

WEST DUNBARTONSHIRE COUNCIL



EDUCATIONAL SERVICES

Stretch Aims Report 2023/24 & Improvement Plan 2024-2025

West Dunbartonshire Council Core Stretch Aims

(a) ACEL levels – Non rounded values

ACEL Literacy P1, P4 and P7 Combined				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	62%	57%	74%	18%
Published 2021-22	71%	67%	85%	19%
Published 2022-23	73%	68%	79%	12%
2023-24	71-75%	66-70%	79-83%	13-17%
WDC analysis 2023-24 *	72%	68%	81%	13%
2024-25	72-76%	68-72%	81-85%	13-17%
2025-26 Stretch Aim	76%	72%	85%	13%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024
According to the WDC analysis for literacy, in June 2024 West Dunbartonshire has achieved the Stretch aim for P1, P4, P7 combined for all children and for children in our most deprived quintile (Q1).

ACEL Numeracy P1, P4 and P7 Combined				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	72%	65%	82%	17%
Published 2021-22	78%	74%	91%	18%
Published 2022-23	80%	76%	90%	14%
2023-24	75-79%	71-75%	83-87%	12-16%
WDC analysis 2023-24 *	79%	74%	87%	12%
2024-25	77-81%	75-80%	86-90%	11-15%
2025-26 Stretch Aim	81%	80%	91%	11%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024
According to the WDC analysis for numeracy, in June 2024 West Dunbartonshire has achieved the Stretch aim for P1, P4, P7 combined for all children and for children in our most deprived quintile (Q1).

(b) SCQF Level 5 - SQA Nationals

1 or more at SCQF Level 5				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	85.9%	78.0%	97.1%	19.1%
Published 2021-22	84.1%	77.8%	98.1%	20.3%
Published 2022-23	81.5%	75.1%	90.8%	15.7%
2023-24 *	86.4%	79.2%	98.1%	18.9%
2024-25	86.6%	79.4%	98.3%	18.9%
2025-26 Stretch Aim	86.8%	79.7%	98.5%	18.8%

* Data not available until Insight February update, so stretch aim figures used.

Progress Update 2023-2024
According to WDC early analysis of SCQF Level 5 from SQA data in August 2024, West Dunbartonshire has not achieved the stretch aims for Overall levels, SIMD Q1, SIMD Q5 and the Gap (Q1 v Q5) has not been reached.

(c) SCQF Level 6 - SQA Nationals

1 or more at SCQF Level 6				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	62.2%	48.9%	85.3%	36.4%
Published 2021-22	59.4%	50.0%	71.2%	21.2%
Published 2022-23	52.6%	41.9%	80.0%	38.1%
2023-24 *	62.8%	51.1%	87.3%	36.2%
2024-25	62.9%	51.3%	87.4%	36.1%
2025-26 Stretch Aim	63.0%	51.4%	87.4%	36.0%

* Data not available until Insight February update, so stretch aim figures used.

Progress Update 2023-2024
According to WDC early analysis of SCQF Level 6 from SQA data in August 2024, West Dunbartonshire has not achieved the stretch aims for overall levels, SIMD Q1, SIMD Q5 and the Gap (Q1 v Q5) has not been reached.

(d) Participation measure

Participation Measure				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	90.8%	86.9%	95.5%	8.6%
Published 2021-22	90.1%	86.1%	95.7%	9.6%
2022-23	90.6%	86.4%	95.7%	9.3%
Published 2022-23	93.0%	90.4%	n/a%	n/a%
2023-24	91.1%	87.0%	95.7%	8.7%
2024-25	91.6%	87.3%	95.8%	8.5%
2025-26 Stretch Aim	92.0%	87.5%	95.8%	8.3%

*SDS Publication for 2022 / SDS annual participation measures for 2024 are not published until 27 August 2024

Progress Update 2023-2024
According to WDC analysis of participation measures in August 2024, West Dunbartonshire has achieved the stretch aim for overall levels.

(e) Health and Wellbeing – Attendance

Attendance				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
2020-21	94.3%	92.9%	96.9%	4.0%
Published 2021-22*	91.3%	89.6%	94.4%	4.8%
2022-23	91.3%	89.8%	94.4%	4.6 %
2023-24	88-92%	86-90%	91-95%	3-7%
2023-24 Actual	89.0%	87.0%	93.3%	6.3%
2024-25	90-94%	88-92%	91-95%	3-7%
2025-26 Stretch Aim	94%	92%	95%	3%

*Scottish Government Attendance and Absence Publication for 2021/22

Progress Update 2023-2024
According to the WDC analysis for attendance, in June 2024 West Dunbartonshire has achieved the Stretch aim for P1, P4, P7 combined for all children and for children in our most deprived quintile (Q1).

PLUS Stretch Aims

Early Level Baseline attainment (pre-school)

Early Level Literacy - Concepts of Print					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
2020-21	45%	40%	38%	43%	3%
2021-22	62%	52%	71%	82%	30%
2022-23	59%	56%	64%	70%	14%
2023-24	59-63%	56-60%	-	72-76%	16-20%
2023-24 Actual	56%	55%	63%	52%	-3.0%
2024-25	64-68%	59-63%	-	78-82%	19-23%
2025-26 Stretch Aim	69%	66%	73%	84%	20%

Progress Update 2023-2024

According to the WDC analysis for literacy, in June 2024 West Dunbartonshire has not achieved the Stretch aim in their pre-school year for all children and for children in our most deprived quintile (Q1).

Early Level Numeracy - Number and Number processes					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
2020-21	20%	22%	15%	14%	-8%
2021-22	30%	26%	48%	44%	18%
2022-23	32%	27%	41%	37%	10%
2023-24	31-35%	27-31%	-	37-41%	10-14%
2023-24 Actual	34%	31%	37%	27%	-4.0%
2024-25	32-36%	29-33%	-	41-45%	12-16%
2025-26 Stretch Aim	36%	33%	49%	46%	13%

Progress Update 2023-2024

According to the WDC analysis for numeracy, in June 2024 West Dunbartonshire has achieved the Stretch aim in their pre-school year for all children and for children in our most deprived quintile (Q1).

ACEL levels – secondary – 3rd Level+

ACEL Secondary Literacy - S3 - 3rd level+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	83%	79%	93%	81%	2%
Published 2021-22	82%	77%	92%	92%	15%
Published 2022-23	87%	82%	92%	100%	18%
2023-24	90-94%	89-93%	-	93-97%	14-18%
WDC analysis 2023-24 *	92%	93%	93%	93%	0%
2024-25	86-90%	84-88%	-	96-100%	12-16%
2025-26 Stretch Aim	88%	83%	-	94%	11%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024
According to the WDC analysis for literacy 3rd level+, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people and for young people in our most deprived quintile (Q1).

ACEL Secondary Numeracy - S3 - 3rd level+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	90%	85%	98%	87%	2%
Published 2021-22	88%	86%	91%	97%	11%
Published 2022-23	88%	83%	97%	100%	17%
2023-24	85-89%	84-88%	-	93-97%	9-13%
WDC analysis 2023-24 *	85%	83%	92%	93%	10%
2024-25	88-92%	86-90%	-	96-100%	10-14%
2025-26 Stretch Aim	90%	88%	-	97%	9%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024
According to the WDC analysis for numeracy 3rd level+, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people, but not achieved the stretch aim for young people in our most deprived quintile (Q1).

ACEL levels – secondary – 4th Level

ACEL Secondary Literacy - S3 - 4th level					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	40%	33%	47%	42%	9%
Published 2021-22	44%	38%	52%	54%	16%
Published 2022-23	55%	50%	54%	78%	28%
2023-24	57-61%	51-55%	-	83-87%	32-36%
WDC analysis 2023-24 *	61%	60%	65%	71%	11%
2024-25	53-57%	46-50%	-	71-75%	25-29%
2025-26 Stretch Aim	52%	49%	-	70%	21%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024

According to the WDC analysis for literacy 4th level, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people and exceeded the stretch aim for young people in our most deprived quintile (Q1).

ACEL Secondary Numeracy - S3 - 4th level					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	61%	49%	78%	77%	28%
Published 2021-22	50%	45%	59%	49%	4%
Published 2022-23	58%	46%	77%	80%	34%
2023-24	56-60%	50-54%	-	80-84%	30-34%
WDC analysis 2023-24 *	58%	58%	66%	74%	16%
2024-25	64-68%	57-61%	-	82-86%	25-29%
2025-26 Stretch Aim	62%	59%	-	81%	22%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024

According to the WDC analysis for numeracy 4th level, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people and exceeded the stretch aim for young people in our most deprived quintile (Q1).

Cost of the School Day – Family Hub

Referrals and Families Engaged in Family Hubs			
	# Referred	# Engaged	% Engaged
Current level (20-21)	234	183	78
Current level (21-22)	163	128	79
Current level (22-23)	-	-	80
2023-24	-	-	81
2024-25	-	-	82
2025-26 Stretch Aim	-	-	83

Progress Update 2023-2024
Achieved

ACEL levels – Non rounded values Literacy	ACEL levels – Non rounded values Numeracy
<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Review Quality of Literacy Curriculum: <ul style="list-style-type: none"> ✓ Review quality of literacy curriculum in specified schools ELC ✓ Monitor the quality of learning experiences (reading, writing, phonics) • Area of Focused Attention Visits: <ul style="list-style-type: none"> ✓ Conduct focused visits in target schools / ELC, specific classes, or stages. ✓ Observe teaching practices, focus on cohesive a progressive literacy experiences. • Moderation of Writing Levels: <ul style="list-style-type: none"> ✓ Engage in moderation processes in Local Learning Communities. ✓ Collaborate with teachers / early years staff / to ensure consistent assessment practices. ✓ Strengthen the professional knowledge related to writing assessment and progression at transition early years to primary • Curriculum Balance Audit: <ul style="list-style-type: none"> ✓ Evaluate the balance of curriculum components in schools / ELC where Quintile1 performance is plateauing or declining. ✓ Identify areas that need adjustment or enhancement. • Enhanced Improvement Programme: <ul style="list-style-type: none"> ✓ Implement an enhanced improvement programme in targeted schools/ELC. ✓ Continuously assess progress and adjust strategies as needed. ✓ Professional Learning Opportunities: ✓ Implement “Come Read with Me at WDC”: Promote effective reading strategies. “Word Aware” and “Rhyme Aware”: Enhance vocabulary and phonological awareness. ✓ Refreshed Early Level Literacy Programme: ✓ Implement new early level the literacy programme. ✓ Evaluate with schools/ ELC provision for literacy culture. ✓ Evaluate impact of Word Aware, Rhyme Aware 	<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Quality of Provision: <ul style="list-style-type: none"> ✓ Monitor the quality of learning experiences, ensuring a balance between concrete, pictorial, and abstract approaches. ✓ Emphasize hands-on activities, visual representations, and conceptual understanding. • Family Learning Sessions: <ul style="list-style-type: none"> ✓ Deliver family numeracy sessions based on the revised programme. ✓ Share resources and strategies through workshops or online platforms. • Communication Strategy: <ul style="list-style-type: none"> ✓ Use social media platforms to share information about the revised numeracy program. ✓ Include links to family learning materials available on Campus@WDC. • Staff Skill and Knowledge: <ul style="list-style-type: none"> ✓ Provide professional development for staff with a focus on planning and delivering effective learning experiences: <ul style="list-style-type: none"> ○ Develop number sense. ○ Explore the structure of numbers. ○ Apply mental number strategies. ○ Regularly assess numeracy gaps to inform planning. • Allocating Time: <ul style="list-style-type: none"> ✓ Allocate protected collegiate time for maths and numeracy professional development across all schools and early learning centres. ✓ Create a shared quality assurance calendar to monitor progress. • Targeted Approaches: <ul style="list-style-type: none"> ✓ Conduct Area of Focused Attention Visits in specific schools, classes, or stages. ✓ Implement an Enhanced Improvement Programme in targeted schools

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Secondary BGE / SCQF Level 5/6 SQA Nationals	Participation Number
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Improvement Actions 2024/25

Implement Strengthened Attainment Review Programme (Secondaries)

- **Conduct robust data analysis and action planning (local authority performance / school performance / subject performance) key areas of focus :**
 - ✓ attainment performance over time
 - ✓ average total tariff
 - ✓ attainment versus deprivation
 - ✓ attainment performance compared to national levels
 - ✓ high and medium risk areas: performance A-C passes
 - ✓ presentation numbers
 - ✓ numbers of initial entries / numbers of withdrawals
- **Implement scrutiny programme to evaluate quality:**
 - ✓ course progression BGE / Senior Phase;
 - ✓ leadership capacity: departmental in the areas of curriculum; learning, teaching, assessment; support and challenge for staff
 - ✓ assessment strategy and management
 - ✓ local authority regular monitoring report submitted to Education Excellence and Equity Board
 - ✓ Produce WDC Policy Expectations re data use, management and action planning for improvement (BGE / Senior Phase)
- **Implement Year 2 of Collective Leadership Programme**
 - ✓ Curriculum Leaders - produce change plans for leadership and pedagogy.
 - ✓ Implement learning imperative survey toolkit .
 - ✓ Implement use of REFRESH characteristics to support coaching and mentoring within teams.
 - ✓ Develop the use of KANBAN and or similar tools to manage workflow.
- **Implement an enhanced improvement programme in selected schools.**
- **Implement learning programme cohort 1 : Outstanding Teaching Intervention (OTI).**
Conduct targeted visits using the collaborative school improvement partnership approach.

Improvement Actions 2024/25

- Conduct robust analysis of Senior Phase participation measures. Monitoring and evaluating progress against our stretch aims;
 - Establish Project Search (DFN) within the Authority to support young people with ASN gain employment;
 - Further strengthen the Career information, advice and guidance offered by SDS in school;
 - Implement Workit (Gateway shared service) work placement for Senior Phase pupils to enhance work experience offer;
 - Engage with local employers to enhance work experience offer;
 - Continue to support the most vulnerable in achieving a positive sustained destination through enhanced support and training through Inspire programme;
 - Address barriers to participation and support young people access advice and guidance at college to reduce dropout rates;
 - Create a school alumni programme for each secondary school to improve advice and support to young people as they prepare to leave school;
 - Further enhance professional learning for pastoral care staff to support young people as they plan for their post school destination;
 - Continue to expand our school - college offer to enhance opportunities for young people to be prepared for employment and post school training;
- Increase awareness of career opportunities through our DYW officers.

Health and Wellbeing - Attendance	Cost of the School Day – Family Hub
<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Implement consistent and thorough attendance monitoring across all schools • Produce regular monitoring reports submitted to the Chief Education Officer and Senior Leadership Team • Conduct SWOT Analysis for all schools • Review numbers of children and young people on part-time timetables • Evaluate and update part-time timetable guidance and monitoring procedures • Revise the authority’s action plan based on recent performance trends. • Collaborate with school leaders to assess progress toward improvement targets • Monitor quality of individual establishment management of improvement; and plans to support children and families • Support individual schools procedures for action planning based on SWOT analysis findings.” • Update Service Attendance Monitoring and Support Systems: • Quality Assure School-Level Planning and Use of Pupil Equity Fund to Support Improvement: 	<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Monitor impact of provision on attainment, attendance and wellbeing • Review options for sustainability of programme from 2026. • Reduce number of staff supporting outreach work with young people (secondary); and review how workstreams delivered to support families can be sustained once funding ends.

