

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in the Council Chamber, Clydebank Town Hall, Dumbarton Road, Clydebank on Wednesday, 6 September 2017 at 2.00 p.m.

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

*Arrived later in the meeting.

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer - Performance and Improvement; Claire Cusick, Acting Senior Education Officer - Pupil Support; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Linda McAlister, Education Support Officer; Geraldine Lyden, HR Business Partner; 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

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 14 June 2017 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 6 June 2017 were submitted and all decisions contained therein were approved.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

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

After discussion and having heard the Chief Education Officer and the Senior Education Officer - Raising Attainment/Improving Learning in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

Note: Mr Corrigan entered the meeting during consideration of this item.

SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2017

The Senior Education Officer - Performance and Improvement provided a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2017. In so doing, he informed the Committee:-

- (a) that good progress continued to be made to close the poverty-related attainment gap;
- (b) that 2,165 candidates were presented for 9,927 qualifications from National 2 to Advance Higher levels and that 84% of these presentations had resulted in a passing grade;
- (c) that since 2014, when the new National qualifications had been introduced, performance had improved at all levels with the exception of National 4 which had seen a slight decrease in 2017 as compared to 2016; and
- (d) that West Dunbartonshire was above the national average for levels National 3 to 5 in terms of candidates receiving a passing grade, 1% behind the national average for Higher and 2% below for Advanced Higher, it being noted that performance at Advanced Higher in West Dunbartonshire had improved each year since 2014.

In support of the update, there was submitted (tabled) a sheet which summarised the performance of local schools at each level since 2014, and in comparison with the national average in 2017.

Following discussion and having heard the Senior Education Officer - Performance and Improvement in answer to Members' questions, the Committee agreed:-

- (1) to note that a report would be submitted to the next meeting of the Committee providing a detailed analysis of the performance of each establishment in terms of the four key national measures, namely: (i) performance in literacy and numeracy; (ii) average total tariff; (iii) performance versus deprivation; and (iv) positive destinations;
- (2) to note that the report would also show performance across curricular areas; and
- (3) to express its thanks to the all of the teaching and non-teaching staff, and to congratulate the young people, for the achievements in this year's examinations.

WEST DUNBARTONSHIRE CPP INTEGRATED CHILDREN'S SERVICES PLAN 2017-2020

A report was submitted by the Chief Education Officer and the Chief Social Work Officer presenting the West Dunbartonshire Community Planning Partnership (CPP) Integrated Children's Services Plan, in line with the requirements of the Children and Young People's Act (2014).

After discussion and having heard the Acting Senior Education Officer - Pupil Support in explanation of the report, the Committee agreed:-

- (1) to note the contents of the report and the Integrated Children's Services Plan 2017-2020, which formed the appendix to the report;
- (2) to note that the plan would be submitted for approval to the meeting of the Community Planning Management Group on 14 September 2017; and
- (3) to re-affirm its commitment to the priorities within the Children's Services Plan across West Dunbartonshire Community Planning Partners.

LITERACY AND NUMERACY BENCHMARKING

A report was submitted by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P3, P5, P7 and S2 from 2014 and P4 and P6 from 2016.

After discussion and having heard the Senior Education Officer - Raising Attainment/Improving Learning in further explanation of the report, the Committee agreed:-

- (1) to note that improvements planned would be implemented as per the Scottish Attainment Challenge (SAC); and

- (2) otherwise to note the contents of the report.

2017-18 – TEACHER RECRUITMENT AND RETENTION

A report was submitted by the Chief Education Officer providing an update on the position in respect of teacher recruitment and retention for the August 2017 academic session.

After discussion and having heard the Chief Education Officer and the Education Support Officer in further explanation of the report and in answer to Members' questions, it was noted that the staffing position had improved since the report's publication, there presently being only 6.4 unfilled vacancies.

Thereafter, the Committee agreed to note the staffing position within schools, as detailed in the report and the verbal update.

WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 1 (1 APRIL TO 30 JUNE 2017)

A report was submitted by the Strategic Lead - People and Technology providing an update for Quarter 1 2017/18 in respect of sickness absence and a detailed analysis on the attendance performance for the strategic lead area within the locus of the Committee.

After discussion and having heard officers in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the contents of the report and the attendance performance for Education, Learning and Attainment for Quarter 1, namely a decrease of 33.05 FTE days lost (6.9%) for support staff compared to the same period last year and an increase of 68.08 FTE days lost (4.9%) for teachers as outlined in the appendix to the report; and
- (2) to note the Council's attendance results for Quarter 1, namely an increase of 0.2 FTE days lost (8.4%) compared to the same period last year.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JULY 2017 (PERIOD 4)

A report was submitted by Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2017 (Period 4).

After discussion and having heard the Chief Education Officer and the Business Unit Finance Partner (Education) in further explanation of the report and in answer to Members' questions, it was noted that paragraph 3.1 of the report contained a typographical error and that the revised revenue budget should read £91.548m.

Thereafter, the Committee agreed:-

- (1) to note a projected full year adverse revenue variance of £0.083m (less than 0.1%); and
- (2) to note a projected full year favourable capital variance of £5.661m (27% of budget) of which £5.761m related to project re-phasing and £0.099m to an in-year overspend.

COLLABORATION TO DELIVER EXCELLENCE AND EQUITY IN EDUCATION

With reference to the Minutes of Meeting of West Dunbartonshire Council held on 30 August 2017, a report was submitted by the Chief Education Officer seeking agreement of additional governance arrangements for education in the Glasgow City Region.

Following discussion, and having heard officers in answer to Members' questions, the Committee agreed:-

- (1) to note that at its meeting on 30 August 2017, Council had agreed the undernoted motion in relation to this matter:-

“Council agrees to delegate authority to the Educational Services Committee to consider the report and its recommendations. Should the Committee agree to use the City Deal body as its vehicle for regional education collaboration then any future reports should go directly to the Educational Services Committee.”;

- (2) to approve the recommendations of the Glasgow City Region Cabinet contained within its paper 'Glasgow City Region Education Improvement Collaborative', (which forms the appendix to these minutes); and
- (3) to suggest to the Glasgow City Region Cabinet that the proposed new governance bodies should not contain 'Glasgow City Region' in their titles, it being noted that the eight local authorities within the region had been operating a partnership approach in respect of education through a grouping known as the 'West Partnership'.

The meeting closed at 3.15 p.m.



Glasgow City Region

Glasgow City Region Cabinet

Report by Chief Executives

GLASGOW CITY REGION EDUCATION IMPROVEMENT COLLABORATIVE

Collaboration to Deliver Excellence and Equity in Education

Purpose of Report:

In support of the Regional Economic Strategy and Action Plan and in response to the Governance Review - next Steps report by Scottish Government, the purpose of this report is to propose additional governance arrangements for Education in the Glasgow City Region to ensure greater collaboration, whilst maintaining local accountability.

Recommendations:

It is recommended that:

- Cabinet supports the governance arrangements as set out in the report;
- Leaders seek agreement for the governance arrangements from their respective Councils;
- Chief Executives take forward the proposals in discussion with Scottish Government and Education Scotland and report back to the next Cabinet on the detailed governance arrangements, including the terms of reference for the Regional Education Committee and Education Improvement Collaborative, and the academic research plan that will underpin the Collaborative; and
- Chief Executives work with the Collaborative to develop the first annual regional plan for agreement by Cabinet and Councils.



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1. Background

1.1 The Glasgow City Region is home to:

- 33.6% of Scotland's population;
- 34.5% of Scotland's school population;
- 35.1% of Scotland's secondary school population;
- 55.9% of Scotland's ASL school population; and
- 63.2% of Scotland's most deprived communities (SIMD Bottom 10%)

1.2 Whilst there remain a number of different local issues, there are opportunities to review how education support is delivered across the Glasgow City Region. The purpose of this report is to set out how, as a partnership, the Glasgow City Region will work together to raise attainment and achievement, how we will maintain local democratic accountability, contribute to the growth of the regional economic strategy and the national thrust for excellence and equity, drawing on the expertise and strengths of each of the partners to bring about improvement for all.

1.3 A number of recent publications will have a material impact on the delivery of education at a local level. Firstly, the Glasgow City Region Economic Strategy and Action Plan highlights the fundamental role of our education system in driving forward the regional economy. The eight local authorities which make up the City Region have already been operating a partnership approach through the 'West Partnership' which has been in existence in for just under 12 months and has already delivered a number of notable successes.

1.4 Secondly, the Scottish Government's Enterprise and Skills Review (ESR) has noted the role that the education system plays with separate papers on Skills Alignment and the Learner Journey. These papers have been complementary to the ESR's recommendation that Regional Partnerships are developed to drive regional economic growth.

1.5 Finally, in June 2017, the Scottish Government published its Education Governance: Next Steps paper. This paper focuses on the empowerment of schools and communities to deliver excellence and equity for all learners and recommends the establishment of new Regional Improvement Collaboratives.

1.6 Taken together, these offer the 'West Partnership' and City Region an opportunity to revisit its vision of collaboration to bring about excellence and equity across the entire City Region.



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2. Glasgow City Region

2.1 In February 2017, Glasgow City Region published its Economic Strategy and Action Plan. The vision for 2035 is to create **“a strong, inclusive, competitive and outward-looking economy, sustaining growth and prosperity with every person and business reaching their full potential**

2.2 Eleven objectives have been identified which include:

Create a skills and employment system that meets the current and future needs of Glasgow City Region businesses and supports our residents to access jobs and progression opportunities.

2.3 The challenge is to ensure that the skills system is effective in supporting people and businesses to reach their full potential, including those who are currently in work to progress. This requires a responsive and flexible city region approach that works with employers to design courses that deliver employer ready residents.

2.4 The Action Plan includes:

“3.1 Building on the existing West Partnership (8 education authorities), we will link education and training, with the needs of employers, through collaboration with Enterprise and Skills agencies, colleges and other partners.”

2.5 Education is key to the success of our economy. Our schools need to create confident, resilient learners who have the skills to become ‘employer ready residents’.

3 ‘West Partnership’

3.1 The ‘West Partnership’ is made up of eight local authorities: East Dunbartonshire; East Renfrewshire; Glasgow City; Inverclyde; North Lanarkshire; Renfrewshire; South Lanarkshire; and, West Dunbartonshire. It has been supported throughout its early work by Education Scotland. The profile of each council area is diverse with East Dunbartonshire and East Renfrewshire being two of the most affluent areas in Scotland and with many of the country’s least affluent areas in Glasgow, North Lanarkshire, West Dunbartonshire, Inverclyde and large areas of Renfrewshire – all of which are ‘Challenge Authorities’ within the Scottish Attainment Challenge. The Partnership sits across three regions as defined by the Developing the Young



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Workforce – Scotland’s Youth Employment Strategy (DYW) and across three college regions; Glasgow City; West College Scotland; and, Lanarkshire.

- 3.2 The Partnership’s early work has focused on establishing the principles and practice of collaboration. It has made a good start, relationships are positive and commitment to the benefits of collaboration is strong.
- 3.3 Good progress has been made with the work on moderation of assessment in the broad general education which was evaluated very positively; the Early Learning and Childcare group has made excellent progress on cross border funding and work is progressing around professional learning and the expansion to 1140 hours of childcare by 2020; and, the group focusing on improving Mathematics has made a promising start to addressing the recommendations from Making Maths Count. There has also been some joint work with Skills Development Scotland, the Regional Invest in Young People groups and with college partners. There is agreement in principle that there is opportunity to collaborate further to progress the DYW agenda across the Glasgow City Region, sitting well with the aims and objectives of the City Region’s Economic Strategy and Action Plan.
- 3.4 Throughout this early work of the Partnership, it has been recognised that there will be aspects of work which all local education authorities will collaborate and gain benefit from, but it has also been acknowledged that there will be times when work will only involve some of the local education authorities. The Partnership, however, offers the opportunity for learning and sharing best practice for all its partners.

4 The Way Forward

- 4.1 On 15th June 2017, the Deputy First Minister published the government’s response to the governance review, focusing on the empowerment of schools and communities to deliver excellence and equity for all learners. The main thrust of the document is to empower head teachers to make more localised decisions on learning and teaching and the curriculum to meet the needs of their communities. In addition, the document states that up to seven Regional Improvement Collaboratives will be created.

“Regional Improvement Collaboratives will:

- *Provide excellent educational improvement support for head teachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;*



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- *Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;*
- *Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and*
- *Led by a Regional Director, to be appointed by the Scottish Government and to report to the HM Chief Inspector/Chief Executive of Education Scotland.”*

4.2 The Scottish Government published the *National Improvement Framework* (NIF) in 2016 and in its *Education Governance: Next Steps* paper indicates that Regional Improvement Collaboratives should align their plans with the Priorities and Key Drivers set out in the NIF:

4.3 NIF Priorities:

- improving attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged children and young people;
- improving children and young people’s health and wellbeing; and,
- improving employability skills and sustained positive school leaver destinations for all young people.

4.4 NIF Key Drivers:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children’s progress;
- School improvement; and,
- Performance information.

4.5 ‘West Partnership’ is committed to the National Improvement Framework and its purpose will be to find and work on areas where collaboration will enhance each individual education authority’s existing and future plans to implement the priorities and key drivers as set out above.

4.6 These priorities, key drivers and aims set out above sit well with the work of the Partnership to date and the three areas we have agreed to focus on which will also contribute to the Regional Economic Strategy and Action Plan are:

- Early Learning and Childcare

- Improvement
- Learner Journey

- 4.7 **Early Learning and Childcare** is key to improving outcomes for children and families. It offers the prospect of intervening at the earliest opportunity to ensure the poverty related attainment gap does not open in the first place and establishing a solid foundation in the acquisition of literacy and numeracy skills. It offers parents the chance to enhance their own skills to support their children's learning and can also contribute to economic growth through high quality childcare which allows parents to access employment, education or training. It also marks the start of the learner journey, laying the foundations for lifelong learning and the beginning of the broad general education. 'West Partnership' will focus on plans for expansion from 600 hours to 1140, cross-border charging and quality of early learning and childcare.
- 4.8 Intelligence-led **Improvement** is the basis upon which we will raise attainment and achievement. As stated in the Education Governance: Next Steps paper local authorities will retain the duty to bring support to schools to continuously improve: *'Local authorities will focus on delivering excellent educational support services for children and young people – their role will be key in supporting schools and establishments to drive improvement and deliver better outcomes for children.'* ; and will *'be responsible for improvement through their provision of education support services, their regional collaboration and securing leadership in their schools.'* As such the 'West Partnership' offers schools the opportunity to look inward, outward and forward and will support and challenge schools and nurseries through the formation of specialist curriculum support; approaches to self-evaluation and quality assurance; data analysis to establish baselines and set targets for improvement across the region; career long professional learning (CLPL) to support improvement planning; sharing practice to raise attainment and close the gap, for example, through effective use of Pupil Equity Funding (PEF); and HR support to ensure high quality and consistent guidance support to Head Teachers. Each of the above will enhance and complement each local education authority's existing practices and plans for future development.
- 4.9 Vital to improvement in outcomes and promoting excellence and equity is the **Learner Journey**. Curriculum design is, and should be, devised at the most local level and, some might argue, at an individual learner level, but the Partnership can offer schools the opportunity to share and learn from each other, especially where curriculum design has led to improved attainment and school leaver destinations. The 'West Partnership' has already made a very strong start to sharing and understanding standards through the work on moderation of assessment in the BGE, but there is room for further collaboration in areas such as widening access to Higher Education,



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especially for those from the least affluent areas of Glasgow City Region, and in the senior phase, working with partners in colleges across all three areas and Skills Development Scotland (SDS) to ensure our young people leave school, college or university with the appropriate skills to meet the demand from employers.

5 Governance

- 5.1 To secure local democratic accountability it is proposed that a **Glasgow City Region Education Committee** is established as a sub-committee of the Glasgow City Region Cabinet, which is a Joint Committee established under the Local Government (Scotland) Act 1973. Membership will consist of Education Conveners or equivalent from each of the local education authorities. The Chair will be decided by its membership. This Committee will set the priorities for the year ahead, approve improvement/action plans and will receive reports on the progress of the plans and their impact. The Directors /Heads of Service with responsibility for education of each council will attend meetings.
- 5.2 The associated actions and improvement plans of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and council area. This approach also allows for the very good partnership working already established in each council for children's services to continue to contribute positively to the wellbeing of children and families and in so doing, support educational improvement.
- 5.3 It is proposed that 'West Partnership' be renamed the **Glasgow City Region Education Improvement Collaborative**. It will be made up of the Directors/Heads of Service with responsibility for education from each partner council and a representative from Education Scotland. This will be the key officer leadership group agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.
- 5.4 The Collaborative will commission and commit officers to collaborate to undertake specific tasks, with Heads of Service, senior officers or Head Teachers taking the lead as appropriate to levels of expertise. Such delivery groups will meet as appropriate to the commissioned tasks and the agreed Improvement Plans. Wider participation from other council services and partner agencies will be added when required, e.g. employability, financial inclusion, social care, and health services.
- 5.5 Figure 1 sets out the proposed new structure:

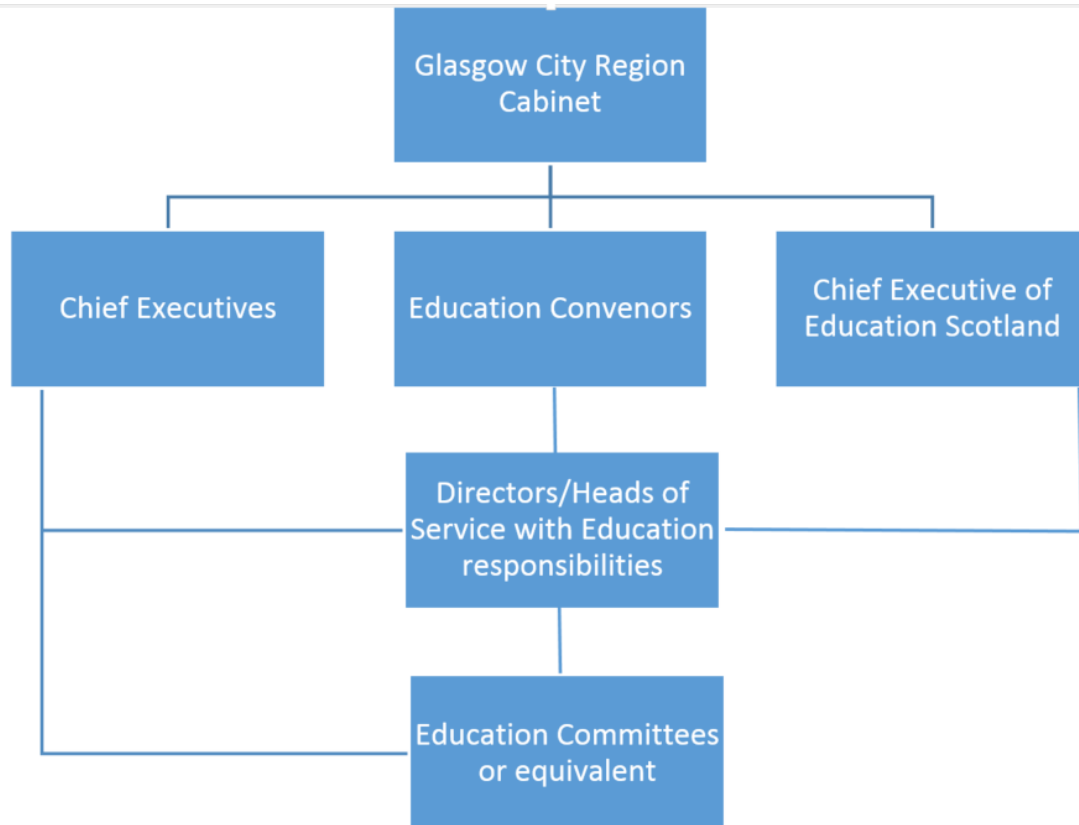


Figure 1 – Proposed new governance arrangements

- 5.6 The Collaborative will be chaired by a **Region Lead Officer** to be appointed by Chief Executives from among the existing Directors/Heads of Service/Chief Education Officers in the eight local authorities. This will not be a substantive position but will be a leadership role for a fixed term. The Region Lead Officer (RLO) will also report to the Chief Executive of Education Scotland. This arrangement will be reviewed as the Government’s plans become more shaped.
- 5.7 The support for the RLO will be agreed by Chief Executives and may take different forms dependent on existing operational structures within the employer council and agreed priority areas for focus.
- 5.8 The RLO will engage with Education Scotland to consider the best way in which Education Scotland will support the Collaborative. For example, this could be through a link senior officer, similar to their Area Lead Officer role.



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6 Reporting

- 6.1 The Collaborative will report to the Glasgow City Region Education Committee. The RLO and the Chair of the Glasgow City Region Education Committee will report to the City Region Cabinet.
- 6.2 The RLO will report on progress to the Chief Executive of Education Scotland.
- 6.3 Each Director/Head of Service will continue to report to each Council's Education Committee or equivalent and Chief Executive, as appropriate to current local governance arrangements.

7 Research

- 7.1 Given the importance of education as part of our economic strategy, a proposal will be developed for academic research to underpin this work and to inform future developments.

8 Recommendations

- 8.1 It is recommended that:
 - Cabinet supports the governance arrangements as set out in the report;
 - Leaders seek agreement for the governance arrangements from their respective Councils;
 - Chief Executives take forward the proposals in discussion with Scottish Government and Education Scotland and report back to the next Cabinet on the detailed governance arrangements, including the terms of reference for the Regional Education Committee and Collaborative, and the academic research plan that will underpin the Collaborative; and
 - Chief Executives work with the Collaborative to develop the first annual regional plan for agreement by Cabinet and Councils.