Agenda

Educational Services Committee

Date: Wednesday, 5 June 2019

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Time: 14:00

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Venue: Civic Space,
Council Offices, 16 Church Street, Dumbarton

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Contact: Scott Kelly, Committee Officer
Tel: 01389 737220 scott.kelly@west-dunbarton.gov.uk

Dear Member

Please attend a meeting of the **Educational Services Committee** as detailed
above. 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 Karen McKinlay
Councillor Caroline McAllister   Miss Sheila Rennie
Councillor Jonathan McColl   Ms Julia Strang
Councillor John Millar   Ms Michelle Stuart

All other Councillors for information

Strategic Director – Transformation & Public Service Reform
Chief Education Officer

Date of Issue: 23 May 2019

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 5 JUNE 2019

<u>AGENDA</u>

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**   **7 – 11**

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 6 March 2019.

5   **LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**   **13 – 14**

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 5 March 2019.

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**   **15 – 44**
    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.

8/

8   EARLY YEARS IMPLEMENTATION UPDATE   45 – 53

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.

**9   REVISED WDC PARENTAL AND FAMILY ENGAGEMENT   55 – 80
STRATEGY**

Submit report by the Chief Education Officer seeking approval of a revised West Dunbartonshire Council Parental and Family Engagement Strategy 3-18.

**10   PUPIL EQUITY FUNDING IN WEST DUNBARTONSHIRE   81 – 91
SCHOOLS**

Submit report by the Chief Education Officer:-

(a)   informing of practices to narrow the poverty related attainment gap resourced from the Pupil Equity Fund (PEF); and

(b)   providing an update on how adherence to policy and guidance has been ensured.

**11   SCOTTISH ATTAINMENT CHALLENGE CARE EXPERIENCED   93 – 102
CHILDREN FUND IN WEST DUNBARTONSHIRE SCHOOLS**

Submit report by the Chief Education Officer informing of:-

(a)   West Dunbartonshire Council's Scottish Attainment Challenge grant offer for Care Experienced Children and Young People;

(b)   governance and scrutiny arrangements for planning outcomes, spending and reporting; and

(c)   outcomes of spend for session 2018-2019.

12   HOLIDAY HUNGER FUND   103 – 125

Submit report by the Chief Education Officer informing of:-

(a)   plans to reduce holiday hunger across West Dunbartonshire Council; and

(b)   governance regarding allocation, spend and impacts of projects and funding.

**13   SUPPORTING DISTRESSED AND CHALLENGING   127 – 142
BEHAVIOUR IN EDUCATIONAL SETTINGS**

Submit report by the Chief Education Officer informing of:-

(a)   practices supporting children and young people exhibiting distressed
and challenging behaviour; and

(b)   the roles and responsibilities of all stakeholders in ensuring adherence
to policy and guidance.

**14   EDUCATION, LEARNING & ATTAINMENT (ELA) DELIVERY   143 – 180
PLAN: AUGUST 2019 TO JULY 2020**

Submit report by the Chief Education Officer presenting the ELA Delivery Plan
2019/20.

**15   EMPLOYEE WELLBEING: ATTENDANCE MANAGEMENT –   181 – 191
EDUCATION ANNUAL UPDATE 2018/19**

Submit report by the Strategic Lead – People and Technology providing a
detailed analysis on employee wellbeing and annual attendance performance
for 2018/19 for Education.

16   PROCUREMENT OF CONTRACTS   To Follow

Submit report by the Chief Education Officer in relation to the above.

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 March 2019 at 2.05 p.m.

Present:	Provost William Hendrie and Councillors Jim Brown, Karen Conaghan, Ian Dickson, Caroline McAllister, Jonathan McColl, John Millar, Sally Page and Martin Rooney, and Mrs Barbara Barnes, Mr Gavin Corrigan*, Miss Ellen McBride, Miss Sheila Rennie 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, Senior Education Officer - Pupil Support; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Kathy Morrison, Education Officer; Susan Mullin, Transport Coordinator; 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 Councillors Diane Docherty, Jim Finn, Daniel Lennie and John Mooney.

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 5 December 2018 were submitted and approved as a correct record.

OPEN FORUM

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

EARLY YEARS IMPLEMENTATION UPDATE

(a)   Deputation

Having heard Councillor Conaghan, Chair, the Committee noted that a request had been received from West Dunbartonshire Independent Nurseries to address the Committee in relation to the implementation of the expansion of Early Learning and Childcare (ELC) to 1,140 hours.

In accordance with Standing Order No. 18 (a), the Committee agreed to hear the deputation. Councillor Conaghan then invited Mr Kevin Johnson and Mr Jim Wright, West Dunbartonshire Independent Nurseries, to come forward and address the Committee.

Mr Johnson and Mr Wright were heard in relation to the challenges faced by 11 Independent Nurseries in implementing the increase in the entitlement to 1,140 hours of ELC for all three and four year olds and eligible two year olds, particularly in terms of funding.

The Chief Education Officer and Mr Johnson were then heard in answer to Members' questions.

Following discussion, Councillor Congahan thanked Mr Johnson and Mr Wright for their contribution and both then returned to the public gallery.

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

(b)   Report by the Chief Education Officer

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

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

(1)   that the Convener and Vice-Convener be involved in a discussion forum with representatives from the Independent Nurseries in order to consider the concerns raised by them earlier in the meeting; and

(2)   that a further update be provided to the Committee at its next meeting in June 2019.

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

SCHOOL TRANSPORT TENDERING PROCEDURES SESSION 2019/20

A report was submitted by the Chief Education Officer:-

(a)   informing of the proposed timetable for the processing of tenders for mainstream home-to-school contracts and for the transportation of pupils with Additional Support Needs; and

(b)   seeking approval to proceed with the proposed timetable in order to secure contracts for school transport for session 2019/2020, and up to session 2023/2024 where contracts are for five years in duration.

After discussion and having heard the Transport Coordinator in further explanation of the report, the Committee agreed:-

(1)   to authorise the Chief Education Officer to make the necessary arrangements in liaison with Strathclyde Partnership for Transport (SPT) to renew mainstream contracts for session 2019/2020, and beyond for contracts of up to five years in duration;

(2)   that following completion of the tendering process, any tenders received would be considered by the Tendering Committee; and

(3)   to note that some transport of children with Additional Support Needs for session 2019/2020 and the transporting of young people to undertake courses with partner providers as part of their Senior Phase would be accommodated within the framework agreement for the Provision of Corporate Taxi Services and associated call-off contracts.

ONLINE PAYMENTS SYSTEM FOR SCHOOLS

A report was submitted by the Chief Education Officer providing an update on the progress of the pilot and the roll-out of the 'ParentPay' online payments system to schools in the first phase of the project.

After discussion and having heard the Senior Education Officer - Performance and Improvement in further explanation of the report, the Committee agreed:-

(1)   to note the progress of the pilot;

(2)   to note the implementation of phase one of the main roll-out in the Dumbarton and Vale of Leven areas; and

(3)   to note the future dates for roll-out of the online payments system to schools in the Clydebank area.

NURTURED DELIVERY AND IMPROVEMENT GROUP ACTION PLAN 2019-2022

A report was submitted by the Chief Education Officer informing of the revised and updated Nurtured Delivery and Improvement Group (DIG) Action Plan.

After discussion and having heard the Senior Education Officer - Pupil Support in further explanation of the report and in answer to Members' questions, the Committee agreed to note Community Planning West Dunbartonshire's Nurtured DIG Action Plan for 2019-2022.

EDUCATION, LEARNING AND ATTAINMENT STANDARDS AND QUALITY REPORT 2017/18

A report was submitted by the Chief Education Officer informing of the publication of Education, Learning and Attainment's Standards and Quality Report for 2017/18 which had been made available online at:
https://sites.google.com/ourcloud.buzz/sqr17-18/home.

After discussion and having heard the Senior Education Officer - Performance and Improvement and the Senior Education Officer - Raising Attainment/Improving Learning in further explanation of the report and in answer to a Member's question, the Committee agreed to note the contents of the report.

EDUCATION, LEARNING AND ATTAINMENT (ELA) DELIVERY PLAN 2018/19 – MID-YEAR PROGRESS

A report was submitted by the Chief Education Officer setting out the mid-year progress of the Education, Learning and Attainment Delivery Plan.

After discussion and having heard the Senior Education Officer - Performance and Improvement in further explanation of the report, the Committee agreed to note the contents of the report and the progress achieved at mid-year.

EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO 31 JANUARY 2019 (PERIOD 10)

A report was submitted by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 January 2019 (Period 10).

After discussion and having heard the Business Unit Finance Partner (Education) and relevant officers 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 £0.719m (less than 1%); and

(2)   to note that the capital account showed a projected annual favourable variance of £2.131m (33.8% of the budget), made up of £2.560m relating to project slippage, partially offset by £0.429m relating to an in-year overspend.

CHAIR'S REMARKS

Having heard Councillor Conaghan, Chair, the Committee noted that two new Parent Representatives would be appointed as Members of the Committee and invited to attend its next meeting.

The meeting closed at 3.50 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held in The Brock, 16 Church Street, Dumbarton on Tuesday, 5 March 2019 at 2.10 p.m.

Present: Councillor Karen Conaghan; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer; Geraldine Lyden, HR Business Partner; Linda McAlister, Education Support Officer; Clare McInally, Head Teacher, Dumbarton Academy; Simon Simpson, Head Teacher, Levenvale Primary School; and Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman, Julia Strang (E.I.S) and Claire Mackenzie (SSTA).

Apologies: Apologies for absence were intimated on behalf of Councillors Caroline McAllister and John Mooney and Campbell Lloyd, Stephen McCrossan and Dawn Wilson, E.I.S.

Gavin Corrigan in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of the Meeting of the Local Negotiating Committee for Teachers held on Tuesday, 18 September 2018 were submitted and approved as a correct record.

THE 35 HOUR WORKING WEEK AGREEMENT – 2019-2020

A report was submitted by the Joint Secretaries to the LNCT seeking approval of the proposed 35 hour Working Week Agreement Framework for 2019/2020.

After discussion and having heard the Education Support Officer in further explanation, the Committee agreed the proposed Working Time Agreement and that it be issued to schools/establishments to allow the development of their Agreement for 2019/2020.

SPECIAL LEAVE SCHEME

Having heard the HR Business Partner advise of a typo in the title of report, the Committee noted that the report to be considered related to the Special Leave Scheme only.

A report was submitted by the Joint Secretaries to the LNCT seeking approval of the Special Leave Scheme, as detailed within Appendix 1 to the report, for those employees covered by SNCT terms and conditions.

After discussion and having heard Mr Halfpenny in further explanation, the Committee approved the Special Leave Scheme for those employees covered by SNCT terms and conditions.

The meeting closed at 2.35 p.m.

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 5 June 2019

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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   The Scottish Attainment Challenge (SAC) was launched in February 2015. It aims to accelerate the pace in which Scotland closes the poverty related attainment gap in literacy, numeracy, health and wellbeing through leadership, families and communities and learning and teaching.   West Dunbartonshire became a Challenge Authority in 2015 receiving additional funding to deliver projects in primary and secondary schools.   From its inception in 2015/16 to the end of 2018/19 we will have secured **£4.458m** for primary projects and **£2.053m** for secondary projects from the Scottish Attainment Challenge. It is envisaged that funding will continue until March 2020.

3.3   In December 2017 HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the education service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap.   It was reported that West Dunbartonshire is making very good progress with improving learning, raising attainment and narrowing the poverty related attainment gap.

4.   Main Issues

4.1   Project implementation needs to be on track to ensure outcomes for young people and families are delivered.   The Attainment Challenge features as a strategic risk in the local delivery plan.

4.2   Attainment Challenge funding is due to end in March 2020.   There is no guarantee of continued funding post 2019/20. A funding bid for session 2019/20 was confirmed by Scottish Government in March 2019. This secured funding of £2.044 for one more year.

4.3   Attainment Challenge Projects

A detailed analysis of the impact of SAC in West Dunbartonshire is being conducted by the Senior Education Officer for Raising Attainment and the Education Scotland Attainment Advisor for the authority. Analysis started in April 2019 and will continue until October 2019. Information from this will inform decisions about interventions making a significant difference to attainment and a narrowing of the attainment gap. A report will be produced making recommendations on an exit strategy to inform future local funding allocations. This will be presented to the Raising Attainment Project Board in November 2019.

4.4   Early Years and Primary School Attainment Challenge Projects

4.4.1 Early Level Play and Learning

For the last four years, West Dunbartonshire Council has invested in learning through play training. All Early Stages Teachers, Early Learning and Childcare Officers (ELCO's) and primary 1 class teachers have now been trained. During this session a further , 33 Primary 2 and 3 class teachers, 30 learning assistants and 33 ELCO's and Primary 1 class teachers participated in the training. Practitioners now have an enhanced knowledge and understanding of the pedagogy of play based approaches.   A consistent message to practitioners has been delivered throughout to ensure a continuous provision of child centered experiences. Practitioners have worked collaboratively across stages and professional dialogue has been evident between establishments. All course participants have completed two tasks involving literacy and numeracy play based approaches which was shared with colleagues. It has been recorded that staff feel more confident in delivering a balance of adult initiated and child initiated activities. There is some evidence of a skills based approach to play in ELC establishments and primary schools however this could be improved.   Next session there will be a focus on outdoor learning and play based approaches in Early and First Level

4.4.2 Literacy, Numeracy, Health and Wellbeing
Literacy
A short life working group of primary headteachers, a psychologist, a speech and language therapist and senior officers has been formed to review

assessment tools and learning approaches used to develop the range of talk strategies and vocabulary used by children. This is part of the next phase of the strategy to narrow the poverty related attainment gap in literacy.

Numeracy

The maths strategy group has conducted an analysis of attainment information for maths and numeracy across the Broad General Education. Data from local assessment and moderation activity and reports and the Scottish National Standardised Assessment highlighted key areas of maths requiring further improvement. The core areas are fractions, decimals and percentages, algebra, and geometry. A professional learning programme targeting these key areas has been planned with one member of staff from every school trained as a maths champion in these key areas. Teachers at P3, 4, 5 and P6, P7 and S1 will also be offered joint training. The programme will run from May 2019 until May 2020.

Health and Wellbeing

At the end of January 2019 a new strategic focus group for health and wellbeing (HWB) was established to oversee key national initiatives and programmes for health and wellbeing. The health and wellbeing strategy is under review with the new strategy to be launched at the end of June. Our HWB team attend national network events to discuss and share practice. The recommendations of the national Review of Personal and Social Education (PSE) were published by Scottish Government on 1st February 2019. While Education Scotland will lead on many of the recommendations from the report, our HWB team will take forward at local authority level. Workshops for school staff on the implementation of WDC HWB Progression Pathways are scheduled from May onwards. Education and West Dunbartonshire Leisure Team completed and signed off on their 2019-2023 partnership agreement with Sport Scotland.

Easter Sports Camps

Spring sports camps took place for a third year during the Easter Holiday. These were delivered in:
- Skypoint for pupils from St Joseph's and Edinbarnet
- Bonhill CE Centre for pupils from Lennox and St Ronan's
- Balloch Campus for pupils from Balloch, St Kessog's and Levenvale
- The HUB Clydebank for pupils from Kilbowie, St Eunan's and Linnvale
- St Michael's Primary for pupils from St Michael's and Dalreoch

For the first year we offered free places at Sports Development Sports Camps delivered in Dumbarton Academy and Vale of Leven Academy and a dance workshop at The Stand for pupils attending Our Holy Redeemer and Whitecrook Primary. Places were offered to pupils from Bellsmyre Campus, St Michael's and Dalreoch, Renton, St Martin's and St Mary's. The camps offered multi-sports and football. Camps were delivered to pupils from P1-3 and P4-7. The numbers attending the camps have increased from last year with almost 75% of available places taken up with children attending the free camps. We offered a free packed lunch at the Easter camps and the majority of children attending stayed and ate lunch.

Nine primary schools are involved in a pilot project called Active Play. Active Play helps children be more physically active and contributes directly to Curriculum for Excellence outcomes in health and wellbeing. Research has shown that children who are more physically active perform better in school and are more likely to have a healthier lifestyle into adolescence and adulthood.   Pupils in primary 3 and 4 take part in weekly one-hour outdoor play sessions comprised of 30 minutes of fun active games with 30 minutes of free play. The programme lasts 10 weeks and helps to increase physical activity levels during the school day. The programme is delivered by the charity Y Sort It in partnership with school staff.

Upstream Battle
A learning for sustainability working group is planning a pupil led Upstream Battle Conference for next session to promote citizen science, STEM and sustainable living. Schools participated in a CleanUp Campaign run by Keep Scotland Beautiful on 10 May. The CleanUp took place at Dalmuir Drop Lock and Bowling Basin.

Dumbarton Academy is involved in the Young Reporters for the Clyde project. This is a film project to help young people engage with the Upstream Battle campaign to help raise awareness of the issues of marine litter within the Clyde, its impact and its causes.   The young people will develop skills in film making, interviewing and editing and their finished work may be submitted to the international Young Reporters for the Environment competition and published online as a resource for other schools across Scotland to use, to develop their understanding of sustainability.

Schools are being invited to participate in engineering challenges which promote STEM skills being developed in the context of the campaign to tackle 'plastic pollution' in the Clyde. Dumbarton Academy, Kilbowie Primary , Gavinburn Primary and Kilpatrick schools have signed up to take part in "Be Drastic on Plastic" engineering challenge project delivered in partnership with Jacob's engineering. The challenge invites our young people to develop an engineering solution for either collecting plastic rubbish that has already been dumped in the River Clyde or which prevents plastic pollution getting into the River Clyde.   West Dunbartonshire's Teams will compete against other teams, from other local authorities within the West Partnership, at a celebration event in June.

4.4.3 School Improvement Partnership Project (SIPP)
West Dunbartonshire's strategy and framework to support teachers to collaborate in schools, across sectors and local learning communities was presented at The West Partnership Conferences in March and to headteachers in Dundee in April. Consequently our lead headteacher for SIPP has been seconded to The West Partnership to lead on the implementation of the workstream to forge collaborations between schools and staff across the West Partnership using West Dunbartonshire's model.

4.4.4 <u>Assessment and Moderation</u>
From August 2018 to March 2019 WDC education staff took part in a working group with our Scholar - SNSA Support Officer to identify how the Scottish National Standardised Assessments (SNSA) can be used for school improvement. WDC was chosen specifically due to our previous highly effective collaboration with Scholar on the implementation of SNSA. The outcomes from the working group highlighted the potential to use these assessments for improvement with individual pupils and groups, school, local learning communities and at a local authority level. Headteachers engaged in professional learning sessions in May on using SNSA data and other assessment information to support rigorous analysis and target setting for attainment and improvement.

4.4.5 <u>Science, Technology, Engineering and Maths (STEM)</u>
In response to The STEM Strategy for Scotland a revised draft strategy has been produced by the lead officer for STEM. The national strategy identifies key actions for progress: equity, inclusion, connection, excellence. An audit of progress in West Dunbartonshire is attached in (Appendix 1). A key focus of work this session has been the promotion of improving the gender balance within STEM subjects. Four members of staff are trained as gender balance trainers.

The Senior Phase Team continue to raise the profile of STEM in Broad General Education through engaging with employers to support events and classroom activities and support the sharing of practice across all schools and learning communities. Opportunities to link with STEM business partners is gaining high profile in our schools through career events, industry specific events and taster sessions. A key focus is the promotion of local and national industry growth sectors. Highlights for this session include working in partnership with Developing the Young Workforce West to deliver the STEM West Event, Bloodhound Event and Incredible Innovations Industry competition. There is also increased delivery through our strong partnership working with the NHS, Jubilee Hospital and West Dunbartonshire Council HSCP who support work placements and careers events for our senior students, including Midwifery and General Surgery.

In partnership with schools & West College Scotland, the Senior Phase offer continues to be developed and expanded with the inclusion of new exciting STEM courses at various SCQF (Scottish Credit and Qualifications Framework) levels. These include the expansion of the Greenpower Challenge Course from one school team to three school teams this year. We have also introduced a new Level 4 course for 2019/20: Introduction to Animal Care & Environmental Science. New SCQF Level 5 Courses courses planned for session 2019/20 include Games Design, Construction & Engineering Skills and Cyber Security

4.5   Secondary Attainment Challenge Projects

4.5.1 <u>Multi Agency Hub</u>
In both Clydebank High School (CHS) and Our Lady and St Patrick's High School (OLSP) there is a positive impact on the young people identified for targeted intervention and also on the strategies used to support the emotional and social well being of pupils, parents and staff. In OLSP 60% of the young people engaged in the first year SAC project and 75% of young people engaged in targeted support have either maintained and or achieved higher rates of attendance. One second year pupil has improved their attendance by 50%. This group also recorded improvements in their attainment in literacy and numeracy. There is a 45% reduction in the number of young people in CHS spending extended periods of time in the school's alternative to exclusions base. In 2017 /18, 1. 04% of the whole school population had been excluded in 2018-19 the number has reduced by 50% to 0. 54% of the whole school population being excluded. The number of young people being referred for an alternative educational provision out with Clydebank High was reduced by two thirds between 2017 and 2019.

Nurture and Mindfulness training are supporting staff in both schools to reflect on the impact of poverty and disadvantage on mental well being and child development. Both schools have committed to engaging all staff in training in modules by the end of the session. 78% of staff between the 2 schools engaged in professional learning. The Mindfulness programme is being offered to pupils receiving a personalised model of support. One young person gave permission for her reflections on Mindfulness to be included in this report. She had been suffering from extreme anxiety but is now self managing. She advises: 'Don't worry about things to come in the future or things in the past. Don't let that snowball get bigger. Keep happy and don't let people talk you down, if they do get back up again'. The programme is also being offered to pupils sitting exams who are exhibiting anxiety or stress linked to exams.

Twelve young people in Clydebank High have completed 2501 hours of volunteering as members of the Police Scotland Youth Volunteer Programme. The programme is led by school staff and a police constable and encourages young people to work to support improvement in their local community. They have been involved in a wide range of services and events including: St Margaret's Hospice Bus, Parklife Sports Events, Scottish Pipe Band Championships, Loch Lomond Highland Games and being marshalls at concerts and events.

The numbers of families engaging with the family support teams in both schools continues to increase. At the time of writing this report 318 families have engaged.

4.5.2 <u>Skills Academy</u>
To promote the wider curriculum offer provided in the Skills Academy in Vale of Leven Academy (VOLA) staff worked in partnership with parents and pupils

to produce advertising materials.   This provides information to support young people and parents when making choices about the learner pathway from BGE into Senior Phase. A copy of the literature produced by the school is attached in (Appendix 2). The school was selected for filming by the BBC who recently filmed interviews with pupils and staff in the Hairdressing Department, School of Dance and Construction Class. The film will feature on a new BBC online resource.

A review of attendance rates of pupils attending the School of Football was conducted with the average attendance rates compared to those of the rest of their year group. The average attendance rates for pupils at School of Football is higher than the average for their year group. The first year group is 3. 5% higher, the second years 5% higher and third year group 6% higher. The numbers of young people choosing to participate in the Skills Academy courses is increasing every year. The DEC (Design, Engineer, Construct) course on offer has increased the number of pupils choosing to participate by almost 70%. This STEM project integrates literacy, numeracy and technologies. As part of the project the school has been adopted by an architectural, engineering company. VOLA has been adopted by the global engineering company Arup. Young people were invited to work closely with architects, engineers and civil engineers at Arup Offices. The staff advised the young people about the importance of developing different skills for learning, life and work to be successful in the work place. The school is scaling up this project to involve primary 7 and first year pupils in a joint DEC transition project.

4.5.3 Enhanced Broad General Education
In Dumbarton Academy 9 members of staff are now qualified in Scottish Mental Health First Aid (SMHFA). 6 members of staff have completed ASIST (Applied Suicide Intervention Skills Training) this session. Several members have already supported young people expressing suicidal ideation and have also supported untrained members of the Pupil Support Team on effective ways to support young people. In June, a group of new sixth year pupils will complete their Safe Talk (suicide prevention) training, 60 will be trained in total. These young people will then complete the SMHFA training later in the session. ASIST training is being offered to staff in all secondary schools with dates planned for August 2019.

The school also runs a daily Toast Club which continues to be a great success. The club invites young people to attend before the school day, at interval to enjoy free breakfast and snacks in a relaxed, informal nurturing setting. The club is run by staff volunteers and supported by partnerships with the Parent Council, Dumbarton Rotary Club and a range of local business which donate food and other items for use at the Toast Club. Numbers have increased from 10 pupils attending daily to between 70-80 pupils attending each day.

In St Peter the Apostle High School 58 young people in second year have engaged in a personalised literacy, numeracy, health and well being programme delivered by 3 raising attainment teachers. Transition data from

primary was used to identify the young people to participate. Attainment, attendance and exclusion data for this group is showing a positive impact on the young people. 75% of the group have maintained and or improved their attendance at school. Last session there were no pupils from this group excluded from school and this positive trend has been maintained this year. In terms of attainment over 75% of the group have improved attainment in literacy and numeracy. The rates of progress in numeracy are slightly higher than literacy.

The school is also planning a summer events programme for a second year. The programme will run over a 3 week period offering activities in the school, World of Golf and the new Leisure Centre. Individual young people will be provided with vouchers to give them access to the fitness centre and swimming pool at the Leisure Centre. School staff will deliver games and fitness activities with a free lunch provided at the World of Golf café.

4.6 Attainment Programme

A thematic review of maths and numeracy in the Broad General Education is being delivered between May and June with a report produced in August 2019. The review involves 85% of schools and ELCCs. The review teams comprise headteachers, deputes, principal teachers, class teachers, parents and pupils. The review teams are led by headteachers. Briefing sessions have been delivered to the review teams by senior education officers. Each team will report their findings to senior officers and produce a report of their findings.

5. People Implications

5.1 The additional 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 prior to funding streams ending in 2020.

6. Financial and Procurement Implication

6.1 For primary challenge projects we have claimed full year costs of £1. 168m to March 2019. For secondary challenge projects we have claimed full year costs of £0. 876m to March 2019.

6.2 If the grant award is not spent in full the unspent sum must be returned to the Scottish Government – it is not permissible to carry forward unspent grant funds. However, as indicated in the table below the full award of £2. 043m for 2018/19 was spent.

	2015/16 actual	2016/17 actual	2017/18 actual	2018/19 actual	TOTAL
Primary	£778,595	£1,322,450	£1,189,844	£1,167,572	£4,458,461

Secondary	n/a	£353,019	£823,264	£876,243	£2,052,526
TOTAL	**£778,595**	**£1,675,469**	**£2,013,108**	**£2,043,815**	**£6,510,987**
Grant awarded	£1,024,856	£1,895,410	£2,013,108	£2,043,815	**£6,977,189**

6.3 There are no procurement implications as a direct result of this report. Ongoing scrutiny ensures that project wide the service takes account of procurement process.

7. Risk Analysis

7.1 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

7.2 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 A meeting has taken place with our link officer in Corporate Communications to alert them to the national project and to discuss how we promote this good news for West Dunbartonshire. Subsequently, there has been positive coverage of the project in the local media.

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

9.3 In developing these proposals there has been consultation with Education Scotland, the Scottish Government and Parent Councils.

10 Strategic Assessment

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

Laura Mason
Chief Education Officer
May 2019

Person to Contact: Julie McGrogan, Senior Education Officer, Council
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Appendices: Appendix 1 – STEM Strategy
Appendix 2 – Skills Academy

Background Papers:

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL

STEM Strategy Response

January 2018 Summary of Actions from STEM Strategy for local authorities.

Theme: Excellence

Aim: To build the capacity of the education and training system to deliver excellent STEM learning so that employers have access to the workforce they need.

Approach	Local Authority Action from Strategy	Progress
Delivering enhanced STEM professional learning	As part of a wider programme of career long professional learning designed to support the expansion of funded early learning and childcare (ELCC), we will work with partners and key stakeholders including science centres and science festivals to deliver Science, Technology, Engineering and Mathematics (STEM) training that will ensure that ELCC practitioners have appropriate skills, knowledge and confidence to deliver STEM learning in ELCC settings. This will also form part of the coherent national offer for STEM Professional Learning set out above.	Professional learning for STEM delivered to Early Years practitioners by Early Years team and STEM development officer.

STEM Officer has commissioned, delivered and developed a variety of bespoke professional learning twilight workshops to increase confidence teaching STEM. This was in partnership with SSERC. Resources for use within the classroom are available to all staff online via a Google Classroom. Evaluations from these sessions are extremely positive.

Inspire and Challenge STEM professional learning and Single STEPS in STEM learning also ongoing within the authority for individual practitioners or whole school/establishments. Single STEPS in STEM learning have been commissioned by a number of primary schools within the authority (e.g., Gartocharn and St Joseph's) to work with pupils within a class to build STEM skills.

The "Maths in Context" collaboration work between STEM and the Maths Raising Attainment team has been delivered throughout 2018 to probationers, Maths challenge network teachers, at the Stirling Maths conference, the West Partnership Maths conference and the Scottish Learning Festival. |

		Further packages of work for which STEM activities are being used to progress aspects of numeracy are being developed and trialled through the successful STEM Grant fund bid from Education Scotland. This will be delivered as Professional Learning to WDC teachers and also at the Stirling Maths Conference 2019 and resources will be available through the Education Scotland online platform.
Improving STEM learning and teaching	We will work with partners to support the work of the Improvement Collaboratives in their identified priorities for STEM learning, teaching and engagement.	Continuing to work closely with other authorities across Scotland as part of the RAiSE programme and the West Partnership collaborative. As part of this a BGE resource guide has been developed for practitioners from Early Years through to 2nd Level. This links science to suggested learning activities (together with 'how to' videos), benchmarks with assessment ideas to other curricular link opportunities and careers/jobs in that field. A key STEM project for the West Partnership is An Upstream Battle run by Keep Scotland Beautiful focusing on reducing waste within the Clyde Valley. An online directory of good STEM learning project opportunities will be created by Education Scotland. In the interim, we have a STEM Google classroom so that practitioners can access, share and comment on resources, projects and exciting learning opportunities through visits.
	We will publish the finalised STEM self-evaluation and improvement framework by December 2017 to support ELCC settings and schools in the delivery of STEM learning and teaching.	STEM self-evaluation framework shared with all ELCC Head Teachers (HT) on 6 November 2017. STEM self-evaluation framework shared with all HTs at the "Responsibility for all conference" on 19 April 2018. Science Capital Teaching Strategy shared with all HTs at Education Leaders' meeting on 24th October 2018.
	We will recruit a network of STEM specialist advisors to support	STEM Education Development Officer seconded as part of RAiSE programme within WDC.

	learning and teaching in the 3-18 curriculum and raise STEM attainment, with the aim of having a fully operational network by December 2018.	Education Scotland RIC STEM leads appointed and in post from Jan 19. STEM Learning Mentors allocated in approximately 65% of Primary Schools.
	We will work with local authorities to ensure that excellent spaces for STEM learning are included in new builds and developed through school refurbishment projects. We will make this a key consideration of the Scottish Government's support to any project(s) delivered through any future schools investment programme.	St. Patrick's Primary STEM hub received the silver COSLA award for innovation. STEM spaces developed in new builds (Balloch Campus) and being used throughout WDC as available.

Theme: Equity

Aim: To close equity gaps in participation and attainment in STEM so that everyone has the opportunity to fulfil their potential and contribute to Scotland's economic prosperity.

There were no direct actions on the Local Authority for this particular theme. However, the following progress has been made within this theme:

- *Development Officers all attended "train the trainer" events for the Improving Gender Balance project (tackling gender stereotypes). A workshop was provided to all HTs at the "Responsibility for All" conference on the 19th April 2018. Twilight sessions were also available for staff to enrol in the training.*
- *WDCs partnership with Glasgow Science Centre has provided primary children free access and engagement in a variety of workshops and events.*
- *First public Science Festival at the Denny Tank museum in May 2018, and ongoing partnership with National Museums Scotland to address inequity of opportunity.*

- *As stated above, The Science Capital Approach research was shared with all HTs.*

- *Kilpatrick School being linked with University of Strathclyde researcher into developing STEM skills for pupils with Additional Support Needs.*

Theme: Inspiration

Aim: To inspire children, young people and adults to study STEM and to continue their studies to obtain more specialist skills.

Approach	Local Authority Action from Strategy	Progress
Creating positive STEM role models, mentors and coaches	We will, from June 2018, support ELCC settings to promote positive engagement with STEM and tackle gender stereotypes through their parental and family engagement activities.	WDC were part of a pilot project (Kilbowie Nursery) to train STEM Ambassadors in how to engage with early years education. STEM Ambassadors recruited in Aggreko now. More STEM Ambassadors being recruited from colleges. STEM Ambassador link shared with all HTs. Maths STEM Ambassador offering shared with Maths Curriculum Leads at last Curricular Support network meeting. STEM Ambassador being used within STEP UP programme to complement work on mathematical direction using robotics. Young STEM Ambassador award is currently being developed and managed by SSERC. We have been part of a consultation group regarding how best to implement this leadership opportunity for pupils within BGE.

Theme: Connection

Aim: To connect the STEM education and training offer with labour market need – both now and in the future – to support improved productivity and inclusive economic growth.

Approach	Local Authority Action from Strategy	Progress
Improving the support available to schools	Education Scotland will develop and quality assure an online directory of STEM inspiration activities, covering early learning, primary and secondary schools. Education Scotland will work with Skills Development Scotland and the DYW Regional Groups to embed the directory within Marketplace. The online directory will be operational in academic year 2018-19.	<DYW Regional Groups>
	We will create a STEM hub network to strengthen regional-level collaboration between partners, including universities,	Development Officer attended first meeting at

	science centres and employers. The STEM Hub Network will start to facilitate more joint professional learning activities between secondary schools and colleges in 2018 and this will be broadened out to include primary and early learning settings during 2019.	West College Scotland of the STEM Hub Network on 29 October 2018. Broad outline of professional learning activities ongoing in the West Region was captured. Senior Phase Development Officer will liaise with WEST college on future partnership with our STEM hub.

We are really proud to be a Skills Academy. It means we value providing opportunity to thrive in alternative learning, supporting individuals to find their passion and build the skills necessary to flourish in a work setting.

The reason why we do this is the most important question.

We actively seek out, review and pilot new programmes from alternative courses, vocational work, e-learning and more to give each pupil the choice and freedom to develop unique and tailored skills. To give pupils at Vale of Leven Academy the best possible chance to be confident to succeed in an ever changing society.

VALE OF LEVEN ACADEMY

A Curriculum for Excellence was designed to develop pupils who are confident in their ability to contribute positively to society. Skills courses give real-life context to ACfE. It empowers pupils to be leaders of their own learning, developing self-worth, ability to succeed and pathways to a positive destination. We are proud of what we deliver and the success stories that have come from hard-work and commitment from pupils and staff.

Vale of Leven Academy
Main Street
Alexandria
G830BH

Producing confident and skilled young people who are better prepared for the world of work.

https://sites.google.com/ourcloud.buzz/valeoflevenacademy
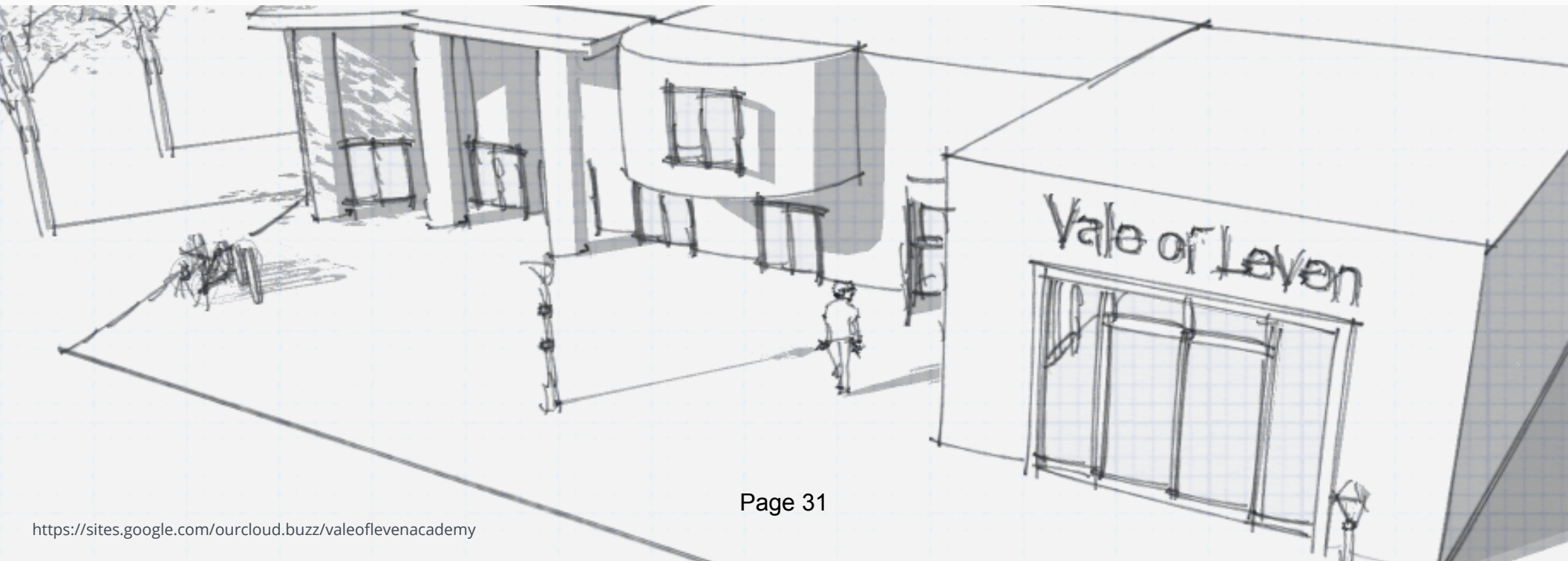
OUR STORY

"When I first joined school of Dance, I wasn't confident enough to perform in front of people, but throughout my time in performing dances and performing new skills I have gained more confidence and met new people. I also enjoy working with Mrs Todd and learning new dances and skills every week. Throughout the time we have been doing School of dance we have became closer and stronger as a team." Katie Cameron S2

INFORMATION BOOKLET

This booklet is designed to help aid pupils, parents and the community to understand our Skills Academy and why we do what we do. It will showcase the ever growing number of alternative subjects we offer. We believe it is what makes us unique and sector leading. We have listened to our pupils and explored ways to cater to their various needs. We are a diverse school that offers opportunities for all, and we are proud of the foundations that we have in place.

TO THE FUTURE

Skills Academy will always look to grow and improve with quality at its heart. We have a number of subjects thriving. The next step is to develop an online learning culture in VOLA. Making it easy for pupils and staff to improve independently in an ever changing society

PRINCIPAL TEACHER OF SKILLS

A principal teacher of skills has been appointed to ensure quality and improvement. This teacher is dedicated to sourcing and developing opportunities for pupils at Vale of Leven Academy.
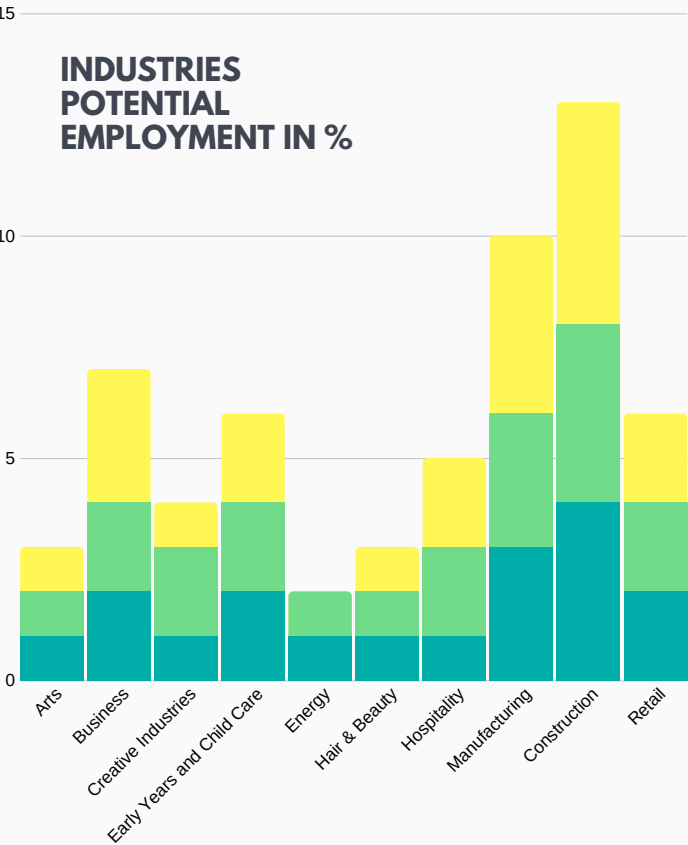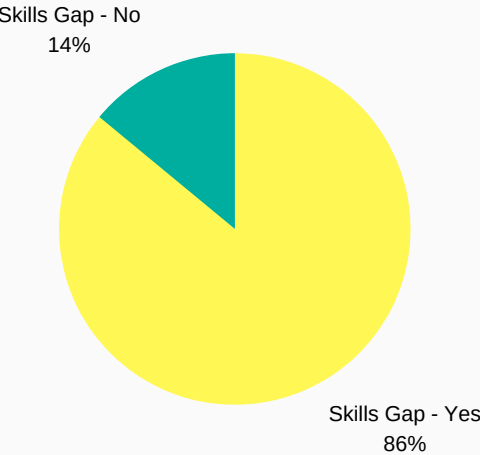
SOCIAL MEDIA

https://sites.google.com/ourcloud.buzz/skills-academy-vola

@VoL_Academy

valeoflevenacademy

THE STATISTICS

All statistics are taken from Skills Development Scotland.

INDUSTRIES POTENTIAL EMPLOYMENT IN %

Arts, Business, Creative Industries, Early Years and Child Care, Energy, Hair & Beauty, Hospitality, Manufacturing, Construction, Retail

PERCENTAGE OF EMPLOYERS WITH SKILLS GAPS IN THEIR WORKFORCE.

Skills Gap - No
14%

Skills Gap - Yes
86%

WORKFORCE SKILLS LACKING AS IDENTIFIED BY EMPLOYERS

Team working
17.4%

Digital Skills
36.6%

Managing Staff
18.6%

Specialist Skills
27.3%
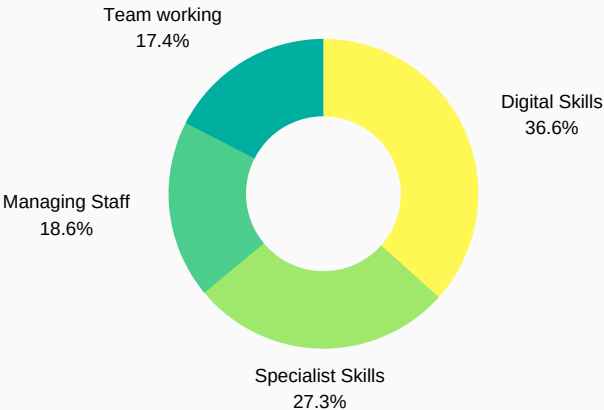
WHAT IS HAPPENING LOCALLY?

The reason behind the implementation of our Skills Academy is that data shows us where gaps will be in the future regarding job opportunities in the local community. We are striving to predict what our pupils could be doing in a number of years and offering them the best chance to succeed when they eventually leave Vale of Leven Academy. This page is dedicated to statistics that exemplify the need for the Skills Academy.

1 IN 3 EMPLOYERS

Have difficulty keeping staff as they lack the skills and capabilities.
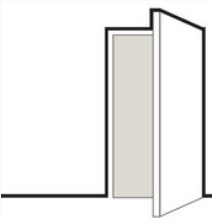
HALF OF EMPLOYERS

Could not fill vacancies as candidates lacked qualifications or skills.

CONSTRUCTION

CONSTRUCTION

Joinery

This unit introduces learners to general workplace health and safety, work practices, joinery skills, equipment and procedures. Learners are required to build a small-scale framed and panelled assembly and to fabricate and replace one panel.

Plumbing

This unit learners are introduced to different plumbing equipment, fixtures and fittings. Learners are required to cut, assemble and join plastic pipework in accordance with given drawings using proprietary bends and tee-pieces.

Painting & decorating

This unit introduces learners to a range of painting and decorating tasks such as decorative painting including the use of brushes and rollers as well as stencilling.

Bricklaying

In this unit learners will complete a range of bricklaying tasks. These include half-brick walling, one-brick walling, cavity walling, block walling, simple arch construction, and simple decorative brickwork

Construction is offered in the curriculum as a course that helps prepare pupils to eventually develop skills and knowledge to progress into College, Modern Apprenticeships or employment in the Construction sector, perhaps as an Apprentice or Labourer. Construction has many elements associated with it. The units your child will be expected to undertake throughout the two year course are displayed on the right. Attitude, punctuality and communication are key to success in this course.

"Construction has made me better at woodwork and more confident in myself to mark out, cut a join materials. I enjoy learning how to use new equipment. In the future I want to be a joiner." S3 - Scott Campbell

HAIRDRESSING & BEAUTY

HAIR AND BEAUTY

Pronounced like the french word '**voila**' after the origins of most hair and beauty treatments. Voila is a thriving department that is sector leading in West Dunbartonshire. A dedicated treatment room where pupils can comfortably practice and improve their skills. Noreen O'Donnell is our Hairdressing and Beauty specialist. She is dedicated to promoting and encouraging the pupils into the world of work and staging events. Noreen is also determined to provide the best platform for the pupils to succeed into a positive destination.

NPA MAKE UP ARTISTRY

This course allows VOLA the choice to sample the Make up Artistry discipline in a meaningful way, while gaining a National Qualification.The NPA Cosmetology includes 6 units which cover topics such as working with others, product awareness, assisting in a workplace, health and safety,career options and choices, working with customers and colleagues and Make up Artistry. All these areas are considered to be key areas of learning to employers.

"Before I started hairdressing I was really bad at doing peoples hair and I couldn't do a french pleat, but now I can. When I arrived at Noreen's class I learned how to do new things and it has made me more confident. I am looking forward to learning new techniques and hopefully one day I can work with hair and beauty ." Tegan Devlin S3 - Hairdressing

SFW NATIONAL 4 HAIRDRESSING

This course provides a broad,experiential introduction into Hairdressing. The focus is on experiencing the salon environment and learning about the different roles and responsibilities in hairdressing and begin to develop vocational skills and knowledge. The course is made up of 4 mandatory units which consist of Salon Awareness, Working In the Salon, Creativity and Employability Skills. These units are linked to the National Occupational Standards of the Hairdressing Industry.

SFW NATIONAL 5 HAIRDRESSING

This course has been designed to meet the needs of the Hairdressing Industry and will offer an entry level qualification for those who have identified Hairdressing as a possible career path. The knowledge and experiences acquired by the students will not only enable the students to work in the hairdressing sector but will also develop skills transferable to other employment areas and will in general enhance students employability skills. The course is made up of 4 units which consist of Salon Skills, Creative Trends, Introduction to Colour and Working In a Salon Environment.

DESIGN ENGINEER CONSTRUCT!

INFORMATION

DESIGN ENGINEER CONSTRUCT!

DEC! is the new subject attached to the Design Technology department. It is a true Curriculum for Excellence experience with pupils having the opportunity to use interdisciplinary skills and work with leading professionals. It is a non-SQA certificated course that links pupils with the world of work. Vale of Leven Academy was recently adopted by global powerhouse Arup. This company will work with our young people committing time, money and resources to help the pupils understand all aspects of the built environment. Civil Engineers, Architects, Landscape Designers, Sustainability Officers will all work with the class to help each young person design and create their own Eco-Classroom. Each young person will take on the roles of experts within the construction trade and present their ideas to a panel of professionals.

Level 1 course is taught over two years from S2 and S3 BGE with Level 2 being taught at Senior Phase.

LEVELS

Level 1 is the equivalent of a National 4 with Level 2 being aimed at Higher.

SOFTWARE

Pupils will learn industry standard software including Autodesk Revit and Google Sketchup.

https://www.arup.com/
https://designengineerconstruct.com/

"Design, Engineer Construct! has given me a deep insight into the Built Environment and the career opportunities available in the world of the construction industry. DEC! has made me more confident in sharing my views and using my imagination." Mark Morrison - S2

PRACTICAL CAKE CRAFT

"What I enjoy most about the cake craft class is, that it has given me the chance to be creative. I feel it has given me the opportunity to develop my Hospitality & life skills especially as this is the industry I would like to be employed in." Abbie Hughes S5

INFORMATION

CAKE CRAFT

The Scottish hospitality industry is large, vibrant and growing, employing a significant proportion of the nation's workforce, cake production is a part of this sector and this course can be seen as a gateway to the hospitality industry. The course aims to allow pupils to develop their technical skills in cake baking, and creative skills in cake finishing. Pupils will develop a knowledge and understanding of cake design and the trends in cake production. They will acquire and use organisational skills in the context of managing time and resources, and gain an understanding of the importance of food safety and hygiene in relation to producing a product of commercial standards. Pupils will also develop the organisational skills needed to research, plan, prepare & evaluate products. The course includes practical cookery which will allow pupils to develop a range of practical baking skills and techniques using appropriate tools & equipment.

PROGRESSION

HNC in Professional Cookery/Hospitality Management at a Further Education College

POSSIBLE CAREER DESTINATION

Patisserie Chef, Catering, Home Economics Teacher, Food Technologist.

LABORATORY SCIENCE

INFORMATION

LABORATORY SCIENCE

National 5 Skills for Work: Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.

Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

COURSE OUTLINE

Laboratory Science: Careers using Laboratory Science
Laboratory Science: Working in a Laboratory
Laboratory Science: Practical Skills
Laboratory Science: Practical Investigation

LEVELS OFFERED

Laboratory Skills will be offered at SCQF 5 level and is for **S5/6** pupils. This course is suitable for pupils that have studied a National 4 Science course in S4 or a National 5 Science course in S4 and achieved units only. This may also be suitable for pupils that passed a National 5 Science course in S4 with a C (or D) and plan to leave at the end of S5.

ASSESSMENT ARRANGEMENTS

There is no final examination for this course. The four units are internally assessed and verified by the SQA.

PROGRESSION

Successful learners may progress to: National Courses or Units, further education, vocational training or employment.

SCHOOL OF
SPORT - FOOTBALL

"In School of Football, my coach has transformed my mindset which has allowed me to develop my life skills. I feel my effort and attitude have improved over the 3 years which has helped me to develop my abilities as a footballer ." Scott Lees - S3

INFORMATION

SCHOOL OF FOOTBALL

The School of Football programme is open to all boys and girls and operates from S1-3. The motto is Person 1st Player 2nd, developing life skills using football as the vehicle. This is a fantastic opportunity for young people to build their leadership skills, learn to work as a team and instil discipline that they can take into other areas of their school life.

FORMAT

Pupils participate in a morning double session and single after school. The morning session works on a different theme each week to improve their understanding of the game. Throughout the year pupils are tested on their fitness and there is a strong ethos on growth mindset within the sessions to build the strength of character within each individual.

COACH

Our SFA coach Paul Mooney is qualified with a UEFA B License and has been delivering the programme for 6 years now. His background in health and education provides the students with the knowledge they need to make positive lifestyle choices. As a result of creating a positive learning environment, it gives everyone the best opportunity to be successful and reach their full potential.

SCHOOL OF SPORT - DANCE

"Over the last 2 years I have thoroughly enjoyed developing my ability in dance further at the Academy. Having this qualification has given me more options for the path I wish to take in the future and has given me experience of the challenges I may face later on. I have gained self-confidence and developed self-belief which has allowed me to focus positively on the steps I am taking and progressing further towards my dance career." Olivia Dow, S5

LEARNING EXPERIENCES

· Technique Class.
· Feedback tasks.
· Collaborative learning tasks.
· Technical Performance routine work with performance qualities.
· Pair/small group travelling sequences.
· Pair/small group creative tasks.
· Varied Choreography Workshops.
· Evaluation and target setting tasks.
· Leadership opportunities.
· Opportunities to develop flexibility, stamina and strength.

INFORMATION

SCHOOL OF DANCE

Dance is offered to the pupils of Vale of Leven academy as an opportunity to gain a qualification specific to this performing art, whether it be with the desire to pursue a career in dance or to gain a qualification from something you have an interest in, love or passion for. The BGE and SQA courses on offer from S1-3 School of Dance to NPA Level 4 and 5, National 5 and Higher allow pupils to develop a vast range of transferable skills for learning, life and work including leadership, time management, creativity, organisation, team work, communication, target setting and evaluation only to name a few. This great opportunity allows all pupils to achieve and develop their confidence needed to be successful in their future job/career in any industry

BROAD GENERAL EDUCATION

The course is made up of 2 units, technical skills and choreography. Within the technical skills unit pupils will explore and develop their practical skills in Jazz, Hip-Hop and Contemporary styles of Dance. Within the choreography unit pupils will learn to create and develop movements that communicate a theme or message to an audience from a variety of different stimuli including pictures, poems and videos. They will use different choreographic principles including space, theatre arts and devices to develop their motifs in relation to their theme.

NATIONAL PROGRESSION AWARD 4/5

Builds from the BGE course where pupils will be assessed in 3 units that can be awarded as standalone units or together as a full award. Pupils will be assessed on their Jazz and Contemporary technique as well as theoretical outcomes about the styles being studied. They will also have to create motifs individually using their stimuli, use different choreographic principles throughout workshops, teach their peers and evaluate their KU and progress. They will also get the opportunity to study a professional piece of choreography.

NATIONAL 5 & HIGHER

Pupils will sit one (N5) or two solos (H) in Jazz and Contemporary styles of Dance. They will have to research, plan, create and deliver a choreography to their peers for a theme or their choice and produce a choreography review that highlights their choices of choreographic principles. They will also have a written exam which explores their knowledge and understanding of jazz and its development, evaluation of a professional piece of choreography, evaluation of technical progress, safe dance practice (H) and comparing two contrasting styles of dance (H).

PHOTOGRAPHY

"Photography has allowed me to experience a very different type of learning, i have enjoyed being able to spend lessons outside taking photographs of our natural environment. This course has allowed me to take control of my own learning and learn a new skill I could do as a job in the future" Callum Douse S6

INFORMATION

PHOTOGRAPHY

This course is designed to inspire and challenge you to visually represent your personal thoughts and ideas through photography. You will plan, develop and produce imaginative compositions using the technical and creative skills you will learn during the course. You will develop a knowledge and understanding of photographic practices, and a range of skills in problem solving, critical thinking and reflective practice. You will analyse the impact of social and cultural influences on photographers and their work.
The course consists of two compulsory units, Image Making and Contextual Imagery, and the course assessment.

PROGRESSION

HND photography
BA Hons Film production and Photography
BA Hons Fine Art and Photography

CAREERS

Graduates enter the fields of freelance photography, including advertising, architectural, commercial, editorial, fashion photojournalism, and social photography. You could engage with public relations, act as a picture editor, work as a curator, pursue roles in creative agencies, or give back through the widening areas of visual education.

VOCATIONAL

INFORMATION

VOCATIONAL

Vale of Leven Academy offer courses that can be studied at local colleges. There are various courses that offer alternate pathways and awards. All are designed to improve confidence in a young persons ability to contribute positively to scoiety.

GREENPOWER

This mechanics course encourages pupils to work in a team to create a F24 race car. They must design, engineer, promote and present their ideas and car to industry experts. Pupils are expected to acquire sponsorship and create a social media buzz.

The final experience is the pupils will race their car against other local authorities with an award ceremony at the end showcasing the success the pupils have undertaken.

BIKE MAINTENANCE

Pupils have the opportunity to study alternate courses. Bike Maintenance was a skill taught last year through our Construction and ASDAN courses. More opportunities like this will be available within the growing Skills Academy.

We strive to offer courses that are diverse and inspirational. Sometimes a course that ignites a curiosity and enthusiasm to learn can do wonders for a young person education. We often evaluate our curriculum and have offered courses that may just do this. We piloted Greenpower which is a mechanics course and the success stories were phenomenal. Almost all pupils who did the course found a college placement with only one pupil deciding to continue studying in Vale of Leven Academy.

Courses that ignite a curiosity within a young person that with inspire them to learn and grow.

ONLINE LEARNING

We have all heard that a large percentage of future jobs have yet to be designed, so the challenge is how do we prepare young people to succeed in an ever changing society. The truth is key attributes will always be desirable for employers; excellent communication skills, punctuality, positive and hard working. The important thing is that we prepare pupils to be able to be independant learners who can self improve.

Online learning will open up new possibilities that were perhaps not as once easily available.

INFORMATION

OPEN UNIVERSITY

http://www.open.ac.uk/

ONLINE LEARNING

OpenLearn is an online free resource that allows pupils to study courses to help enhance UCAS applications. It is part of Open University programme. There are a series of short courses ranging from 1hr to 50hrs on a vast range of topics including Education, Science, Technologies, Sport, Business, Law and many more.

These courses can lead to a statement of participation as well as electronic badges that will enhance UCAS applications. Studying an appropriate course or topic could make the difference needed to get into University.

Some important information to note. Pupils are in charge and must take ownership. They must be motivated as you alone are accountable for it. Pupils must sign up to receive any rewards available, such as badges or statement of participation. There is a vast catalogue of courses, so choose wisely, only appropriate courses can or will be used to enhance your UCAS form. Read the course breakdown to ensure you have all necessary resources to complete the topics. School resources can be used, such as chromebooks.

Skills Academy

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 5 June 2019

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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 contents of the current phasing of the Early Learning & Childcare Expansion (Appendix 1 – Early Learning & Childcare Phasing Plan 2018 - 2020)

(ii) Agrees that a further update be provided to committee at the next meeting in September 2019.

3.   Background

3.1   Members have previously been advised through regular reports to committee that the WDC Early Learning & Childcare Expansion Plan has developed a service model for delivery of 1140 hours of high quality early learning and childcare which will be phased in by school session 2020 - 2021. The service model for our expansion of ELC complies with the guidance documentation issued by the Scottish Government 'Funding follows the child and the national standard for early learning and childcare providers' (the National Standard) published in December 2018 to be introduced by 2020.

4.   Main Issues

4.1   Progress across the key objectives of our Implementation Plan including workforce planning, delivering high quality ELC and working with funded partner providers and childminders, remains on track, with target dates set for delivery of each project; agreed with the Implementation Board.

4.2   Scotland Excel has been commissioned by the Scottish Government, on behalf of the Service Models Working Group, to develop a suite of supporting technical guidance and information that supports local authorities and providers to implement the new approach; Funding Follows the Child. The technical guidance documents cover: (1) establishing sustainable rates; (2) business sustainability; and (3) transition options on contracting. This documentation outlines options for local authorities to consider when developing their processes to contract with Early Learning and Childcare

(ELC) providers, for the delivery of the funded hours. In particular, a key aspect of the Funding Follows the Child approach is a commitment to simplifying the process for, and reducing the burden on, providers to deliver the funded entitlement. The guidance takes cognisance of the new policy requirements and highlights current best practice which exists in the private sector.

4.3   We continue to support and consult our funded partner private provider nurseries through the monthly Partners Forum. In order to meet the criteria for the National Standard all funded providers must pay the living wage to staff delivering the entitlement for three and four year olds and eligible two year olds. Engagement with partners regarding their delivery model for 2020 at monthly meetings has focussed on their business model, and geographical phasing for 2020. The Scotland Excel technical guidance is being used to work closely with funded private providers to communicate clearly and with transparency during the transition period to 2020. As the guarantor of quality WDC has a specific role in ensuring business sustainability. This new approach requires updated systems and processes to monitor compliance. People implications are for training and capacity building to ensure that our systems are in place to carry out this role. This will involve intensive work with ELC officers, our finance business partner and partner providers. This technical guidance will be used to ensure that the Council's approach is built on partnership with all funded providers to:

- Develop a shared understanding of the cost of delivering the funded entitlement to set a local sustainable rate.
- To ensure that the living wage is paid to those staff delivering the entitlement.
- Prepare relevant documentation and new systems for applications, contracts, communication, procurement, monitoring procedures and evaluation of fair work practices.
- Review cross boundary processes and agreements with other local authorities.
- Revise quality assurance systems for ELC to ensure that providers meet the criteria for the National Standard.

4.4   The expansion plan for years two and three has as noted at Committee on 5 March been revised to ensure that we comply with the new guidance 'Funding Follows the Child – Operating Guidance'. This revision ensures that all three and four year old children are guaranteed their entitlement to 1140 hours from the relevant start date from school session 2020/2021. This will ensure that we deliver 1140 hours in all of our ELCs from the relevant start date from August 2020. Relevant start date means the date that all three and four year olds and some children aged two can access their funded entitlement; this is dependent on their birthdate.

4.5   Our plan has been devised to ensure that we deliver high quality ELC with all of our funded providers. We work closely with ELCs to ensure that we fulfil our statutory responsibility for ensuring that the funded entitlement is available, in high quality early learning and childcare centres and to narrow the poverty related attainment gap. ELC providers must also meet the criteria in the

National Standard. Our service model has a range of options for families in each geographical area. See Appendix 1.

4.6   Our phasing plan ensures that the entitlement for every three and four year old, across the three geographical areas of Clydebank/Dumbarton/Vale of Leven will be in place by school session 2020/21 (Appendix 1). The population of entitled 3-5 year olds is currently 2,000 children, approximately. From August 2019, fifty percent approx. of 1140 hours nursery places, required for entitled three and four year olds, will be in place. By August 2019, we will have created 1110 places for entitled three and four year olds. We will require a further 1000 places approx. for entitled three and four year olds which we are on target to achieve by 2020/21. Eligible two year olds are also part of our expansion plan. We will create an additional 25, 1140 places for eligible two year olds at Meadowview and Ferryfield ELCCs.

See Table 1 for settings delivering1140 hours by August 2019.

Table 1

Establishment	1140 hours
St. Mary's ELCC Alexandria	Apr-18
Linnvale ELCC	Aug-18
Ferryfield ELCC	Oct-18
Funded Partner Providers (165 places)	Aug-19
Andrew B Cameron ELCC	June-19
Levenvale PS ELCC	June-19
Kilpatrick Early Years Service	As required
Dalmonach ELCC	Aug-19
Balloch ELCC	Aug-19
Gartocharn ELCC	Aug-19
Meadowview/Braehead ELCC	Sept-19
Bellsmyre ELCC	Aug-19
St. Eunan's ELCC	Aug-19
Riverside ELCC	Aug-19
Clydebank ELCC	Aug-19
Whitecrook ELCC	Aug-19
Whitecrook PS ELCC	Aug-19

4.7   A further 2 childminders, in addition to the 5 reported to committee in March 2019, have agreed to trial a blended model to deliver the 1140 hours ELC entitlement. Six families are interested in the blended model for seven, three and four year olds. Officers have met with individual childminders to agree contracts. Childminders are also interested in delivering early learning and childcare for eligible two year olds. In partnership with health we are developing a system that identifies eligible two year olds, with the option of childminder care. The website has been updated to provide information about childminding and the service childminders can offer in partnership with WDC.

4.8 We are continuing to support all funded providers to meet Criteria 1 of the National Standard, which states that Care Inspection evaluations of quality are good or better on themes relating to quality of staffing, management and leadership. This work is crucial to the delivery of high quality ELC and would hamper our ability to deliver 1140 hours for all three and four year olds.

5. People Implications

5.1 There are significant implications for people in WDC. As previously reported workforce planning is underway to increase the workforce to support the expansion plans; this continues to evolve as the plan is implemented. Our recruitment programme is well underway to meet our target opening dates however we compete with other councils to recruit suitably qualified staff. In order to develop our local workforce we are working with West College Scotland to increase the numbers trained to the appropriate level to deliver the key criteria of the National Standard. We have targeted adult returners, career changers as well as school leavers through a series of information sessions jointly provided by EY, HR and West College Scotland. The apprenticeship programme will continue to provide training on the job, for workers who do not have the relevant entrance qualifications for the HNC in Childhood Practice. Childminders have five years to increase the number of units that they have to comply with the qualification level required. Fifteen childminders have signed up to complete a combination of SVQ2 and 3 training to get them to the required level; some are already at the required level. Partnership with the Scottish Child Minding Association (SCMA) has resulted in a bespoke training plan and membership of the SCMA for the childminders we are working with, approx.40.

6. Financial and Procurement Implications

6.1 The multi-year funding of the expansion plan guarantees our delivery of 'Funding Follows the Child' for the entitlement to 1140 hours of ELC for all three and four year olds by their eligible date in school session 2020/2021. We have adhered to guidance from Scottish Government delivery group to develop our model of delivery, ensuring that capital and revenue funding is available. See Appendix 1.

6.2 As previously reported the financial template submitted to Scottish Government in February 2018 has been reviewed and used in deciding the multi-year funding allocation to this authority. Each year's funding is included in the previous year's figures. The multi-year allocations were announced in May 2018 and are as follows 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

6.3 There are no new financial implications with this update report, officers continue to review the Early Years Expansion programme to ensure that plans for year two and three align with multi-year funding. We are on track with our expansion plan and financial spend for each project.

7. Risk Analysis

7.1 The key risks to the project remain:

- delays in delivery of infrastructure expansion
- recruiting and developing a skilled and committed workforce
- ensuring that all ELC settings meet the criteria for the National Standard as stated in the new guidance issued in December 2018.

8. Equalities Impact Assessment (EIA)

8.1 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.

9. Consultation

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

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 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
June 2019

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Background Papers: Appendix 1 – Early Learning & Childcare Phasing Plan 2018-2020

Scotland Excel Technical Guidance documents:
Establishing Sustainable Rates; Business Sustainability;
and Transition Options on Contracting.

Wards Affected: All

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	0	106,293	111,959	Complete	Apr-18	Project Completed
Vale of Leven	St. Mary's Alexandria 3-5 Service	184,000	0	0	0		175,490	282,715	283,936	293,384	Complete	Apr-18	Project Completed
Vale of Leven	Ferryfield 0-3 Service	256,000	0	0	0		40,586	313,333	322,733	332,415		Oct-18	Project Completed
Vale of Leven	Levenvale ELCC 3-5 Service	212,000	0	0	0		0	569,322	578,820	582,978	01-Jun-19	Aug-19	
Vale of Leven	Gartocharn ELCC 0-5 Service	0	10,000	0	0		0	0	0	0	NA	Aug-19	Phasing 1140 hours for all children in their pre-school year
Vale of Leven	Dalmonach 3-5 Service	462,500	0	0	0		0	300,299	349,118	356,291	Contractor May 19	Aug-19	
Vale of Leven	Riverside ELCC	0	0	415,000	0		0	122,484	183,447	192,127	NA	Aug-19	Phasing 1140 hours for all children in their pre-school year
Vale of Leven	Carousel Alexandria	0	0	0	0		0	84,139	198,567	260,269	Aug-20	Phasing From April 2019	25 places
Vale of Leven	Lennox ELCC Bonhill 3-5 Service	0	0	0	0		0	50,536	122,618	128,399	NA	Aug-20	
Vale of Leven	Ladyton ELCC 2-3 Service	0	32,000	0	0		0	0	37,185	138,172	NA	Aug-20	TBC
TOTAL VALE OF LEVEN		**1,114,500**	**42,000**	**415,000**	**0**		**216,076**	**1,722,828**	**2,182,717**	**2,395,993**			
Dumbarton	Andrew B Cameron ELCC 3-5 Service	160,000	0	0	0		39,870	456,419	512,367	519,921	Jun-19	Aug-19	TBC
Dumbarton	Meadowview Braehead ELCC 0-3 / 3-5 Services	0	644,387	0	0		0	233,144	497,984	511,652	17-Apr-19	Aug-19	
Dumbarton	Bellsmyre ELCC 3-5 Service	0	0	0	0		5,000	123,180	154,278	164,110	NA	Aug-19	
Dumbarton	Dalreoch Primary Class 2-5 service	0	0	80,000	0		0	0	352,696	517,613	NA	Aug-20	
Dumbarton	Brucehill ELCC 3-5 Service	0	0	0	0		0	0	113,528	150,466	NA	Aug-20	
Dumbarton	Great Start	0	0	0	0		0	78,530	190,715	246,807	242,320	Phasing From April 2019	

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	Tots R Us	0	0	0	0		0	60,580	95,357	112,185	Aug-19	Phasing From April 2019	
Dumbarton	Carousel Dumbarton	0	0	0	0		0	84,139	188,097	242,320	Aug-20	Phasing From April 2019	
TOTAL DUMBARTON		**160,000**	**644,387**	**80,000**	**0**		**44,870**	**1,035,992**	**2,105,023**	**2,465,074**			
Clydebank	Linnvale ELCC 3-5 Service	0	0	0	0		60,783	34,934	38,295	48,369	Complete	Aug-18	Project Completed, 40 places
Clydebank	St. Eunan's ELCC 3-5 Service	0	160,000	0	0		0	257,554	245,101	253,560	Apr-19	Aug-19	All 3 and 4 year olds
Clydebank	Clydebank ELCC 3-5 Service	0	10,000	0	0		0	31,070	4,266	10,542	NA	TBC	This nursery will offer 1140 when Whitecrook PS ELCC project completes
Clydebank	Whitecrook ELCC 3-5 Service	0	85,000	0	0		0	79,793	84,655	88,859	NA	TBC	This nursery will offer 1140 when Whitecrook PS Class opens
Clydebank	Whitecrook PS ELCC 3-5 Service	0	190,000	0	0		0	217,646	289,086	296,466	TBC	TBC	Building warrant required
Clydebank	OLOL PS ELCC 2-5 Service	0	320,000	0	0		0	137,259	350,071	354,662	Sep-19	Jan-20	TBC for 2 yr olds
Clydebank	Dalmuir ELCC 3-5 Service	0	18,000	0	0		0	4,081	0	0	Sep-19	Jan-20	
Clydebank	Gavinburn PS ELCC 3-5 Service	0	120,000	0	0		0	0	152,703	145,227	Jan-20	Apr-20	
Clydebank	Linnvale ELCC	0		119,000			0	0	128,147	190,427	TBC	Aug-20	Additional 40 places
Clydebank	Lennox ELCC 0-3 Service	0	0	0	0		0	0	20,949	46,689	TBC	Aug-20	
Clydebank	St. Mary's PS ELCC Duntocher 3-5 Service	0		10,000			0	0	0	0	Mar-20	Aug-20	
Clydebank	Carleith PS ELCC 3-5 Service	0		184,000			0	0	221,465	298,771	May-20	Aug-20	
Clydebank	Auchnacraig ELCC 3-5 Service	0	0	0	0		0	0	180,645	305,508	NA	Aug-20	

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	Edinbarnet PS ELCC 3-5 Service	0	0	215,000	0		0	0	219,878	299,404	TBC	Aug-20	
Clydebank	St. Joseph's PS ELCC 3-5 Service	0	0	76,000	0		0	0	256,477	289,353	NA	Aug-20	
Clydebank	Kilbowie ELCC 3-5 Service	0	0	25,000	0		0	0	97,916	184,157	TBC	TBC	Aug-20
Clydebank	Bright Beginnings	0	0	0	0		0	60,580	100,593	121,160		Phasing From April 2019	
Clydebank	Brookland	0	0	0	0		0	60,580	90,122	103,210		Phasing From April 2019	
Clydebank	Nursery Times	0	0	0	0		0	84,139	146,214	170,521	Aug-20	Phasing From April 2019	25 places
Clydebank	Sunflower	0	0	0	0		0	84,139	148,832	175,009	Aug-20	Phasing From April 2019	25 places
Clydebank	Villa Kindergarten	0	0	0	0		0	60,580	116,298	148,084	Aug-19	Phasing From April 2019	16 places
Clydebank	Lucky Little Stars	0	0	0	0		0	60,580	108,446	134,622	Aug-19	Phasing From April 2019	16 places
Clydebank	Children's Hour	0	0	0	0		0	40,387	40,387	40,387	Aug-19	Phasing From April 2019	16 places
CLDEBANK TOTAL		0	903,000	629,000	0		60,783	1,213,321	3,040,546	3,704,986			
All Areas	Kilpatrick Early Years Service	10,000	0	0	0		0	0	0	0			All eligible 2, 3 and 4 year olds
All Areas	Childminders	0	0	0	0		0	0	15,581	15,581			
All Areas	Central Management	0	0	0	0		268,654	344,747	355,228	366,142			
All Areas	Graduates	0	0	0	0		118,400	438,215	468,402	489,789			
All Areas	Psychological Service	0	0	0	0		0	69,042	70,250	71,480			
All Areas	Cover	0	0	0	0		0	0	20,000	20,000			
All Areas	Workforce Development	0	0	0	0		0	0	10,000	10,000			
All Areas	Expansion Management Service Structure	0	0	0	0		267,649	165,894	139,000	139,000			
All Areas	Building a Better Future Resources	0	0	0	0		80,000	0	0	0			
All Areas	Modern Apprentices	0	0	0	0		17,588	0	36,149	36,149			
All Areas	Outdoor Play	0	0	0	0		0	100,000	0	0			
All Areas	Kitchen Equipment	0	0	0	0		0	37,518	4,152	0			
TOTAL EXPENDITURE		10,000	0	0	0		752,292	1,155,416	1,118,762	1,148,142			
	SCOTTISH GOVERNMENT FUNDING	1,800,000	21,000,000	1,400,000	0		1,410,298	5,268,000	8,717,000	9,723,000			
	UNALLOCATED GRANT FROM 17/18	0	0	0	0		141,267	0	0	0			
	TOTAL GRANT INCOME	1,800,000	21,000,000	1,400,000	0		1,551,565	5,268,000	8,717,000	9,723,000			
	OVERALL EXPENDITURE	1,284,500	1,589,387	1,124,000	0		1,074,021	5,127,558	8,447,048	9,714,195			
	VARIANCE	515,500	19,410,613	276,000	0		477,544	140,442	269,952	8,805			

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Committee Name: June 5ᵗʰ 2019

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Subject: **Revised WDC Parental and Family Engagement Strategy.**

1. **Purpose**

1.1 The purpose of this report is to seek approval from members for a revised West Dunbartonshire Council Parental and Family engagement Strategy 3-18.

2. **Recommendations**

2.1 Members are requested to:
- Approve the revised strategy;(Appendix 1)
- Note the associated action plan (Appendix 2)

3. **Background**

3.1 The National Improvement Framework action plan 2019 details the **Parental Engagement – Improvement Priorities for 2019**
Improvement priorities will be taken forward across 13 key goals as identified in the joint Scottish Government / COSLA "Learning Together" National Action plan. This includes steps to strengthen guidance, develop training and support materials to improve the links between home and school.

3.2 The plan sets out a vision for parental involvement and engagement from pre birth to age 18. Local authorities have been given responsibility for delivering the action plan in their local communities.

3.3 Within this action plan there is a Local Authority Joint Statement for local authority collaboration which has been agreed by the COSLA and by the Association of Directors of Education. Goal L in this states : *'We will develop comprehensive, effective parental involvement and engagement strategies'*

3.4 There is a requirement to review parental and family engagement strategies every three years.

4. **Main Issues**

4.1 Collaborative engagement with the WDC parent forum chaired by the Chief Education Officer, and the practitioner strategy group will plan for the implementation of the strategy, shifting the emphasis from "involving" to "collaborating with" parents and families.

4.2 There is a new phase of development set out in the strategy to include funded early learning and childcare settings. This will be supported to extend the effective practice that already exists in the sector and to influence establishment improvement priorities.

4.3 There is an existing strategic commitment to engaging parents through collaboration to support improvement activity. Parents who wish to undertake a more collaborative role in areas such as school improvement activity and policy development will be supported to do so thus shaping and influencing plans and strategies.

4.4 Parent Councils will be supported to act as a partner in school improvement. A variety of opportunities will be provided, recognising that formal meetings are not going to work for everyone**.** This will be supported through working in partnership with Connect, the to provide high quality professional learning in this area for parents and practitioners.

4.5 There will be two versions of the strategy made available, one for establishments and one for parents and families.

5.   People Implications

5.1 All staff will engage with professional learning to raise their awareness of the strategy and their responsibilities therein.

6.   Financial and Procurement Implications

6.1 National policy states that there is a requirement to provide funds to support parental representation in establishments. The current session download to establishments to support parental representation is £15,867 and this includes an allocation to all Early Learning and Childcare Centre's including our Partner Providers. Going forward this will be contained within the Educational Services budget.

6.2 The new requirement set out in the Scottish Government action plan includes making funds available for Early Learning and Childcare facilities to enable all parents and carer's to be involved.

7.   Risk Analysis

7.1 There would be a risk of reputational damage associated if the Council failed to produce a strategy under the terms of the Scottish Government action plan 'Learning Together 3-18'.

7.2 There would be no shared and agreed expectations across establishments which would lead to inconsistency for parents and families.

8.   Equalities Impact Assessment (EIA)

8.1   An Equalities Impact Assessment was carried out on the processes of administering the assessments. The revised strategy will enhance the quality of the service provided to all parents and families and therefore can be seen to have a positive impact in terms of the equalities.

9.   Consultation

9.1   There has been consultation with WDC Parent forum, strategy group and a range of practitioners across sectors.

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   This report reflects the Council's strategic priorities and in particular the aspiration to have meaningful community engagement with active empowered and informed citizens who feel safe and engaged.

Name
Designation
Date:

Person to Contact: Susan Gray, Education Officer, Department of Education, Learning and Attainment, Telephone No: 01389 737182
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Appendices: Appendix 1 – Revised WDC parental and family engagement strategy 3-18.

Appendix 2 – Parental and family engagement action plan session 19-20.

Background Papers: Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021. "Learning Together" National Action plan.

Parental Involvement Act:
https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20(Parental%20Involvement)%20Act

Equalities Impact Assessment

Wards Affected: All

West Dunbartonshire Council

Parental and Family Engagement Strategy 3-18

West
Dunbartonshire
C O U N C I L

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NB THE TERM PARENT USED THROUGHOUT THIS DOCUMENT APPLIES TO PARENTS, CARERS AND FAMILY MEMBERS WHO CARE FOR CHILDREN

Background

The Scottish Schools (Parental Involvement Act) 2006 lays down the legislative requirements for the establishment of Parent Councils. The guidance that accompanies the Act makes it clear that the intention is to support parental involvement in a much wider sense, not only the representation of parents, but the building of home/school partnerships and the involvement of parents supporting their child's learning at home. The Scottish Government 'Learning Together' 3-18 sets out an action plan for Parental and Family Engagement 3-18.

> There are three main levels of engagement:
> - Learning at Home and Family Learning
> - Home/School Partnership
> - Parental Representation

The strategy aims to support all educational establishments in developing the six dimensions of family engagement:

- **Parenting** - providing opportunities for parents to get support and understanding of their child's education and development needs.
- **Collaboration with the community** - co-ordinating resources and services for families and learners in the wider community, including third sector organisations.
- **Volunteering** - providing opportunities and encouragement for parents and families to help at times that suit their schedules.
- **Learning at home** - giving information and advice on the curriculum and how parents can help their children learn.
- **Communication** - communicating and listening to all parents about their role in their child's education
- **Decision making** - ensuring a variety of parents are involved in parent organisations and committees.

> The Parental and Family Engagement Strategy links with a variety of other current policy areas and plans including:
> - Educational Services Curriculum for Excellence implementation plan
> - Creating a Curriculum for Excellence Parts 1-5
> - How good is our school? - HMIe
> - How Good is our Early Learning and Childcare
> - The Journey to Excellence - HMIe
> - Children and Young People's (Scotland) Act - Getting it Right for Every Child
> - Being well – Doing well
> - Equalities act
> - National parenting strategy
> - The Early Years framework
> - Education (Additional Support for Learning)(Scotland) Act
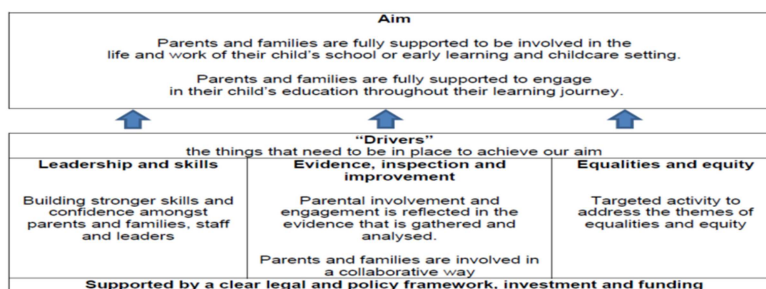> - National Improvement Framework
> - Learning Together 3-18

The strategy has been developed by the West Dunbartonshire Council Parental and Family Engagement Steering Group and is based on the Scottish Schools (Parental Involvement) Act.

A parent leaflet summarising this strategy has been produced for all parents.

Aims

The key aims of the authority's Parental and Family Engagement strategy are to :

- ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school;
- encourage and support collaborative partnerships between practitioners, parents and
- families;
- get the right support in place so that parents can engage in their child's learning;
- expand access to family learning opportunities which meet participants needs;
- improve the quality of all communication between practitioners, staff, parents and
- families, and;
- improve the skills of leaders, front-line practitioners and support staff.

Aim		
Parents and families are fully supported to be involved in the life and work of their child's school or early learning and childcare setting. Parents and families are fully supported to engage in their child's education throughout their learning journey.		
"Drivers" the things that need to be in place to achieve our aim		
Leadership and skills	Evidence, inspection and improvement	Equalities and equity
Building stronger skills and confidence amongst parents and families, staff and leaders	Parental involvement and engagement is reflected in the evidence that is gathered and analysed. Parents and families are involved in a collaborative way	Targeted activity to address the themes of equalities and equity
Supported by a clear legal and policy framework, investment and funding		

Culture and Ethos

The importance of listening to parents and families cannot be underestimated.

It is important to encourage an atmosphere in which parents and carers' feel able to discuss comfortably any aspect of their child's progress with teachers.

Parents, families and carer's have a vital role to play in working with establishments to improve the quality of their children's learning experiences.

All establishments should ensure that parents and carers' have the opportunity to express an opinion and to have that opinion taken into account when decisions are being made on matters which affect their children.

Parental and Family Engagement should have a high profile in all establishments and all staff should feel confident in their ability to provide a range of opportunities to engage all parents in their child's learning.

Parents should be effectively supported by all establishments to provide strategies to extend learning at home.

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Vision and leadership in parental and family engagement

Establishments must ensure that the improvement plan for the school/centre includes developments to improve parents, families and carer's involvement in their child's learning.

Every educational establishment in West Dunbartonshire should have the following elements in place to ensure that the aspirations of the parental and family engagement strategy 3-18 are realised:

· A Parental and Family Engagement policy which is aligned to the establishment's vision and values.

Expectations in relation to the three main levels of engagement described in the Act: Learning at Home; Home/School Partnership; Parental Representation are detailed in the following table, under the responsible body i.e. West Dunbartonshire Council, establishment, parents and parent council.

West Dunbartonshire Council	Establishment
Learning at home and Family Learning	

- To provide a policy on learning at home and family learning that will give establishments a shared understanding of what is required.

- Provide continuing information on new developments in education via website and public facing forums.

- Making support available for parents who choose to educate their child at home.

- Support families to engage in learning at home and family learning.

- Support the IT infrastructure to engage in a range of ways to support family learning and learning at home.

- To provide a policy on learning at home and family learning that will give parents, pupils and staff a shared understanding of how to support children and young people. This should reflect parental consultation.

- Provide continuing information on curricular developments via establishment website and social media platforms.

- Giving parents advice and support on how pupils can study, revise and prepare for exams

- Providing guides on how children learn at nursery, primary and secondary schools - with information on activities parents can do at home to support their child's development;

  Provide information on next steps in learning.

Home School Partnership

- Provide a policy to disseminate and discuss pupil care and support information eg anti-bullying, child protection, promoting positive behaviour, relationships, peer support systems, equality, and school uniform.

- Guidance on systems to track progress and achievement of all learners and a clear guidance on how this will be shared regularly with parents and carers

- Parental involvement, where appropriate in the development of policies and procedures.

- Have systems in place to disseminate and discuss pupil care and support information.

- Consult parents regarding the skills they have. Undertake and act upon this audit of parental skills that could support learner's experiences.

- Establishment guidelines for parents and staff regarding communication with parents.

Parents and families	Parent Council

Learning at home and Family Learning

Parents and families

- Participate in a range of opportunities to enable understanding of your child's learning development.

- Have opportunities to learn about developments in education through access to websites and public facing forums.

- Engage with information on how children and young people learn at nursery, primary and secondary

- Have the opportunity to borrow support materials for home learning eg science sacks, literacy supports, active maths games etc.

- Receive information on activities you can do at home to support your child's development.

- Be consulted on what works for your children and what might help you to engage with your children's learning.

Parent Council

- Support and lead parental participation in opportunities to improve understanding of child's learning development.

- Signpost parents to online support materials.

- Support the establishment in resourcing materials to support learning at home and family learning.

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West Dunbartonshire Council	Establishment

Home School Partnership

- Regularly seek and take into account the views of parents by providing opportunities to identify areas where the service can improve.

- Provide a policy to disseminate and discuss pupil care and support information eg anti- bullying, child protection, promoting positive relationships, peer support systems, equality and school uniform.

- Guidance on systems to track progress and achievement of all learners and how this will be shared.

- Parental involvement, where appropriate, in the development of policies and procedures.

- Facilitate support for parents who require to access to support services.

- In partnership with other agencies develop parenting programmes and adult learning.

- Facilitate opportunities for establishments to share good practice.

- Support families and establishments when concerns occur.

- Review the Parental and Family engagement Strategy every three years.

- Support establishments in the effective use of additional funding to support children and young people.

- Provide information sessions for parents and carers to support understanding of child development.

- Have systems in place to disseminate and discuss pupil care and support information.

- Consult parents and families regarding the skills they have. Undertake and act upon this audit to support learner's experiences.

- Establish guidelines regarding communication with parents.

- Consult and involve parents on the establishment improvement plan.

- Offer a range of opportunities to engage parents and adult helpers in a meaningful way in their children's education.

- Have systems in place to track progress and achievement of all learners and regular sharing of this information with parents and families.

- Ensure that all staff have a clear understanding of their roles and responsibilities in parental and family engagement.

- Provide an establishment calendar of notable events. Through a variety of

- Provide a Standards and Quality report in parent friendly language.

- Involve parents in the development of policies and procedures.

- Provide information about adult learning opportunities, parenting skills and community involvement.

- Ensure carers of LAC young people or mobile families are fully engaged with the establishment their child attends.

- Develop ways of increasing parental involvement in learning through the use of digital technologies.

- Take into account the Child Poverty Act and Cost of School Toolkit relevance of setting

Establishment Continued	Parent Council

Home School Partnership

- A regular parental newsletter is published and circulated to all parents and carers and shared through a variety of media-hard copy, newsletter, website, twitter etc.

- A parent's version of the Standards and Quality report circulated with the first newsletter of the session.

- Parental involvement in the development of establishment policies and procedures

- A planned approach to regularly seek and take into account, in a meaningful way, the views of all parents and carers on the identification of areas where the establishment can improve. (we asked, you said, we did)

- Accessing translation and interpretation services where appropriate

- Making it easy for parents to find out about adult learning opportunities, parenting skills and community involvement.

- Encourage parents who find it difficult to come to school on their own to bring a friend, relative or partner with them.

- Carers of LAC young people or mobile families are fully engaged with the establishment while their child attends.

- Develop ways of increasing parental involvement in learning through the use of technologies.

- Lead and support opportunities for parent body to be involved in the life of the establishment.

- Communicate entitlements of the strategy.

- Involvement in the development of establishment policies and procedures

- Be involved in key transition points.

Parents and Families

- Be provided with and participate in a range of opportunities to be involved in your child's learning.

- Be provided with and participate in a range of opportunities to be involved in the wider life of the school.

- Receive regular updates of your child's progress.

- Have regular opportunities to review your child's profile.

- Be involved in the establishment improvement planning process

- Receive information on clubs, homework and supported study available

- Have your views regularly sought regularly on the strengths and areas the establishment can improve upon.

- Receive regular communications of the work of the establishment.

- Receive a standards and quality report from the establishment.

- Use a range of social media to access information about learning.

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West Dunbartonshire Council	Establishment

Parental Representation

- Provide specific help to establish new Parent Councils

- Organise training for Parent Council members to enable them to fulfill their role.

- Provide funding for Parent representation to all establishments to cover admin costs.

- Enable parental involvement through Parent Councils at key stages in the recruitment process including short listing of candidates and the interview process;

- Provide training to enable parents to participate in the process with confidence and make informed choices.

- Provide opportunities for parent councils to share good practice.

    - Support the equality needs of parent councils.

- Include parents in quality assurance procedures.

- Audit parent council activities.

Parent Council

- Prepare and publish an annual plan and a report on the way in which the plan is actioned.

- Be involved in the recruitment and interview process in line with WDC policy.

- Identify training needs of members to WDC.

- Fairly represent the views of the parent body and ensure any complaints are acted upon in a timely and effective manner.

- A parent council/parent partnership.

- Involve parents in establishment improvement groups, working parties and committees.

- Take active steps to involve adult helpers in the life of the establishment.

- Demonstrate the impact of partnerships through improved outcomes for learners

Parents and Families

- Have access to information on how to join the parent council/parent groups

- Receive regular updates on the work of the parent council/parent groups

- Have opportunities to share their views with parent council, improvement groups, working parties and committees

- Have opportunities to be involved in the life of the establishment.

- Be involved in ways and times that suit your circumstances.

- Be asked their opinion by the parent council on issues relating t the establishment and the education it provides.

- Are fairly represented by the parent council and any views of complaints acted upon in an effective and timely manner.

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Monitoring progress and achievement and self evaluation

The Parental and Family Engagement Strategy reflects the Council's commitment to work in partnership with parents and families to promote their involvement supporting their child's learning and in the life of the school.

The ultimate success is that children are both happy at school and achieving their full potential. Evaluation of this strategy's effectiveness will be undertaken in a variety of ways.

Ways in which we can monitor and evaluate the effectiveness of our partnership with parents and families include:

- Every establishment will evaluate the success of its partnership with parents using quality indicators from "How good is our school?" and "How Good is our Early Learning and Childcare", as a basis for its self evaluation;
- As set out in the National Improvement Framework West Dunbartonshire Council will evaluate the school's success in developing partnerships with parents;
- When having an HMIe Inspection or a WDC Improvement visit parents' views are sought through questionnaires and focus group meetings;
- The impact of the Council's strategy should be a standing item on the agenda of the WDC Parent Forum (WDC wide group)
- West Dunbartonshire Council will review this strategy, in partnership with key stakeholders, within three years of implementation.

Complaints procedures

There are sometimes occasions when parents and carers are not satisfied with the quality of service they or their child receives.

On such occasions parents and carers should contact their child's establishment to discuss their concern or complaint.

If the complaint cannot be resolved at establishment level parents and carers should contact Educational Services and parents should be advised by the establishment in these cases of the complaints procedures.

They can contact by telephone 01389 737368 or write to West Dunbartonshire Council, Educational Services, Council Offices, Garshake Road, Dumbarton G82 3PU giving details of the complaint and contact details so that we can keep in touch.

Appendix 1 - Reflective Questions – for establishments

With regard to Parental and Family Engagement please consider the following key questions:

Communications and relationships

- how do you overcome the challenge of communications remaining within the 'school bag'.
- What methods do you use to communicate with parents.
- Do you regularly consider the quality and variety of communication with parents? What is the process for this?
- Are there establishment guidelines for parents and staff regarding communication?
- How are these devised and how regularly are they reviewed?
- Consider how you keep parents informed so that they understand why and how the curriculum is changing:
- Consider how your school or establishment communicates with parents about progress, achievement and attainment:

Learning outside school

- Why do we issue homework?
- What do you consider to be the features of good quality homework?
- Describe some next steps to build on an effective homework task.
- How effective is this homework task at promoting dialogue between parents and their children?
- How is this homework task intended to increase parental involvement in their child's learning?
- What support strategies do you have in place to improve the nature and quality of parental involvement in supporting learning at home?
- What strategies are in place to ensure that there is recognition of personal achievements? How are these achievements celebrated and recognised?

Transitions

- What are the benefits of improving parents' and families involvement in transitions?
- How are parents' views and knowledge taken into consideration to support children and young people through transitions?
- What steps are taken to gather feedback from parents and carers, and to inform future plans?
- How are parents helped to understand how their involvement and support can best continue after a successful transition?

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Parental representation

- What opportunities are there for all parents' and carers' views about your establishment to be heard and taken account of?

- What are you doing to identify and take account of any barriers that parents face in having their voice heard?

- How are parents made aware of the opportunities available?

- How do you let parents and carers know that their views are valued and taken into consideration?

- How do you encourage all staff to see the need to consider the views of all parents and carers?

- How can we encourage more parents and carers to be willing to participate in representative duties such as membership of PTA committees or the Parent Council?

- How can we ensure that parent representatives reflect the diversity of the population of the catchment area?

- How do we communicate information on the roles and responsibilities of both the headteacher and parent representative organisations at present?

Assessment and reporting

- Consider how you are supporting parents to understand the purpose of your assessments.

- How can you demonstrate to parents that, as part of the assessment process, they can support learning and planning next steps?

- What assessment approaches to support learning and in planning next steps?

- Consider how effective you are in doing this and suggest possible changes in your current practice which would bring this about.

- How do you share with parents the relevance of the wide range of evidence gathered to assess their child's progress?

- How useful have parents found this evidence in helping them understand how their child is progressing and next steps in learning?

- How do you demonstrate these approaches to parents so that they have a better understanding of the different types of assessment approaches? E.g. what would parents understand by peer and self assessment?

- How effective are you in doing this and can you suggest some possible changes in your current practice which would actively involve parents?

Reporting

- Consider how you share assessment information with parents e.g. range of reporting approaches; on an ongoing basis, periodically, at key transitions.

- How effective are each of these reporting approaches in describing to parents how their child is progressing? How do you know?

- How effective are these approaches in providing opportunities for dialogue between staff, parents and pupils about progress and achievement?

- How could parents consultation nights (Parents Evenings, meetings) be more productive in taking account of parent's views and in supporting learning?

- To what extent does the language used clearly describe to parents how their child is progressing?

- How well does the report give a clear indication of the learner's strengths and areas for development?

- To what extent does the information within the report set out next steps and how parents might support their child to progress in their learning?

- How well does the report encourage parents and their children to talk about their learning and progress?

- How do you encourage parents to give feedback and how is this taken into account to support learning?

- What opportunities are there for all parents' views about their children's progress and learning to be heard and taken account of?

- Taking account of any barriers that parents may face in expressing their views, what other opportunities might you consider to allow all parents to make their views be known?

- Consider how you encourage children and young people to talk to their parents about their learning and progress.

- In preparing profiles what account is taken in recognising achievements out with school?

- How can a profile be best used to share a child or, young person's achievements and strengths with their family?

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Aim

Parents and families are fully supported to be involved in the
life and work of their child's school or early learning and childcare setting.

Parents and families are fully supported to engage
in their child's education throughout their learning journey.

"Drivers"
the things that need to be in place to achieve our aim

Leadership and skills	Evidence, inspection and improvement	Equalities and equity
Building stronger skills and confidence amongst parents and families, staff and leaders	Parental involvement and engagement is reflected in the evidence that is gathered and analysed. Parents and families are involved in a collaborative way	Targeted activity to address the themes of equalities and equity

Supported by a clear legal and policy framework, investment and funding

Our aims are to:

- ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school;
- encourage and support collaborative partnerships between practitioners, parents and
- families;
- get the right support in place so that parents can engage in their child's learning;
- expand access to family learning opportunities which meet participants needs;
- improve the quality of all communication between practitioners, staff, parents and
- families, and;
- improve the skills of leaders, front-line practitioners and support staff.

NIF Priority	Parental and Family Engagement - focus for session 18-19 Leadership and skills					
Key area for improvement Leadership and Skills	Action	Timescale (Review dates)	Resources	Expected outcome	How we will know	Progress/evaluation
	Audit current WDC Strategy	Sept 18 – October 18	Strategy group	Gaps in provision will be identified.	Strategy developed in line with Scottish Government action plan.	Completed
	Present 'Learning Together' Action plan to WDC leaders.	Aug 18	Time at leaders event	Leaders will have an increased awareness of the action plan.	Evaluation	Completed. Leaders express need for revised strategy and professional learning

						opportunities.
	Adapt Strategy	Jan 19'	Strategy group, printer	Stakeholders have a renewed focus of expectations of revised plan.	Completed and agreed strategy to print.	Strategy to Ed Services committee June for approval/comments
	Develop inset day insert for all establishments	Aug 19'	Strategy group Agreement from Chief Education Officer	All practitioners have a raised awareness of the WDC parental and family engagement strategy.	Inset materials Exit passes	
	Develop communication strategy for strategy to children, parents and families.	June 19'	Strategy group	Stakeholders have a raised awareness of the WDC parental and family engagement strategy and their entitlements.	Questionnaires	Strategy group agreed sketch note to be completed to share with stakeholders – draft to be reviewed May 19
	Build the capacity of the strategy group to deliver	October –	Connect professional	Professional learning in line	Strategy group meeting focus	All training attended and evaluated by

	professional learning.	Dec 18'	learning	with	group.	strategy group. Materials centralised.
	Plan WDC bespoke professional learning programme using learning from CONNECT sessions.	Aug 19;	Strategy group time	Skills of leaders, front-line practitioners and support staff are developed.	Evaluations	
Key area for improvement Evidence, inspection and improvement	Develop a google survey to capture current practice in all establishments.	April 19	Strategy group	Increased awareness of areas of strength and areas that establishments would welcome support with.	Survey results	Survey completed and content agreed by strategy group ready to be circulated.
	Gather examples of 'what's worked well' and provide a central resource.	June 19'	Strategy group	Support collaborative partnerships between practitioners, parents and families	Survey results	
	Participate in West partnership work streams	ongoing	Senior Education Officer	Increased local authority awareness of	Conversation day in ERS	

	and associated events.		Strategy group	West partnership emerging practice leading to the development of support networks through the RIC.	feedback Families and communities work stream event.	
Key area for improvement Equalities and Equity	Use data that will be gathered through the PIE census to inform action plan session 19-20.	June 19'	All parents and families consulted through Scottish Government Census	Data driven outcome focused action plan session 19-20.	Attendance at planning events – ensuring Local Education Authority representation April 19'.	Data and performance officer co-ordinating census. Dates still TBC for this.
	Pupil Equity Fund panels to include discussion of impact on parents and family engagement.	Ongoing	Senior Education Officer's Education Officer's Pipil Equity Fund panels Improvement visits	Expand access to family learning opportunities which meet participants needs.	PEF plans Standards and Quality reports	
	Ensure that all parents and families have access to family learning session and supporting materials	Nov 18'	Literacy lead Numeracy lead	Increased awareness of parents and families on	Read, write, count materials.	

	for Read, Write, Count			how to use the materials to support learning at home.		
	Consultation with parents to develop question sets for thematic reviews numeracy and maths.	March 19'	WDC parent forum	Accessible question sets.	Question sets for review.	

WEST DUNBARTONSHIRE COUNCIL

Report by Laura Mason, Chief Education Officer

Educational Services Committee: 5th June 2019

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Subject: Pupil Equity Funding in West Dunbartonshire Schools

1.   Purpose

1.1   The purpose of this report is to:

   a) inform elected members of practices to narrow the poverty related attainment gap resourced from the Pupil Equity Fund (PEF); and

   b) update elected members on how we have ensured adherence to policy and guidance.

2.   Recommendations

2.1   Members of the Educational Services Committee are asked to:

   a) discuss and note West Dunbartonshire Council's (WDC) practices in relation to PEF and to

   b) discuss and note West Dunbartonshire Council's Governance of PEF.

3.   Background

3.1   The Scottish Attainment Challenge is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

3.2   The Scottish Attainment Challenge was launched in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.

3.3   The £750 million Attainment Scotland Fund is a targeted initiative invested over the current parliamentary term. It focusses on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation, one of which West Dunbartonshire.

3.4   Every council area is benefitting from Pupil Equity Funding (PEF) as part of the Attainment Scotland Fund. 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

3.5 PEF is allocated directly to schools. This funding is to be spent at the discretion of the head-teachers working in partnership with each other and their local authority. School communities will be responsible for identifying, planning and implementing interventions.

4. Main Issues

4.1 WDC is committed to working with a range of stakeholders, to ensure positive outcomes for those most at risk of missing out as a result of poverty. We ensure all of our schools are clear about the steps they need to take to actively promote and monitor high quality learning experiences; reduce the poverty related gap and increase attainment in literacy, numeracy and health and well-being.

4.2 Senior managers in school and at central level are clear of their roles in planning, managing and monitoring interventions to address inequity in a range of ways such as:

Planning support focussed on the twelve interventions for inequity as identified by Scottish Government (Appendix 2 twelve interventions model)

- robust tracking and monitoring at class and school level focussing on individual pupils; knowing their gaps and plans to address
- ensuring targeted and timely interventions using existing school resources such as support staff, supported study, mentors, buddies

4.3 Continuing staff development is integral to supporting and ensuring appropriate targeted interventions and scrutiny of impact and spends. Governance arrangements ensure joined up and collegiate approaches to this. (Appendix 3 PEF governance)

4.4 In session 2018 -2019 all of our schools successfully engaged in a range of interventions to narrow the gap; reflecting the twelve identified interventions for equity. The number instigated depended on the financial allocation to the schools and the costs associated with individual plans. It is difficult to attribute impact on attainment to any one intervention as these form part of the bigger picture of school improvement and it's many facets. It appears that many of the main themes of intervention/projects overlap between different areas – for example literacy and family learning, HWB and family learning. An approximate breakdown of percentages of interventions however is as follows

Literacy	Num/Maths	HWB	Families parents	DYW/employ	Other
15%	10%	35%	10%	5%	15%

4.5 Some examples of effective PEF planning and spending are:

Additional Support Needs Settings

1. The Choices Programme delivered an art intervention aimed at promoting well-being, improving learner engagement and attendance. Staff and pupils report improvements in engagement with learning and in pupils' abilities to engage in dialogue about feelings and emotions and strategies to support these. Attendance support is an ongoing issue individual to needs of these young people and will take time to demonstrate impact.

2. Kilpatrick school delivered health and well-being interventions aimed at improving opportunities for their young people to be active and maintain healthy lifestyles after school and in the holiday periods. Participation for session 2017/18 and 2018/19 has also been compared. There is a 71% increase in football participation and 46% increase in wheelchair basketball participation. Parent/carer feedback regarding activities is extremely positive.

3. Kilpatrick also delivered and developed Nurture interventions and approaches across the school. This resulted in an increase in the number of pupils who are able to stay in class for prolonged periods with their peers. A significant reduction in incidents of violence and aggression involving pupils receiving Enhanced Nurture support, increased attendance for almost all pupils receiving Enhanced Nurture, reduction in days lost due to exclusions for pupils receiving Enhanced Nurture, Assessments known as Boxall Profiles and Beyond are being utilised to identify the needs and plan for these children.

Primary Schools

1. Goldenhill Primary School are delivering an intervention aimed at supporting a number of children in P.4 for whom there is an identified attainment gap in maths and numeracy. This involves using specific resources targeted at supporting learners with concepts and providing additional small group teaching support in basic number bonds, addition and subtraction. It is being evidenced that almost all learners are developing in their development of counting verbally, Counting objects, Reading and writing, using hundreds, tens and units, estimation, word problems, translation, remembered facts and derived facts and ordinal numbers. This will lead to raised attainment in these areas.

2. St Mary's Duntocher have demonstrated how PEF funding can be targeted at individual pupil level by planning and liaising with a parent and a partner provider to offer 1-1 relationship building which will directly benefit their child. This is a good example to a school using specific assessment

information on individuals to support their well-being and readiness to learn.

3. St Michael's Primary has invested in an Early Years Practitioner who is supporting the development of Literacy and numeracy skills of targeted children working at early level across all stages. The worker has focussed on targeted support for learners, developing skills in phonics, common words, reading and number work. She has been working with small groups of children to increase social skills through nurturing approaches. For two sessions each week, she works with the link early education centre working with preschool children, forging valuable links with children and their families. The intervention has also funded the creation of a range of resources for specific learners to support their development at home for parents to use with their children and support at homework clubs with learners at early level and the set up of a lending library for primary 1 learners and families.

Secondary Schools

Our Lady and St Patrick's High School have employed a youth worker who has been supporting a targeted group of young people to improve their well-being, levels of attendance, participation and engagement in school. The young people have been successful in a range of wider achievements:
- 11 young people in S4 took part in the Fire Reach Programme over the course of a week. 11 received their basic first aid certificate with 9 completing the full course
- 36 young people in S1, 2, 3 and 4 are on track to compete the Dynamic Youth Award at Level 3
- 15 Young people are on track to complete and receive their Px2 Course Award
- 7 young people in S4 are on track to achieve a Youth Achievement Award at Level 4
- 7 young people in S4 have prepared, submitted and been successful in securing a bid of £1000 for an innovative idea through the DYW Incredible Innovations Challenge. The group have also reached the finals for this competition
- 12 Young people in S1 and S2 are participating in the PATHS programme to deal with issues such as dealing with anger, the causes of stress, problem solving and team building activities.

Clydebank High School have developed teacher professionalism and leadership in Implementing course structure and assessments overview to improve tracking and monitoring of successes and help plan appropriate interventions targeted at individuals.
They have worked on developing teacher confidence of CfE levels through moderation of literacy both within English and across the curriculum with targeted supports at transition for most vulnerable. This is to ensure progress made in literacy continues and develops appropriately and that those needing support with reading

via the Reading Wise programme receive it. To develop pupil engagement and involvement, a programme of outdoor learning in literacy has been developed.

Dumbarton Academy have been developing the confidence of targeted young people to develop further engagement with school life and improve their chances of securing positive destinations long term, through a range of interventions:

- 20 pupils have benefited from a residential experience in November at Dumfries House with CANI Coaching
- The Princes Trust Achieve programme is supporting a targeted group of S3 pupils
- PE kits have been purchased to support targeted pupils
- A group of pupils have been working with Working 4 U to gain Youth Achievement awards
- Teacher professionalism has been developed through a range of Professional learning about the impacts of poverty and meeting needs of learners
- Providing targeted support through additional staffing to individuals; maintaining school attendance and in the Toast Club

.
Local Learning Community example

St Peter the Apostle Learning Community have continued to implement a project which is developing Approaches to Enhanced Transition. This has resulted in a reduction in exclusion data and improved well-being outcomes for target groups with a specific focus on learners in SIMD 1 + 2. Improved partnership working including health, social work, psychological services and 3rd sector organisations have been developed and Improved parental engagement in supporting learner participation in enhanced transition opportunities.

Developing Teacher Professionalism example

St Stephen's Primary School have invested in developing teacher professionalism A cohort of 4 teachers have completed professional learning in the *Teacher Excellence Model* (TEM) which has focused on developing pedagogy specifically in the areas of Challenge, Feedback and Learner Engagement

- Staff professional enquiry has developed as a result of this research based professional learning programme
- Outcomes for learners are improving, particularly in the area of writing
- Class teachers report that learners' resilience and abilities to cope with challenge are increasing and this has been observed during SLT class visits and observations around the school
- Staff confidence in the use of learning intentions and success criteria is developing in these target classrooms
- The TEM cohort are sharing their learning and approaches with other staff to positive effect. Their confidence is growing as lead learners

- Introduction of the *Teaching Backwards* approach to lesson planning; where lessons start with the answer and work backwards with pupils, is leading to more focus in planning on key aspects of an effective learning experience
- Teachers involved in this programme have contributed to the development of our shared Learning and Teaching policy
- Almost all learners experience the use of learning intentions and success criteria leading to greater pupil understanding of learning targets and increased abilities to articulate their understanding of their learning

4.6 Measurements of success and impact have varied from project to project; containing a range of statistical and softer data. Realistically, it is expected that longitudinal analysis of impact is necessary to determine the success of most interventions in narrowing the gap. It is also apparent that no one intervention alone will raise attainment.

5. People Implications

5.1 There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure appropriate staff training and recruitment.

6. Financial and Procurement Implications

6.1 All activities related to the implementation of these interventions are contained within PEF Budgets.

6.2 Total Pupil Equity Funding in West Dunbartonshire for Session 2018-2019 was £3,425 880, an increase of £45 480 on the previous allocation (Appendix 1 PEF allocations). For session 2019-2020 it is £3,353 520.

6.3 By end of the reporting period to July 2019,funding for the session 2018-19 will have been fully committed and spent..

6.4 Financial scrutiny has been ensured via monitoring at school level, reporting updates to Senior Education Officers and WDC Finance Business Partner.

6.5 We are currently working with Procurement partners to ensure compliance and scrutiny of all spends and that Head teachers have appropriate training to manage spends in line with Council policy.

7. Risk Analysis

7.1 If the Council is unable to ensure positive outcomes for children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).

7.2 If the Council is unable to narrow the poverty related gap this could result in reputational damage.

7.3 If the Council were not able to manage and monitor spends appropriately then there is risk of reputational damage and inequity.

8. Equalities Impact Assessment (EIA)

8.1 The supports and guidance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

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

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer

Person to Contact:	Claire Cusick, Senior Education Officer Services for Children and Young People, 3rd Floor, Council Offices, Aurora House, Queens Quay, Clydebank, G81 1BF (Tel: 01389 737304) e-mail: claire.cusick@west-dunbarton.gov.uk
Appendices:	Appendix 1 – PEF allocations Appendix 2 - Twelve interventions model Appendix 3 - PEF governance
Background Papers:	Getting it Right for Every Child (Scottish Government 2015)
Wards Affected:	All Wards

WEST DUNBARTONSHIRE PEF ALLOCATIONS

School	2018/19 Total Allocation including Top-up	2017/18	Increase/ Decrease
Aitkenbar Primary School	£ 85,200	£75,600	£ 9,600
Bonhill Primary School	£ 79,200	£70,800	£ 8,400
Braehead Primary School	£ 55,200	£60,000	£ (4,800)
Carleith Primary School	£ 32,400	£24,000	£ 8,400
Christie Park Primary School	£ 63,600	£69,600	£ (6,000)
Clydemuir Primary School	£ 96,000	£97,200	£ (1,200)
Dalreoch Primary School	£ 31,200	£25,200	£ 6,000
Edinbarnet Primary School	£ 164,400	£158,400	£ 6,000
Gartocharn Primary School	£ 3,240	£3,600	£ (360)
Gavinburn Primary School	£ 39,600	£40,800	£ (1,200)
Goldenhill Primary School	£ 45,600	£45,600	£ -
Haldane Primary School	£ 78,000	£64,800	£ 13,200
Jamestown Primary School	£ 52,800	£46,800	£ 6,000
Kilbowie Primary School	£ 162,000	£154,800	£ 7,200
Knoxland Primary School	£ 33,600	£33,600	£ -
Lennox Primary School	£ 133,920	£148,800	£ (14,880)
Levenvale Primary School	£ 66,000	£57,600	£ 8,400
Linnvale Primary School	£ 98,400	£96,000	£ 2,400
Our Holy Redeemer's Primary School	£ 123,600	£123,600	£ -
Our Lady of Loretto Primary School	£ 119,880	£133,200	£ (13,320)
Renton Primary School	£ 92,880	£103,200	£ (10,320)
St Eunan's Primary School	£ 153,360	£170,400	£ (17,040)
St Joseph's Primary School	£ 115,200	£103,200	£ 12,000
St Kessog's Primary School	£ 40,800	£43,200	£ (2,400)
St Martin's Primary School	£ 36,000	£28,800	£ 7,200
St Mary's Primary School (Alexandria)	£ 60,000	£60,000	£ -
St Mary's Primary School (Duntocher)	£ 48,600	£54,000	£ (5,400)
St Michael's Primary School	£ 138,000	£146,400	£ (8,400)
St Patrick's Primary School	£ 38,400	£37,200	£ 1,200
St Peter's Primary School	£ 46,800	£46,800	£ -
St Ronan's Primary School	£ 28,800	£30,000	£ (1,200)
St Stephen's Primary School	£ 60,000	£56,400	£ 3,600
Whitecrook Primary School	£ 94,800	£87,600	£ 7,200
Clydebank High School	£ 207,600	£228,000	£ (20,400)
Dumbarton Academy	£ 56,400	£52,800	£ 3,600
Our Lady & St Patrick's High School	£ 120,000	£120,000	£ -
St Peter the Apostle High School	£ 258,000	£231,600	£ 26,400
Vale Of Leven Academy	£ 174,000	£177,600	£ (3,600)
Cunard School	£ 21,600	£20,400	£ 1,200
Kilpatrick School	£ 67,200	£51,600	£ 15,600
The Choices Programme	£ 3,600	£1,200	£ 2,400
	£ 3,425,880	**£ 3,380,400**	**£ 45,480**

1.35% increase

Interventions for equity

The key priorities are:

The primary levers for change are:

Interventions should focus on:

Improve attainment in literacy and numeracy

Learning and Teaching

Improve health and wellbeing

Families and Communities

1. Early intervention and prevention	**2. Social and emotional wellbeing**	**3. Promoting healthy lifestyles**
4. Targeted approaches to literacy and numeracy	**5. Promoting a high quality learning experience**	**6. Differentiated support**
7. Using evidence and data	**8. Employability and skills development**	**9. Engaging beyond the school**
10. Partnership working	**11. Professional learning and leadership**	**12. Research and evaluation to monitor impact**

Leadership

Improve employability skills and school leaver destinations

West Dunbartonshire COUNCIL

Pupil Equity Fund Project Governance

Annual Overview of governance of PEF plans, Financial Spending and Reporting on Progress

Establishment PEF Plans	Financial Updating and Scrutiny	Reporting on Impact
Situated in Establishment page of WDC site	Update reports Dec, Mar and Jun - projected spend, actual spend and money remaining	Update reports in Dec, Mar and Jun
SIP includes detail of plan	WDC monitoring in Jan, Apr, Jun - targeted spend versus actual spend, anticipated issues, concerns arising	Reporting to peers via PEF panel in Oct and Feb - intervention sharing, scrutiny of proposed impact, data gathering and analysis
In addition, a one page report for each intervention under PEF; detailing rationale, impact and spend.		June report will inform WDC Education Committee report in August and NIF / SG reporting in July
		Update reports Dec, Mar and Jun will feed into RA Board reports in terms 3 and 4

WEST DUNBARTONSHIRE COUNCIL

Report by Laura Mason, Chief Education Officer

Educational Services Committee: 5ᵗʰ June 2019

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Subject: Scottish Attainment Challenge Care Experienced Children Fund in West Dunbartonshire Schools

1.   Purpose

1.1   The purpose of this report is to:
- Inform members of West Dunbartonshire Council's Scottish Attainment Challenge grant offer for Care Experienced Children and Young People
- Inform of governance and scrutiny arrangements for planning outcomes, spending and reporting.
- Inform of outcomes of spend for session 2018-2019

2.   Recommendations

2.1   Members of the Educational Services Committee are asked to:

a) discuss and note West Dunbartonshire Council's (WDC) practices in relation to Care Experienced Children Fund between Integrated Children's Services partners.

b) discuss and note West Dunbartonshire Council's Governance for the Care Experienced Children's Fund.

3.   Background

3.1   The Scottish Attainment Challenge is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

3.2   The Scottish Attainment Challenge was launched in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.

3.3   For session 2018-2019, West Dunbartonshire was allocated £243,200 in Care Experienced Children's funding. This funding is aimed at providing support to narrow the attainment gap in literacy, numeracy and health and well-being, similar to Pupil Equity Funding managed by Head teachers. However this is aimed at supporting care experienced children and young people aged from

birth to 25 and will be managed directly by Chief Education Officer and Chief Social Worker Officer.

3.4 The Chief Education Officer and Chief Social Worker have planned with partners to improve outcomes, informed by assessment information. Partners are expected to collaborate to agree funding and plans to close the gap and overcome barriers to accessing education.

3.5 Educational research from around the world has identified some key ways in which attainment can be raised and gaps between peers narrowed.
No one way of narrowing the gap and raising attainment is proven to be the

definitive answer for a range of settings. It is clear from research that schools

can do this best working in collaboration with others.

4.   Main Issues

4.1 We are committed to ensuring positive outcomes and life chances for all of our children and young people and to the principles of Getting It Right For Every Child. We support collaboration with partners in ensuring planning which is focussed on interventions which will ensure best outcomes to narrow the gap. We are committed to ensuring our strategies are informed by relevant data reflecting the needs the community we serve. We have ensured appropriate governance and support procedures are in place for planning, financial scrutiny and reporting on impact of Scottish Attainment Challenge funding for Care Experienced Children and Young People.
(App 1)

4.2 In session 2018 -2019 partners successfully engaged in a range of interventions to narrow the gap; reflecting the twelve identified interventions for equity.

4.3   Care Experienced Children Fund plans and spend for session 2018-2019 were:

Workstream:	Targeted cohort:	Rationale:
MCR Pathways	Care Experienced and vulnerable young people of secondary age.	To improve life chances and outcomes for care experienced young people of secondary school age with group and individual support programmes aimed at improving resilience, commitment, confidence and motivation. The service provides 1-1 mentoring opportunities which is school based. Our aim is to address the outcome gap between care-experienced young people and their peers and support

		young people in or on the edges of the care system to realise their full potential through education. MCR recruits, trains and matches each volunteer mentor with a young person.
Interrupted Learners' Outcomes	All care experienced children and young people	To improve involvement and engagement in education for Looked After children, young people and their carers leading to raised attainment, increased attendance and motivation. To establish and support schools, Children's House staff and educational establishments in identifying, developing and improving tracking and monitoring systems for involvement and engagement of care experienced pupils, not in education and lead the development of wide ranging opportunities for children, young people and their carers to be engaged and included in the lives of their schools and plan necessary supports required to do so.
Speech, language and communication skills	Care experienced and vulnerable 0-5 year olds	To narrow the vocabulary gap between care experienced and vulnerable children and their peers. To build capacity in parents and carers to develop and apply modelling skills in the home and community setting. This is a bespoke programme of work targeting children and families identified through attainment and engagement data; aimed at supporting and encouraging enhanced involvement and proven language development strategies.
Family Group Therapy	All care experienced children and young people	To provide and facilitate a family group conferencing approach. This methodology has been proven to be effective in reducing the numbers of children looked after away from home, while supporting families to identify their own strengths and draw on their own resources to support children and young people at risk of becoming looked after and accommodated.
Comedy and Confidence	Young people between 15-18 years of age struggling to maintain engagement with education and training or work placement	To improve young people's life chances by developing their communication skills and self confidence. This programme of intervention is targeted at young people currently struggling to attain relevant training, qualifications and opportunities. It supports development of a range of inter and intra -personal skills; leading to increased ability to improve outcomes and

		life chances.
Champions' Board- supporting engagement and involvement	All care experienced school aged children	This project aims to further develop liaison between carers, the Champions Board and Educational settings. It will develop and improve joined up approaches to improving engagement and involvement in the wider life of the school and community for care experienced children and young people. It will establish effective support partnerships and networks for carers with regards to accessing supports; enabling or continuing participation and involvement in the range of in and out of school wider experiences on offer.
Y-Sort It – mentoring service	Young people 12 plus who are Looked After at home	This programme provides weekly mentoring opportunities for those looked after at home. It aims to improve life chances by providing 1-1 relationship with a trusted adult. It supports the development of skills in establishing and maintaining relationships which might be challenging and builds confidence and ability to self regulate behaviour.
Homemakers	All children and young people Looked After at home.	This intervention will target cohorts where engagement with school, attendance and late-coming are impacting on attainment. Staff will plan with carers a package of homemaker support aimed at increasing above with a view to raising attainment, engagement and school experiences for the children.

4.4 Measurements of success and impact have varied from project to project; containing a range of statistical and softer data. Realistically, it is expected that longitudinal analysis of impact is necessary to determine the success of most interventions in narrowing the gap. It is also apparent that no one intervention alone will raise attainment.

5. People Implications

5.1 There are no people implications as a result of this report, however, these outcome focussed plans aim to improve the life chances of care experienced children and young people.
(App 2)

6. Financial and Procurement Implications

6.1 Financial scrutiny has been ensured via monitoring at Integrated Children's Services level, reporting updates to Senior Officers and WDC Finance Business Partners.

6.2 WDC's allocation was £243,200 based on 304 Looked after Children aged 5-15 (as at 31 July 2017). As funding was for part year only the amount of grant per child was set at £800 (rather than £1,200 as is the case with PEF funding). At 31 March 2019 the full amount of the grant had been spent.

6.3 We are currently in the process of formally procuring the services of MCR Pathways and Y-Sort It with the support of procurement services.

7. Risk Analysis

7.1 If the Council is unable to ensure positive outcomes for children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).

7.2 If the Council is unable to narrow the poverty related gap this may result in reputational damage.

7.3 If the Council were not able to manage and monitor spends appropriately then there is risk of reputational damage and inequity.

8. Equalities Impact Assessment (EIA)

8.1 The supports and guidance enhance the quality of the service provided to children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

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

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer

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Appendices: 1.Governance Framework
2. Panel application form

Background Papers: Getting it Right for Every Child (Scottish Government
2015)

Wards Affected: All Wards

West
Dunbartonshire
C O U N C I L

Care Experienced Fund Project Governance

Annual Overview of governance of Plans, Financial Spending and Reporting on Progress

Establishment Plans	Financial Updating and Scrutiny	Reporting on Impact
LAC SAC plans included in individual service delivery plans	Update reports Sept and Mar - projected spend, actual spend and money remaining	Update reports in Sept and Mar to Nurtured DIG
Plans reflected in Integrated Children's' Services Plan	WDC monitoring in Oct and Apr, -targeted spend versus actual spend, anticipated issues, concerns arising	
In addition, a one page report for each intervention; detailing rationale, impact and spend.	Business manager to prepare quarterly expenditure statements	Mar report will inform WDC Education Committee report in June and NIF / SG reporting in April,July, Nov
Bids for funding will be scrutinised by a panel of CPP members, focussing on clear links to strategic needs analysis		Update reports Sept and Mar will feed into CPP management Board Report.

Care Experienced Fund Project Plan

Section 1: Project Information

Service Area	
Project Title	
Project Description	.
Allocated Project Budget	
Person Responsible	

Section 2: Project Rationale

What is it you are looking to change?	
Why do you want to change it?	
Baseline Measurement *(what is your starting point that you have measured?)*	
Evidence of Links to Strategic Needs Assessment	
Main SHANARRI Indicator	
Proposed Timeframes for Spend	Quarter 1 Quarter 2 Quarter 3 Quarter 4
Contingency Planning for spend and impact	

Section 3: Progress

September Update		
Progress to date	Budget spend	Budget remaining
March Update		
Progress to date	Budget spend	Budget remaining
Final Update		
Impact of Project (measure of success)	Budget spend	Budget remaining

2

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 5 June 2019

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Subject: Holiday Hunger Fund

1.   Purpose

1.1   The purpose of this report is to:

a)   Inform members of plans to reduce holiday hunger across West Dunbartonshire Council (WDC)

b)   Inform members of the governance regarding allocation, spend and impact of projects and funding.

2.   Recommendations

2.1   The Educational Services Committee is recommended to note:

(a)   Authority wide plans by partners to reduce holiday hunger
(b)   ways in which the fund will be administered and governed.

3.   Background

3.1   The Council agreed the Holiday Hunger Fund to increase the provision of meals and social activities for school children over holiday periods throughout West Dunbartonshire. The Council committed £100,000 per annum fund (to be reviewed in 2023) to enable existing groups in our communities and new groups to apply for money from this fund to establish new provision in areas where there is unmet need.

3.2   Officers were expected to bring a report to Educational Services Committee as soon as practicable, recommending how this fund should be administered and spending monitored.

4.   Main Issues

4.1   The strategic needs analysis for West Dunbartonshire conducted by Health and Social Care Partnership (HSCP) has identified that 33% of our children and young people live in poverty with 27.4% of children in receipt of free school meals.

4.2   It is recognised that holiday periods add to the stress of poverty for families and result in less access to food and social activity for them than their peers. Foodbanks report increased demand during holiday periods.

Previously, across WDC a range of partner agencies were providing a variety of services delivering activities or food in the holiday periods. From January 2019 this has been collated by Educational Services with a view to coordinating approaches across the authority and ensuring a balanced overview and equitable offer to our children, young people and their families.

4.3 For the session 2019-2020, plans are in place to ensure a summer holiday programme which will offer food and activity across the geographical spread of the Authority. (App1)

4.4 Due to the short timeframe between the fund allocation and implementation for summer 2019, Education staff have met and liaised with the range of partners to identify need, timeframes and spend required.

4.5 It is anticipated that for subsequent holiday periods, the fund would be advertised and signposted across the Council in order that all interested parties apply.

4.6 To ensure appropriateness of spend and scrutiny of projects, application forms which are simple and succinct will be required to be submitted and approved by a panel consisting of Council Officers and Finance Managers. (App2)

4.7 All recipients will be required to assist with the reporting and evaluation of the projects by means of an impact statement.

4.8 Officers will report to Educational Services Committee on reach and impact of projects.

5.   People Implications

5.1 There are no people implications as a result of this report, however, these outcome focused plans aim to improve the life chances of children and young people

6.   Financial and Procurement Implications

6.1 All activities related to the implementation of this policy are contained within Service Budgets.

6.2 For session 2019-2020, £66,445 has been earmarked for projects across the authority provided by a range of partners. The remaining budget will enable partners to plan for projects in additional holiday periods over the session. (App 3)

7.   Risk Analysis

7.1 If the Council is unable to ensure positive outcomes for children, we will not

be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).

7.2   If the Council is unable to ensure positive outcomes for all children and young people, it could result in reputational damage.

8.   Equalities Impact Assessment (EIA)

8.1   This fund and governance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9.   Environmental Sustainability

9.1   There are no environmental implications with this report.

10   Consultation

10.1   Legal and Finance Services have been consulted in relation to the content of this report.

11.   Strategic Assessment

11.1   This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer

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Appendices: Appendix 1 – Programme overview for summer 2019
Appendix 2 – Application and evaluation form
Appendix 3 – Financial allocations for 2019

Background papers:

Wards Affected: All wards

WDC Summer Holiday Programmes 2019

Colour code of lead agency
Educational Services
ASN – Educational services jointly with WDL
Third Sector * days not confrimed
Libraries
Y sort it / Youth Alliance

Week Beg.	1st July 2019					
Venue	Target Group	Lead Agency	Activity	Food Access?	Family or Child Focus?	Cost to families
St Augustine's Church Dumbarton\n\n3 days a week	Open to all	Food for thought	community Soup / sandwiches	Yes	Families	free
Benview Resource Centre Dumbarton\n\n4 days a week	Open to all	Benview Rise and shine.	Breakfast / packed Lunches	Yes	Families	free

Whitecrook Centre 81	Open to all	Centre 81	Varied summer programme	Yes	Child	Free
St Stephen's Church Clydebank	Open to all	Church	Made with Love project. (meet Play Eat)	Yes Packed lunches provided	Families	free
Jamestown Grounds of 'old' Jamestown Primary Mon - Fri	Open to all	Haldane Youth Services	Varied summer programme including trips, sport activities, family bbq and cooking sessions	Yes	Child and on occasion families	Free
Bonhill community Centre	P1-7 from targeted schools	Education and Active Schools (Claire H)	Multi sports	Yes Packed lunches provided	child	free
Bonhill Lennox Primary	Lennox and St Ronans primary pupils	Education and The Leamy Foundation (Claire H)	Family learning summer programme	Yes Food provided	Family	free
Whitecrook (The Stand)	Whitecrook and OHR Primary pupils	Education and The Leamy Foundation (Claire H)	Family learning summer programme	Yes Food provided	Family	free
Alexandria (VOLA)	Renton and St Martins Pupils	Education and Active Schools (Claire H)	Multi sports	Yes Packed	child	free

				lunches provided		
Week Beg.	**8th July 2019**					
St Augustine's Church Dumbarton 3 days a week	Open to all	Food for thought	community Soup / sandwich	Yes	Families	free
Benview Resource centre Dumbarton 4 days a week	Open to all	Benview Rise and shine.	Rise and Shine Breakfast club	Yes breakfast / packed Lunches	families	free
St Joseph's Church, Faifley	Open to all	St stephens / St Josephs' church	Meet, play , eat	Packed lunches provided	families	Free
St Stephen's Church Clydebank	Open to all	Church	Meet, play, eat	YES Packed lunches provided	Families	Free
Whitecrook Centre 81	Open to all	Centre 81	Varied summer programme	Yes	Child	Free
Jamestown Grounds of 'old'	Open to all	Haldane Youth Services	Varied summer programme	Yes	Child and on occasion families	Free

Jamestown Primary Mon - Fri			including trips, sport activities, family bbq and cooking sessions			
Dumbarton West (St Michaels)	St Michaels and Dalreoch	Education and Active Schools	Multi sports	Yes	child	No
Bonhill Lennox Primary	Lennox and St Ronan's Primary pupils	Education and The Leamy Foundation	Family learning summer programme	Yes	Family	No
Whitecrook (The Stand)	OHR and Whitecrook primary pupils	Education and The Leamy Foundation	Family learning summer programme	Yes	Family	No
Faifley (skypoint)	St Josephs and Edinbarnet	Education and Active Schools	Multi sports	Yes	child	No
Bellsmyre (Bellsmyre Campus) 3 days	Open to all	Education	Multi Arts Camp	Yes	Child	No
Week Beg.	**15th July 2019**					
Dumbarton Academy	Targeted and ASN first and all thereafter	Education	Food, Familes, Futures preparing healthy meals within a budget, trying	Yes	Families	No

			new food, interactive activities between parent & child, awareness raising of services within the area			
St Augustine's Church Dumbarton 3 days a week	Open to all	Food for thought	Community Soup and a sandwich	Yes	Families	Free
Benview Resource centre Dumbarton 4 days a week	Open to all	Benview	Rise and shine.	Yes breakfast / Lunches	families	Free
St Joseph's Church, Faifley	Open to all	St stephens / St Josephs' church	Meet, play, eat	Packed lunches provided	families	Free
St Stephen's Church Clydebank	Open to all	Church (Lunches)	Meet, play, eat	Yes Packed lunches	Families	Free
Whitecrook Centre 81	Open to all	Centre 81	Varied summer programme	Yes	Child	Free
Jamestown Grounds of 'old' Jamestown	Open to all	Haldane Youth Services	Varied summer programme including trips,	Yes	Child and on occasion families	Free

Primary Mon - Fri			sport activities, family bbq and cooking sessions			
Balloch (Balloch Campus)	Balloch campus Pupils	Education and Active Schools	Multi sports	Yes	child	free
Bonhill Lennox Primary	Lennox and St Ronan's primary pupils	Education and The Leamy Foundation (Claire H)	Family learning summer programme	Yes	Family	Free
Whitecrook (The Stand)	OHR and Whitecrook primary pupils	Education and The Leamy Foundation	Family learning summer programme	Yes	Family	No

Week Beg.	22nd July 2019					
Venue	Target Group	Lead Agency	Activity	Food Access?	Family or Child Focus?	Cost?
SPTA Clydebank	ASN	WDL/ Education (JOINT)	Multi sports	Yes Packed Lunches	Child	Free
Clydebank High Clydebank	Targeted and ASN first and all thereafter	Education	Food, families futures preparing healthy meals within a budget, trying new food,	Yes	Families	Free

			interactive activities between parent & child, awareness raising of services within the area			
St Augustine's Dumbarton 3 days a week	Open to all	Food for thought	community Soup and sandwich	Yes	Families	Free
Benview Resource centre Dumbarton 4 days a weeks	Open to all	Benview	Rise and shine.	YES breakfast / packed Lunches	families	Free
St Joseph's Church, Faifley	Open to all	St stephens / St Josephs' church	Meet, play , eat	Packed lunches provided	families	Free
St Stephens Church Clydebank	Open to all	Church	Meet, play, eat	Yes Packed lunches	Families	St Stephen's Church
Whitecrook Centre 81	Open to all	Centre 81	Varied summer programme	Yes	Child	Free
Jamestown Grounds of 'old' Jamestown	Open to all	Haldane Youth Services	Varied summer programme including trips, sport activities, family bbq and	Yes	Child and on occasion families	Free

Primary Mon - Fri			cooking sessions			
Bonhill Lennox Primary	Lennox and St Ronan's primary pupils	Education and The Leamy Foundation	Family learning summer programme	Yes	Family	No
Whitecrook OHR (The Stand)	OHR and St Michaels primary pupils	Education and the Leamy Foundation	Family Learning summer programme	Yes	Family	No
Dumbarton West (St Michaels)	St Michaels and Dalreoch Pupils	Education and Active Schools	Multi sports	Yes	child	free
Clydebank Central (The Hub)	Kilbowie, Linvale and St Eunans Pupils	Education and Active Schools	Multi sports	Yes	child	free
Week Beg.	**29th July 2019**					
Benview Resource centre Dumbarton	Open to all	Benview	Rise and Shine	YES breakfast / packed Lunches	Families	Free

St Joseph's Church, Faifley	Open to all	St stephens / St Josephs' church	Meet, play , eat	Packed lunches provided	Families	Free
St Stephen's Church Clydebank	Open to all	Church	Meet, play, eat	YES Packed lunches	families	Free
Whitecrook Centre 81	Open to all	Centre 81	Varied summer programme / activities	Yes	families	Free
Jamestown Grounds of 'old' Jamestown Primary Mon - Fri	Open to all	Haldane Youth Services	Varied summer programme including trips, sport activities, family bbq and cooking sessions	Yes	Families	St Stephen's church
Bonhill Lennox Primary	Lennox and St Ronan's primary pupils	Education and The Leamy Foundation	Family learning summer programme	Yes	Family	No
Whitecrook OHR (The Stand)	OHR and St Michaels primary pupils	Education and the Leamy Foundation	Family Learning summer programme	Yes	Family	No
Vale of Leven Academy	Targeted and ASN first and all thereafter	Education	Food, families futures preparing healthy meals within a budget, trying new food,	Yes	Families	Free

			interactive activities between parent & child, awareness raising of services within the area			
Clydebank (CHS)	Open to all	Education	Multi Arts Camp	Yes	Child	yes

Week Beg.	5th August 2019					
Venue	Target Group	Lead Agency	Activity	Food Access?	Family or Child Focus?	Cost?
Dumbarton Academy	ASN	WDL/ Education (JOINT)	(multi Sports)	Yes Packed lunches	Child	free
Vale of Leven Academy	Targeted and ASN first and all thereafter	Education	Food, Families , Future preparing healthy meals within a budget, trying new food, interactive activities between parent & child, awareness raising of services within the area	Yes	Families	free

St Augustine's Church Dumbarton	Open to all	Food for thought	community Soup and sandwich	Yes	Families	Free
Benview Resource centre Dumbarton	Open to all	Benview Rise and shine.	(breakfast / packed Lunches)	Yes	families	free
St Joseph's Church, Faifley	Targeted (kids already attending youth club)	Benview	(Youth Group)	tbc	child	free
St Stephen's Church Clydebank	Open to all	Church	Meet, play, eat	YES Packed lunches	Families	free
Whitecrook Centre 81	Open to all	Centre 81	Varied summer programme	Yes	Child	Free
Jamestown Grounds of 'old' Jamestown Primary Mon - Fri	Open to all	Haldane Youth Services	Varied summer programme including trips, sport activities, family bbq and cooking sessions	Yes	Child and on occasion families	Free
Bonhill Lennox Primary	Lennox and St Ronan's primary pupils	Education and The Leamy Foundation	Family learning summer programme	Yes	Family	No
Whitecrook OHR (The Stand)	OHR and St Michaels primary pupils	Education and the Leamy Foundation	Family Learning summer programme	Yes	Family	No

Alexandria (VOLA	St Martins and Renton Pupils	Education and Active Schools	Multi sports	Yes	child	No
Bonhill (Bonhill CE Centre)	St Ronans and Lennox pupils	Education and Active Schools	Multi sports	Yes	child	No

Summer Programmes Led by Primary Schools

Venue	Target Group	Lead Agency	Activity	Food Access?	Family or Child Focus?	Cost?
Mountblow (Kilpatrick School)	Kilpatrick pupils	School independence Join the Dots Active Schools (TBC) Sports Dev.	One week to dovetail with the Local Authority ASN summer activities offer	Yes	Child (families)	No
Renton (Renton Primary School)		Tullochan	One week Tullochan Summer Club	yes	child	No
Faifley (St Josephs Primary)	ASN families	School (st Josephs)	ASN family project /activities	Yes	Families	Free

Renton Renton Primary School	ASN Families	School (Renton)	ASN Family activities / project	Yes	Families	Free

Libraries

Run activities and events throughout the summer holiday period in our eight branches, and are always happy to work together with local groups to enhance the opportunities available to our young people.
Summer Activities Programme not finalised, will forward it once complete.   Also promote the Summer Reading Challenge through our activities, which is this year based around the theme 'Space Chase' much of the programme is focused around promoting reading for pleasure.

Y-SORT IT / YOUTH ALLIANCE – 10-24 Year Old Provision

The holiday programme will see an activity for each day Monday-Friday over the six week summer holiday. This will include;

Monday- Parklife sessions/street games (outdoor play in local parks across the authority, prioritising high SIMD areas.

Tuesday - Trips and Visits (e.g. Flipout, BBQ & Sports day Mugdock park, Loch Ard water park etc).

Wednesday - Clydebank Community centre day,

Thursday - Dumbarton/Alexandria Community centre day,

Friday - Diversionary focused activity. The community centre days will provided young people with the opportunity to participate in activities such as; Multisports, Bubble Football, Circus Skills, Dancing, open mic sessions, Problem solving, Hungry Human hippos, interactive zones, Martial arts, gaming, arts and crafts, music workshops, outdoor cooking, tent building, Photography skills, Gael music and much more.

Child poverty interventions will include, lunch on each day, access to sanitary products and travel support.

Targeted Group

10-24 year olds from deprived S.I.M.D areas

- Dumbarton West
- Alexandria
- Linnvale and Drumry
- Parkhall
- North Kilbowie and Central
- Dalmuir and Mountblow
- Faifley

Holiday Hunger Fund Application Form

The Holiday Hunger Fund is available to support a range of partners to work with

WDC in eradicating Holiday Hunger. We aim to provide access to meals for all children during the holiday periods; preferably within the context of activity and family engagement.

In applying for this funding, we require you to identify who you will target, that you will be inclusive to all children and young people, that you will ensure robust safeguarding and financial scrutiny and report upon the impact of your project.

A panel of Council Officers will review application forms with a view to ensuring access across the authority and whole holiday period. If the panel are satisfied applications meet the criteria, then the funding will be allocated by the panel with a view of making a fair spread offering best value.

Section 1: Project Information

Organisation Name:	
Project Title:	
Project Description:	
Person Responsible and contact details:	

What do you want to do with the funding?	
Who will you help and how will they know about you?	
What days and dates will your project run?	
What area of West Dunbartonshire will you support?	

Will safeguarding requirements be met? Can you guarantee any adult working with children will be PVG checked?	
Will financial monitoring and management be upheld? Will you maintain financial records and evidence of your spend?	
Has a bank account been identified? Please provide details?	
Is project part funded and by whom? Please provide details?	
Financial support required?	
Do you agree to evaluating the impact of the project with participants?	

Evaluation of project

How many days did your project run? Please detail	
How many meals did you provide?	
How many children and adults did you support over the period of your project?	
What went well?	**What could be better?**

What was your total expenditure?	

West Dunbartonshire Council and Third Sector
Summer 2019 Holiday Programme

Area	Organisation	Approximate costs
Balloch and Haldane	Haldane Youth Services	£500
Balloch and Haldane (Balloch Campus)	Active Schools and Education	£3,285
Bonhill	Leamy Family Project	£3,650
Bonhill	Leamy Family Project and Education	£3,500
Bonhill (CE Centre)	Active Schools and Education	£3,285
Renton (Renton Primary)	ASN Family Project	£2,500
Renton and Alexandria (VOLA)	Active Schools and Education	£3,285
Dumbarton Central	Food for thought – St Augustines	£300
Dumbarton Central	Benview	£1,200
Dumbarton (Dumbarton Academy)	ASN Sports Development	£1,815
Dumbarton West (St Michaels Primary)	Active Schools and Education	£3,285
Dumbarton West	Phoenix Centre – Rock Community Church	£700
Clydebank (SPTA)	ASN Sports development	£1,815
Clydebank Central –The Hub	Active Schools and Education	£3,285
Clydebank East- Whitecrook	Centre 81	£6,000
Dalmuir	St Stephens Church	£1,200
Faifley (St Joseph's Primary)	ASN Family project	£2,500
Faifley	Leamy Family Project and Education	£3,500
Faifley	St Stephens / St Josephs	£1,200
Faifley (Skypoint)	Active Schools and Education	£3,285
Whitecrook (The Stand)	Active Schools and Education	£3,285
Across West Dunbartonshire	Youth Alliance Kilpatrick Primary	£3,070
Across West Dunbartonshire	VOLA / DA /CHS /Education	£10,000
Across West Dunbartonshire	Y-Sort It	TBC
Total		**£66,445**

WEST DUNBARTONSHIRE COUNCIL

Report by Laura Mason, Chief Education Officer

Educational Services Committee: 5ᵗʰ June 2019
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Subject: Supporting Distressed and Challenging Behaviour in Educational Settings.

1.   Purpose

1.1   The purpose of this report is to:

a)   inform elected members of practices supporting children and young people exhibiting distressed and challenging behaviour; and

b)   inform elected members of the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.

2.   Recommendations

2.1   Members of the Educational Services Committee are asked to:

a)   discuss and note West Dunbartonshire Council's support practices and to

b)   discuss and note West Dunbartonshire Council's Policy on supporting distressed and challenging behaviour. (Appendix 1)

3.   Background

3.1   National guidance in, *Included, Engaged and Involved-Part 2* (June 2017) includes a renewed focus on prevention, early intervention and response to individual need in line with the principles of GIRFEC as set out in the *Children and Young People (Scotland) Act* 2014.

3.2   For a variety of reasons, a minority of pupils find accessing the routine and expectations of a learning and social environment difficult and can display behaviour that appears challenging or confrontational as a response. Such behaviour can take a number of different forms, which may lead to the child putting either their own wellbeing or that of others at risk, due to their physical response to a situation. This needs then to be assessed as requiring forms of de-escalation and possible restraint or seclusion to reduce immediate risk.

3.3   The definitions of seclusion and restraint referred to have been taken from the recent investigation by the Children and Young People's Commissioner in this area.
They are as follows:

- *'Restraint' is defined as "holding a child or young person to restrict their movement". This would include such techniques as CALM(Crisis and Aggression Limitation Management) or MAPA(Management of Actual or Potential Aggression)manoeuvres. It includes mechanical restraints (eg wheelchair straps) except those used during the course of normal activities or transportation (e.g seatbelts or wheelchair harnesses).*
- *'Seclusion' is defined as "the confinement of a child, without their consent, by shutting them alone in a room or other area which they are prevented from leaving". Seclusion is not the same as a 'time out' which is defined as a behavioural intervention used as part of a structured behaviour support plan which does not necessarily involve being physically removed to a separate room or area.*

3.4 Guidance from the Commissioner's Report and The United Nations Rights of The Child 1989 (UNRC) is clear that all children are entitled to higher standards of protection and care due to their age and vulnerability; with a right to feel safe.

3.5 West Dunbartonshire Council is committed to ensuring that all children and young people are supported to learn and achieve within a supportive, safe environment. All children and young people should have access to positive learning environments and opportunities to develop socially, emotionally and academically. Support should be appropriate, proportionate and timely. Early identification of universal and/or targeted support provides a framework for additional support where behaviour, for whatever reason, becomes more challenging.

3.6 This Policy is intended to provide a supportive framework, within which schools can effectively work with children and parents to maintain positive relationships, behaviour and safety in schools and has been developed in articulation with the following legislation and National/Local Authority policy: Education (Scotland) Act(s) (1980 and 2016), Standards in Scotland's Schools Act (2000) and Additional Support for Learning Acts (2004) as amended,

3.7 West Dunbartonshire Council is committed to the wellbeing and safety of all staff. This revised policy ensures cognisance of challenges and support for employees; ensuring appropriate training, monitoring, handling and care relating to incidents of distressed and challenging behaviour.

4.   Main Issues

4.1 WDC resolves to work with a range of stakeholders, to ensure positive outcomes for all Children and Young People. We ensure all of our schools and Early Learning Centers are clear about the steps they need to take to actively promote and monitor high quality learning experiences and support of all children and young people. Guidance and approaches on supporting distressed and challenging behavior is shared and clear to all staff.

4.2 Senior Leaders in educational settings are clear of their roles in ensuring effective monitoring and impact of strategies and supports to ensure positive outcomes and the rights of the child. This is clarified in guidance.

4.3 The continuing professional development of staff is essential in ensuring children and staff are supported in dealing with and learning from challenging or distressing situations. A programme of training has been developed to ensure support of all stakeholders.

4.4 In order to take forward recommendations from The Children's Commissioner's Report into the use of Seclusion and Exclusion, systems for monitoring, recording, reporting and supporting pupils and staff have been established.

5. People Implications

5.1 There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure the rights of children and young people are upheld and appropriate staff training to do so.

6. Financial and Procurement Implications

6.1 All activities related to the implementation of this policy are contained within Service Budgets.

7. Risk Analysis

7.1 If the Council is unable to ensure appropriate support to children and young people, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).

7.2 If the Council is unable to ensure safety and support for all children, young people and staff this could result in reputational damage.

8. Equalities Impact Assessment (EIA)

8.1 The supports and guidance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

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

9.2 The policy has been consulted up by Educational Psychologists, Head teachers, staff representation and central officers.

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer

Person to Contact:	Claire Cusick, Senior Education Officer Services for Children and Young People, Aurora House, Clydebank (tel: 01389 737304) e-mail: claire.cusick@west-dunbarton.gov.uk
Appendices:	Appendix 1 – West Dunbartonshire Council's Policy for Supporting Distressed and Challenging Behaviour
Background Papers:	No Safe Place: Restraint and Seclusion in Scotland's **https://www.cypcs.org.uk/ufiles/No-Safe-Place.pdf** Schools Equality Act (2010) Getting it Right for Every Child How Good is Our School 4 (HGIOS 4)/How Good is Our Early Learning and Childcare Children and Young People (Scotland) Act (2014) Getting it Right for Looked After Children and Young People Included, Engaged and Involved Part 2: A Positive to Preventing and Managing School Exclusions (2017) United Nations Convention on the Rights of the Child (1989) Every Child, Every Chance (2018)
Wards Affected:	All Wards

West
Dunbartonshire
C O U N C I L

Supporting Distressed and Challenging Behaviour in Educational Settings

Educational Services Policy – Revised January 2019

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Contents:

Section 1: Introduction: core principles and values

Section 2: Pathways to assessment, planning and support: promoting positive relationships and behaviour.

Section 3: De-escalation protocol.

Promoting positive behaviour resources

Appendix 1: Management: audit document; Crisis intervention chart; risk assessment; Pupil Support Plan; safe practice; planning and debriefing documents.

Appendix 2: Teachers and support staff: Classroom audit- including principles of positive behaviour in classroom; Solution focused approaches; Restorative approaches and conversations; Trauma, nurture and attachment informed practice; Becoming an attuned practitioner; Emotional coaching and scaling; and introducing positive language.

Appendix 3: Targeted support of individual pupils: analysis and recording behaviour; Pupil planning; adapting the curriculum; and debriefing approaches.

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Section 1: Introduction: Core principles and values

Purpose and rationale of the policy and guidance

West Dunbartonshire Council (WDC) educational policy and guidance is based on the principle that *all learners* should be included and engaged in their learning community. At the heart of a successful and achieving learning organisation is a safe and nurturing ethos and a culture based on positive and mutually respectful relationships.

A minority of pupils find accessing the routine and expectations of a learning and social environment more difficult and can display behaviour that appears challenging or confrontational as a response. This can be for a number of reasons, including, additional learning or support needs or adverse childhood experiences (ACEs). Behaviour that challenges within a school setting can take a number of different forms, however, the focus here is on behaviour that may lead to the child putting either their own wellbeing or that of others at risk due to their response to a situation which, in turn, may be dynamically assessed as requiring forms of de-escalation and possible restraint or seclusion to reduce immediate risk. Restraint and seclusion measures will only be used as a last resort and for the least amount of time

The very specific definitions of seclusion and restraint adopted for this policy have been taken from the recent investigation by the Children and Young People's Commissioner in this area. They are as follows:

- *'Restraint' is defined as "holding a child or young person to restrict their movement". This would include such techniques as CALM or MAPA manoeuvres. It includes mechanical restraints (e.g. wheelchair straps) except those used during the course of normal activities or transportation (e.g. seatbelts or wheelchair harnesses). Any restriction of movement must be justified, proportionate and lawful.*
- *'Seclusion' is defined as "the confinement of a child, without their consent, by shutting them alone in a room or other area which they are prevented from leaving". Seclusion is not the same as a 'time out' which is defined as a behavioural intervention used as part of a structured behaviour support plan which does not necessarily involve being physically removed to a separate room or area.*

If not carried out under strict protocols, the seclusion of a child may constitute deprivation of liberty in terms of Article 5 of the European Convention on Human Rights.

It is recognised within this definition that there is a difference between restraining and secluding an individual as a response to a situation or incident and planned 'time out'. In this latter case, planned or reactive 'time out' may be part of a child or young person's support plan. For example, it can include a child or young person having a 'time out' card which they can use to withdraw from class when they are feeling

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emotionally overwhelmed or the option of a child or young person with autism to access a room which promotes a sense of calm through reduced sensory input.
It is also acknowledged that some children and young people require alternative curricular activities and timetables which may be highly individualised. These may involve individual and small group working for periods out with the mainstream classroom.

Strategies and interventions such as time out or individual teaching sessions are not considered seclusion provided they have evolved from the child or young person's wellbeing assessment and are part of a support plan and risk assessment which has been formed by the team around the child (TATC) and is subject to regular monitoring, review and revision. The parents or carers and, where appropriate depending on age and stage of development, the child or young person should be at the centre of such planning and must offer consent to such arrangements. There should be evidence in minutes of meetings and planning documents of the families' full involvement in the planning and review process.

The purpose of this policy is to set out the frameworks and protocols for supporting pupils to prevent and minimise behaviours that demonstrate distress and are challenging, to develop trusting relationships with peers and adults and thus to achieve more effective access to the academic and social curriculum. It is recognised that each school will develop their own positive relationship policy which have embedded the principles of the primacy of good relationships in building good learning environments.

Core principles and values

There are core principles on which all intervention and approaches should be based. They are:

- **All behaviour is communication** and any planning requires a shared understanding, through collaborative analysis and review of the underlying causes of each individual patterns of behaviour- including the context in which the behaviour is most likely to occur (See Appendix 1 and 3).
- **Children and adults should have access to safe environments** where risk is minimised and there is a shared understanding of expectations, responsibilities and boundaries. (See Appendix 1 and 3).
- **Positive relationships are the key to increasing pupil engagement and inclusion.** All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various contexts and to develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people. Training offered to teaching and support staff will take into account;
  - A solution focused approach
  - Restorative conversations and approaches to conflict and conflict resolution
  - Trauma, nurture and attachment informed practice
  - Becoming an attuned practitioner
  - Crisis intervention

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- Supporting emotional awareness and development, through strategies such as, scaling, emotional coaching, 'Promoting alternative Thinking Strategies' (PATHS), and *Emotion Works*.
- Assessment, Planning and Risk assessing for pupils likely to exhibit distressed behaviour

Most of these areas are available via Career Long Professional Learning (CLPL) calendar. Some training, such as Nurture, PATHs and Attachment informed practice can be accessed via your link Educational Psychologist and should be negotiated and planned as part of regular processes of quality improvement.

Dealing with a Crisis Situation- strategies to reduce risk and de-escalate crisis situations

The policy on promoting positive relationships and tackling behaviour that challenges is based on the principles that all actions should be taken to minimise risk, pre-empt difficulties and de-escalate aggressive or violent behaviour through the application of approaches and strategies outlined in this document.

It is also based on the principles that any attempt to de-escalate violent or aggressive behaviour should not include any physical intervention or restraint.

Physical intervention or physical restraint are only justified where there is an immediate and significant risk to an individual and/or individuals. Where such action has occurred then the appropriate recording documents should be completed and the child's parents and Link Education Officer (EO) and Senior Education Officer Children's Services (SEO) should be updated and debriefed. In all circumstances a process of debriefing of staff (and where and when appropriate and possible with the child or young person) and planning should occur immediately following any incident. It is anticipated that where positive behaviour policies are in place and employed, the necessity for any such action should be rare.

All incidents of violent/aggressive behaviour, including any MAPA techniques employed during the incident should be recorded via Figtree.

Staff in specialist settings will receive additional training in managing behaviour that challenges. Section 3 of this document sets out the protocol for this training, which includes practical strategies in de-escalation and containing physically aggressive and violent behaviour.

School or provision management roles and responsibilities

School and early years' establishment teams should:

- Introduce (and keep up-to-date) organisational policy and procedures to promote positive relationships and behaviour. This should be created in consultation with all members of the school community including teachers, support staff and children and their families.

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- Conduct a regular audit and overview across the school or educational provision of classroom and playground approaches to:
  1. Promoting positive relationships and behaviour
  2. Early identification and employment of strategies to support individual children with behaviour that challenges.
  3. Plan staff training needs
- Ensure regular training opportunities which introduce or reinforce learning on the core principles and values.
- Ensure regular opportunities for whole team and team-around-the-child reflective discussions on practice and guidelines.
- Ensure regular opportunities for the senior management team to reflect on the audit and policy implementation procedures and agree areas of success and areas for development.
- Ensure regular reaffirmation of school values and expectations of learning and social behaviour through assemblies, projects and reward systems. Any success in positive behaviour and relationships should be celebrated and shared.
- Ensure robust processes of communication between school/early years' establishment and parents/carers should be based on solution focused, child centred language that sets out shared expectations and targets for improvement, establishes and identifies progress. Training in solution oriented approaches will facilitate this
- Ensure a clear overview and management in cases where behaviour that challenges is having a significant impact on the day-to-day functioning of the child or young person. Clear processes and procedures for risk assessment, planning, intervention and debriefing should be set out. There should be a clear chronology of recording and analysis of behaviour that informs all aspects of curricular and support planning in Latest Pastoral Notes, SAR1 and GP2
- Ensure that accurate and comprehensive information is provided at all stages of transition

Education Authority Officers' roles and responsibilities

There are times in school or early years' establishments when behaviour that challenges can have a greater impact than usual. This can be for a number of reasons, such as, unexpected changes in staffing and management. The education support team (i.e. Education Officers, link Educational Psychologist and Services for Children and Young People Officers) should be made aware, at the earliest opportunity, of any establishment that is experiencing significant issues with behaviour that challenges.

The following strategies should be considered to offer schools support:

- A Support Visit facilitated by an Education Officer to offer the most appropriate support for each situation to support the senior management team to review practice, plan for change and create a set of clear action points.

Teaching and support staff

All teaching and support staff are responsible for:

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- Supporting the core principles and values set out in this document.
- Ensuring that they identify and address with the management team their own training needs with regard to: core values and approaches; risk management and planning; procedures for review and debriefing.
- Being fully aware of establishment policy, procedure and strategies with regard to promoting positive relationships and behaviours.

Class Teachers and Early Years Practitioners are responsible for:

- Ensuring that the classroom or nursery environment promotes a positive ethos and culture with clear expectations of both academic and social behaviour.
- Ensuring that processes of teaching and learning are motivating and engaging.
- Engage in CLPL opportunities to ensure support of Named Persons and Early Years Management Staff in the analysis, planning and review of behaviour that challenges and be aware of de-escalation strategies, risk assessment and safety procedures.

Child or young person

All children and young people can expect:

- Access to a safe and nurturing school or early year's environment with a culture and ethos based on positive relationships.
- That there will be a shared understanding of developmental needs and expectations will be clearly communicated and reinforced.
- That the curriculum and learning environment will be adapted and differentiated to encourage engagement and which celebrates progress in learning and social development.
- That there will be an opportunity for developing an understanding, at a pace that is age and stage appropriate, a self-awareness of emotions and feelings and strategies to support emotional self-regulation.
- Consistent communication, language and approaches to support positive behaviour across all areas of the school and nursery.
- A voice in creating school policy and activity.

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Section 3: De-escalation protocol

Universal and targeted approaches to promoting positive relationships and de-escalation

Universal and targeted planning for children and young people should be preventive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children. Targeted support can be put in place for a minority of children that sets out interventions and controls put in place following identification of risk using the suite of WDC GIRFEC paperwork now firmly embedded in practice.

This should take the form of a risk assessment based on the SEEMIS chronology of behaviours that are considered challenging. The chronology should include: specific descriptions of behaviour; duration; frequency; context; and outcome. There should also be opportunity for reflective discussions on the possible causes or functions of behaviour and a regular, solution focused review of progress. Pupils who require additional support should have a support plan in place that details changes in the learning environment that should take place as a matter of course and specific strategies to be involved when certain behaviours are displayed. A 'Levels of distressed behaviour' with appropriate actions should be discussed at TATC. It should be a brief accessible summary of key indicators of distress or anxiety and what staff should do and say to support the process of de-escalation and should be recorded on child's current GP2.

Planning of this nature ensures that staff feel confident in addressing challenging behaviour. Staff team confidence and clarity in how to handle behaviour that challenges is critical in creating low arousal and calm environment. Where possible, all adults involved in working with the child or young person should be involved in a collaborative review of planning and risk assessment. The child or young person should be placed at the centre of all discussions and, where appropriate, their views and ideas should be sought.

A targeted GIRFEC plan (GP2) which includes Levels of distressed behaviour + appropriate actions and Risk assessment is required when:

- It is likely that a pupil's future behaviour may endanger his/her or other's safety
- There is a pattern of behaviour which has caused concern over an extended period
- There is a single, exceptional incident which may be repeated in the future
- A pupil cannot access a specific aspect of their learning as a result of risk-taking behaviour or Additional Support Need, e.g. in practical lessons.

http://intranet.west-dunbarton.gov.uk/transformation/education-learning-attainment/childrens-services/asn/girfec/girfec-assessment-and-planning/

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A targeted GIRFEC plan (GP2) which includes Levels of distressed behaviour + appropriate actions and Risk assessment are all working documents. Initially they would be written by the team around the child. This provides school staff with a simple tool to analyse behaviour and to support learning. When used appropriately they support a proactive, collaborative, solution-focused approach which provides a structure to open up a dialogue about a difficult situation.

There is core practice that must always be in place for a child or young person who requires a GIRFEC plan (GP2) detailing actions to address distressed behaviour and Risk Assessment.

All staff should be familiar with the plan and be proactive in suggesting changes and additional solutions.
- After each incident there should be a debriefing meeting, this will allow for reflection and support for the staff member and the young person. The debriefing procedure is outlined in Appendix 3.

- All staff should be familiar with basic practice in tackling low level disruption, recognising levels of distressed behaviour and appropriate actions to address these.

Additional de-escalation approaches

All children and young people should access educational establishments that promote positive behaviour, are proactive in anticipating and preventing behaviour that challenges and that minimise risk to all. West Dunbartonshire Council are committed to minimising the need for interventions in behaviour that challenges that involves the use of restraint or seclusion. However, very exceptionally some pupils in specialist resources require support based on practices and techniques that may involve some form of physical intervention even at the most minimal level.

MAPA is the chosen approach of West Dunbartonshire Council. The MAPA approach has two levels: Foundation can be accessed by all staff and involves understanding behaviour that challenges and considering effective planning to support children and young people along with effective de-escalation techniques; Advanced also involves focus on de-escalation techniques as well as physical intervention techniques.

The justification for utilising the MAPA philosophy and implementing MAPA advanced techniques in some WDC provisions are as follows:

- MAPA has a comprehensive Quality Assurance procedure.
- MAPA techniques are compliant with Health and Safety legislation in promoting the well-being of staff and pupils.
- MAPA techniques are designed to comply with legal requirements, national policy guidance and current research.

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- The safety of both pupils and staff is promoted by only engaging in physical intervention to prevent the pupil harming themselves or others, with an emphasis on employing preventative and positive strategies.
- MAPA physical intervention aims to maintain the dignity of all persons involved both in school and the wider community.
- The hierarchy within MAPA techniques allows the minimum reasonable force to be applied at each level of escalation or de-escalation depending on pupils' behaviour. Minimal hand movements between levels ensure that staff can easily move to a more or a less supportive hold.
- The techniques are reassuring for staff. Increased skills improve the confidence of staff and their ability to manage difficult situations.
- Recording systems alert staff to foreseeable risks and determine the inclusion of specified MAPA techniques in risk assessment planning.
- The use of MAPA techniques is recorded and regularly reviewed.
- De-brief of staff and young people along with restorative practice is a key element of MAPA practice

Education Incident Reporting:
http://intranet.west-dunbarton.gov.uk/transformation/people-technology/health-and-safety/education-incident-reporting/

Physical intervention training cannot replace good practice and effective management. No system can offer a stand-alone answer to aggressive/violent behaviour. MAPA should not be seen as the only, or principle response to promoting positive relationships and managing challenging behaviour.

The programme of MAPA training in WDC.

It is envisaged that in WDC educational establishments will have a minimum two to three staff members who are trained in MAPA Foundation level per establishment. Training commenced 2017/2018 and will be refreshed on an annual/2yearly process. Foundation initial training takes a minimum of 1.5 day and refresher courses should take the form of 1 day sessions facilitated by MAPA training team. Advanced training requires annual re-accreditation and all staff trained at this level will be recorded on a central database held by Educational Services and MAPA. Advanced level training covers physical intervention or 'supportive holds'.

WDC have invested in staff trained to deliver both Foundation and Advanced level and work closely with MAPA to ensure refresher training and reaccreditation takes place.

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Appendix 1

Summary of requirements of MAPA trained establishments

- A minimum of 2- 3 staff should be trained- ideally all staff will access advanced training in specialist settings.
- Staff must be released for regular recorded practice sessions.
- A bespoke support plan and risk assessment should be in place for each pupil that may require physical intervention. All staff involved should have a copy of this.
- Parents/Carers must be informed if MAPA is used on their child.
- The possible use of MAPA should be highlighted in your school handbook.
- De-briefing must be provided to staff and young person following an incident at the appropriate time.

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Appendix 1

pp5.23 Aggression and Threatening situations paperwork

http://intranet.west-dunbarton.gov.uk/transformation/education-learning-attainment/performance-improvement/policy-guidance/pp5-pupils/

Education Incident Reporting:
http://intranet.west-dunbarton.gov.uk/transformation/people-technology/health-and-safety/education-incident-reporting/

Appendix 3

GIRFEC assessment & Planning

http://intranet.west-dunbarton.gov.uk/transformation/education-learning-attainment/childrens-services/asn/girfec/girfec-assessment-and-planning/

No Safe Place

https://www.cypcs.org.uk/ufiles/No-Safe-Place.pdf

Resources:

Included, Engaged and Involved

Children & Young People's Commissioner: No Safe Place

East Dunbartonshire Council: Including *Every* Learner:

Promoting positive relationships and tackling behaviour that challenges.

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ITEM 14

WEST DUNBARTONSHIRE COUNCIL

Report by Strategic Lead – Education, Learning & Attainment

Committee: Educational Services Committee 5 June 2019

Subject: **Education, Learning & Attainment (ELA) Delivery Plan August 2019 - July 2020**

1 **Purpose**

1.1 The purpose of this report is to present to members the ELA Delivery Plan 2019/20.

2 **Recommendations**

2.1 It is recommended that Committee notes the 2019/20 delivery plan.

3 **Background**

3.1 Each strategic lead develops an annual delivery plan. This sets out key actions to help deliver the Council's priorities as well as actions to address the performance issues and service priorities identified in 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 covers the academic year August 2019 to July 2020.

4 **Main Issues**

Delivery Plan 2019/20

4.1 Appendix 1 sets out the ELA Delivery Plan 2019/20, including a detailed action plan and workforce plan.

4.2 Progress will be monitored monthly by the management team and scrutinised on a quarterly basis at the strategic leadership performance review meetings. Progress reports will be presented to committee at mid-year and year-end.

4.3 Key issues identified by the ELA management team that will be taken forward in 2019/20 include:

- delivering the raising attainment agenda;
- developing and delivering educational improvement across West Dunbartonshire;
- narrowing the poverty related attainment gap;
- delivering 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 service-wide self-evaluation and improvement;
- delivering professional development for the service; and
- delivering the service modernisation programme.

<u>Workforce Planning</u>

4.4 The delivery plan has a supporting annual workforce plan to highlight and plan for the management of key workforce issues which are necessary to fully support the delivery of the plan.

4.5 These workforce issues are anticipated to have implications in terms of organisational change, resource planning, resource profiling, skill mix, training and development and restructuring. The workforce plan is included as appendix 4 to 2019/20 delivery plan.

<u>Progress on 2018/19 Delivery Plan</u>

4.6 Progress on delivering the 2018/19 plan will be submitted to Committee following the end of the academic year.

5 People Implications

5.1 There are no direct people implications arising from this report. Any workforce implications arising from the delivery plans are detailed in the workforce plans.

6 Financial & Procurement Implications

6.1 There are no direct financial or procurement implications arising from this report. All commitments will be delivered through existing resources as described in the financial resources sections of the plan.

7 Risk Analysis

7.1 Failure to deliver 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 delivery plans achieve the commitments detailed and approved. Mitigating actions have ben identified for this purpose.

8 Equalities Impact Assessment

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

9   Consultation

9.1   The 2019/20 delivery plan was developed through consultation with officers from the strategic service areas.

10   Strategic Assessment

10.1 The 2019/20 delivery plan sets out actions to support the successful delivery of the strategic priorities of the Council.

Strategic Lead: Laura Mason
Service Area: Education, Learning & Attainment
Date: 30 April 2019

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Person to Contact:	Andrew Brown andrew.brown@west-dunbarton.gov.uk
Appendix:	Appendix 1: ELA Delivery Plan 2019/20
Background Papers:	None
Wards Affected:	All
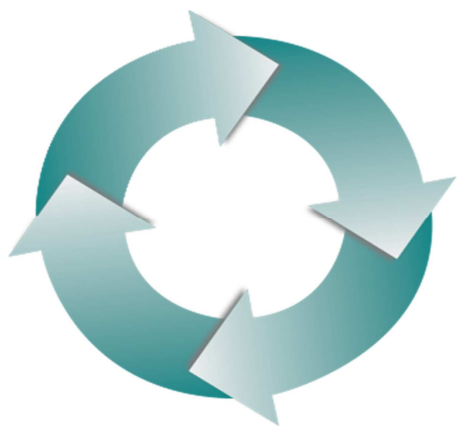
Education
Learning & Attainment
Delivery Plan

August 2019 to July 2020

Index

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 School etc. Act, 2000, and Education (Scotland) Act, 2016.

With 1926 employees (1540 full time equivalents) and a budget of £98m, 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 at the Education, Learning and Attainment Leadership team meetings and reported twice yearly to Educational Services Committee, at mid-year (December) and year end (June). 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 2019 is set out at Appendix 1.

Early Learning, Primary, Secondary and ASN schools

The service is responsible for the education of around 12,000 school age pupils in our mainstream education establishments and for 187 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 a part-time nursery place. Several ELCCs cater for children under 3 years of age and two centres provide out of school care.

This is delivered through:
- 21 Council managed Early Learning and Childcare Centres (ELCCs);
- 11 partner providers of early learning and childcare;
- 33 primary schools;
- 5 secondary schools;

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- 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 three Senior Education Officers, one Principal Educational Psychologist and one Lead Officer, Early Years.

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
- Our work on the Scottish Attainment Challenge
- Promoting Science, Technologies, Engineering and Maths (STEM)
- Languages 1+2
- Health and Wellbeing
- Learning Technologies

Performance, Policy and Resources

The Performance and Improvement 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

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- Performance management
- Policies and Procedures
- Information management and research
- 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
- 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

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2.   Performance Review

The ELA management team completed a detailed performance review of 2018/19, 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 2018/19 as well as a number of performance challenges to be addressed in 2019/20.

Key Achievements

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

- Maintaining our success record of 100% positive external inspections of our educational establishments by Her Majesty's Inspectorate for Education (HMIe), with the inspection of Bright Beginnings, St Peter's Primary, St. Patrick's Primary, Dalreoch Primary, St. Joseph's Primary, Cunard School and Renton Primary school.

- Improvements in Curriculum for Excellence (CfE) Levels across all Scottish Index of Multiple Deprivation (SIMD) bands. Across West Dunbartonshire in 2018 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
    - o 82% of children achieved early level by the end of P1
    - o 75% of children achieved first level by the end of P4
    - o 75% of children achieved second level by the end of P7
    - o 87% of young people achieved third level by the end of S3

    Numeracy
    - o 84% of children achieved early level by the end of P1
    - o 71% of children achieved first level by the end of P4
    - o 66% of children achieved second level by the end of P7
    - o 82% of young people achieved third level by the end of S3

- Increase in attainment in the Senior Phase:
    - o 99.8% of our young people attaining 1 or more unit award at SCQF level 1 or above
    - o 90.9% of our young people attaining a level 4 literacy award
    - o 74.3% of our young people attaining a level 4 numeracy award
    - o 68.6% of our young people attaining 3 or more National 5 awards
    - o 59.1% of our young people attaining 1 or more Higher awards

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- o 38.5% of our young people attaining 3 or more Higher awards
- o 19.9% of our young people attaining 4 or more Higher awards at Grade A or B

- 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 2018.
- Delivery of 'Year 3' of the Scottish Raising Attainment Challenge, reporting progress with Raising Attainment projects to both Educational Services committee and Scottish Government.
- Delivery of 'Year 1' of Pupil Equity Funding, with a total of 117 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 being developed, reviewed and submitted to Scottish Government.
- Design and 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.

Recruitment

Many of the actions required a human resource to deliver them, which is still a challenge in the present climate of teacher recruitment. Indeed, many of the plans proposed by schools to address closing the poverty related attainment gap had to be reconsidered due to an inability to recruit staff. 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.

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 and 31 December 2018, the ELA service area received a total of 21 complaints, comprising 20 Stage 1 and 1 Stage 2 complaints. During the same period, 7 complaints were closed, 6 at Stage 1 and 1 at Stage 2.

Of the 6 complaints closed at Stage 1, 3 (50%) met the 5 working days target set for resolving Stage 1 complaints, with an average of 11 working days to resolve all complaints closed at Stage 1. The 1 complaint closed at Stage 2 was well within the 20 working days target at 5 days.

Four of the 6 complaints closed at Stage 1 were upheld (67%) and none at Stage 2.

The 21 complaints received between April and December 2018 were categorised as follows:
- citizen expectation not met (quality of service) - 17 complaints, 4 of which were upheld;
- Council policy (level of service provision) - 1 complaint;
- employee behaviour - 2 complaints;
- error in service delivery - 1 complaint.

As a result of complaints received, Education, Learning & Attainment reviewed a policy, and has worked with corporate communications to identify messages to ensure clarity of service provision for citizens.

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 very high, although there has been a slight 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:	2017	2018	Performance Trend
Early Learning & Childcare	100%	96.33%	⬇
Primary Schools	100%	97.67%	⬇
Secondary Schools	99%	100%	⬆
Additional Support Needs	97%	91.67%	⬇

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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

As part of this Improvement Framework, establishments are participants in annual improvement visits, where a team is gathered to externally validate the self-evaluation produced by the school. In addition, a programme of thematic reviews is undertaken each year giving the service insight into the quality of provision in an aspect for improvement across multiple establishments or across a local learning community.

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 February 2019 and relates to the period 2017/18. The indicators for ELA are set out in the table at Appendix 5.

In summary, 7 of the 21 indicators improved year-on-year and 5 improved in ranking. The spread of PIs across the top (Q1), middle (Q2 and Q3) and bottom (Q4) quartiles is as follows: 5 PIs in Q1, 3 in Q2, 4 in Q3 and 9 in Q4.

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.

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 Education, Learning & Attainment management team completed a detailed strategic assessment to determine the major influences on service delivery and priorities in 2019/20 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. The Council is predicting cumulative funding gaps in 2020/21 and 2021/22 of £9.816m and £16.930m respectively. This means that action has to be taken to balance our budget, protect services for residents and maintain our statutory obligations.

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 2019/20, 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

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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 2019/20, we will:

- Deliver the Raising Attainment Agenda
- Develop and Deliver Educational Improvement Across West Dunbartonshire
- Narrow the Poverty Related Attainment Gap
- Deliver the Scotland's Young Workforce Programme
- Deliver Improvement in Young People's Health and Wellbeing
- Development of Parental Engagement Strategy
- Ensure Equitable Access To 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

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- 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 2019/20, we will:

- Develop and Deliver Educational Improvement Across West Dunbartonshire
- Deliver Professional Development 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 –
- Collaborative learning networks
- Empowerment
- Curricular networks and networks of ASL schools
- CLPL which will build learning networks
- Systems improvement
- Curriculum design
- Leadership and succession planning
- 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 2019/20, we will:

- Develop and Deliver Educational Improvement Across West Dunbartonshire
- Publication of Performance Information
- Deliver Professional Development for the Service
- Deliver Service Modernisation Programme

Progress with the Delivery of 1140 hours Provision in Early Learning and Childcare Establishments by 2020

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. WDC Early Learning & Childcare Expansion Plan 2018 – 2019 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 2019/20, we will:

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

Regenerating Learning

In 2019/20 we will work with the Capital Investment Team to deliver the design 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 both Faifley and Queens Quay. Across the council area we will modify and enhance the estate to accommodate the increase in Early Years provision required to deliver 1140 hours by 2020.

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. Part of this strategy looks to ensure that digital technology is utilized where appropriate and that opportunities to grown how we deliver STEM subjects are realized.

In 2019/20, we will:

- Develop and Deliver Educational Improvement Across West Dunbartonshire
- Deliver Service-Wide Self-Evaluation and 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 15 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. In 2020, SEEMiS will launch then next generation of their product, to be known as SEEMiS 'Early Years' and 'Schools'. 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 2019/20, 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 2019/20, we will:
- Develop and Promote Approaches to Sustainability
- Develop the Schools Estate in Line with Local Regeneration
- Deliver Service Modernisation Programme

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Action Plan

The challenges and issues identified in the performance review and strategic assessment sections have informed ELA priorities for 2019/20. 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 15 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 15 high level actions are:

1. Deliver the Raising Attainment Agenda
2. Develop and Deliver Educational Improvement Across West Dunbartonshire
3. Narrow the Poverty Related Attainment Gap
4. Deliver the Scotland's Young Workforce Programme
5. Develop, Review and Improve GIRFEC Processes
6. Deliver Improvement in Young People's Health and Wellbeing
7. Development of Parental Engagement Strategy
8. Develop and Promote Approaches to Sustainability
9. Ensure Equitable Access To Educational Opportunities
10. Publication of Performance Information
11. Deliver the Early Years Strategy
12. Develop the Schools Estate in Line with Local Regeneration
13. Deliver Service-Wide Self-Evaluation and Improvement
14. Deliver Professional Development for the Service
15. Deliver Service Modernisation Programme

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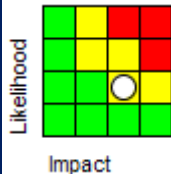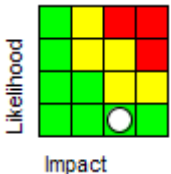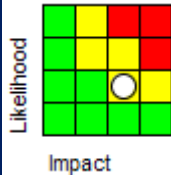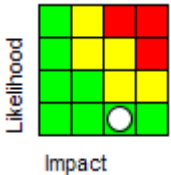
4. Risks

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 2019/20, the Education, Learning and Attainment Leadership team considered the Council's strategic risks and identified additional risks specific to the service (below).
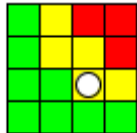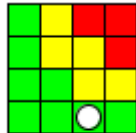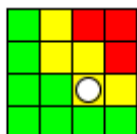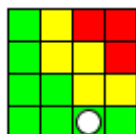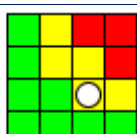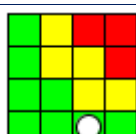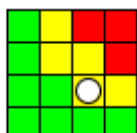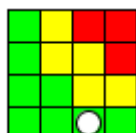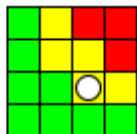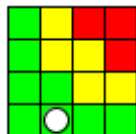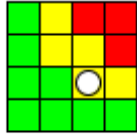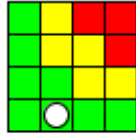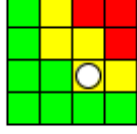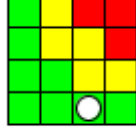
Actions to mitigate these risks are set out in our action plan at Appendix 2 or in our operational plans, with the aim of improving or maintaining the current position (i.e. the current risk score). The current risk scores reflect current actions taken to reduce the risks.
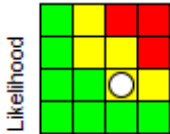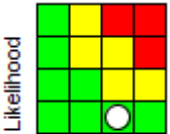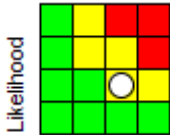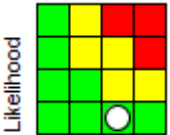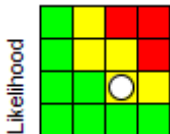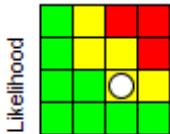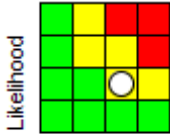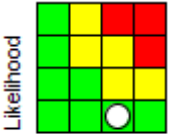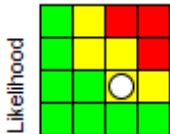
Strategic Risks
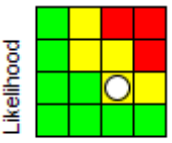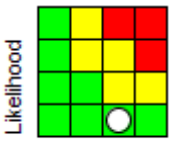
Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to implement broad-ranging school improvement to raise attainment and achievement	This risk concerns the delivery of excellence and equity for our young people to support them to attain and achieve at the highest level. In particular, it 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.		

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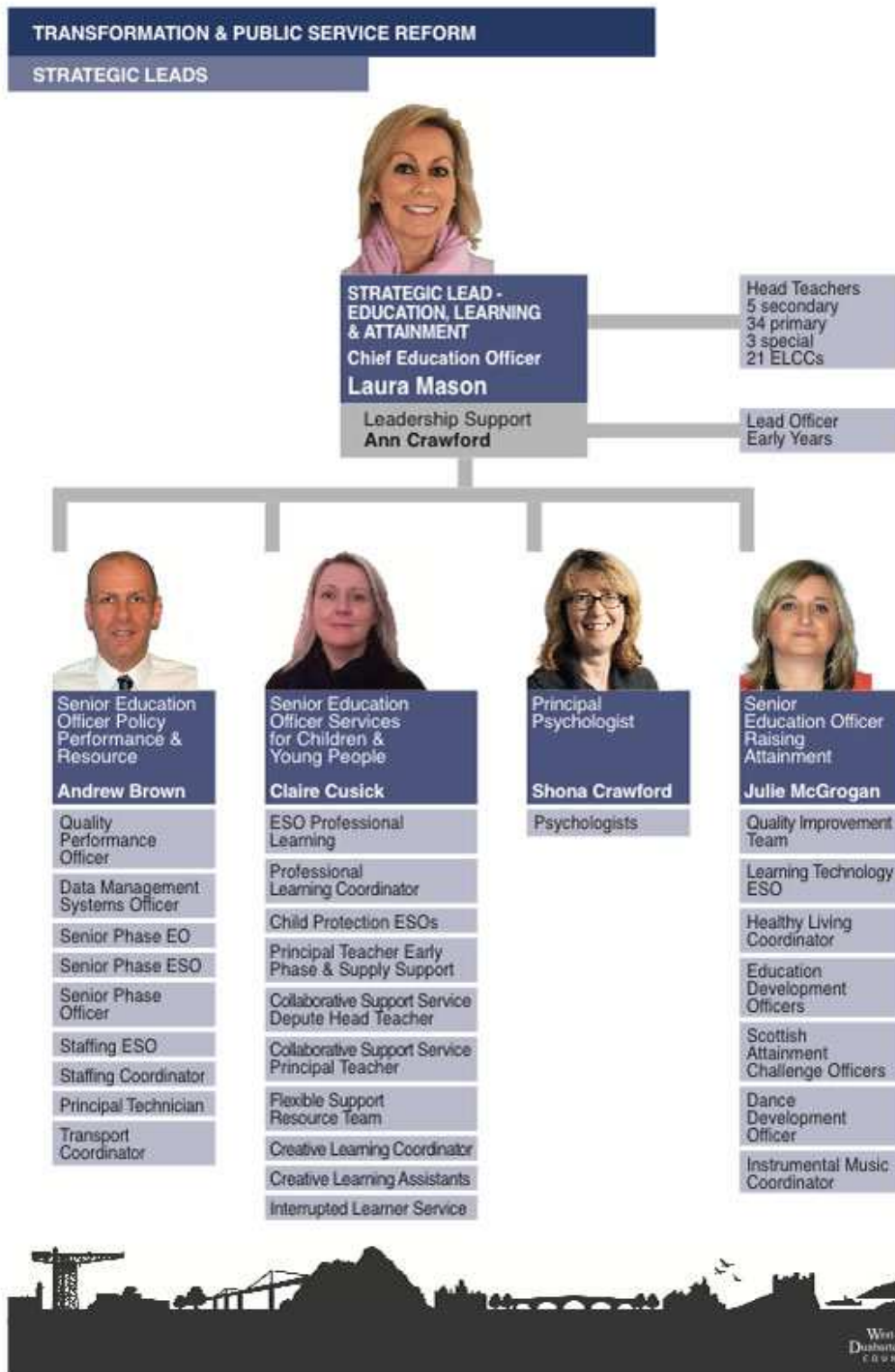**Service Risks**

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.		

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Title	Description	Current Risk Matrix	Target Risk Matrix
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.		
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		

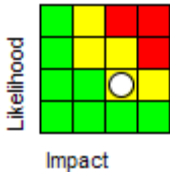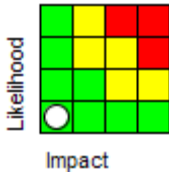| Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to deliver the service modernisation programme	This risk relates to the need to deliver more efficient services, and in keeping pace with the digital expectations of service users.		

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Appendix 1: Structure Chart

TRANSFORMATION & PUBLIC SERVICE REFORM

STRATEGIC LEADS

STRATEGIC LEAD - EDUCATION, LEARNING & ATTAINMENT
Chief Education Officer
Laura Mason

Leadership Support
Ann Crawford

Head Teachers
5 secondary
34 primary
3 special
21 ELCCs

Lead Officer
Early Years

Senior Education Officer Policy Performance & Resource
Andrew Brown

- Quality Performance Officer
- Data Management Systems Officer
- Senior Phase EO
- Senior Phase ESO
- Senior Phase Officer
- Staffing ESO
- Staffing Coordinator
- Principal Technician
- Transport Coordinator

Senior Education Officer Services for Children & Young People
Claire Cusick

- ESO Professional Learning
- Professional Learning Coordinator
- Child Protection ESOs
- Principal Teacher Early Phase & Supply Support
- Collaborative Support Service Depute Head Teacher
- Collaborative Support Service Principal Teacher
- Flexible Support Resource Team
- Creative Learning Coordinator
- Creative Learning Assistants
- Interrupted Learner Service

Principal Psychologist
Shona Crawford

- Psychologists

Senior Education Officer Raising Attainment
Julie McGrogan

- Quality Improvement Team
- Learning Technology ESO
- Healthy Living Coordinator
- Education Development Officers
- Scottish Attainment Challenge Officers
- Dance Development Officer
- Instrumental Music Coordinator

Appendix 2: Action Plan

P	1. A strong local economy and improved job opportunities

Ob	Increased employment and training opportunities

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/02DEI	Develop and Deliver Educational Improvement Across West Dunbartonshire	31-Jul-2019	31-Mar-2020	Julie McGrogan

Code	Title	Description	Current Risk Score	Target Risk Score	Assigned To
SR 002	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.			Julie McGrogan

Ob	Increased skills for life and learning

Code	Short Name	2017/18	2018/19	2019/20		Assigned To
		Value	Value	Target	Target	
CHN12b	Average tariff score SIMD quintile 1	704		710	714	Andrew Brown
CHN12c	Average tariff score SIMD quintile 2	772		893	912	Andrew Brown
CHN12d	Average tariff score SIMD quintile 3	840		950	967	Andrew Brown
CHN12e	Average tariff score SIMD quintile 4	1,108		1,054	1,119	Andrew Brown
CHN12f	Average tariff score SIMD quintile 5	1,183		1,150	1,157	Andrew Brown
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%	87.9%	91%		Andrew Brown
ED/CPP12-13/182	Primary school attendance rate	94.1%	94.3%	95%		Andrew Brown

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Code	Short Name	2017/18 Value	2018/19 Value	Target	2019/20 Target	Assigned To
ED/IN/011	Cases of exclusion per 1,000 school pupils	37				Andrew Brown
ED/NEW/025	Primary Exclusion (days lost per 1,000 pupils) NEW	22.6				Derek McGlynn
ED/NEW/027	Secondary Exclusion (days lost per 1,000 pupils) NEW	72.2				Derek McGlynn
ED/RAA/001	Percentage of educational establishments receiving positive inspection reports	100%		100%	100%	Laura Mason
ED/RAA/003	3+ @ Level 6 (by end S5) [Percentage of pupils passing 3 or more SQA exams at SCQF level 6 or better by the end of S5]					Andrew Brown
ED/RAA/005	1+ @ Level 7 (by end S6) [Percentage of pupils passing 1 or more SQA exams at SCQF level 7 or better by the end of S6]					Andrew Brown
SCHN 19a	School Attendance Rates (per 100 pupils)					Andrew Brown
SCHN 19b	School Attendance Rates for Looked After Children (per 100 Looked After Children)					Claire Cusick
SCHN 20a	School Exclusion Rates (per 1000 pupils)					Andrew Brown
SCHN 20b	School Exclusion Rates for Looked After Children (per 1000 looked after children)					Claire Cusick
SCHN 21	Participation Rate for 16-19 year olds (per 100)					Andrew Brown
SCHN01	Cost per primary school pupil £	£5,581.00				Laura Mason
SCHN02	Cost per secondary school pupil £	£6,741.00				Laura Mason
SCHN03	Cost per pre-school place £	£4,814.00				Laura Mason
SCHN04	% of pupils gaining 5 + awards at level 5					Andrew Brown
SCHN05	% of pupils gaining 5+ awards at level 6					Andrew Brown
SCHN06	% pupils in 20% most deprived areas getting 5+ awards at level 5					Andrew Brown
SCHN07	% pupils in 20% most deprived areas getting 5+ awards at level 6					Andrew Brown
SCHN10	% of Adults Satisfied with local schools	88%				Andrew Brown
SCHN11	Percentage of school leavers in positive and sustained destinations			92.3%	92.4%	Andrew Brown
SCHN12a	Overall Average Total Tariff					Andrew Brown

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/01RAA	Deliver the Raising Attainment Agenda	31-Jul-2019	31-Mar-2020	Julie McGrogan
E/1920DP/03NAG	Narrow the Poverty Related Attainment Gap	31-Jul-2019	31-Mar-2020	Julie McGrogan
E/1920DP/04DYW	Deliver the Scotland's Young Workforce Programme	31-Jul-2019	31-Mar-2020	Andrew Brown

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	2. Supported individuals, families and carers living independently and with dignity

	Enhanced life chances

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/05GIR	Develop, Review and Improve GIRFEC Processes	31-Jul-2019	31-Mar-2020	Claire Cusick

	Improved wellbeing

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/06HWB	Deliver Improvement in Young People's Health and Wellbeing	31-Jul-2019	31-Mar-2020	Claire Cusick
E/1920DP/07PES	Development of Parental Engagement Strategy	31-Jul-2019	31-Mar-2020	Claire Cusick

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

	Strong and active communities

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/08PES	Develop and Promote Approaches to Sustainability	31-Jul-2019	31-Mar-2020	Julie McGrogan

	4. Open, accountable and accessible local government

	Equity of access for all residents

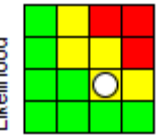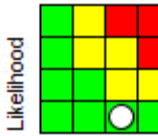| Code	Title	Start Date	Due Date	Assigned To
E/1920DP/09EAO	Ensure Equitable Access To Educational Opportunities	31-Jul-2019	31-Mar-2020	Claire Cusick
E/1920DP/10API	Analysis and Publication of Performance Information	31-Jul-2019	31-Mar-2020	Andrew Brown

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(P)	5. Efficient and effective frontline services that improve the everyday lives of residents

(Ob)	A committed and skilled workforce

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/14PDS	Deliver Professional Development for the Service	31-Jul-2019	31-Mar-2020	Claire Cusick

(Ob)	A continuously improving Council delivering best value

Code	Short Name	2017/18	2018/19		2019/20		Assigned To
		Value	Value	Target	Target		
SCHN 18	% of funded Early Years Provision which is graded good or better						Kathy Morrison

Code	Title	Description	Current Risk Score	Target Risk Score	Assigned To
SR 009	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.			Kathy Morrison

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/11EYS	Deliver the Early Years Strategy	31-Jul-2019	31-Mar-2020	Kathy Morrison
E/1920DP/13SEI	Deliver Service-Wide Self-Evaluation and Improvement	31-Jul-2019	31-Mar-2020	Julie McGrogan
E/1920DP/15SMP	Deliver Service Modernisation Programme	31-Jul-2019	31-Mar-2020	Andrew Brown

(Ob)	Sustainable & attractive local communities

Code	Title	Start Date	Due Date	Assigned To
E/1920DP/12ELR	Develop the Schools Estate in Line with Local Regeneration	31-Jul-2019	31-Mar-2020	Andrew Brown

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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. They will be monitored and managed regularly by the management team and reported annually to the relevant service committee, together with this delivery plan.

Service	Quality Standards	How are they measured?
Early Learning, Primary, Secondary and ASN schools	We will deliver the quantity of education provision expected by Scottish Government	School calendar
	We will meet the requirements of the pupil : teacher ratio	Scottish Government census
	We will ensure every education establishment has a working time agreement in place for the academic session	Analysis of working time agreements
	We will ensure that all building defects are reported to asset management within 'x' days	Schools Estate survey
Services for Children and Young People	We will report on Pupil Equity Funding impact and spend to Scottish Government	Scottish Government
Raising Attainment	We will ensure that all establishments report on their 'CfE Achievement of a Level' data	Scottish Government
	We will report progress with the Scottish Attainment Challenge to Scottish Government on a quarterly basis	Scottish Government
	We will carry out termly evaluations of educational establishments, in line with our improvement framework	Improvement Framework Her Majesties Inspectorate of Education (HMIe)

Service	Quality Standards	How are they measured?
Performance, Policy and Resources	We will publish annually our response to the National Improvement Framework	Response 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	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 Delivery Plan	Care Inspectorate

Appendix 4: Resources

Financial

The 2019/20 net revenue budget for ELA is £92.47m. 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.

Service Area	Gross Expenditure 2019/20 (£)	Gross Income 2019/20 (£)	Net Expenditure 2019/20 (£)
Schools - Primary	26,496,909	-497,726	25,999,183
Schools - Secondary	26,326,798	-1,586,122	24,740,676
Schools - ASN	14,892,298	-193,691	14,698,607
Psychological Services	508,415	-12,000	496,415
Sports Develop./Active Schools	579,600	0	579,600
Early Learning & Childcare	14,140,931	-5,537,902	8,603,029
PPP	15,476,346	-699,963	14,776,383
Curriculum Development	203,045	0	203,045
Central Admin	215,115	-63,766	151,349
Workforce/CPD	361,952	-34,293	327,659
Performance and Improvement	430,578	-21,000	409,578
Creative Arts	687,474	-157,192	530,282
Education Development	1,226,907	-265,440	961,467
Raising Attainment - Primary	944,691	-944,691	0
Raising Attainment - Secondary	1,099,124	-1,099,124	0
PEF	3,353,520	-3,353,520	0
Total: ELA	**106,943,703**	**-14,466,430**	**92,477,273**

Employees

Absence in 2018/19

The monthly absence statistics for ELA are shown below together with the Council average for the same periods for comparison:

	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
ELA - Support Staff	0.60	0.85	0.56	0.20	0.49	0.88	0.88	1.37	1.24	1.02	1.00	1.03
ELA - Teachers	0.40	0.60	0.45	0.16	0.15	0.40	0.51	0.84	0.78	0.77	0.66	0.58
COUNCIL WIDE TOTAL	**0.83**	**0.92**	**0.84**	**0.69**	**0.80**	**0.93**	**1.00**	**1.20**	**1.23**	**1.18**	**1.10**	**1.07**

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Employee Numbers

The headcount and full time equivalent (FTE) staff in each service area (as of 1 April 2019) is as follows:

Service Area	Total Headcount	Total FTE
Central ASN Support Services	20	15.43
Children & Young People	6	5.80
Early Years	328	276.40
Education Central Management	4	4.00
Education Development	17	15.60
Music Service	24	15.00
Performance & Improvement	6	5.90
Primary Schools	265	206.82
Psychological Services	14	11.60
Schools - Peripatetic	2	0.00
Secondary Schools	118	98.54
Special Schools & Units	84	63.81
Technician Services	21	17.60
Workforce / CPD	8	7.91
Education, Learning & Attainment (Non-Teaching) Total	**917**	**744.41**
Central ASN Support Services	37	31.45
Primary Schools	516	439.60
Schools - Peripatetic	1	0.00
Secondary Schools	454	394.42
Special Schools & Units	67	56.33
Education, Learning & Attainment (Teachers) Total	**1075**	**921.80**
Education, Learning & Attainment Total	**1992**	**1666.21**

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.

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

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Expected Outcome	Achieved staffing quota by 2020 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.			
Actions	**Person(s) Responsible**	**Resources Needed**	**Complete By**	**Measurement of outcome**
Develop an action plan for early years expansion identifying all recruitment needs for the future model	K Morrison / Linda McAlister	Workforce	31st March 2020 and ongoing	Action plan maintained in line with early years expansion developments.
Manage actions from Early years expansion working group	K Morrison & Members of early years expansion group	Workforce	31st March 2020 and ongoing	Progress against actions to achieve roll out by 2020/21
Identify recruitment and retention requirements in line with Early Years Strategy	K Morrison	Workforce	31st march 2020	Reviewed in line with the project and reported through regular updates to committee
Develop and implement the leadership and development program	K Morrison	Workforce	31st March 2020	Monitored against recruitment and retention.
Maximise development and retention of Early Years practitioners, improving the profile of the workforce	K Morrison	Workforce	Ongoing	Benchmarking with others and monitoring retention and development of workforce
Promotion of early Years as a career opportunity and support those who wish to retrain, supporting the early years expansion	K Morrison & G Lyden.	Workforce	31st March 2020	Number of employees who obtain the early years qualification and subsequent EECC roles
Promote early years as a career of choice	K Morrison	Workforce	31st March 2020	Monitor Recruitment information
Develop qualification routes and career paths to enhance view of ELC as a career of choice	K Morrison & Team	Workforce	31st March 2020	Launched and communicated through Early years sessions for the workforce / career changers

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To build capacity for the Early Years expansion work in partnership with high schools for the delivery of ELC apprenticeships	S Byrne	Workforce	August 2020	
Support service redesign reflecting management adjustments and changes / reductions in funding streams	ELT and relevant managers	Workforce	August 2020	Managed in line with organisational change and SWITCH.

Appendix 5: Benchmarking Data

Local Government Benchmarking Framework (LGBF)

Description	2016/17 Value & Rank	2017/18 Value & Rank	Scotland 2017/18	2017/18 v 2016/17 Performance	Change in Rank
Cost Per Primary School Pupil (CHN1)	£5,655 27	£5,581 27	£4,984	⬆	No change
Cost per Secondary School Pupil (CHN2)	£6,700 11	£6,741 12	£6,880	⬇	Down 1 place ⬇
Cost per Pre-School Education Registration (CHN3)	£4,877 22	£4,814 21	£4,437	⬆	Up 1 place ⬆
% of Pupils Gaining 5+ Awards at Level 5 (CHN4)	58% 25	57% 27	62%	⬇	Down 2 places ⬇
% of Pupils Gaining 5+ Awards at Level 6 (CHN5)	31% 24	29% 25	34%	⬇	Down 1 place ⬇
% of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD) (CHN6)	47% 5	48% 5	42%	⬆	No change
% of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD) (CHN7)	23% 3	20% 5	16%	⬇	Down 2 places ⬇
% of Adults Satisfied with Local Schools (CHN10)	89% 3	88% 3	72.33%	⬇	No change
Proportion of Pupils Entering Positive Destinations (CHN11)	93.10% 22	94.20% 20	94.40%	⬆	Up 2 places ⬆
Overall Average Total Tariff (CHN12a)	823 24	806 28	891	⬇	Down 4 places ⬇

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Description	2016/17 Value & Rank	2017/18 Value & Rank	Scotland 2017/18	2017/18 v 2016/17 Performance	Change in Rank
Average Total Tariff SIMD quintile 1 (CHN12b)	704 3	668 7	618	↓	Down 4 places ↓
Average total tariff SIMD quintile 2 (CHN12c)	858 6	772 12	750	↓	Down 6 places ↓
Average total tariff SIMD quintile 3 (CHN12d)	920 14	840 24	896	↓	Down 10 places ↓
Average total tariff SIMD quintile 4 (CHN12e)	926 24	1108 8	1016	↑	Up 16 places ↑
Average total tariff SIMD quintile 5 (CHN12f)	1142 19	1183 15	1221	↑	Up 4 places ↑
% of funded early years provision which is graded good/better (CHN18)	85.19% 30	78.13% 31	91.03%	↓	Down 1 place ↓
School attendance rate (CHN19a)	92.70% 31	91.80% 31	93.30%	↓	No change
School attendance rate (Looked After Children) (CHN19b)	91.46% 16	90.89% 21	90.98%	↓	Down 5 places ↓
School exclusion rates (per 1,000 pupils) (CHN20a)	30 22	44.26 30	26.84	↓	Down 8 places ↓
School exclusion rates (per 1,000 'looked after children') (CHN20b)	101.04 15	130.54 25	79.95	↓	Down 10 places ↓
Participation rate for 16-19 year olds (per 100) (CHN21)	88.30 29	90.10 26	91.80	↑	Up 3 places ↑

*Rank based on 32 local authorities unless stated otherwise

WEST DUNBARTONSHIRE COUNCIL

Report by Strategic Lead – People and Technology

Education Committee: 5 June 2019
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Subject: **Employee Wellbeing: Attendance Management Education Annual Update 2018-2019**

1. Purpose

1.1 The purpose of this report is to provide Committee with detailed analysis on employee wellbeing and annual attendance performance for 2018/19 for Education.

2. Recommendations

2.1 It is recommended that Committee notes the below annual findings for reported absence in 2018/19:

- The increase in annual sickness absence of 1,013.86 FTE days lost compared to the previous year for the Education Learning and Attainment, (Appendix 1)

- The increase in Council wide annual sickness absence of 2932.45 FTE days lost compared to the previous year. (Appendix 2)

3. Background

3.1 The Council is committed to supporting the health and wellbeing of all employees. This is driven by our Employee Wellbeing Strategy and supported by initiatives and projects delivered through the Employee Wellbeing Group. The aim of this work is to improve employee morale and engagement, promote a healthier and more inclusive culture and lower sickness absence rates.

4. Main Issues

4.1 Annual (2018/2019) Service Performance

4.1.2 In 2018/19, a total of 12,226.08 FTE days were lost due to sickness absence across Education, Learning and Attainment. This represents an increase of 1,013.86 FTE days lost compared to 2017/18.

4.1.3 Table 2 details benchmarking information to enable comparison to the previous year, the service's best performance in the last 3 years is stated as is the CIPD (Chartered Institute of Personnel and Development) benchmark for

the public sector. The FTE figure is shown to provide context to the scale of the service in terms of employees.

4.1.4 The table shows that both teachers and support staff have lower levels of absence than the Council average and Teachers consistently reporting significantly below the public sector benchmark. As with the wider council 2016/17 has been the services best results on record for Support staff and for Teachers the best annual performance was 2013/14.

Table 2 – Benchmarking Information

Strategic Lead Area	FTE as at 31st March 2019	Annual 2017/18	Annual 2018/19	Service- Best Annual Performance	Public Sector Benchmark 2018/19*
Council Wide	4525.34	10.67	11.52	10.47 (2016/17)	
Teachers	869.12	5.7	6.24	5.28 (2013/2014)	8.4
Support Employees	685.91	9.65	9.97	9.36 (2016/17)	

*Source 2019 CIPD Health and Wellbeing at Work report

4.1.5 Table 3 details the variance in reported sickness absence levels between 2017/18 and 2018/19. Teachers absence has increased by 442.64 FTE days lost and support staff have increased by 611.22 FTE days lost.

4.1.6 Support staff had improved results from March to October compared to 2017/18 but in November – January reported significantly higher absence which accounted for the overall annual increase.

4.1.7 Teachers had less variance than support staff at the start of the year when compared to the figures reported 2017/18 and also reported the same significant increase in winter sickness from November – January. This pattern of increased winter sickness absence was evident across the council.

Table 3 – Variance in days lost due to sickness absence

Strategic Lead Area	Total FTE days lost 17/18	Total FTE days lost 18/19	Variance in 17/18 vs 18/10 (%)	Variance 17/18 vs 18/19 (total FTE days lost)
Council Wide	49199.61	52132.06	5.63%	2932.45
Teachers	4984.24	5426.88	8.16%	442.64
Support Employees	6227.98	6839.20	8.94%	611.22

*This is calculated based on the variance of actual FTE days lost and not the variance in average FTE days lost per FTE employee as shown in the Headline figure in Appendix 1.

4.2　Absence Reasons – Service Performance

4.2.1 Appendix 1 provides a detailed breakdown of the reasons for absence Council Wide.

4.2.2 Table 4 below shows the top 3 reasons for absence in 2018/19 for Teachers and Support staff and compares these to the Council Wide results for the same period. As expected minor illness features in the top 3 reasons for absence for both staff groups, however for support staff this is not the top reason for absence, acute medical conditions is the highest at 23.93%

4.2.3 Personal stress features as the 3rd top reason for absence for Support staff and Teachers and is an area of focus for the service ensuring all appropriate supports are in place for employees experiencing difficulties in their personal lives .

4.2.4 To support employees experiencing stress or mental health challenges, the Employee Wellbeing Group has had a particular focus on mental health and promoting the services that are available. Further details of this are provided in section 4.4 of this report. Work will continue in this area to establish what additional supports may be beneficial to staff and assist them in maintaining their health and wellbeing.

Table 4 – Reasons analysis – Service performances

	1		2		3	
	Reason	**%**	**Reason**	**%**	**Reason**	**%**
Council Wide	**Minor Illness**	**21.89**	**Acute Medical Conditions**	**17.79**	**Musculo Skeletal Injuries**	**15.51**
Teachers	Minor Illness	29.68	Acute Medical Conditions	17.08	Stress - Personal	15.41
Support Employees	Acute Medical Conditions	23.93	Minor Illness	23.11	Stress - Personal	17.71

Absence Duration – Service Performance

4.3 Table 5 shows the duration profile for Teachers and Support staff and compares this to the overall Council-wide duration profile. Long term absence accounts for approximately 73.21% of Council-wide absence for 2018/19, which is a small increase compared to the same period in the previous year.

Both staff groups in Education have mirrored this shift towards more prominence of long term absence.

Table 5 – Duration analysis – Service performances

	Annual 2017/18		Annual 2018/19	
	Short Term	Long Term	Short Term	Long Term
Council Wide	**28.74%**	**71.26%**	**26.79%**	**73.21%**
Teachers	41.58%	58.42%	38.22%	61.78%
Support Employees	35.58%	64.42%	31.81%	68.19%

4.4   Annual 2018/19 Council-wide Performance

4.4.1   Chart 1 below shows the Council's absence trend for the year compared with the previous 3 years. In 2018/19 absence levels increased by approx. 8% compared to 2017/18. This can be attributed to the significantly higher levels of absence due to minor illness reported during November/December 2018. With the exception of November and December 2018, the absence trend in 2018/19 has largely followed the same pattern as in previous years with peaks in May followed by a reduction in absence levels in June and July and a gradual increase through the autumn and winter months. To date 2016/17 reported the lowest levels of absence Council wide.

Chart 1
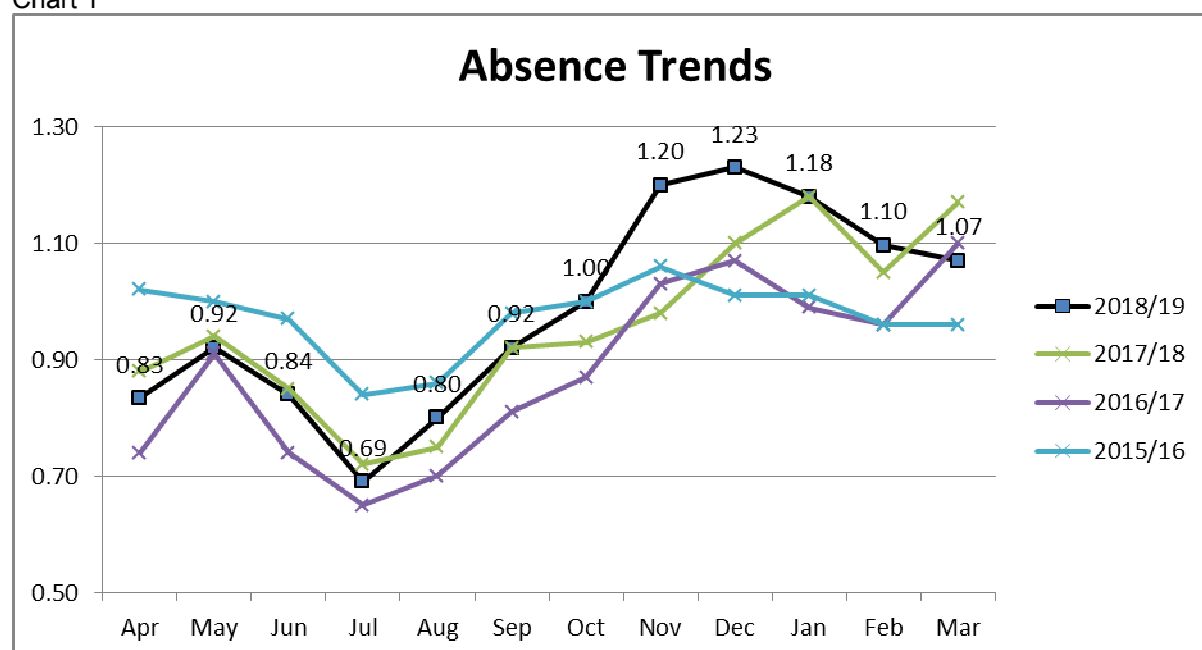
4.4.2 Table 6 (below) shows year end absence levels, by Strategic Lead Area, 2018/19, and associated year-end figures for 2017/2018 to allow comparison. Please note that the year-end Annual FTE days lost per FTE employee which is reported for each Strategic Lead Area is based on where employees were located as at 31 March 2019.

Table 6

2018/19 – Actual FTE days lost per FTE employee

Service	2018/19Total	2017/18 Total
Child Healthcare & Criminal Justice	15.55	15.22
Community Health & Care	21,24	18.68
Finance and Resources	0.00	0.00
Mental Health, Addiction & Learning Disabilities	14.71	16.14
Strategy, Planning & Health Improvement	6.48	2.54
Health & Social Care Partnership	**18.88**	**17.26**
Environment & Neighbourhood	10.38	11.76
Housing & Employability	10.31	10.04
Regeneration	13.72	10.23
Regeneration, Environment & Growth	**11.43**	**10.94**
Communications, Culture & Communities	9.56	5.29
Education Learning & Attainment (Support Staff)	9.97	9.65
People & Technology	3.38	5.16
Regulatory	3.02	3.75
Resources	9.51	7.66
Transformation & Public Service Reform (excl. Teachers) TOTAL	**8.86**	**7.90**
Local Government Employee Total	12.77	11.83
Transformation & Public Service Reform (Teachers)	**6.24**	**5.70**
COUNCIL-WIDE TOTAL	**11.52**	**10.67**

Employee Wellbeing Group

4.5 The Employee Wellbeing Group continues to make progress through wellbeing initiatives, employee support mechanisms and joint working with trade unions and local partners to identify and address areas for improvement. Updates on progress are reported to Change Board on a monthly basis. A summary of some of the actions which have been completed since the last report to this Committee in November 2018, or which are currently being progressed, include the following:

- Various promotions including alcohol awareness, mental health, national no smoking day and discounted leisure membership.
- The new Disability Passport guidance was launched and is now available on the intranet. This guidance complements the existing policies and supports that are already in place and it is intended to help managers feel more confident in supporting employees with disabilities throughout the employment cycle.
- A review of the attendance management policy has been undertaken; focus groups have been held with management and Trade Union representatives and the updated policy is now being finalised.
- The 12 month pilot Headtorch Programme continues; senior leadership and HR & OD have completed the training with being rolled out to 2 further areas in the summer period, additionally a session will also be delivered to Trade Union colleagues in April. A full evaluation of the programme will be completed.
- A joint communication was developed with the Trade Unions which promotes the wide range of supports that are currently available; this was shared with Trade Union colleagues and managers. Trade Union colleagues have also been asked to share this with their members.
- An event was held in Church St to promote Time to Talk day, the Chaplaincy attended and were on hand to speak to any employees who wished to access the service. The event encouraged people to take a break and talk about their mental health with colleagues and friends to help break the stigma. A presentation was also ran on the Atrium screen in Church St promoting the support services and employee benefits available to all staff throughout the day.
- As part of the above event, the Council's partnership with Access to Work's Mental Health service was also launched. This service is designed to complement existing support services and enables employees and their family members to access support for up to 9 months via a dedicated worker to will support them to develop a care plan and provided dedicated mental health support. Further information is available on the Employee Wellbeing Intranet pages which have been updated to reflect the new service.
- An exercise to review the platform used to host the Employee Wellbeing Intranet pages has also started and as part of this an alternative platform for the pages is being considered. Moodle, which is the new platform for I-Learn, is being considered as this would allow for online resources to be more accessible to those who have a mobile devise either as part of their

role or at home. As such the details of all supports available to staff would be opened up to a wider audience.

- A review of the Carers' group is also being undertaken as part of the EWG remit and based on feedback from those who attend and the Carers' Network, this support service will become a signposting service to enable employees to access more specialist support as required. The EWG intranet pages are currently being updated to reflect this and the Carer's Network will continue to work in partnership with the group to support employees.
- A number of employees have been trained to be Mental Health First Aiders through training provided by our Trade Union colleagues, a promotion of who these people are is now being planned to ensure that employees are aware of who they can approach for assistance in their service.

5.   People Implications

5.1   Effective and robust management of absence can have a positive impact upon employees, promoting early return to good health and work. The results for 2018/2019 indicate that the sickness absence for both staff groups has increased this year. Teachers continue to outperform the council overall, however the increase of personal stress absence is evident in both staff groups and suggests that there may be further supports required for employees experiencing personal difficulties and also to assist them to maintain their mental health and wellbeing

6.   Financial and Procurement Implications

6.1   Based on the estimated cost of a day's absence of £124, table 6 provides the estimated cost of absence across the Council and the Strategic Lead area. This does not include any associated costs such as cover or overtime.

Table 6 – Cost of absence

Strategic Lead Area	2018/19 Cost (approx.)
Council	**£6,464,375**
Teachers	£672,933
Support Employees	£848,061

6.3   There are no procurement implications.

7.   Risk Analysis

7.1   There is a risk that managers do not fulfil their role and comply with the policy and in turn Council-wide absence continues to increase.

7.2 While it is evident in many instances that the necessary and proactive steps are being undertaken, such as early referral to occupational health, there is still a significant amount of work to do to continue to reduce absence.

7.3 Without maintaining and continuing to improve attendance there continues to be a risk of detrimental impact on service delivery, loss of productivity and reduced team performance.

8.   Equalities Impact Assessment (EIA)

8.1 This report is for noting only, therefore no EIA is required. Any associated policies are subject to Equalities Impact Screening and Assessment if required.

9.   Consultation

9.1 Consultation is on-going with trades unions, mainly through the Wellbeing Group, the local Joint Consultative Committees, Employee Liaison Group and, for more strategic matters, through Joint Consultative Forum.

10.   Strategic Assessment

10.1 Effective attendance management will support the Council's aim to make best use of both financial and human resources resulting in a positive impact upon service provision.

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Laura Mason
Chief Education Officer
Date: 3 May 2019

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                             People & Technology

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Appendices: Appendix 1   ELA – annual 2018-19
                             Appendix 2   Council Wide Annual 2018/19 Absence
                                          Summary

Background Papers: None

Wards Affected: None

West Dunbartonshire COUNCIL	WDC Absence Statistics	Department: Education, Learning & Attainment
		Period: Annual 2018-19

TABLE 1 - Headline Figure	Annual 2018-19	9.97	Annual 2017-18	9.07	Year on Year +/-	9.9%
		6.24		5.46		14.4%

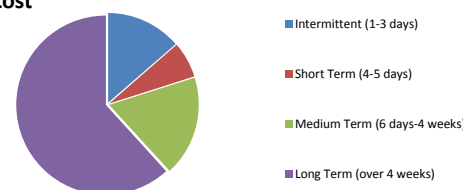**TABLE 2 - Days Lost per Employee**

Team/Section/Service/Department		FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
			Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Support Staff	Collaborative Support Service	0.47	0.0	0.0	0.0	61.4	61.4	13.63	29.27
	Early Years HQ	5.01	0.0	0.0	5.7	127.9	133.6	133.57	26.68
	Education Central Mgmt	4.00	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Education Development	14.65	0.0	0.0	27.1	74.3	101.4	73.55	5.02
	Music Service	4.95	12.0	5.0	22.2	83.7	122.9	92.86	18.76
	Performance & Improvement	5.31	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Pupil Support	0.35	1.0	0.0	0.0	0.0	1.0	1.00	2.87
	Workforce / CPD	6.61	3.0	5.0	0.0	97.9	105.9	105.86	16.02
	Central Support Staff Total	**41.33**	**16.0**	**10.0**	**55.0**	**445.2**	**526.2**	**420.47**	**10.17**
	Psychological Services	11.82	7.0	5.0	8.0	245.7	265.7	261.96	22.16
	Psychological Services Total	**11.82**	**7.0**	**5.0**	**8.0**	**245.7**	**265.7**	**261.96**	**22.16**
	Technician Services	17.26	20.0	8.0	11.9	35.6	75.4	61.05	3.54
	Technician Services Total	**17.26**	**20.0**	**8.0**	**11.9**	**35.6**	**75.4**	**61.05**	**3.54**
	Schools & Nurseries - Central ASN Support	15.43	15.0	13.0	14.3	198.6	240.9	173.69	11.26
	Schools & Nurseries - Early Years	247.64	344.5	204.5	600.2	1,965.8	3,115.0	2383.76	9.63
	Schools & Nurseries - Primary Schools	197.22	244.0	144.5	332.3	1,708.3	2,429.1	1476.40	7.49
	Schools & Nurseries - Secondary Schools	94.17	120.0	95.0	289.6	976.1	1,480.8	1214.33	12.89
	Schools & Nurseries - Special Schools & Units	61.02	95.5	54.0	245.4	755.4	1,150.3	847.56	13.89
	Schools & Nurseries - Support Staff Total	**615.49**	**819.0**	**511.0**	**1,481.7**	**5,604.2**	**8,415.9**	**6095.72**	**9.90**
Education, Learning & Attainment - Support Staff Total		**685.91**	**862.0**	**534.0**	**1,556.6**	**6,330.6**	**9,283.2**	**6839.20**	**9.97**
Teachers	Central ASN Support Service	28.75	48.0	9.0	93.6	65.7	216.3	179.85	6.25
	Peripatetic	0.53	4.5	4.0	21.4	38.6	68.5	19.94	37.31
	Primary Schools	418.09	331.5	158.5	628.1	1,982.3	3,100.4	2487.32	5.95
	Secondary Schools	370.00	465.0	244.5	387.0	1,663.5	2,760.0	2225.36	6.01
	Special Schools & Units	51.75	72.5	23.0	98.3	434.7	628.5	514.42	9.94
Education, Learning & Attainment - Teachers Total		**869.12**	**921.5**	**439.0**	**1,228.4**	**4,184.8**	**6,773.7**	**5426.88**	**6.24**

TABLE 3A - Breakdown of Days Lost by Duration Category (Support Staff)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	862.0	9.29%
Short Term (4-5 days)	534.0	5.75%
Medium Term (6 days-4 weeks)	1,556.6	16.77%
Long Term (over 4 weeks)	6,330.6	68.19%
TOTAL	**9,283.2**	**100.00%**

Working Days Lost

- Intermittent (1-3 days)
- Short Term (4-5 days)
- Medium Term (6 days-4 weeks)
- Long Term (over 4 weeks)
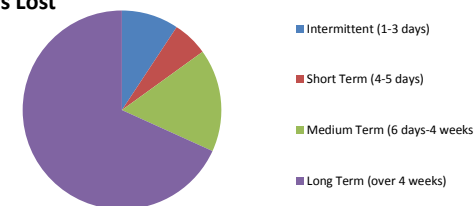
TABLE 3B - Breakdown of Days Lost by Duration Category (Teaching)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	921.5	13.60%
Short Term (4-5 days)	439.0	6.48%
Medium Term (6 days-4 weeks)	1,228.4	18.13%
Long Term (over 4 weeks)	4,184.8	61.78%
TOTAL	**6,773.7**	**100.00%**

Working Days Lost

- Intermittent (1-3 days)
- Short Term (4-5 days)
- Medium Term (6 days-4 weeks)
- Long Term (over 4 weeks)

West Dunbartonshire COUNCIL

WDC Absence Statistics

Department: Education, Learning & Attainment
Period: Annual 2018-19

TABLE 4 - Absence Reasons

Team/Section/Service/Department		FTE Employees	Absence Reasons												Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employees
			Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress - Personal	Recurring Medical Conditions	Non Work Related Accident / Injuries	Work Related Accidents / Injuries	Mental Health	Acute Medical Conditions	Pregnancy Related Absence	Drink or Drug Related Condition	Stress - Work Related			
Support Staff	Collaborative Support Service	0.47	0.0	0.0	61.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	61.4	13.63	29.27
	Early Years HQ	5.01	0.0	0.0	0.0	127.9	0.0	0.0	0.0	0.0	5.7	0.0	0.0	0.0	133.6	133.57	26.68
	Education Central Mgmt	4.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Education Development	14.65	0.0	0.0	0.0	0.0	18.6	8.6	0.0	0.0	74.3	0.0	0.0	0.0	101.4	73.55	5.02
	Music Service	4.95	44.2	0.0	17.9	0.0	0.0	0.0	0.0	0.0	60.9	0.0	0.0	0.0	122.9	92.86	18.76
	Performance & Improvement	5.31	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Pupil Support	0.35	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.00	2.87
	Workforce / CPD	6.61	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	102.9	0.0	0.0	0.0	105.9	105.86	16.02
	Central Support Staff Total	**41.33**	**48.2**	**0.0**	**79.3**	**127.9**	**18.6**	**8.6**	**0.0**	**0.0**	**243.7**	**0.0**	**0.0**	**0.0**	**526.2**	**420.47**	**10.17**
	Psychological Services	11.82	15.0	0.0	0.0	245.7	0.0	0.0	0.0	0.0	5.0	0.0	0.0	0.0	265.7	261.96	22.16
	Psychological Services Total	**11.82**	**15.0**	**0.0**	**0.0**	**245.7**	**0.0**	**0.0**	**0.0**	**0.0**	**5.0**	**0.0**	**0.0**	**0.0**	**265.7**	**261.96**	**22.16**
	Technician Services	17.26	27.9	0.0	3.0	12.0	28.6	0.0	4.0	0.0	0.0	0.0	0.0	0.0	75.4	61.05	3.54
	Technician Services Total	**17.26**	**27.9**	**0.0**	**3.0**	**12.0**	**28.6**	**0.0**	**4.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**75.4**	**61.05**	**3.54**
	Schools & Nurseries - Central ASN Support	15.43	41.3	21.7	107.1	0.0	70.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	240.9	173.69	11.26
	Schools & Nurseries - Early Years	247.64	799.9	27.6	216.0	541.3	104.8	86.4	21.8	435.8	612.9	95.6	10.7	162.2	3,115.0	2,383.76	9.63
	Schools & Nurseries - Primary Schools	197.22	605.1	43.9	356.4	436.7	52.9	34.3	54.6	54.3	689.0	0.5	0.0	101.4	2,429.1	1,476.40	7.49
	Schools & Nurseries - Secondary Schools	94.17	308.9	41.9	325.5	207.4	177.0	12.7	0.0	7.9	243.9	0.0	0.0	155.7	1,480.8	1,214.33	12.89
	Schools & Nurseries - Special Schools & Units	61.02	298.9	3.5	76.0	73.1	32.4	4.0	10.4	156.0	427.0	43.4	0.0	25.7	1,150.3	847.56	13.89
	Schools & Nurseries - Support Staff Total	**615.49**	**2,054.1**	**138.6**	**1,081.1**	**1,258.5**	**437.7**	**137.4**	**86.7**	**654.0**	**1,972.8**	**139.4**	**10.7**	**445.0**	**8,415.9**	**6,095.72**	**9.90**
Education, Learning & Attainment - Support Staff Total		**685.91**	**2,145.1**	**138.6**	**1,163.4**	**1,644.1**	**484.8**	**146.0**	**90.7**	**654.0**	**2,221.5**	**139.4**	**10.7**	**445.0**	**9,283.2**	**6,839.20**	**9.97**
Teachers	Central ASN Support Service	28.75	112.9	0.0	0.0	44.3	0.0	0.0	2.0	0.0	40.0	0.0	0.0	17.1	216.3	179.85	6.25
	Peripatetic	0.53	25.9	0.0	38.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	68.5	19.94	37.31
	Primary Schools	418.09	699.2	11.0	201.9	771.6	158.8	11.0	0.0	163.6	535.0	200.0	0.0	348.4	3,100.4	2,487.32	5.95
	Secondary Schools	370.00	1,033.2	9.7	226.7	73.4	54.2	286.3	17.9	242.9	523.9	95.6	0.0	196.3	2,760.0	2,225.36	6.01
	Special Schools & Units	51.75	139.4	0.0	223.8	154.5	0.0	0.0	8.6	0.0	57.9	25.1	0.0	19.3	628.5	514.42	9.94
Education, Learning & Attainment - Teachers Total		**869.12**	**2,010.6**	**20.7**	**690.9**	**1,043.9**	**212.9**	**297.3**	**28.4**	**406.4**	**1,156.8**	**320.6**	**0.0**	**585.1**	**6,773.7**	**5,426.88**	**6.24**

TABLE 5A - Days Lost by Absence Category (Support Staff)

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	2,145.1	23.11%
Back Pain	138.6	1.49%
Musculo-skeletal Injuries	1,163.4	12.53%
Stress - Personal	1,644.1	17.71%
Recurring Medical Conditions	484.8	5.22%
Non Work Related Accidents / Injuries	146.0	1.57%
Work Related Accidents / Injuries	90.7	0.98%
Mental Health	654.0	7.04%
Acute Medical Conditions	2,221.5	23.93%
Pregnancy Related Absence	139.4	1.50%
Drink or Drug Related Condition	10.7	0.12%
Stress - Work Related	445.0	4.79%
TOTAL	**9,283.2**	**100%**

Working Days Lost

Legend: Minor Illness, Back Pain, Musculo-skeletal Injuries, Stress - Personal, Recurring Medical Conditions, Non Work Related Accidents / Injuries, Work Related Accidents / Injuries, Mental Health, Acute Medical Conditions, Pregnancy Related Absence, Drink or Drug Related Condition
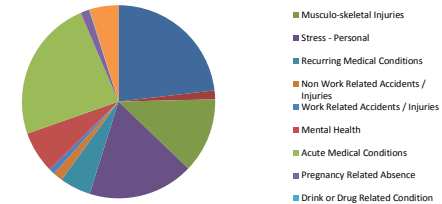
TABLE 5B - Days Lost by Absence Category (Teachers)

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	2,010.6	29.68%
Back Pain	20.7	0.31%
Musculo-skeletal Injuries	690.9	10.20%
Stress	1,043.9	15.41%
Recurring Medical Conditions	212.9	3.14%
Non Work Related Accidents / Injuries	297.3	4.39%
Work Related Accidents / Injuries	28.4	0.42%
Mental Health	406.4	6.00%
Acute Medical Conditions	1,156.8	17.08%
Pregnancy Related Absence	320.6	4.73%
Drink or Drug Related Condition	0.0	0.00%
Stress - Work Related	585.1	8.64%
TOTAL	**6,773.7**	**100%**

Working Days Lost

Legend: Minor Illness, Back Pain, Musculo-skeletal Injuries, Stress, Recurring Medical Conditions, Non Work Related Accidents / Injuries, Work Related Accidents / Injuries, Mental Health, Acute Medical Conditions, Pregnancy Related Absence, Drink or Drug Related Condition
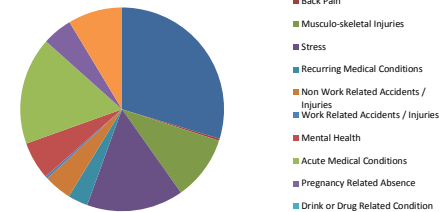
	WDC Absence Statistics	Department: Council-Wide
West Dunbartonshire COUNCIL		Period: Annual 2018-19

TABLE 1 - Headline Figure	Annual 2018-19	11.52	Annual 2017-18	10.67	Year on Year +/-	8.0%

TABLE 2 - Days Lost per

Department	FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
		Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Strategic Management	**13.38**	**0.0**	**0.0**	**0.0**	**89.3**	**89.3**	**89.29**	**6.67**
Child Healthcare & Criminal Justice	224.62	190.5	147.5	610.4	3,057.0	4,005.4	3,492.65	15.55
Community Health & Care	711.07	762.0	606.0	3,012.3	16,880.8	21,261.1	15,103.64	21.24
Finance & Resources	4.50	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Mental Health, Addiction & Learning Disabilities	135.30	135.0	135.0	366.6	1,942.3	2,578.9	1,990.10	14.71
Strategy, Planning & Health Improvement	22.39	17.0	15.0	22.1	156.7	210.9	145.10	6.48
Health & Social Care Partnership	**1,097.87**	**1,104.5**	**903.5**	**4,011.5**	**22,036.8**	**28,056.3**	**20,731.48**	**18.88**
Environment & Neighbourhood	628.13	512.0	674.5	1,615.5	7,385.4	10,187.4	6,519.56	10.38
Housing & Employability	254.71	146.5	199.5	393.8	2,151.8	2,891.5	2,625.84	10.31
Regeneration	413.02	287.0	410.0	968.2	4,413.1	6,078.2	5,668.58	13.72
Regeneration, Environment & Growth	**1,295.86**	**945.5**	**1,284.0**	**2,977.5**	**13,950.2**	**19,157.2**	**14,813.99**	**11.43**
Communications, Culture & Communities	124.62	77.0	45.5	230.5	1,147.7	1,500.7	1,191.00	9.56
People & Technology	91.65	33.5	13.5	64.4	233.1	344.4	310.20	3.38
Regulatory	87.75	47.0	29.5	89.2	198.3	364.0	264.93	3.02
Resources	259.17	258.5	201.5	495.5	1,982.7	2,938.2	2,465.09	9.51
Education Learning & Attainment (Support Staff)	685.91	862.0	534.0	1,556.6	6,330.6	9,283.2	6,839.20	9.97
Transformation & Public Service Reform (Excl. Teachers)	**1,249.10**	**1,278.0**	**824.0**	**2,436.1**	**9,892.4**	**14,430.5**	**11,070.42**	**8.86**
LOCAL GOVERNMENT EMPLOYEES TOTAL	**3,656.22**	**3,328.0**	**3,011.5**	**9,425.0**	**45,968.8**	**61,733.3**	**46,705.18**	**12.77**
Transformation & Public Service Reform (Teachers)	**869.12**	**921.5**	**439.0**	**1,228.4**	**4,184.8**	**6,773.7**	**5,426.88**	**6.24**
COUNCIL-WIDE TOTAL	**4,525.34**	**4,249.5**	**3,450.5**	**10,653.4**	**50,153.6**	**68,507.0**	**52,132.06**	**11.52**

TABLE 3 - Breakdown of Days Lost by Duration Category

Duration	Working Days Lost	Percentage of Lost Days
Intermittent (1-3 days)	4,249.5	6.20%
Short Term (4-5 days)	3,450.5	5.04%
Medium Term (6 days-4 weeks)	10,653.4	15.55%
Long Term (over 4 weeks)	50,153.6	73.21%
TOTAL	**68,507.0**	**100%**

Working Days Lost

- Intermittent (1-3 days)
- Short Term (4-5 days)
- Medium Term (6 days-4 weeks)
- Long Term (over 4 weeks)