term outcomes. The measures are a suite of 22 (WDC 22) in 3 category areas: Children & young people; Practitioners, leaders & systems; Parents, families and the wider community.

The measures are:

Children & Young People	Practitioners & systems	Parents & Families
1. Attainment	10. Professional learning (all staff)	17. Parental engagement with school
2. Achievement	11. Collaboration	18. Engagement with child's learning
3. Attendance	12. Impact of improvements in pedagogy for children and young people	19. Parenting
4. Participation/positive destinations	13. Curriculum innovation/development	20. Parental employability skills
5. Inclusion/exclusion	14. Improved use of data	21. Wider community benefits
6. Wellbeing	15. Improvements to Systems	22. Parental empowerment
7. Engagement	16. Empowerment	
8. Employability skills		
9. Pupil voice/empowerment		

The evidence gathered is both qualitative and quantitative and is designed to reflect the myriad forms of data used in any establishment to evidence improvement. The 22 indicators have been aligned to HGIOS4 and the National Improvement Framework. There is no expectation that any given establishment will have evidence for all 22 indicators. The Local Authority has produced an online toolkit to enable establishments to enter data easily, this toolkit is designed to enable empowerment of all staff within any given establishment as the Head Teacher can assign access to their SLT, PTs or other staff working on improvement within their establishment.

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.*

At present the toolkit is still in draft form, with the intention of an initial implementation phase to all establishments during session 2021/22. Initial feedback for the 22 indicators from the Head Teachers in the consultation group and the Head Teachers who were part of later awareness raising sessions was overwhelmingly positive, with all seeing the benefits of the new indicators and the toolkit as a way to evidence improvement. Some HTs commented that this would require a change in practice which would empower their SLT and other teachers within their establishments.

Evaluations from the local school improvement programme, quality assurance of school tracking data and school evaluations is providing emerging evidence of limited progress with ACEL in some groups and stages.

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

- 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.
- Headteacher leadership and collaboration of school 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?

- Achievement of a Level data was not collected in June 2020 due to school closures so a comparative analysis with previous years' data is not valid.
- Interrupted periods of learning for children, particularly at the Early Level and children in the lower deciles.

WORK STREAMS – HIGHLIGHTS AND CHALLENGES

EARLY LEVEL PLAY AND LEARNING

Activities: *Please comment on progress in implementing your planned activities in the year 2020/21*

The majority of plans for this workstream made progress in the period August 2020 to March 2021. Objectives achieved:

- increased numbers of staff trained as play based learning trainers and mentors
- increased number of families being offered one to one support by Outreach Workers
- consolidated practice across all sectors in Word Aware and Reciprocal Teaching

- increased numbers of staff trained as Incredible Years Practitioners
- increased number of staff trained in nurture principles

To improve the quality of practice in early learning a range of professional learning sessions focussing on excellence and equity have been delivered:

Improve quality of mathematical and early literacy learning: 145 staff attended virtual sessions on play pedagogy ranging from probationer teachers, early years practitioners, early stages teachers, equity and excellence leads and p1-3 staff.The sessions promoted quality interactions across early and first level which incorporated key messages from Realising the Ambition.

Improving the quality of child centred plan: 138 staff in total attended virtual training delivered by Strathclyde University. Reflective discussions allowed staff to consider the features of high quality observations, documentation. Each participant attended two sessions and were expected to complete a reflective task. 250 staff in total attended Spread the Happiness training focussed on developing neurological development aound motor, observational and imaginative skills. One of the sessions focussed on the current context providing staff well being training called being a 'Happy Educator'.

Reciprocal teaching: 16 early stages teachers continue to collaborate with all ELC settings to promote the use of reciprocal teaching. They continue to role model and track attainment in reciprocal teaching through the use of literacy progress records for every pre schooler.

Word Aware: Vocabulary development was promoted during school closures with the provision of free books to identified families. Accompanying parent leaflets were developed and distributed containing ideas of how to support literacy through book reading. All early years children had access to high quality Word Aware learning experiences throughout the second lockdown via WDC Campus. Psychological Services continue to collaborate virtually and offer professional discussion networks remotely on Word Aware to the early stages teachers and equity and excellence leads. 60 new ELC staff have been trained by Psychological Services on the methodology. A further 50 staff took part in refresher training.

Family Engagement: 100 families engaged in the PEEP programme using a blend of on line remote live and pre recorded sessions**.** As restrictions ease, PEEP sessions will be delivered outdoors for families.

Parenting Outreach Support
Coaching training for all Outreach Staff to upskill staff in their engagement with parents stressed by poverty, remote learning and ill health. 85% of parents received outreach support during the second lockdown.

Stay and Play
The partnership with Early Years Scotland has provided continued support for isolated families during the pandemic. Outdoor sessions for Stay and Play were provided for families at local parks. Baby Massage sessions were provided online.

Outdoor learning: Highlighting and maximising outdoor learning during the

pandemic has created new opportunities for children and their families, practitioners and senior leadership teams to consider the benefits experienced by all and how these can be maintained post COVID-19. 126 staff across all providers have participated in outdoor learning training this year. This has been delivered virtually but followed up through improvement visits. This has incorporated Realising the Ambition which focuses on interactions spaces and experiences, as well as supporting practitioners in understanding and developing their outdoor pedagogy.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2020/21*

Project activity not on track:

- Offer accredited courses for parents in our 5 Local Learning Communities in partnership with Community Learning and Development
- STEM and gender bias awareness training was cancelled and rescheduled for later this year.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

Views or direct observations that have informed your evaluation of progress.

- Significant improvements to learning experiences for children as a result of professional learning.
- All early years children had access to high quality reciprocal teaching throughout the second lockdown via WDC Campus. The four teaching strategies were promoted through pre recorded sessions available on WDC Campus.
- An increase in the numbers of parents from SIMD 1 and 2 attending parent/engagement support and training. 80% of families reported that they felt that Word Aware had a positive impact on their children's vocabulary. Almost all parents commented that Word Aware had had a positive impact on their children's learning.
- Provision of additional books to children, families and ELCC's is promoting reading.
- Outreach work is encouraging more families to seek support and advice plus engage in supports and opportunities.
- Practitioners have highlighted improved confidence and understanding of child centred play pedagogy in practitioners across early level.
- Evidence of learning at home pre recorded sessions showed child centred play pedagogy at the heart of learning and teaching with parents applying the approaches in their dialogue with their children while learning at home.
- Parent comments, children comments and engagement of families has continued to be recorded since December 2020 on progress records.
- Improved quality of reflective practice and the development of child initiated play and project opportunities.
- Evidence of children being more physical in the park, climbing trees and

logs. Observational evidence of improved motor control skills and ability to articulate how they will approach risk or how their peers should approach risk. Parents report the children are eating better and sleeping better when they come home.
- Improved planning and development of natural spaces within individual ELC gardens and the strive to use community spaces to encourage connection to nature.
- Practitioners and senior leaders have reflected on higher levels of engagement in children.

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

- Sustaining levels of engagement with families once targeted support is removed.

WORK STREAMS – HIGHLIGHTS AND CHALLENGES
(MATHS, NUMERACY AND LITERACY)

Activities: *Please comment on progress in implementing your planned activities in the year 2020/21*

The majority of the plans for the literacy and numeracy workstreams were paused or adapted. Workstreams focussed on current and projected future COVID-19 related impact on the provision of education (excellence) and the attainment and achievement of those most disadvantaged (equity) children and young people.

Excellence - Curriculum Provision: August to December 2020 funds were released from this worsream to support a recovery curriculum and to provide a resilient model of curriculum content on the virtual campus@WDC. Teacher time was released to produce a bank of 750 lessons. This provided access for all children and young people to learning content during the period of any staff/ pupil absence. This was then extended to provide a remote learning curriculum in the period January to April 2021. This ensured equitable access to high quality, differentiated learning content for all children and young people in the BGE.

Equity – COVID-19 Recovery: Funding was released from this workstream to provide additional hours of learning for individual and small groups using a tuition model. This is one aspect of the authority recovery strategy informed by the COVID-19 research conducted by the Education Endowment Foundaton to mitigate the impact of the pandemic on learning outcomes. The additional provision is targeted at those most disadvantaged. All schools in West Dunbartonshire are providing additional hours supported by teaching and support staff, community learning, youth agencies and sports development coaches.

There was some progress with key workstream plans for literacy and numeracy:

Maths and Numeracy
- 70% of schools have staff trained in Mastery approach with a rolling programme of remote training provided between August and December 2020. 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 in early level to third level produced and shared on Campus@WDC

Literacy
- Spotlight Clinics for all literacy co ordinators
- purchase of an online phonics programme for all schools and ELCC
- a Writing Competition with over 400 entries from across primary and secondary schools during remote learning
- partnership with WDC Libraries to provide books and online access to authors and events
- Scottish Book Trust partnership to provide books to families
- purchase of books for families to use as part of our Word Aware programme

Monitoring and Tracking Attainment: West Dunbartonshire Tracking and Monitoring Toolkit has been updated (Appendix 1). 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.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2020/21*

- Work with researcher to produce revised reading strategy.
- Train teachers and support staff in all schools and sectors in guided reading approaches, three domains in learning and reading is meaning.
- Deploy literacy coach teachers to support and challenge practice in schools and ELCCs.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

Views or direct observations that have informed your evaluation of progress.

- 45,000 views of on line learning materials on Campus@wdc; almost 1000 pupils engaged in independent Maths Mastery online learning.

- Review of the pilot of the updated WDC Tracking and Monitoring Toolkit showed that all Head Teachers felt the updated toolkit would be useful for their tracking and monitoring, with the new pupil attainment collation sheet viewed as very

useful.

- 92 % of schools engaged with the professional learning courses and feedback has been overwhelmingly positive. Both mainstream and ASN schools have embraced this model and have attended sessions to develop their own learning programmes.

- During the period of remote learning the majority of parents reported that they were satisfied with the quality of learning provided and the level of support from schools. This evidence came from surveys conducted by schools.

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

- Since 2016 attainment in numeracy has improved from 70.9% in 2016 to 79.2 % in 2019. Attainment for young people in deciles 1 and 2 has improved from 68.4 % in 2016 to 74.1 % in 2019. However, there is further improvement required in ine with national targets.
- Since 2016 attainment in literacy has improved from 64.3% in 2016 to 71.5 % in 2019. Attainment for young people in deciles 1 and 2 has increased from 61.6 % in 2016 to 66.2 % in 2019.
- The Project Plan for 2021 identified improvement plan for literacy, this plan was paused due to COVID-19. This aims to increase attainment in literacy to reflect the increase in numeracy.

**WORK STREAMS – HIGHLIGHTS AND CHALLENGES
SCHOOL IMPROVEMENT PARTNERSHIPS**

Activities: *Please comment on progress in implementing your planned activities in the year 2020/21*

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- Activities planned for this workstream of school partnership shifted focus from collaborative monitoring and review of school improvement to provision of and adapted model education. School leaders and staff collaborated to jointly share their plans, process and resources for blended learning in August to December 2020 and then remote learning from January 2021. Funds allocated to this workstream were released to ensure all schools were able to release staff to collaborate and to provide learning packs to families where there was identified need.

- The culture of collaboration driven by this workstream prior to lockdown enabled an agile response by our headteachers and schools to different areas of context for collaboration. The main areas of collaborative work being:

  o curriculum development as part of the drive for excellence
  o learning and teaching content
  o provision of high quality remote and blended learning

- 200 senior leaders from over 90% of schools engaged in professional learning and project plan development to produce content focussed on a authority wide inter disciplinary learning context entitled "West Dunbartonshire Back to the Future 2020".

- All secondary Currriculum Leaders participated in collaborative curriculum networks sharing remotely on the WDC Ourcloud digital learning platform lesson content. This is being extended to assessment and moderation in this next term.

- Headteacher forums worked in collaborative groups to produce advice, guidance for schools on remote and blended learning and reporting to parents (Appendices 2a and 2b.

- 50 newly qualified and probationer teachers attended training on Collaborative Action Research and are conducting small scale inter school research projects.

- 60 staff attended Spotlight Clinics sharing key areas of practice and expertise impacting on attainment and achievement.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2020/21*

Workstreams will focus on the quality of leadership and delivery of equity in learning and teaching. A variety of models will continue to be used:

- a trio enquiry research team within a school
- a trio enquiry research team across schools led by the local authority
- a trio enquiry research team between local authorities
- a group of trios within school or across schools

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

Views or direct observations that have informed your evaluation of progress.

Survey data from schools idenfities that :

Headteacher feedback:

- Our empowered system of school improvement is led by staff at all levels with increasing levels of challenge evident colleague to colleague and school to school.
- Headteachers value the opportunity to share 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.
- Four years of evidence of impact on learners in small scale projects focussing on literacy, numeracy and health and well-being.
- Feedback from the leadership course indicated that leaders benefitted from a theoretical input and leaders felt "much more aware of principles and approaches behind Project-Based Learning." Leaders reported feeling "better equipped to support staff" and "excited for the opportunities this will lead to for our children." Leaders also mentioned that it would have a "positive impact on how we rebuild our curriculum approaches and support children upon their return to school."
- Teachers and early years practitioners reported that they had an increased understanding of the theories and practices around Project-Based Learning and of the benefit of revisiting and reconsidering how they plan learning. Working alongside other professionals from various establishments was highlighted as an "invaluable experience".

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

- Due to pandemic unable to upscale planned programme for teacher research.
- Sufficient resource to release teachers for collaboration during core teaching times.

WORK STREAMS – HIGHLIGHTS AND CHALLENGES
FAMILY HUB - 'BETTER WELL BEING / BETTER LEARNING

Activities: *Please comment on progress in implementing your planned activities in the year 2020/21*

Many aspects of the work stream plan for the period August 2020 to March 2021 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:

Poverty Support:School directed family support continued throughout the period of the lockdown. A survey of 75% of Schools-ELC's recororded that 2800 families were directly supported. The families were provided with food parcels, Christmas and birthday gifts, clothing, debt support, learning resources and well-being support. One to one support for parents finding remote learning challenging; visits by school staff to homes (remaining outside) to support pupil engagement and attendance at childcare hubs or with the remote on line learning provision.

Family Hub: Extension of the family hub support to all secondary schools. Provision of integrated support in geographical areas with an increased capacity

to take referrals from all agencies such as housing, social work and health. Support included debt and financial advice; housing and energy issues; crisis supports; and skills for work support.

Remote Learning Grant: Funds were released from this workstream to support a grant process where parents can apply for funding to support with their energy bills as children are at home all day and to support with providing resources for learning at home; for example, desks for children to have a study space at home. This links to the Council's fuel poverty strategy. The Service is being assisted by the Working 4 U team in the processing of grant applications in accordance with the established policy and process for allocating the Winter Hardship Grant. 250 grants were awarded.

Digital Inclusion: Funds were released from this workstream to increase the number of computer and internet devices. This was in addition to those funded by the Government Digital Inclusion Grant. We now have almost 8642 devices across the learning estate. Provision of Digital Inclusion funding from Scottish Government provided an additional 1726 devices to supplement the existing stock and assist replacement for any damaged devices. Attainment Challenge Funding supported the purchase of 270 Chromebook devices.

Towards Recovery and Resilience: The importance of safety and the feeling of safe has been an important issue addressed, revisited and acknowledged. The educational psychology team provided a range of training supporting both family and staff well being: 60 staff engaged in Nuture principles and practice training; 60 staff engaged in Seasons for Growth Bereavement Training; and 100 staff trained to develop awareness of the neurobiological basis of stress and actions to prevent including self care, self regulation, forming connections;

Home Learning Support: Launch of a well being home learning programme to provide an extensive range of activities for children and families to do together and activities for parents to do by themselves. Resources promoting creativity to support well being called 'Mindful Mondays' and 'Feel Good Fridays' shared weekly for children and families these also include themed home learning activities Home learning link.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2020/21*

Deliver a curriculum design focussed on poverty improving attainment through alternative qualifications

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

Views or direct observations that have informed your evaluation of progress.

- Analysis of data shows that participation in SAC work streams is having a

positive impact on individual learner attendance. For example in one secondary school 75% of young people engaged in targeted support have either maintained or achieved higher rates of attendance. In another attendance rates are increasing for targeted pupils. Average attendance at bespoke curriculum courses in one secondary school is between 2 and 6% above the cohort average attendance levels.

- Improved staff knowledge, understanding and skills in implementing nurture principles during the pandemic has been shared with the early stages teacher team. The evidence below is taken from training conducted with staff:

  o There is robust evidence that staff have Increased understanding of the importance of staff wellbeing and its links with pupil wellbeing.
  o Understand the impact of trauma on a child/young persons ability to self regulate.
  o Understand the role of an adult as an external stress regulator.
  o Identifying alternative strategies to support pupil engagement levels.
  o Better understanding and be able to recognise the signs of burnout, compassion fatigue and vicarious trauma.
  o Understand the importance of self and collective efficacy in promoting staff wellbeing and consider how this could be promoted in your context.

- Evidence that young people engaged in targeted approaches have improved attendance. Examples are: out of 30 vulnerable pupils, 40% of pupils have improved attendance.
- Mindfulness training has had a positive impact on staff wellbeing. Staff report feeling calmer and kinder to themselves and to others.
- 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.
- Our schools are promoting an equitable relationship between pupils, staff and the school community. This is evident in the daily work of our schools:
  o Clydebank High School produced a video promoting advice and guidance on key issues for pupils: senior phase qualifications; good study habits and routines; maintaining good mental and physical health. The video features senior pupil leaders conveying and demonstrating their own approach and practice setting a positive example to their peers.
  o Vale of Leven Academy used the school's communication channel VOLATV to share key information on expectations, available supports and ways to access them. Staff from the senior leadership team regularly feature on VOLATV sharing information and expectations in a fast paced, conversational style. In the first week of term BBC Scotland interviewed one of the depute heads as part of a feature about school closures and the provision of remote learning.
  o Kilpatrick School has an established radio channel called Kilpatrick Radio which features topical news and events produced and featuring the pupils. During the period of remote learning Kilpatrick Radio has been keeping the school community updated with the latest local and national events and information.

- Our approaches to nurture and well being
  - 100 % of young people either strongly agreed or agreed that the online nurture group was a good support
  - Nurture meetings at the start of each day helped keep children in a routine
  - 100 % of young people and parents agreed that Pupil and Family Support workers provided very good support

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

TBA