

Agenda



Educational Services Committee

Date: Wednesday, 24 August 2016

Time: 17:00

Venue: Council Chamber,
Clydebank Town Hall, Dumbarton Road, Clydebank

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. **Please note the venue for the meeting.** The business is shown on the attached agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor M. McGinty (Chair)
Councillor G. Black
Councillor G. Casey
Councillor W. Hendrie
Provost D. McAllister
Councillor D. McBride
Councillor J. McColl
Councillor J. Millar
Councillor J. Mooney (Vice Chair)
Councillor I. Murray
Councillor T. Rainey
Councillor M. Rooney
Councillor K. Ryall
Councillor H. Sorrell
Mrs B. Barnes
Ms L. Bonnar
Mr G. Corrigan
Mr G. Hill
Miss E. McBride
Miss S. Rennie
Ms J. Strang

All other Councillors for information

Strategic Director – Transformation & Public Service Reform
Chief Education Officer

Date of Issue: 12 August 2016

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 24 AUGUST 2016

AGENDA

1 APOLOGIES

2 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.

3 MINUTES OF PREVIOUS MEETING 7 – 11

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 1 June 2016.

4 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 13 – 18

Submit for information, and where necessary ratification, the Minutes of Meetings of the Local Negotiating Committee for Teachers held on:-

- (a) 7 June 2016; and
- (b) 21 June 2016 (Reconvened meeting).

5 LEARNING TECHNOLOGIES PRESENTATION 19 – 21

A presentation will be given by the Dave Jones, Education Support Officer, on the recent developments and progress in relation to the use of technology in education.

In this respect, submit report by the Chief Education Officer providing information on this presentation.

ITEM FOR DECISION

- 6 A VISION FOR EARLY LEARNING AND CHILDCARE IN WEST DUNBARTONSHIRE COUNCIL – INDICATIVE EARLY YEARS STRATEGY 2016-2020 23 – 69**

Submit report by Chief Education Officer providing an update on developments in Early Learning and Childcare (ELC) and seeking approval of an indicative strategy for the future provision of ELC within West Dunbartonshire.

ITEMS FOR NOTING

- 7 SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2016**

The Chief Education Officer will provide a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2016.

- 8 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE 71 – 123**

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

- 9 LITERACY AND NUMERACY – BENCHMARKING 125 – 134**

Submit report by Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P3, P5, P7 and S2 between 2014 and 2016 and P4 and P6 for 2016.

- 10 SCHOOL LEAVER DESTINATION REPORT FOLLOW UP 135 – 151**

Submit report by Chief Education Officer:-

- (a) providing figures on follow up school leaver destinations for West Dunbartonshire Council for 2014/15 and explaining how these figures compare to the initial school leaver destinations reported to the Committee on 2 March 2016; and
- (b) informing of the progress with the action plan being implemented to address the fall in positive destinations, and further identified steps that require to be taken.

**11 SCOTTISH ATTAINMENT CHALLENGE – RAISING ATTAINMENT,
IMPROVING LEARNING IN WEST DUNBARTONSHIRE 153 – 208**

Submit report by Chief Education Officer providing an update on the key issues for West Dunbartonshire Council relating to the Scottish Attainment Challenge.

**12 WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT:
QUARTER 1 209 – 216**

Submit report by Chief Education Officer advising on attendance levels across the Council for Quarter 1 and providing a breakdown of absence performance by Strategic Lead area.

**13 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT TO
31 JULY 2016 (PERIOD 4) (To follow)**

Submit report by Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2016 (Period 4).

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Wednesday, 1 June 2016 at 5.05 p.m.

Present: Councillors George Black, Gail Casey, William Hendrie, David McBride, Jonathan McColl, Michelle McGinty, John Millar, John Mooney, Ian Murray, Tommy Rainey, Martin Rooney*, Kath Ryall and Hazel Sorrell, and Mrs Barbara Barnes, 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; Jackie Irvine, Head of Children's Health, Care & Criminal Justice; Matthew Boyle, Education Service Manager - Workforce/CPD; Andrew Brown, Education Service Manager - Policy, Performance & Improvement; Julie McGrogan, Education Service Manager - Education Development; Chris Smith, Education Service Manager - Children's Services; Geraldine Lyden, HR Business Partner; Alan Douglas, Manager of Legal Services; and Scott Kelly, Committee Officer, Regulatory.

Also Attending: Catriona Robertson, Headteacher, Vale of Leven Academy.

Apology: An apology for absence was intimated on behalf of Mr Gavin Corrigan.

Councillor Michelle McGinty in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 2 March 2016 were submitted and approved as a correct record.

Having heard the Strategic Director - Transformation & Public Service Reform in answer to a Member's question relating to the item under the heading 'Urgent Item of Business – Update on Industrial Dispute', the Committee noted that an agreement in principle had been reached between the Council and the EIS teaching union in respect of the dispute with the aim of an agreement being finalised at the meeting of the Local Negotiating Committee for Teachers to be held on 7 June 2016.

Note: Councillor Rooney entered the meeting at this point.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 8 March 2016 were submitted and all decisions contained therein were approved.

WEST DUNBARTONSHIRE CPP INTEGRATED CHILDREN'S SERVICES PLAN 2015-18

A report was submitted by the Chief Education Officer providing an update as of April 2016 on the progress of West Dunbartonshire Community Planning Partnership's (CPP) Integrated Children's Services Plan (ICSP).

After discussion and having heard the Head of Children's Health, Care & Criminal Justice in explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to endorse the local CPP ICSP; and
- (2) to re-affirm its commitment to the priorities within the ICSP across West Dunbartonshire Community Planning Partners.

GAELIC DEVELOPMENT IN WEST DUNBARTONSHIRE

A report was submitted by the Chief Education Officer:-

- (a) providing an update on the financing of transport of West Dunbartonshire pupils to the Glasgow Gaelic School; and
- (b) outlining proposals for associated Gaelic developments in West Dunbartonshire.

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

- (1) to note the successful application to the Scottish Government for an award of £41,000 to fund Gaelic activities in education, including transportation of pupils to the Glasgow Gaelic School; and

- (2) that a series of Gaelic development activities takes place if there is a successful bid to Bòrd na Gàidhlig for funding.

BREAKFAST CLUBS IN PRIMARY SCHOOLS

A report was submitted by the Chief Education Officer:-

- (a) providing an update on the review of Breakfast Clubs; and
- (b) seeking approval to implement a new model from August 2016.

After discussion and having heard the Strategic Director - Transformation & Public Service Reform and the Chief Education Officer in explanation of the report and in answer to Members' questions, Councillor Murray moved:-

Committee agrees that there be no increase in fees for breakfast clubs.

Committee instructs officers to undertake work over the next year to monitor the number of low income families making use of breakfast clubs and agrees that the system of allocation of spaces should be modified to make it easier for low income families to make use of our breakfast clubs.

After further discussion and having heard the Chief Education Officer in answer to more questions from Members, Councillor Rooney moved as an amendment:-

That the Committee agrees:-

- (1) the charges for Breakfast Clubs will increase in August 2016 to 35p per session for pupils from families on low income in receipt of free school meals/clothing grant; and
- (2) the increase to 80p per session for pupils from working families (80p for the first child and 35p thereafter for siblings).

Thereafter, Councillor McColl seconded Councillor Murray's motion and Councillor Mooney seconded Councillor Rooney's amendment.

Following debate and at the request of Councillor McColl, the Committee agreed to proceed by way of a roll call vote.

On a vote being taken, 9 Members, namely Councillors Casey, McBride, McGinty, Millar, Mooney, Rainey, Rooney, Ryall and Sorrell voted for the amendment and 7 Members, namely Councillors Black, Hendrie, McColl and Murray, Mrs Barnes, Miss McBride and Miss Rennie voted for the motion. Ms Strang abstained from the vote. The amendment was accordingly declared carried.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

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

After discussion and having heard the Chief Education Officer, the Education Service Manager - Education Development, and the Education Service Manager - Policy, Performance & Improvement, in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
- (2) to note that a further update would be submitted to the Committee at its September 2016 meeting.

EDUCATIONAL SERVICES DEPARTMENTAL PLAN 2015/16

A report was submitted by the Chief Education Officer setting out the year end progress against the Educational Services Department Plan for 2015/16. It was noted that this would be the final year of department plan reporting.

After discussion and having heard officers in further explanation of the report and in answer to Members' questions, the Committee agreed to note the year end progress for 2015/16.

STRATEGIC DELIVERY PLAN 2016/17

A report was submitted by the Chief Education Officer setting out the delivery plan for the new strategic area of Education, Learning & Attainment, which falls within the remit of the Educational Services Committee.

Having heard the Strategic Director - Transformation & Public Service Reform in answer to Members' questions, the Committee agreed to note the delivery plan for the strategic area of Education, Learning & Attainment.

THE CHILDREN AND YOUNG PEOPLE ACT 2014: THE NAMED PERSON SERVICE IN EDUCATION

A report was submitted by the Chief Education Officer providing an update on the development of The Named Person Service in Education.

After discussion and having heard the Chief Education Officer and the Education Service Manager - Children's Services in answer to Members' questions, the Committee agreed:-

- (1) to note the duty placed on Education authorities to provide a Named Person Service; and
- (2) otherwise to note the content of the update.

ATTENDANCE MANAGEMENT: QUARTER 4 AND ANNUAL RESULTS (2015/16)

A report was submitted by the Chief Education Officer advising on attendance levels within Educational Services and providing a summary of both the Quarter 4 absence and the annual statistics for 2015/16.

After discussion and having heard the HR Business Partner in answer to a Member's question, the Committee agreed:-

- (1) to note the content of the report and the attendance results for Q4 2015/16, namely a significant decrease of 323.23 days lost (11.2%) compared to the same period last year for support staff and a decrease of 372.06 days lost (16.9%) for teachers;
- (2) to note that that during 2015/16, the annual reported results showed there had been a significant increase in support staff absence over the year (16.1%) and teachers showed a slight decrease (2.3%); and
- (3) to note that while there had been a marked improvement in attendance over both staff groups since the start of the new academic year, the significant increase in absence in Quarter 1 and 2 had resulted in a disappointing annual result.

The meeting closed at 7.45 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Tuesday, 7 June 2016 at 2.00 p.m.

Present: Councillors Jonathan McColl, John Mooney, Ian Murray and Hazel Sorrell; Laura Mason, Chief Education Officer; Matthew Boyle, Service Manager; Jacqui Lynam, Headteacher of Clydebank High School; Simon Simpson, Headteacher of Levensale Primary School; Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman; Campbell Lloyd, Julia Strang, Dawn Wilson (E.I.S.); and Claire Mackenzie, S.S.T.A.

Attending: Stephen McCrossan, E.I.S. Area Officer; Geraldine Lyden, HR Business Partner; Linda McAlister, Education Support Officer and Nuala Quinn-Ross, Committee Officer.

Councillor John Mooney in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of the Local Negotiating Committee for Teachers held on Tuesday, 8 March 2016 were submitted and approved as a correct record.

ACADEMIC CALENDAR 2017/18

A report was submitted by the Joint Secretaries to the LNCT seeking approval of the Academic Calendar for Teachers and Associated Professionals for session 2017/18, as detailed within Appendix 1 to the report.

After discussion and having heard the HR Business Partner in further explanation of the report and in answer to Members' questions, the Committee agreed that authority be delegated to the HR Business Partner and Mr James Halfpenny to, in partnership, amend and issue the Academic Calendar as necessary.

APPLICATION OF THE SNCT PAY AND CONDITIONS SPECIFICATION

A report was submitted by the Joint Secretaries to the LNCT seeking approval to implement the SNCT pay and conditions specification, in line with the recommendations outlined within the report, from August 2016.

After discussion and having heard the HR Business Partner in further explanation of the report the Committee agreed:-

- (1) to approve the early implementation of the SNCT pay and conditions specification, detailed within Appendix 1 of the report;
- (2) to align the pay and leave year to run parallel with the academic year; and
- (3) to the continuation of this action until a national position is finalised.

REVIEW OF SECONDARY SCHOOL MANAGEMENT STRUCTURES

A report was submitted by the Joint Secretaries to the LNCT providing an update on the progress being made with the implementation of the management structures within the 5 secondary schools.

ADJOURNMENT

After hearing Councillor Mooney, the Committee agreed to adjourn for a short period to allow both sides to consider the recommendations contained within the report.

The meeting reconvened at 4.35 p.m. with all those Members shown on the sederunt in attendance with the exception of Dawn Wilson and Linda McAlister.

Following discussion and having heard both sides, the Committee agreed:-

- (1) to note the contents of the report and the on-going work in relation to implementing the revised secondary management structures;
- (2) to approve the Management Time Agreement, subject to the reference to 32 hours be changed to 32 periods within Appendix 4 to the report;
- (3) to approve the job profiles, subject to them being checked for continuity, that an additional bullet point be added to 3. of the job profile for a Subject Leader to read 'lead subject area meetings' and that the first bullet point of 6. of the Job Profile for a PT – Pupil Support (ASN) be amended to read 'liaise and work collaboratively with Curricular Leaders, Subject Leaders, the Senior Leadership Team and others as appropriate';
- (4) to note that the Local E.I.S. and Management are not in agreement on a Collective Agreement; and

- (5) that the meeting be adjourned until Tuesday, 21 June 2016 at 2.00 p.m. to allow further discussions to take place.

The meeting closed at 4.37 p.m.

DRAFT

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The adjourned Meeting of the Local Negotiating Committee for Teachers from 7 June 2016 was reconvened on Tuesday, 21 June 2016 at 2.05 p.m. in Committee Room 2, Council Offices, Garshake Road, Dumbarton.

Present: Councillors Jonathan McColl, John Mooney, Ian Murray and Hazel Sorrell; Laura Mason, Chief Education Officer; Matthew Boyle, Service Manager; Jacqui Lynam, Headteacher of Clydebank High School; Simon Simpson, Headteacher of Levenvale Primary School; Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman, Dawn Wilson (E.I.S.); and Claire Mackenzie, S.S.T.A.

Attending: Angela Wilson, Strategic Director of Transformation and Public Service Reform and Nuala Quinn-Ross, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor Jonathan McColl and Julia Strang E.I.S.

Councillor John Mooney in the Chair

REVIEW OF SECONDARY SCHOOL MANAGEMENT STRUCTURES

The Committee continued consideration of a report submitted by the Joint Secretaries to the LNCT providing an update on the progress being made with the implementation of the management structures within the 5 secondary schools.

The Committee agreed at its meeting of 7 June 2016 to continue this item of business as the Local E.I.S. and Management were not in agreement on a Collective Agreement and to allow further discussions to take place.

Following discussion and having heard both sides Councillor Mooney, seconded by Councillor Sorrell, moved:-

That the Committee agree to note the Collective Agreement reached through the joint E.I.S and management working.

ADJOURNMENT

After hearing Councillor Mooney, the Committee agreed to adjourn for a short period to allow both sides to consider the motion moved by him.

The meeting reconvened at 2.54 p.m. with all those Members shown on the sederunt in attendance.

Following further discussion, and having heard both sides, and as no consensus was reached, Councillor Mooney's motion fell. The Committee therefore agreed that as consensus could not be reached on the Collective Agreement, statements from both sides would be noted as follows:-

Management asked the Committee to note the substantial work that has been made with negotiations, acknowledging that with regret we failed to reach full agreement locally. Therefore, the Committee agreed to note the content of the collective agreement developed jointly between EIS and Management. The negotiated model will be implemented in line with the Heads of Agreement from 1 August 2016.

The Trade Union asked the Committee to note that no resolution has been found to the specific areas of concern as per the Heads of Agreement, detailed within Appendix 1 to the report, full agreement has not been reached and therefore we note under protest management's intention to implement their proposal.

The meeting closed at 3.15 p.m.

West Dunbartonshire Council**Report by the Chief Education Officer****Educational Services Committee: 24 August 2016**

Subject: Learning Technologies**1. Purpose**

- 1.1** This report informs Members about recent developments and progress regarding use of Technology in Education.

2. Recommendations

- 2.1** It is recommended that the Educational Services Committee:

- (a) Note progress made since the introduction of a new online learning and teaching environment, Google Apps for Education. Our domain is known locally as OurCloud.Buzz.
- (b) Note progress made in the provision of new Chromebook mobile devices.

3. Background

- 3.1** A previous report dated 3 September 2014 informed members that Glow was not fully meeting our requirements and recommended expansion of our digital learning environment.
- 3.2** OurCloud.Buzz was introduced to establishments in October 2014. Since then we have seen a significant increase in pupil engagement, 50% of West Dunbartonshire pupils currently use OurCloud.buzz each month, compared with an estimated 10% national pupil engagement with Glow.
- 3.3** OurCloud.Buzz allows secure access from anywhere on any internet connected device. We have even had reports of pupils completing homework on games consoles.
- 3.4** Pupils and Staff collaborate and share via email, cloud storage and a whole-class social media platform called "Classroom" - all within the security of OurCloud.Buzz. This medium for collaboration is proving very effective. Additionally, we now have over 350,000 files stored on OurCloud.Buzz.
- 3.5** Staff collaborate and share on the Google+ social media platform. This includes a private West Dunbartonshire education community called WDC Educators. The environment allows staff to share ideas and resources to support Professional Learning and collaborate with international communities such as Education Technology (250,000 members) General Teaching

Resources (100,000 members) and STEM (50,000 members). It also enables them to connect with colleagues from around the world.

- 3.6 Chromebooks were introduced in May 2015, and following recent investment from council now make up the majority of devices in our establishments.
- 3.7 Chromebooks have been extremely effective in engaging with pupils as well as improving teacher confidence in digital technology. They power up in 8 seconds and last all day on a single 1 hour charge. Content produced on a Chromebook can be accessed from any location and device, including smartphones.
- 3.8 Learning styles differ from pupil to pupil and the introduction of Chromebooks, coupled with OurCloud.Buzz, has facilitated the introduction of a teacher controlled YouTube environment for West Dunbartonshire pupils.

4. Main Issues

- 4.1 The introduction of a “Bring You Own Device” (BYOD) network in establishments would further enhance digital learning opportunities.
- 4.2 The vast majority of our establishments have aging Interactive smartboards and projectors. With the influx of new screen technologies, smartboards are becoming less cost effective.
- 4.3 The introduction of mirror cast technology will enable teachers to become more mobile around the classroom whilst wirelessly projecting to screens from a tablet or chromebook. This would reduce the requirement for touch screen interactivity and reduce replacement costs.

5. People Implications

- 5.1 There are no personnel issues relating to this report.
- 5.2 Professional learning opportunities are available to:
 - a) build staff confidence
 - b) establish the essential element of leadership for the success of learning with technology.
 - c) to become Google certified educators

6. Financial and Procurement Implications

- 6.1 There are no financial implications relating to the proposed development of Google Apps for Education in West Dunbartonshire.
- 6.2 As part of the Council’s ICT Modernisation Project, Educational Services is part of on-going decision making to bring improvements

7. Risk Analysis

7.1 An increase in wirelessly connected devices including BYOD, a rise in cloud storage and exploitation of video content to raise attainment requires a robust network. Continued investment in infrastructure is paramount.

8. Equalities Impact Assessment (EIA)

8.1 No issues were identified in a screening for potential equality impact of this report.

9. Consultation

9.1 Legal Services, Section 95 Officer, Service Manager, ICT, Info Data Protection Officer, Education ICT Strategy Group and Head Teachers or SMT representative have been consulted in relation to the content of this report.

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

Laura Mason
Chief Education Officer

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Telephone No: 01389 737304
E-mail: laura.mason@west-dunbarton.gov.uk

Appendices: None

Background Papers: VLE/ourcloud.buzz
Committee report dated 3 September 2014
EIA Screening

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Education Services Committee 24 August 2016**

Subject: A Vision for Early Learning and Childcare in West Dunbartonshire Council – Indicative Early Years Strategy 2016-2020

1. Purpose

- 1.1** To update members on developments in Early Learning and Childcare (ELC) and seek approval of an indicative strategy for the future provision of ELC within West Dunbartonshire.

2. Recommendations

- 2.1** The Committee is asked to:

- a) note the content of this update;
- b) approve the Early Years Strategy;
- c) note the indicative implementation plan to 2020;
- d) note the proposal to have all new ELC classes managed by the Headteacher of the school in which the class is located;
- e) agree the retention of the AB Cameron building within the school estate to allow for future re-opening of the Centre;
- f) approve the proposal to undertake a statutory consultation to place St Eunan's ELC Centre under the management and leadership of the Headteacher of St Eunan's Primary school; and
- g) approve the proposal to undertake a statutory consultation to place Gartocharn ELC Centre under the management and leadership of the Headteacher of Gartocharn Primary school.

3. Background

- 3.1** Significant progress has been made in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELC. Part 6 of the Act places a duty on local authorities to provide 600 hours per year of early learning and childcare for eligible 2, 3 and 4 year olds. Eligible children are defined as follows.

- All 3 and 4 year olds with their eligibility commencing in the first term after their 3rd birthday;
- All 2 year olds who are, or have been at any time since the child's second birthday, looked after, subject to a kinship care order or with a parent appointed guardian; and

- All 2 year olds, starting from the term after their second birthday, with a parent in receipt of qualifying benefits; or, the first term after their parents start receiving qualifying benefits.

West Dunbartonshire has been able to fulfil its statutory duties since the enactment of the legislation in August 2014.

- 3.2** Further duties came into force in October 2014 which expanded the entitlement based on Free School Meal eligibility criteria for 2 year olds. This means that the eligibility was increased to 27% of the 2 year old population (279). In WDC, 54% of eligible 2 year olds (150) have accessed this entitlement during 2015/16.

4. Update on local and national developments

Local developments

- 4.1** Under section 50(1) (a) of the Children and Young People's (Scotland) Act 2014, education authorities have a duty to consult with a representative group of parents of children under school age at least once every two years. The Act also states that local authorities, having had due regard to the views expressed must prepare and publish a plan for how it intends to deliver ELC.
- 4.2** Prior to the implementation of the Act consultation took place in West Dunbartonshire Council (WDC) in September 2013 to support the introduction of the 600 hours of early learning and childcare. Acting on the results of this consultation WDC moved to 3 hour 10 minutes sessions across the authority with varying degrees of flexibility being offered by individual Centres. The results of the consultation were incorporated into an ELC review the initial results of which were presented to committee 3 June 2015.
- 4.3** The first statutory consultation was undertaken in November/December 2015 to gauge whether there were any changes to demand for flexibility (see Appendix 1). The result of this consultation provides an overwhelmingly positive picture. Where there are issues or concerns these are very much related to individual circumstances or capacity in a particular Centre rather than overall capacity or general issues that require to be addressed. We continue to work towards individual solutions for parents who request particular patterns of provision. The Strategy moving forward is presented in Appendix 2: Strategy for ELC 2016-2020; and builds on the papers presented on 3 June 2015 and 2 December 2015.
- 4.4** Cross border issues have affected two families since the enactment of the legislation. Cross border arrangements are not a duty under the act. The statutory guidance recommends that cross border 'no-charging policies' are implemented uniformly, however, the guidance also indicates that this only works where there is a balance of children accessing early learning and childcare in and out of other local authority areas. In both cases a resolution was found.

- 4.4.1** To date WDC has had reciprocal arrangements in place for children accessing ELC in Glasgow; Renfrewshire and East Renfrewshire; Inverclyde; East Dunbartonshire; North, South and East Ayrshire; North and South Lanarkshire; and Argyll and Bute.

As a group of authorities we meet with colleagues to identify movement and places across boundaries and reach mutually sustainable and beneficial arrangements. These arrangements have worked well to date.

- 4.4.2** It is not possible to fund a place with a private provider which is not in partnership with the local authority in which it is located. This is because it is not possible to assure the quality of provision in such centres.

National developments

- 4.5** The Scottish Government (SG) has restated its commitment (Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland, Scottish Government, June 2016) to increase the free ELC hours to 1,140 by 2020. It was indicated at a recent Association of Directors of Education in Scotland (ADES) meeting that milestones for delivery will be set and that the Scottish Government will be working back from 2020 so that the commitment is fully implemented by 2020.
- 4.5.1** The move from 600 to 1,140 hours will require capital investment and a substantial increase to the ELC workforce. The relevant sections of the Scottish Parliament have started work on the financial model and estimates for workforce expansion across Scotland to deliver this further increase in hours..
- 4.5.2** The SG has announced that there will be a series of funded ELC trials which will test different models of delivery. A discussion paper was published and WDC responded offering to take part in these trials. The analysis of responses to the SG discussion paper on the trials was published in May 2016. The number of trials that will be commissioned or where these will take place have not yet been published. The funding implications of these trials for Local Authorities have yet to be announced.
- 4.5.3** The First Minister has announced that by 2018 every ELC Centre in Scotland's most deprived areas will have an additional qualified teacher or childcare graduate. The current requirement is that each ELC Centre must have a manager who is a graduate (or undertaking study to achieve a relevant degree). This announcement (restated in the publication Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland, Scottish Government, June 2016) means that a second member of staff will be required to have a degree from August 2018. The announcement stated that the commitment applies to every ELC Centre in deprived areas. It is estimated that currently this accounts for 425 centres across the country. In consultation with COSLA the SG are due to be in touch with authorities to determine where support is most required.

WDC has already responded to this consultation indicating that all Centres in WDC already have at least one graduate in place with only four centres, under the current management arrangements, requiring an additional graduate to meet the new requirement.

4.5.4 The SG has also instigated a scoping exercise designed to gather data that will map the existing capacity levels and configuration of provision within the local authority ELC estate. A pro-forma was issued that required a joint response from Finance; Asset Management and Education. This has been submitted but to date no update or response from the SG has been issued.

4.5.5 A National Summit took place in February for senior officers in finance, HR and education. From this and other consultations the Scottish Government has published its plans (Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland, Scottish Government, June 2016) to:

- publish the results of the financial review of the ELC sector in September 2016;
- introduce a new training and induction programme for childminders by September 2017;
- develop the opportunities for further integration with additional hours and out-of-school care by June 2017; and
- promote the opportunities afforded by the development of extended early learning and childcare to provide family and employability support for parents by June 2017.

4.6 A Curriculum for Excellence is a curriculum framework for 3-18 year olds and early level crosses from early learning into Primary 1. The planning, curriculum development and delivery methodologies for the experiences and outcomes should be coherent and consistent. There is an increasing need for Early Learning and Childcare staff to work ever more closely with P1 staff to develop experiences and outcomes for all children in this group. The recent emphasis on learning through play and developments in the Raising Attainment Challenge projects have enabled staff from both sectors to work together and to share good practice. Increasingly we would seek to have children working at the Early Level sharing experiences and opportunities.

4.7 Education Scotland has developed a performance and improvement evaluation framework called How Good is Our Early Learning and Childcare, This framework has been developed to augment 'Building the Ambition' and to dovetail with How Good is Our School 4. This cohesive approach is very welcome and emphasises the importance of Early Level learning in Curriculum for Excellence and the closer ties between early learning in schools and early learning in ELC Centres.

4.7.1 How Good is Our Early Learning and Childcare is designed to ensure that the self-evaluation process for Early Learning and Childcare and for schools is complementary with both based on the same principles and structure.

This means that quality improvement, assessment and moderation and interactive, play-based methodologies across the Early Level are consistent and cohesive. WDC has already adapted its quality improvement procedures so that those delivering Early Level can be supported to work more collaboratively. By December 2017 the Scottish Government plan is to consider further evidence from Early Years to use in the improvement framework (Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland, Scottish Government, June 2016).

5. Main Issues

5.1 While all children in WDC whose parents/carers have requested access to their free ELC provision are in receipt of an offer of their entitlement, for a small number of families (as reported above in 4.3) this has not been:

- in their first choice of location;
- the pattern of provision that they requested in their first choice of location; and/or
- the particular pattern of hours that they requested.

Individual cases are looked at in detail to meet the needs of children and parents. For many parents partner providers are able offer the flexibility that they require.

5.2 While demand for entitlement is being met across the authority there is increasing pressure in the Dumbarton area for places. It is anticipated that by August 2017 we will require more 3&4 years old places. The solution being scoped at present is an extension to Meadowview which is based in Braehead Primary School and a class established in the school.

6. Early Learning and Childcare Strategy 2016 - 2020

6.1 The strategy aims to:

- build on our current successful approach which provides 600 hours;
- provide 1,140 hours of ELC across WDC by 2020 in a flexible, child and parent focussed manner;
- expand the number of ELC facilities to increase ELC opportunities for parents; and
- develop a high quality workforce.

As a consequence of the strategy there will be:

- greater opportunities to tackle earlier and more consistently the impacts of inequalities on our very young and vulnerable children;
- greater opportunities for all children in WDC to benefit from increased provision resulting in child development progression prior to formal schooling;

- enhanced opportunities for parents and carers to pursue their ambitions for employment and further education; and
- a direct link to our Raising Attainment Strategy with approaches to interventions which will prepare 3 and 4 year olds for their journey through education.

6.2 A range of options are currently being scoped to facilitate the required increase in hours by 2020. Options considered include reducing the current provision for 0-2 year olds. However, the space that this would afford for an expansion of 3 & 4 year old places is minimal and would reduce the capacity to support vulnerable families. The plans going forward therefore excludes this option and still create the capacity for the further increase in hours (600 to 1,140) and flexibility of provision. These plans include:

- a balance of provision: classes and stand-alone centres;
- access to different patterns of ELC:
 - term time or 52 week places;
 - full time or part-time places;
 - standard (between 9am and 3pm) or extended (between 8am and 6pm) childcare hours; and
- classes/centres that cater for 3&4 year olds; 0-5 year olds; and 0-3 year olds; and
- extending the procurement of places from partner providers.

However, until the national picture and the extent to which the procurement of additional places is possible, the strategy must remain indicative in nature.

6.3 At present there is no significant demand for additional extended provision (Appendix 1) but possibilities will be scoped in order that, should demand increase, the Council will be able to provide additional, wrap-round care for those who require it. Particular attention will be paid to providing greater flexibility to ensure that extended provision is across WDC. Currently extended provision is provided by two WDC Centres: Clydebank Family Centre and Ferryfield ELCC.

Currently all partner providers offer extended provision and the Clydebank area is particularly well served in this regard. A review of Out of School Care (OOSC) indicated that this service is underutilised in three (Linnvale; Lennox; and Clydebank Family Centre) of the current four locations (St Eunan's is very well used). A possibility exists to adjust the use of the existing underutilised OOSC services to locations where demand is greater and to tie this into extended Council provision thus providing extended care for families with children at different ages and stages of Education. This option will be considered further as the implementation plan for the Strategy develops.

6.4 In order to create the capacity required for 2 year olds the plan is to create more or expand existing Centres. There are currently three 0-3 Centres: Meadowview, Lennox, and Ladyton. As outlined in 5.2, it is possible to extend Meadowview's 0-3 provision as well as creating a class within Braehead Primary School.

The possibility of extending the 2 year old provision at Clydebank Family Centre is being scoped.

Current provision at Ferryfield is also being examined with the possibility of it becoming a 0-3 Centre providing an increased number of 2 year olds places. This development however is dependent on the concomitant creation of a ELC class in St Mary's (A) to absorb the 3&4 year olds displaced from Ferryfield. By developing both Ferryfield and Clydebank Centres there will be an increase in 2 year old provision in each geographical area.

- 6.5** Each 0-3 Centre 'partners' a 3-5 Centre: Meadowview (with an ELC class to be established in Braehead Primary); Lennox and Auchnacraig; Ladyton and Lennox Primary class. As outlined above in 6.4 Ferryfield would operate in conjunction with a class created in St Mary's (Alexandria).
- 6.6** To accommodate the additional places required for the proposed increase in hours from 600 to 1,140 hours a number of primary schools are being investigated for the establishment of ELC classes. In addition existing buildings have been examined for the possibility of creating or re-establishing an ELCC by 2020. These have included A B Cameron and Dalmonach Community Education Centre. Members will recall that a previous decision was made, as part of the agreement for the new Bellsmyre schools campus, to close A B Cameron ELC. Some time after this decision the SG announced plans to extend free ELC house from 600 to 1,140 and as a result it would now make sense to retain the building for future use as an ELC.
- 6.8** There is a need to move forward with the establishment of a more mixed model of management to reflect the need for and facilitate closer working across Early Level by both staff and children. ELC Classes already exist. Two of these classes are now well established and are working well: Linnvale and Kilpatrick ELC Classes. Lennox ELC Centre has only recently opened (19 August 2016). There are now two further proposals to merge ELC Centres with the Primary School to enhance Early Level working: Gartocham and St Eunan's. Ultimate management of these services will be under the Head Teacher of the school with an ELC Officer leading the Centre as part of the leadership team of the school. ELC Officers will be appointed on the relevant scale to account for the nature and scope of the position. The financial implications of these changes are outlined in section 8.4.
- 6.9** In moving towards the Future Operating Model of the Council a review of the management structure in ELC has been undertaken. It is proposed that the three promoted posts in ELC be reduced to two: Senior ELC Officer and Lead ELC Officer. New job descriptions will be drawn up in consultation with union colleagues. Post holders would be required to be graduates or to gain this qualification within 5 years of taking up post in order to meet the Government requirements going forward. Costs and savings for this proposal can only be finalised once job evaluation has taken place.

7. People Implications

- 7.1 The introduction of 1,140 hours will mean a second substantial increase in staffing in the ELC sector. Once the capacity for each new class is provided more precise revenue costs can be calculated. At present indicative staffing requirements for the management and operation of each new class is provided in Appendix 2.
- 7.2 All staff currently holding promoted posts will be affected. However, overall there is a requirement for an additional 6 promoted posts. The purpose of the management restructure is to modernise and realign the management of ELC with the new developments.

8. Financial and Procurement Implications

- 8.1 The various policy announcements from the SG in recent months will have significant revenue and capital costs and at this stage it is anticipated that these will be fully funded by the SG. This has been previous practice, though not confirmed at this stage for the future stated policy intentions described above. Early estimates of the amount required by WDC will add revenue costs of between £6 and £7 Million.
- 8.2 In recent years the SG has provided the following revenue and capital funds associated with policy decisions:

Financial Year	Purpose	Revenue Value
2014/15	Workforce development	£93,000
	Additional places for 3 &4 year olds	£935,000
	Additional places for 2 year olds	£397,000
2015/16	Additional places for 3 &4 year olds	£1,307,000
	Additional places for 2 year olds	£1,165,000

Financial Year	Purpose	Capital Value
2014/15	Workforce development	£542,000
2015/16	Additional places for 3 &4 year olds	£507,000
	Additional places for 2 year olds	£879,769
2016/17	To support place development	£530,000

- 8.3 Changes proposed to management structures at Gartocharn ELC and St.Eunan ELC will cost £6,046 and will be funded from the existing Scottish Government revenue support as outlined in section 8.2.
- 8.4 As stated above it is planned to expand the number of places provided by our provider partners through a future procurement process. This approach will be developed in partnership with colleagues from the Council's Procurement team.

9. Risk Analysis

- 9.1** This indicative Strategy reflects the national delivery plan. Development activities across Education and Learning will be monitored to ensure that the curriculum for children and young people meet the national outcomes. Education Scotland and the Care Inspectorate will continue to inspect establishments against national outcomes.
- 9.2** There is a major risk to the Council should we not be able to procure the 700 places that would be required to fulfil our statutory obligations. An appropriate procurement strategy will be developed with colleagues from Procurement in order to attempt to attract additional places.

10. Equalities Impact Assessment (EIA)

- 10.1** An EIA has been carried out. No negative impacts have been identified thus far for any protected characteristic. New nursery classes and new build centres will increase accessibility for disabled pupils.

11. Consultation

- 11.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 11.2** Initial consultation has taken place with relevant Heads of Centre and Primary Head Teachers. Initial talks have involved union colleagues. Parental consultation has been completed and reported on in this paper.

12. Strategic Assessment

- 12.1** This report reflects the Council's aspiration to the following strategic priorities for 2012 – 2017:
- Improve economic growth and employability;
 - Improve life chances for children and young people.

Laura Mason
Chief Education officer
Date: 17 June 2016

Person to Contact: Chris Smith, Manager of Children's Services, Council Offices, Garshake Road, Dumbarton, G83 3PU. Tel: 01389 737374, e-mail chris.smith@west-dunbarton.gov.uk

Appendices:	Appendix 1 – Results of the statutory parental consultation 2015 Appendix 2 – ELC strategy 2016 – 2020 Appendix 3 – Proposal for the management of St Eunan’s ELC Appendix 4 – Proposal for the management of Gartocharn ELC
Background Papers:	Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland, Scottish Government, June 2016
Wards Affected:	All Wards

PARENTAL CONSULTATION REPORT

December 2015

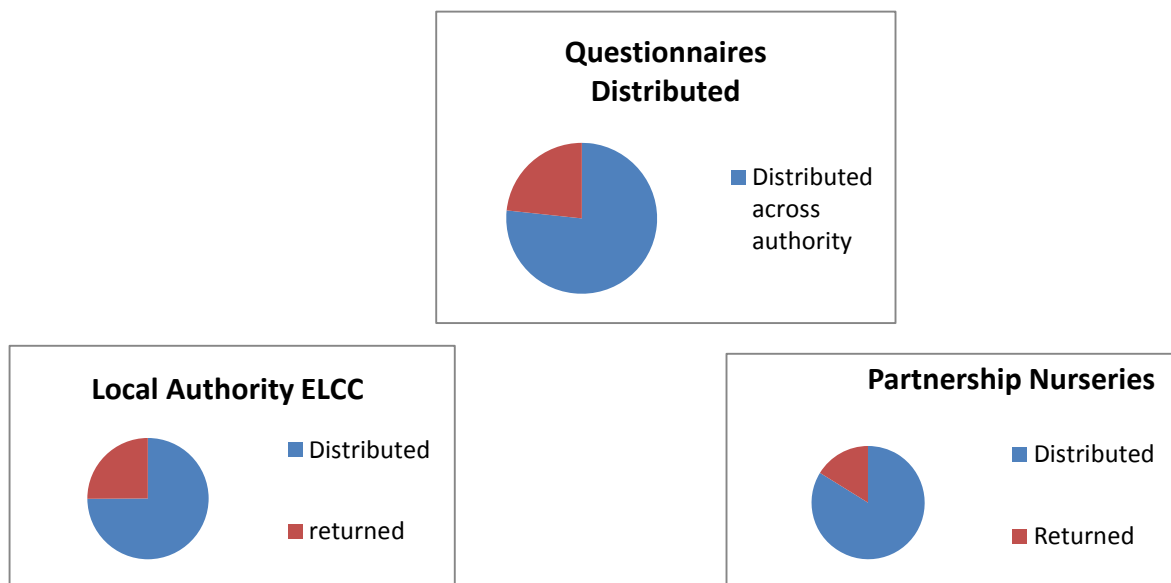
Distribution

Questionnaires were sent out in August 2015 to all nurseries in West Dunbartonshire Council (WDC). This included partnership providers. The survey was made available in hard copy and electronically through survey monkey. Parents were offered the support of a member of staff completing the survey with them as part of a 1:1 session if they wished it.

Hard copies of questionnaires were distributed to the parents of all 2 year olds, 3 year olds and 4 year olds who were receiving their entitlement to a nursery place. The majority of nurseries received and submitted some response although there was a difference in the response rate from different centres.

Approximately 1675 questionnaires were distributed

- Approximately 1318 were distributed in local authority centres
- Approximately 357 were distributed by private providers



Return rates

The return rate from partnership providers was 20%
 The return from WDC Centres was 34% from local authority centres.
 Overall the return rate was just over 30%.

Results

Questions 1&2:

1. Which town do you live in?
2. Which centre do you currently use?

As expected most parents made use of their local Council Early Learning and Childcare Centre while Partnership Centres indicated a higher proportion of parents travelling to make use of the service.

There was no indication that there were specific issues in particular geographical areas and no significant issues arising from any individual centre. Rather the responses, where dissatisfaction was expressed, came from individuals rather than groups of parents in any one centre or geographical area.

Question 3

1. Do the current 600 hour arrangements meet your childcare needs?
Yes/no
2. If no, please tell us what you would be looking for?

The majority of people who returned their questionnaire said the current arrangements in place to provide 600 hours free ELC met their childcare requirements.

- 88% of returns from WDC Centres indicated that they were happy with the arrangements.
- 62% of returns from partnership providers indicated that they were happy with the arrangements.
- Overall 85% of returns indicated that they were happy with the arrangements.

Where individual parents indicated dissatisfaction this was for the following reasons.

- Some working parents wanted to consolidate their hours into full days.
- Some parents asked for extended hours/extended day to meet requirements for work or to enable them to find employment.

Question 4

1. Do you currently purchase additional childcare hours? Yes/No

Only 9.5% of respondents in WDC Centres reported purchasing additional childcare hours in comparison to the private sector where this was 85.5%.

Question 5

1. Does your child attend a centre which is open all year? Yes/No
2. If Yes, would you be interested in using your hours in a different way e.g. 3 hours x 4 days per week for 50 weeks per year or 6 hours x 2 days for 50 weeks per year? Yes/no

33% of respondents already made use of centres that were open all year. Most respondents were already receiving their hours to suit their work patterns/ family needs and the variety of options offered as examples in the question were all cited as already being available.

Question 6

1. If your child attends a centre which operates during the school term, would you be interested in going to another centre to get the 50 week arrangements? Yes/No
2. If yes, would you be interested in attending another centre permanently or only during school holidays? Permanent/Holidays only

When parents were asked whether they would be interested in attending another centre to receive the 50 week arrangement, either permanently or for holiday periods, approximately 16.5% of those attending local authority centres said yes.

Comments

A selection of parent comments are listed below.

Happy to receive 600 hours and happy with arrangements to purchase additional hours required for work as childcare.

The benefit of progressing to primary education on same site outweighs full time considerations.

Although current childcare does not meet ideal requirements, it is acceptable.

Although the 50 week flexible pattern is not suitable for our needs, I feel this is positive and would be helpful for many families.

Insufficient options available for working parents in council run establishments. Limited private options available.

If alternative hours were available it may give me the opportunity to work. 6 hours per day 2 days would allow me to work part time.

It would be better if childcare facilities were available for working parents e.g. breakfast clubs/ later opening.

Full days would help reduce child-minder costs and reduce the time my child was split between childcare providers.

I would prefer to have full days rather than the hours split over 5 mornings.

Conclusions and recommendations

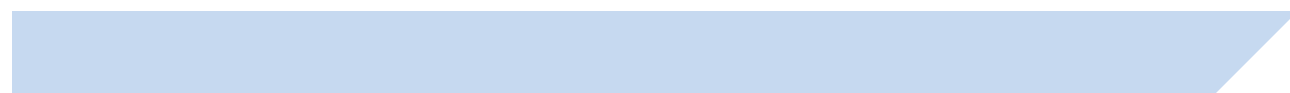
The level of satisfaction with current arrangements is high and it should be borne in mind that the introduction of the 1140 hours will address the issue of full day provision for all parents.

While some respondents asked for extended hours/extended day to meet requirements for work or to enable them to find employment, this was not enough to suggest that a large expansion of local authority services is a viable option at this point especially given that longer hours are already an available option within the private sector. Nevertheless, we should seek to provide some increase in the flexibility of hours available in selected WDC centres to allow account for those parents who are expressing an interest in using this provision.

Early Learning & Childcare Strategy

2016-20

Contents



page

1	West Dunbartonshire Vision	3
2	The National Context	4
3	Creating Capacity	6
4	Governance	13
5	Resources	15

West Dunbartonshire Vision

1

This Strategy reflects the strategic aims of West Dunbartonshire Council:

- ▶ improve economic growth and employability
- ▶ improve life chances for children and young people

Early Learning and Childcare meets the needs of families in West Dunbartonshire.

What we want

- Greater opportunities to tackle, earlier and more consistently, the impacts of inequalities on our very young and vulnerable children
- Greater opportunities for all children in WDC to benefit from increased provision providing support for sustained child development progression prior to formal schooling
- Enhanced opportunities for parents and carers to pursue their ambitions for employment and further education
- A direct link to our Raising Attainment Strategy with approaches to interventions which will prepare 3 and 4 year olds for their journey through education.

We will

- Build on our current successful approach which provides 600 hours of Early Learning & Childcare (ELC)
- Provide 1140 hours of ELC across WDC by 2020 in a flexible, child and parent focussed manner
- Expand the range of ELC facilities that families can access
- Increase the flexibility of ELC opportunities that families can access
- Develop a high quality workforce that can continue to deliver high quality learning experiences for the children of West Dunbartonshire.
- a balance of provision: classes and stand-alone centres
- access to different patterns of Early Learning and Childcare:
 - term time or 52 week places
 - full time or part-time places
 - standard (between 9am and 3pm) or extended (between 8am and 6pm) childcare hours
- classes/centres that cater for 3 and 4 year olds; 0 - 5 year olds; and 0 - 3 year olds.

2

The National Context

In Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland, the Scottish Government restated its commitment to increase free ELC hours to 1140 hours by the year 2020.

The move from 600 to 1140 hours will require further capital investment and a substantial increase to the Early Learning and Childcare workforce. The relevant sections of the Scottish Parliament have started work on the financial model and estimates for workforce expansion across Scotland to deliver this further increase in hours. The Scottish Government has committed an increase in funding to local authorities to ensure compliance with this aim.

The Scottish Government has announced that there will be a series of funded ELC trials which will test different models of delivery. A discussion paper was published and WDC responded offering to take part in these trials. The analysis of responses to the Scottish Government discussion paper on the trials was published in May 2016. The number of trials that will be commissioned or where these will take place have not yet been published. The revenue implications for Local Authorities have yet to be announced.

The First Minister has announced that by 2018 every ELC Centre in Scotland's most deprived areas will have an additional qualified teacher or childcare graduate. The current requirement is that each ELC Centre must have a manager who is a graduate (or undertaking study to achieve a relevant degree). This announcement

means that a second member of staff will be required to have a degree from August 2018 in every ELC Centre in deprived areas. It is estimated that currently this accounts for 425 centres across the country. West Dunbartonshire Council has already responded to this consultation indicating that all Centres in our area already have at least one graduate in place with only four centres, under the current management arrangements, requiring an additional graduate to meet the new requirement.

The Scottish Government has also instigated a scoping exercise designed to gather data to map the existing capacity levels and configuration of provision within the local authority ELC estate. A pro-forma was issued that required a joint response from Finance; Asset Management and Education.

A National Summit took place in February for senior officers in finance, HR and education. From this and other consultations the Scottish Government has published its plans to:

- [publish the results of the financial review of the ELC sector in September 2016](#)
- [introduce a new training and induction programme for childminders by September 2017](#)
- [develop the opportunities for further integration with additional hours and out-of-school care by June 2017](#)
- [promote the opportunities afforded by the development of extended early learning and childcare to provide family and employability support for parents by June 2017.](#)

The National Context

2

A Curriculum for Excellence is the curriculum framework for 3-18 year olds and the early level crosses from early learning into Primary 1. The planning, curriculum development and delivery methodologies for the experiences and outcomes should be coherent and consistent. There is an increasing need for Early Learning and Childcare staff to work ever more closely with P1 staff to develop experiences and outcomes for all children in this group. The recent emphasis on 'learning through play' and developments in the Raising Attainment Challenge projects have enabled staff from both sectors to work together and to share good practice. Increasingly we would seek to have children working at the Early Level sharing experiences and opportunities.

Education Scotland has developed a performance and improvement evaluation framework called How Good is Our Early Learning and Childcare. This framework has been developed to augment 'Building the Ambition' and to dovetail with How Good is Our School 4. This cohesive approach is very welcome and emphasises the importance of Early Level learning in Curriculum for Excellence and the closer ties between early learning in schools and early learning in ELC Centres.

This means that quality improvement, assessment and moderation and interactive, play-based methodologies across the Early Level are consistent and cohesive. WDC has already adapted its quality improvement procedures so that those delivering Early Level can be supported to work more collaboratively.

By December 2017 the Scottish Government plan is to consider further evidence from Early Years to use in the improvement framework.

3

Creating capacity

Using Census figures the average number of children at each stage is 1032 meaning that the eligible numbers (assuming 100% uptake of 1140 hours) are as follows:

3 & 4	2064
2 year olds	279

The increase in hours from 600 to 1140 means each eligible child will be entitled to a full time place.

Number of full time places in WDC Centres as of October 2016 (see table 1):

3 - 4	940
2 - 3	151
0 - 2	50

If we did nothing then by 2020 we would have to procure the additional places required:

3 - 4	1124	(2064 minus 940)
2 - 3	128	(279 minus 151)

We currently procure:

3 - 4	235
2 - 3	3

It is difficult to see how we would be able to procure the additional 789 places - especially if the income for private providers would be reduced due to parents not having to purchase as many (if any) additional hours (which they pay for at a much higher rate).

The plans for increasing the 2 year old places will, temporarily, change WDC places to the following:

3 - 4	882
2 - 3	215
0 - 2	53

By expanding the 2 year olds places it means, temporarily, we have 39 less 3 and 4 year old places. Not only do we need to compensate for this loss but we also need to create new capacity: This is why we are scoping the creation of classes in schools with space.

If we proceeded to create all the class possibilities currently being scoped it would give us an additional:

3 - 4	529
-------	-----

If we did everything being looked at /scoped then by 2020 we would have:

3 - 4	1411	(882 + 529)
2 - 3	215	

This would leave us having to procure:

3 - 4	653	(we currently procure 235)
2 - 3	64	(we currently procure 3)

Creating capacity

3

Risks

There are risks attached to the balance of WDC and partner places suggested above.

1.

If we fail to procure the balance of places required then we will be unable to fulfil our statutory duties in terms of provision of free ELC.

2.

If, having procured the partner places required, a partner were to go into liquidation then the duty to provide would fall back to WDC. It may be impossible in such a small geographical area to have capacity in the private sector that could accommodate the displaced children.

3.

If the quality of provision in a partner provider does not match the standards required locally we would be unable to continue that partnership and would be required to offer parents an alternative. This reverts to the problem outlined in number 2 above.

3

Creating capacity

Table 1: CAPACITY OF WDC PROVISION AS AT AUGUST 2016

Name of ELCC	3 - 5 FTE places	2 - 3 FTE places	0 - 2 FTE places	Term time/ 52 week	Opening hours	OOSC/ Cc*
Bellsmyre	110			term time	8.30 - 4.00	
Auchnacraig	80			term time	8.30 - 4.00	
Brucehill	80			term time	8.30 - 4.00	
Clydebank	29	16	6	52 weeks	8.00 - 4.00	7.30 - 8.00 4.00 - 5.30
Dalmonach	60			term time	8.30 - 4.00	
Dalmuir	60			term time	8.30 - 4.00	
Ferryfield	35	10	6	52 weeks	8.00 - 4.30	Cc flexibility
Gartocharn	15	10	6	52 weeks	8.30 - 4.45	Cc flexibility
Gavinburn	50			term time	8.30 - 4.00	
Jamestown	60			term time	8.30 - 4.00	
KEYS	5			term time	8.30 - 4.00	
Kilbowie	60			term time	8.30 - 4.00	
Ladyton		20	9	term time	8.30 - 4.00	4.00 - 5.00
Lennox (Faifley)		45	15	52 weeks	8.00 - 5.00	
Lennox class	40			term time	8.30 - 4.00	
Linnvale	30			term time	8.00 - 4.00	7.30 - 8.00 4.00 - 5.30
Meadowview		35	9	52 weeks	8.00 - 4.30	
Riverside	66	15		term time	8.30 - 4.00	
St Eunan's	50			term time	8.30 - 4.00	4.00 - 5.30
St Mary's (D)	50			term time	8.30 - 4.00	
Whitecrook	60			term time	8.30 - 4.00	
	940	151	51			

* OOSC - Out of School Care, Cc - Childcare

3

Creating capacity

Capacity once the 1140 hours are introduced

Table 2a: DUMBARTON

Name of centre	3 - 5 places ratio 1:8	2 - 3 places ratio 1:5	0 - 2 places ratio 1:3	Term time/ 52 week	Opening hours****
Bellsmyre (new build)	104*			term time	8.30 - 4.00
Brucehill	80			term time	8.30 - 4.00
Meadowview/ Braehead (0 - 5)	40	45	9	52 weeks	8.30 - 4.00
Dalreoch	40			term time	8.30 - 4.00
Re-open Ab Cameron	56			term time	8.30 - 4.00
total	320	45	9		

3

Creating capacity

Table 2b: CLYDEBANK

Name of centre	3 - 5 places ratio 1:8	2 - 3 places ratio 1:5	0 - 2 places ratio 1:3	Term time/ 52 week	Opening hours****
Dalmuir	56*			term time	8.30 - 4.00
Kilbowie	56*			term time	8.30 - 4.00
St Mary's (D)	48*			term time	8.30 - 4.00
Whitecrook	56*			term time	8.30 - 4.00
Gavinburn	48*			term time	8.30 - 4.00
KEYS (class)	10			term time	8.30 - 4.00
St Eunan's (class)	48*			term time	8.30 - 4.00
Auchnacraig	80			term time	8.30 - 4.00
Linnvale (class)	40			term time	8.30 - 4.00
Lennox (0 - 3)		45	15	52 weeks	8.30 - 4.00
Clydebank (0 - 5)	24**	45	6	52 weeks	8.30 - 4.00
Carleith (class)	40			term time	8.30 - 4.00
OLOL (class)	40			term time	8.30 - 4.00
St Joseph's (class)	40			term time	8.30 - 4.00
Whitecrook (class)	40			term time	8.30 - 4.00
Carleith				term time	8.30 - 4.00
total	626	90	21		

Creating capacity

3

Table 2c: VALE OF LEVEN

Name of centre	3 - 5 places ratio 1:8	2 - 3 places ratio 1:5	0 - 2 places ratio 1:3	Term time/ 52 week	Opening hours****
Dalmonach	56*			term time	8.30 - 4.00
Lennox (class)	40			term time	8.30 - 4.00
Balloch (new build)	56*			term time	8.30 - 4.00
Riverside (2 - 5)	64*	15		term time	8.30 - 4.00
Gartocharn (0 - 5)	16	10	5	52 weeks	8.30 - 4.00
Ladyton (0 - 3)		20	9	term time	8.30 - 4.00
Ferryfield (0 - 3)***		35	9	52 weeks	8.30 - 4.00
St Mary's (A) (class)	40			term time	8.30 - 4.00
Levenvale (class)	40			term time	8.30 - 4.00
Christie Park (class)	40			term time	8.30 - 4.00
Renton (class)	15			term time	8.30 - 4.00
total	368	80	23		

*Adjusted to account for care inspectorate ratios

**24 If we can retain Clydebank Family Centre as 0 - 5 by simply increasing 2 year old places rather than creating a 0 - 3 Centre then we may be able to retain 24 of 3 and 4 year old places.

***Ferryfield (0 - 3) is dependent on the creation of a nearby 3 & 4 year olds class e.g. St Mary's (A)

****Opening hours - Further investigation into providing Out of School Care (OOSC) and Childcare (Cc) in at least one location in each of the geographical areas is ongoing. This would ensure council provision is available between 7.30 and 6pm in each area. However, current parental feedback would not indicate a demand over and above current provision (table 2) and 3rd sector providers are available across the council. Most parents who require this additional childcare are utilising this 3rd sector provision. Most parents who require this additional childcare are already utilising this 3rd sector provision. The Clydebank area is has greatest partnership provision (table 6) reflecting current demand.

3

Creating capacity

Table 3: FUTURE CAPACITY: TOTALS

Sub totals	3 - 5 places	2 - 3 places	0 - 2 places
Dumbarton	320	45	9
Clydebank	626	90	21
Vale of Leven	368	80	23
Ongoing investigations	97		
Target procurement of places	653	64	
total	2064	279	53

Procurement of places

Table 4: PARTNERSHIP PROVISION AS OF JULY 2016 (TOTAL 10 CENTRES: 9 PARTNERS)

Clydebank area	Dumbarton area	Vale of Leven area
Nursery Times by the River	Carousel	Carousel
Lucky Little Stars	Great Start	
Children's Hour		
Brookland		
Sunflower		
Villa Kindergarten		
Bright Beginnings		

All partner centres are open from 7.30am - 6.00pm*

*Villa and Brookland do not open until 8.00am but have a drop off facility from 7.30am

4

Governance

At the start of the review all centres were 'stand-alone' and operated under a Head of Centre. It is proposed that, to reflect the varying needs of families and children, and to reflect the developing curricular and performance and improvement demands, that the current management structure in ELC be revised. The current situation is that there are three 'layers' of management: Team Lead; Depute and Head of Centre. To reflect the move towards the Future Operating Model of the Council it is proposed that this 3 tier structure reduces to 2: Senior ELC Officer and Lead ELC Officer.

Currently 36 staff members hold promoted posts across ELC (table 5).

Table 5: Current numbers holding promoted posts

Title	Grade	No. of staff holding this post
Team Leader	6	9
Depute	7	10
Head of Centre	8	17
total		36

Further increases in staffing will be required as new classes are opened, existing centres are extended, and ratios are adjusted. A total of 42 promoted staff members will be required for full implementation of the proposals to increase capacity (table 6).

Table 6: Future numbers of promoted posts required

Title	Grade	No. of posts required
Lead ELC Officer	To be job evaluated	27
Senior ELC Officer	To be job evaluated	15
total		42

By increasing capacity through utilisation of existing school space and with the requirement for increased closer working across Early Level it is proposed that all new ELC classes be placed under the leadership of the HT of the primary school.

- Proposed management of new classes in existing primary schools which should be led by a Lead ELC officer reporting in to the HT as part of the extended school management team
- Existing Centres housed within a primary school building should be led by a Lead ELC officer reporting into the HT as part of the extended management team of the school.
- Existing Centres that are within the campus of a primary school (open 52 weeks and offering 0 - 5 provision) should be led by a Senior ELC officer reporting in to the HT as part of the extended school management team.

A formula has been created to allocate management staffing to ELC where the Centre is being placed under the HT of the co-located primary school (see table 7).

4

Governance

Table 7

Size of class in FTE places	Management structure
0 - 56	Head Teacher + Lead ELC Officer
57+	Head Teacher + School Leadership time (0.2FTE) + Lead ELC Officer
0 - 5 centre; 52 weeks	Head Teacher + Senior ELC Officer + if 57+ FTE: School Leadership time (0.2FTE)

Thirteen centres will retain stand-alone status led by a Senior ELC Officer due to their isolated location and/or size. A formula has been developed for the allocation of management staffing to each stand-alone Centre (see table 8).

Table 8

Size of centre in FTE places	Management structure
0 - 56	Senior ELC Officer
57+	Senior ELC Officer + Lead ELC Officer

Resources

5

Capital

The overall budget for capital spend in ELC is

£1,988,000

At present

£1,963,000

has been allocated to projects outlined in this paper.

Costs are at this point still estimated.

Revenue

The overall budget for revenue spend in ELC is

£3,897,000

All funds are allocated to take forward projects until August 2018 although some projects will only be partially agreed until further funding is made available by 2020.

Resources

5

Table 9: COST OF THE CURRENT PROMOTED POST STRUCTURE

Title	Grade	No. of staff holding this post	Full cost
Team Leader	6	9	£300,758
Depute	7	10	£393,950
Head of Centre	8	17	£764,724
total		36	£1,459,431

New costs (including the additional 6 promoted posts) will vary according to job evaluation of the new roles and remits.

Table 10: INDICATIVE STAFFING COSTS OF EACH NEW CLASS (ASSUMING SIZE OF 40 FTE)

Title	Grade	Number of posts	Cost
Head Teacher	Average of one grade increase	1	£2,000
Lead ELC Officer	6 or 7 (subject to job evaluation)	1	Between £33,418 & £39,395 depending on job evaluation
ELC Officer	5	5	£143,819
Furniture, equipment & supplies			£30,000
total			Between £209,236 & £215,214 depending on job evaluation

Resources

5

Table 11: TIMETABLE FOR CHANGE

Financial year in which project will commence	Project/s	Opening date for service	Comments
2014/15	Meadowview 0 - 3	August 2014	Opened on time
2015/16	Garshake closure	July 2015	Closed on schedule
	Linnvale class	August 2015	Linnvale class under HT
	Lennox (Faifley) 0 - 3	August 2015	Opened on time
	Auchnacraig 3 - 5	August 2015	Opened on time
2016/17	Lennox class	August 2016	Lennox class opens
	Ladyton ELC	August 2016	Opens as a 0 - 3 centre
	Bellsmyre campus	August 2016	New build ELCC opens
	St Eunan's and Gartocharn ELCCs	August 2016	Proposal to Committee for permanent HT management. Statutory consultation required for additional stage in St Eunan's and Gartocharn
		January 2017	St Eunan's and Gartocharn under management of HT (if approved by Committee)
Kilpatrick ELC	October 2016	New expanded facility opens	
2017/18	Balloch campus	Winter 2017	New build ELCC opens
	Braehead class and expansion of Meadowview 0 - 3	August 2017	Braehead 0 - 5 provision opens under the HT of the school
	Ferryfield ELC	August 2017	Ferryfield opens as a 0 - 3 centre

Resources

5

Table 11: TIMETABLE FOR CHANGE

Financial year in which project will commence	Project/s	Opening date for service	Comments
2017/18	St Mary's (A) ELC	August 2017	St Mary's (A) class under the HT of the school
	Clydebank Family Centre expansion	August 2017	Expansion of 2 year olds places
	Expansion of Dalmonach into Dalmonach CE Centre	August 2017	Extended provision opens
2018/19	Gavinburn ELC expansion	August 2018	Gavinburn ELC under the HT of the school
	Kilbowie ELC	August 2018	Opens under the HT of the school
2019/20 2020/21	AB Cameron ELC reinstated	By August 2020	AB Cameron re-opens
	Levensale	By August 2020	Opens as a class under the HT of the school
	Carleith	By August 2020	Opens as a class under the HT of the school
	Goldenhill	By August 2020	Opens as a class under the HT of the school
	St Joseph's	By August 2020	Opens as a class under the HT of the school
	Christie Park	By August 2020	Opens as a class under the HT of the school
	Dalreoch	By August 2020	Opens as a class under the HT of the school
	Edinbarnet	By August 2020	Opens as a class under the HT of the school

Resources

5

Table 11: TIMETABLE FOR CHANGE

Financial year in which project will commence	Project/s	Opening date for service	Comments
2019/20 2020/21	OLOL	By August 2020	Opens as a class under the HT of the school
	Whitecrook	By August 2020	Opens as a class under the HT of the school
2021/22 onwards	St Mary's (D) ELC	August 2021	Opens under the HT of the school
	Balloch campus ELC	August 2021	Opens under the HT of Haldane/Jamestown school

Draft assuming approval by Educational Services Committee

**West Dunbartonshire Council
Educational Services**



**A Proposal Document
for**

the transfer of the management of Gartocharn Early Learning and Childcare Centre to Gartocharn Primary School.

The following schools are affected by this Proposal Document:
Gartocharn Primary School

The following Early Learning and Childcare Centre (ELCC) is affected by this Proposal Document: Gartocharn ELCC

This document has been issued by West Dunbartonshire Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010

1. Introduction

1.1 At its meeting on 24 August 2016, the educational services committee of West Dunbartonshire Council agreed to:

- a) note the content of this update;
- b) approve the aims, principles and future direction for the service
- c) approve the proposal to have all new ELC classes report into the Headteacher of the school in which the class is located.
- d) approve the proposal to undertake a statutory consultation to place Gartocharn ELC Centre under the management and leadership of the Headteacher of Gartocharn Primary school

2 The Proposal

2.1 West Dunbartonshire Council is proposing, subject to the outcome of the consultation process:

- To place the management of Gartocharn ELCC under the HT of Gartocharn Primary school
- The new arrangements to come into force in January 2017.

3. Background to the proposal

3.1 West Dunbartonshire Council has made good progress in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELC from 475 to 600 hours per year for children aged 3 and 4 and for identified groups of 2 year olds from August 2014. All children who are entitled and whose parents wish to access ELC attend either a council-run ELCC or a partnership ELCC.

3.2 In line with the principles of Curriculum for Excellence, which requires councils to develop a 3-18 curricular model, the council has moved over the last year towards a learning community approach to curriculum planning and delivery, with heads of ELCCs, primary schools and secondary schools working together with other partners to plan children's learning and progression pathways. This approach promoted closer working across the various sectors.

3.3 During the course of the last academic year new national improvement guidance has been issued which links much more closely links the school and ELCC self-evaluation and improvement structures. *How Good Is Our Early learning and Childcare* (HGIOELC) now mirrors and complements *How Good is Our school 4* (HGIOS 4) which itself has been revised and refreshed to reflect better the way that Early level in particular must be developed and delivered.

4. Current Position

4.1 Gartocharn ELC Centre is located in the grounds of Gartocharn Primary School.

- 4.2** The Centre is a 0-5 Centre and is registered for 15 full time 3-5 year old places; 10 full time 2 year old places and 6 full time 0-2 year old places.
- 4.3** The Centre has recently lost its Head of Centre to a post in another authority. The proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school.
- 4.4** The current Head Teacher of Gartocharn Primary School has been in post for 2 years.
- 4.5** The current school role is 78

5. Proposed New Arrangements

- 5.1** It is proposed that Gartocharn ELC Centre move permanently under the management of Gartocharn Primary School from January 2017.

6. Educational Benefits Statement

- 6.1** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Education (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014.

- 6.2** Likely effect of proposal on pupils currently attending or expected to attend Gartocharn primary school and Gartocharn ELCC.

- 6.2.1** Specifically, the proposal would have the following educational benefits for children attending the ELCC and the primary school:

- It allows flexibility in access to a teacher for children in the ELCC;
- It ensures minimum of two graduates working in and developing Early Level experiences in the ELCC;
- It enhances staffing allocations supporting Early Level;
- It enhances transition experiences for children from the ELCC to primary one;
- It enhances the collaborative opportunities for staff to work cross sector and engage more easily in assessment and moderation and learning round activities;
- It enhances coherent and consistent approaches to planning and improvement for Early level experiences and outcomes;
- It promotes the opportunities for children to work together on Early Level experiences and outcomes across sectors;
- It facilitates staff development, partnership working and collaboration across Early Level.

6.2.2 The proposal also offers an assurance of stability and continuity of

- working practices and management for staff;
- experiences for the children; and
- contacts and arrangements for parents and carers.

6.3 Likely effect or proposal on other users of the school

6.3.1 Currently there are two regular Lets in Gartocharn Primary School but none for the ELCC buildings. The current Lets for after school and evening Badminton Clubs (6pm – 7pm and 7.30pm – 9.30pm) will be unaffected by the proposal.

6.4 Likely effect of proposal on other children across West Dunbartonshire schools and ELCCs

6.4.1 There is unlikely to be any effect on other children across West Dunbartonshire Council Schools.

6.4.2 There is unlikely to be any effect on other children across West Dunbartonshire Council ELC centres.

7. Financial and Procurement Implications

7.1 The principal justification for this proposal is educational. There are minimal financial implications to the proposal.

7.2 The specific costs and savings indicating the overall changes are as follows:

Costs

Head Teacher (HT) job sizing (one grade point on the HT scale)

Enhanced school based staffing to support the increase in roll

Grade 7 Depute ELC post

8. The consultation process

8.1 At the meeting on 24 August 2016, West Dunbartonshire Council authorised the Chief education officer to undertake formal consultation in terms of the Schools (consultation) (Scotland) Act 2010 in relation to the proposal specified in section 2 above and the arrangements noted below have been made to discharge that instruction.

8.2 The initial aspects of the consultation process are specified in the following table:

Item	Date/details
Issue proposal Document to notify consultees (in advance of start of required consultation period)	29 August 2016
Formally commence consultation period (the formal Date of Publication)	5 September 2016
Public notices to be advertised in Lennox Herald and placed on notice boards in relevant West Dunbartonshire Council buildings and	During the week beginning 29 August 2016; notices displayed, newspaper advert in Lennox Herald and Council Website.

West Dunbartonshire Council website to be updated with relevant information.	
Public meeting	21 September 2016 at 7.00pm in Gartocharn Primary School
Consultation period ends	28 October 2016
Comments / representation submitted to the Chief Education officer during consultation period forwarded to education Scotland to allow preparation of their report	4 November 2016
Education Scotland provide the Chief Education officer with report (3 weeks from submission of information)	25 November 2016

8.3 The Proposal Document will be issued by the Chief education Officer to the consultees included in the following list.

- Education Scotland
- The parent Council of Gartocharn Primary school
- The parents/carers of pupils attending Gartocharn Primary school
- The parents/carers of any children expected by West Dunbartonshire Council to attend Gartocharn Primary School within two years of the date of this publication of this Proposal document (with that date of publication being defined in the table included in section 8.2 above), including those children attending all private and voluntary ELC Centres in the Clydebank area;
- Parents of children attending Gartocharn ELC Centre
- The pupils attending Gartocharn Primary school (insofar as this is possible and taking cognisance of the age and maturity of the pupils)
- The teaching and support staff at Gartocharn Primary School and Gartocharn ELC Centre
- The trade Union representatives of the above staff
- The constituency MSP
- The constituency MP
- The constituency MEP

8.4 The Proposal Document will also be published on the West Dunbartonshire Council website and copies will also be available from the reception point at the following West Dunbartonshire council Buildings.

- Gartocharn Primary School
- Gartocharn ELC Centre
- Balloch Library
- Educational Services, Second Floor, West Dunbartonshire council Offices, Garshake Road, Dumbarton, G82 3PU

- 8.5** The Proposal Document can also be made available in alternative formats or in translated form for readers whose first language is not English. Please make contact with West Dunbartonshire Council's Education services, Second Floor, West Dunbartonshire Council HQ, Garshake Road, Dumbarton, G82 3PU, Tel: 01389 737303, email: education.centralregistry@west-dunbarton.gov.uk
- 8.6** A public notice to advertise the consultation will be placed in the Lennox Herald and the same notice will be displayed on the reception area notice boards in the above noted West Dunbartonshire Council buildings
- 8.7** A public meeting will be held in Gartocharn primary school on 21 September 2016 at 7.00 pm, at which representatives of West Dunbartonshire Council's Educational services department will be in attendance to present the details of the proposal, and answer questions and record comments/representations from those in attendance at the meeting.
- 8.8** Contributions to the consultation can be made via survey monkey, details on the Council's website. Comments/representations may also be made using the Council's Contact centre.
Tel: 01389 738282;
email: contactcentre@west-dunbarton.gov.uk or education.centralregistry@west-dunbarton.gov.uk
written: Chief Education officer, Educational Services, West Dunbartonshire Council HQ, Garshake Road, Dumbarton G82 3PU
- 8.9** At the end of the consultation period, the Chief Education officer will submit a copy of all written comments/representations, together with oral comments/representations made at the public meeting to Education Scotland who will prepare a professional and independent report on the educational aspects of the Proposal.
- 8.10** The Chief Education Officer will consider all written and oral comments/representations received in relation to the Proposal which have been received during the consultation period, together with Education Scotland's report, and prepare a Consultation report.
- 8.11** The Chief Education officer shall publish the Consultation report which will be made available on Council's website; it will also be available in printed format from the reception points at West Dunbartonshire Council buildings specified in section 8.4 above.
- 8.12** The Consultation report shall be published to allow a period of no less than 3 weeks prior to the Council's decision to either implement or reject the Proposal.
- 8.13** The Chief Education Officer shall immediately notify Scottish Ministers of the Council's decision is to implement the proposal to transfer the management of Gartocharn ELC Centre to Gartocharn Primary school.
- 8.14** Consultees are invited to indicate whether or not they are in favour of this proposal to transfer the management of Gartocharn ELC Centre to Gartocharn Primary school. Consultees may also wish to provide reasons for their opinion.

Draft assuming approval by Educational Services Committee

**West Dunbartonshire Council
Educational Services**



**A Proposal Document
for**

the transfer of the management of St Eunan's Early
Learning and Childcare Centre to St Eunan's Primary School
and

the following school is affected by this proposal Document: St Eunan's Primary
School

the following Early Learning and Childcare Centre is affected by this proposal
document: St Eunan's Early Learning and Childcare Centre

**This document has been issued by West Dunbartonshire Council for
consultation in terms of the Schools (Consultation) (Scotland) Act 2010**

1. Introduction

1.1 At its meeting on 24 August 2016, the educational services committee of West Dunbartonshire Council agreed to:

- a) note the content of this update;
- b) approve the aims, principles and future direction for the service
- c) approve the proposal to have all new ELC classes report into the Headteacher of the school in which the class is located.
- d) approve the proposal to undertake a statutory consultation to place St Eunan's ELC Centre under the management and leadership of the Headteacher of St Eunan's Primary school

2. The Proposal

2.1 West Dunbartonshire Council is proposing, subject to the outcome of the consultation process:

- To place the management of St Eunan's ELCC under the HT of St Eunan's Primary school
- The new arrangements to come into force in January 2017.

3. Background to the proposal

3.1 West Dunbartonshire Council has made good progress in the implementation of the Children and Young People Act 2014 which increased the entitlement to ELC from 475 to 600 hours per year for children aged 3 and 4 and for identified groups of 2 year olds from August 2014. All children who are entitled and whose parents wish to access ELC attend either a council-run ELCC or a partnership ELCC.

3.2 In line with the principles of Curriculum for Excellence, which requires councils to develop a 3-18 curricular model, the council has moved over the last year towards a learning community approach to curriculum planning and delivery, with heads of ELCCs, primary schools and secondary schools working together with other partners to plan children's learning and progression pathways. This approach promoted closer working across the various sectors.

3.3 During the course of the last academic year new national improvement guidance has been issued which links much more closely links the school and ELCC self-evaluation and improvement structures. *How Good Is Our Early learning and Childcare* (HGIOELC) now mirrors and complements *How Good is Our school 4* (HGIOS 4) which itself has been revised and refreshed to reflect better the way that Early level in particular must be developed and delivered.

4. Current Position

4.1 St Eunan's ELC Centre is located in St Eunan's Primary School. The Centre had a disappointing inspection report in 2015 and concerns were such that a comprehensive support package was introduced.

Part of this support package, welcomed by Education Scotland, was that overall governance of the centre should be temporarily placed with the Head Teacher in order to support the Centre in moving forward and ensure the implementation of the support package in the absence of the Head of centre.

- 4.2** Education Scotland made a return visit in August 2015 and reported that the centre had made good progress such that a further visit was not necessary. Since then the care Inspectorate has visited (April 2016) and awarded the following grades:

Quality of care and support 4 - Good
 Quality of environment 5 - Very Good
 Quality of staffing 5 - Very Good
 Quality of management and leadership 4 - Good

- 4.3** The Centre is registered for 50 full time places: 50 morning places and 50 afternoon places. The Centre operates at near full capacity for most of the year. The Centre also operates Out of school care provision. It is registered for 30 children at any one time with average daily attendance of 30.
- 4.4** The proposal is that the centre now be placed permanently under the overall management of the Head Teacher of the school.
- 4.5** The current Head Teacher of St Eunan's Primary School has been in post for 7 years. The current school role is 368.

5. Proposed New Arrangements

- 5.1** It is proposed that St Eunan's ELC Centre move permanently under the management of St Eunan's Primary School from January 2017.
- 5.2** The Out of School care provision will continue to operate as it does at present.

6. Educational Benefits Statement

- 6.1** West Dunbartonshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Education (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014.

- 6.2** Likely effect of proposal on pupils currently attending or expected to attend St Eunan's primary school and St Eunan's ELCC.

- 6.2.1** Specifically, the proposal would have the following educational benefits for children attending the ELCC and the primary school:

- It allows flexibility in access to a teacher for children in the ELCC;
- It ensures minimum of two graduates working in and developing Early Level experiences in the ELCC;
- It enhances staffing allocations supporting Early Level;
- It enhances transition experiences for children from the ELCC to primary one;
- It enhances the collaborative opportunities for staff to work cross sector and engage more easily in assessment and moderation and learning round activities;
- It enhances coherent and consistent approaches to planning and improvement for Early level experiences and outcomes;
- It promotes the opportunities for children to work together on Early Level experiences and outcomes across sectors;
- It facilitates staff development, partnership working and collaboration across Early Level.

6.2.2 The proposal also offers an assurance of stability and continuity of

- working practices and management for staff;
- experiences for the children; and
- contacts and arrangements for parents and carers.
-

6.3 Likely effect or proposal on other users of the school

6.3.1 Currently there are no regular Lets of St Eunan's primary school or ELCC buildings.

6.3.2 The Out of school care service currently in operation would be unaffected by this proposal.

6.4 Likely effect of proposal on other children across West Dunbartonshire schools and ELCCs

6.4.1 There is unlikely to be any effect on other children across West Dunbartonshire Council Schools.

6.4.2 There is unlikely to be any effect on other children across West Dunbartonshire Council ELC centres.

7. Financial Implications

7.1 The principal justification for this proposal is educational. There are no financial implications to the proposal as these arrangements have been in place since August 2015 to support the temporary arrangement.

7.2 The specific costs and savings indicating the overall changes are as follows:
 Costs
 Head Teacher (HT) job sizing (one grade point on the HT scale)
 Enhanced school based staffing to support the increase in roll
 Grade 7 ELC lead professional

8. The consultation process

8.1 At the meeting on 24 August 2016, West Dunbartonshire Council authorised the Chief education officer to undertake formal consultation in terms of the Schools (consultation) (Scotland) Act 2010 in relation to the proposal specified in section 2 above and the arrangements noted below have been made to discharge that instruction.

8.2 The initial aspects of the consultation process are specified in the following table:

Item	Date/details
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Public notices to be advertised in Clydebank Post and placed on notice boards in relevant West Dunbartonshire Council buildings and West Dunbartonshire Council website to be updated with relevant information.	During the week beginning 29 August 2016; notices displayed, newspaper advert in Clydebank Post and Council Website.
Public meeting	20 September 2016 at 7.00 pm in St Eunan's Primary School
Consultation period ends	28 October 2016
Comments / representation submitted to the Chief Education officer during consultation period forwarded to education Scotland to allow preparation of their report	4 November 2016
Education Scotland provide the Chief Education officer with report (3 weeks from submission of information)	25 November 2016

8.3 The Proposal Document will be issued by the Chief education Officer to the consultees included in the following list.

- Education Scotland
- The parent Council of St Eunan's Primary school
- The parents/carers of pupils attending St Eunan's Primary school
- The parents/carers of any children expected by West Dunbartonshire Council to attend St Eunan's Primary School within two years of the date of this publication of this Proposal document (with that date of publication being defined in the table included in section 8.2 above), including those children attending all private and voluntary ELC Centres in the Clydebank area;
- Parents of children attending St Eunan's ELC Centre
- The pupils attending St Eunan's Primary school (insofar as this is possible and taking cognisance of the age and maturity of the pupils)
- The teaching and support staff at St Eunan's Primary School and St Eunan's ELC Centre
- The trade Union representatives of the above staff

- The constituency MSP
 - The constituency MP
 - The constituency MEP
- 8.4** The Proposal Document will also be published on the West Dunbartonshire Council website and copies will also be available from the reception point at the following West Dunbartonshire council Buildings.
- St Eunan's Primary School
 - St Eunan's ELC Centre
 - Clydebank Library
 - Educational Services, second Floor, West Dunbartonshire council Offices, Garshake Road, Dumbarton, G82 3PU
- 8.5** The Proposal Document can also be made available in alternative formats or in translated form for readers whose first language is not English. Please make contact with west Dunbartonshire council's Education services, Second Floor, West Dunbartonshire Council HQ, Garshake Road, Dumbarton, G82 3PU, Tel: 01389 737303, email: education.centralregistry@west-dunbarton.gov.uk
- 8.6** A public notice to advertise the consultation will be placed in the Clydebank Post and the same notice will be displayed on the reception area notice boards in the above noted West Dunbartonshire Council buildings.
- 8.7** A public meeting will be held in St Eunan's primary school on 20 September 2016 at 7.00 pm, at which representatives of West Dunbartonshire council's Educational services department will be in attendance to present the details of the proposal, and answer questions and record comments/representations from those in attendance at the meeting.
- 8.8** Contributions to the consultation can be made via survey monkey, details on the Council's website. Comments/representations may also be made using the Council's Contact centre.
Tel: 01389 738282;
email: contactcentre@west-dunbarton.gov.uk or educaiotn.centralregistry@west-dunbarton.gov.uk
written: Chief Education officer, Educational Services, West Dunbartonshire Council HQ, Garshake Road, Dumbarton G82 3PU
- 8.9** At the end of the consultation period, the Chief Education officer will submit a copy of all written comments/representations, together with oral comments/representations made at the public meeting to Education Scotland who will prepare a professional and independent report on the educational aspects of the Proposal.
- 8.10** The Chief Education Officer will consider all written and oral comments/representations received in relation to the Proposal which have been received during the consultation period, together with Education Scotland's report, and prepare a Consultation report.

- 8.11** The Chief Education officer shall publish the Consultation report which will be made available on Council's website; it will also be available in printed format from the reception points at West Dunbartonshire council buildings specified in section 8.4 above.
- 8.12** The Consultation report shall be published to allow a period of no less than 3 weeks prior to the council's decision to either implement or reject the Proposal.
- 8.13** The Chief Education Officer shall immediately notify Scottish Ministers of the Council's decision is to implement the proposal to transfer the management of St Eunan's ELC Centre to St Eunan's Primary school.
- 8.14** Consultees are invited to indicate whether or not they are in favour of this proposal to transfer the management of St Eunan's ELC Centre to St Eunan's Primary school. Consultees may also wish to provide reasons for their opinion.

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 24 August 2016**

**Subject: Strategy to Raise Attainment and Achievement in West
Dunbartonshire - Update****1. Purpose**

- 1.1 This report updates Members on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

2. Recommendations

- 2.1 The Educational Service 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; and
 - (b) that a further update will be submitted to the Committee at its December 2016 meeting.

3. Background

- 3.1 The Strategy to Raise Attainment and Achievement in West Dunbartonshire was agreed by the Education and Lifelong Learning Committee (now known as the Educational Services Committee) in September 2011. A further recommendation was agreed that a report on progress with the implementation of the Strategy should be presented to every Education and Lifelong Learning Committee (now known as the Educational Services Committee) as a standing item.

4. Main Issues**4.1 Secondary Schools**Raising Attainment Action Plans

- 4.1.1 An evaluation for each school's Raising Attainment Action Plan session 2015/16 is contained at Appendices 1-5. The plans for academic session 2016/17 will be presented to the December meeting of the Educational Services Committee.

4.1.2 The Raising Attainment team have continued a number of school based initiatives to raise attainment, focused on mentoring, study skills and supported study. A number of new initiatives were undertaken this year to address the involvement of parents, development of 'growth mindset' strategies for pupils and parents and the closer scrutiny of tracking arrangements.

4.2 Scottish Qualifications Authority (SQA)

4.2.1 Following the publication of the results by the SQA in August, all secondary schools are asked to provide a detailed breakdown of pass rates for each subject at each level. Once collated centrally in August, we will be in a position to then draw comparisons with performance last session across national 3 to 5 for the first time with the new qualifications. Next session, we will be able to provide a three year analysis of National 3-5 and introduce a two year analysis of the new CfE Higher National 6 and new CfE Advanced Higher National 7.

4.2.2 In April 2014, SQA replaced the Appeals procedures with a new Post-Results Service. It should be noted that this is significantly different from the former Appeals process, where additional evidence of a pupil's performance was submitted for consideration. After publication of results, where schools feel that a claim could be made, they can request a Marking Review. SQA will re-mark all components of a pupil's examination - resulting in either no change, a mark increase or a mark reduction. Where there is no change, the school will be charged the sum of £29.75 per pupil per course. Clearly, this has the potential to become a costly exercise for schools. If the agreed procedure is not followed.

4.2.3 The launch of the Insight tool in September 2014, provided schools and local authorities with a new tool for data analysis. Attainment is now measured at the point of exit of the learner as opposed to at each stage of formal examinations. This has a significant impact on the timing of reporting of whole school performance as this information can only be gathered once all school leaver information has been recorded. Insight is populated biannually (September and February). The September update allows establishments to review departmental performance with subject and level data. The February update is where the whole school performance can be measured as all leaver information will be known i.e. February 2017 will provide information on the performance of leavers from June 2016. Performance will be measured across 4 elements: level of literacy and numeracy qualification achieved; positive leaver destinations; attainment against deprivation; total tariff score achieved. A report on these measures will be submitted to Committee as soon as possible following February 2017.

Primary Schools

4.3 This year 50 new S1 pupils from schools across the Council signed up for summer school.

Operating as Summer Space Academies, pupils took part in a range of challenges, in line with the national focus on learning through Science, Technology, Engineering and Mathematics (STEM).

Pupils worked in small teams over the three days to complete their challenges which included an arts, digital music, design/engineering, rocket, science/maths, food in space and a 'train like an astronaut' challenge.

Each team recorded their progress by keeping a 'Space Journal' and presented their work to family members at the Space Showcase on the final afternoon. Pupils graduated on successful completion of their 2016 Space Academy missions. Feedback from pupils and staff involved was extremely positive and a summary of the evaluations is provided as Appendix 6.

Scottish Attainment Challenge

- 4.4** West Dunbartonshire Council has received confirmation of funding for its year 2 Attainment Challenge Plans. These are subject to a separate report to this committee.

As part of the national drive to tackle inequity the programme is being extended to secondary schools. Project proposals and plans have been submitted to Scottish Government.

Committee will be kept updated as plans and funding allocations are confirmed.

Early Level

- 4.5** The use of tracking tools at early level has supported staff to become more literate in interrogating data and in using it to plan learning. It has supported a more targeted approach to learning in literacy, maths and numeracy.

Our early level data shows improvement in overall attainment at early years: In literacy improvement is noted in the key literacy skills of : book knowledge, nursery rhymes, initial letter sounds, the alphabet and letter names. At primary one there was no measurable improvement in early literacy skills of phoneme blending, non-word reading and word reading In numeracy improvement is noted in the ten test areas of numeracy and mathematics with the exception of money which showed a slight decrease. As predicted performance for P1 children was higher than for ELCCs for all areas, especially for Number and Number Processes, Money and Time

The reciprocal teaching approach has been implemented in the majority of early learning and childcare centres. To support this guidelines have been developed and staff training provided by the early stages teaching team.

A project of joint planning a series of maths and numeracy lessons was delivered by a group of early years practitioners and primary one teachers.

Staff jointly planned, delivered and reviewed the quality of the experiences they had planned collaboratively. This is part of the strategy to raise attainment by providing a smooth progression across the early stages.

One Head of Centre has been invited by Education Scotland to present at a national conference about her leadership and management of the GIRFEC principles to meet the needs of all. This work has been recognised as sector leading and an example that others could learn from nationally.

5. People Implications

- 5.1** The seconded Raising Attainment teachers will remain in post for the academic session 2016/2017. Opportunities for professional development will continue for this team to reflect particular issues as we go forward.

6. Financial and Procurement Implications

- 6.1** The costs of activities relating to the Raising Attainment Strategy are met from existing service budgets. Scottish Government funding is available to support the Scottish Attainment Challenge.

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.

8. Equalities Impact Assessment (EIA)

- 8.1** Educational Services has carried out a screening in equality for this report. The report was found not to be relevant to the specified equality duty because the content provides an update on service delivery rather than stating a change in policy.

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 improve life chances for children and young people which is one of the strategic priorities for 2012 - 2017.

Laura Mason
Chief Education Officer
Date: 8 July 2016

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Appendices: Appendix 1 - Action Plan from Clydebank
Appendix 2 - Action Plan from Dumbarton Academy
Appendix 3 - Action Plan from Our Lady and St Patrick's
Appendix 4 - Action Plan from St Peter the Apostle
Appendix 5 - Action Plan from Vale of Leven Academy
Appendix 6 - Summary of Summer School Evaluations

Background Papers: EIA Screening

Wards Affected: All wards



Improvement Plan 2015/16

Establishment: Clydebank High School
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> Increase parental engagement 	<ul style="list-style-type: none"> Identify resources to support parents of S5 pupils Re-launch of Parental Engagement group Audit current level/quality of parental engagement through surveys of parents Prepare proposals and agree details with parents 	<p>Ongoing August – June</p> <p>September 2015</p> <p>October 2015</p> <p>October 2015</p>	<p>J Hand</p> <p>J Hand PE Group PE Group</p> <p>PE Group</p> <p>G Rae L Prentice</p>	<p>Time Staff and parent training Research literature</p> <p>Meeting time & Survey Preparation (5 hrs) Meeting time & Analysis (5 hrs)</p> <p>Meeting time (2 hrs)</p>
<ul style="list-style-type: none"> Review mentoring programme S5 	<ul style="list-style-type: none"> Review mentoring in line with feedback from pupils and mentors To deliver a revised programme of mentoring to 110 S5 pupils within the school timetable 	<p>Ongoing August – June</p>	<p>G Rae L Prentice</p>	<p>Time Training for staff</p>

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none">• There will be more measurable parental support for all initiatives at all stages.• Parents will have a greater understanding of how to provide that support.• There will be a higher pupil attendance rate at mentoring + a higher participation rate.• Pupils will demonstrate greater awareness and use of key learning skills.	<ul style="list-style-type: none">• J Hand will compare parental attendance and participation with similar activities in previous years• J Hand will survey all stakeholders re the quality and quantity of partnership working.• G Rae/L Prentice will survey all stakeholders



Improvement Plan 2015/16

Establishment: Clydebank High
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> Stretch most able pupils STAR Team to investigate gender attainment gap within a pre-transition setting. 	<ul style="list-style-type: none"> Analyse GL data more fully Involve most able pupils in subject challenges Analyse GL data more fully Work closely with the transition team. 	<p>Ongoing August – June</p> <p>Ongoing August – June</p>	<p>PTs Subject STAR Team All departmental staff</p> <p>STAR Team Transition coordinator.</p>	<p>Time for discussion at DMs Time for development of differentiated materials</p> <p>Time</p>
<p>Expected Outcome</p> <ul style="list-style-type: none"> Pupil needs will be met more fully in all classrooms. 		<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> PTs and all departmental staff will use pupil voice to gauge success in delivering differentiation. Feedback from stakeholder surveys will show all-round support for the implementation of the new policy. 		



Improvement Plan 2015/16

Establishment: Clydebank High
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> Refining tracking procedures Refining procedures for underperforming pupils To promote and develop a study skills theme week. 	<ul style="list-style-type: none"> All departments will continue to ensure a tracking mechanism from S1 onwards is in place. All staff will discuss the progress of their own pupils with their PT. Any pupil's lack of progress will be discussed with Pastoral Care and SLT. 	Ongoing August – June	PTs Subject All departmental staff SLT STAR Team PTPC	Time
	<ul style="list-style-type: none"> Staff will continue to highlight pupil's lack of progress to PT and SLT. 	Ongoing August – June	PTs Subject All departmental staff SLT STAR Team PTPC	Time
	<ul style="list-style-type: none"> Additional support strategies will be used to ensure pupils are achieving their negotiated targets. 	Ongoing August – June	PTs Subject All departmental staff SLT STAR Team PTPC	Time
	<ul style="list-style-type: none"> A lesson will be delivered to all pupils focusing on subject specific study skills by each department. 	October	All Staff	Time



Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> • All pupils will make (at least) satisfactory progress in all subjects • Random sampling will confirm this. • Parental reports will confirm this. 	<ul style="list-style-type: none"> • The Profiling Committee will evaluate the details of regular samples. • The Profiling Committee will survey stakeholders as confirmation. <p>Improved tracking procedures are in place and a number of additional support strategies have been implemented eg. Past paper printing service.</p>

Improvement Plan 2015/16

Establishment: Clydebank High
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Digital Exams	<ol style="list-style-type: none"> 1. Support ASN pupils to develop independence from reader/scribe. 2. Develop pupils' ICT skills via ongoing use of laptops and digital format practice papers 	August 2015 then ongoing	M McNicol SfL staff Subject staff	20 laptops + ICT resources Time for training learning assistants/pupils Time for developing passages in digital format.
Assistive Technology (to be used by pupils up to National 4 level exams)	<ol style="list-style-type: none"> 3. Make departments aware of their responsibility 4. Identify pupils, then support their ICT skills via ongoing use of ICT and practice papers 	August 2015 then ongoing	M McNicol SfL staff Subject staff	Time to train pupils Time to install software
<p>Expected Outcome</p> <ul style="list-style-type: none"> • Practice papers and prelim papers are produced ; pupils can access these successfully ; SQA digital exams are fully in place 		<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Ongoing feedback from pupils and departments <p>Implementation of DE and AT is well under way and will continue into the new session.</p>		



Improvement Plan 2015/16

Establishment: Clydebank High
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> Continue to deliver S1 Homework club 	<ul style="list-style-type: none"> Introduce S1 pupils to study skills. Support from departmental specific staff. 	October onwards	G Rae L Prentice	Time Staff Refreshments Additional supported study funding may be required.
<ul style="list-style-type: none"> To refine supported study arrangements with an emphasis on targeted groups. 	<ul style="list-style-type: none"> Departments to identify pupils who would benefit most from increased participation. 	October 2015	G Rae L Prentice	Time Staff Supported study budget Additional supported study funding may be required.
<ul style="list-style-type: none"> To continue to develop Motivational and study skills workshops in conjunction with St Peter the Apostle HS. 	<ul style="list-style-type: none"> Develop working partnership 	November onwards	Staff from SPTA Staff from CHS	Time Staff
<ul style="list-style-type: none"> Increase the provision of Saturday Morning 	<ul style="list-style-type: none"> Departments to identify pupils who would benefit most from increased participation. 	November onwards	G Rae L Prentice All staff	Time Staff Supported study budget Additional supported



supported study by offering a wider curricular group.	<ul style="list-style-type: none"> • Liaise with staff group. 			study funding may be required.
<p style="text-align: center;">Expected Outcome</p> <ul style="list-style-type: none"> • S1 Pupils will have a greater understanding of study skills. • To create an ethos of research and completion of homework tasks. • Improved NAB pass rate. 		<p style="text-align: center;">Monitoring and Evaluation</p> <ul style="list-style-type: none"> • SfL Committee will monitor via discussions with pupils and surveys of other stakeholders. • Evaluate attendance and participation. • All stakeholders will be asked for their views. 		



Improvement Plan 2015/16

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Learning and Teaching	Continue to build a learning community through discussing and sharing good practice in Learning and Teaching – audit of skills and abilities, delivery of twilight CPD sessions	Throughout session	All staff	CT Time Inservice CPD DMs Time for class visits
	Continue to embed Formative Assessment and develop effective questioning techniques.	Throughout session	All staff	
	Continue to implement strategies to increase the pace of lessons and increase the level of challenge provided for young people.	Throughout session	SMT	
	Continue to investigate other schools' practices through professional discussions at departmental level using information from network meetings.	Throughout session	PTs/FHs/Key staff	
	Implement revised Learning and Teaching Policy	Throughout session	All staff	

Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> • Raised attainment and achievement of most learners • Enhanced staff skills in learning and teaching • Improved challenge and depth of understanding in most curricular areas • Improved pupil confidence, commitment and attainment • Maintain engagement of all students leading to raising attainment • Most staff engage in regular discussion about pedagogy, working together to improve young people's outcomes • Good practice disseminated and results improved. 	<ul style="list-style-type: none"> • Attainment and achievement data, prelim analysis meetings, • Classroom visits by SMT have been completed across departments. • CPD records • Calendar / Programme of shared classroom experiences • Feedback at Departmental Meetings and SMT Link Meetings throughout the year. • New learning and teaching policy launched across whole school. Each department had this as a focus at departmental meetings to ensure policy was implemented across school



Improvement Plan 2015/16

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Departments	Further develop the use of pupil voice to enhance pupils' learning experiences.	Throughout session	PT's and Key Staff	CT Time DMs Inservice Time for mentoring/menting learners Home Learning alerts
	Continue to raise the profile of home learning and use of early interventions with students who need support.	Throughout session	All staff	
	Implement Home Learning Policy including use of home learning alerts	Throughout session	All staff DHT, PTs Pupil Support STARs	

Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> Quality of teaching and learning enhanced as a result of findings from pupil focus groups Completion rate of homework and standard improved in most areas Continued focus on attainment by all staff for all learners at all stages 	<ul style="list-style-type: none"> Pupil feedback through pupil voice. Across the school pupils know that they play a part in shaping their learning. Each department has a pupil voice notice board to display information gathered from pupil focus groups. New home learning policy has been launched and is in full use across whole school. Home learning alerts are being used throughout each department. This has allowed for a more robust and consistent approach to monitoring home learning across the whole school. Need to revise use of policy in terms of how raising attainment teacher can play a part in early interventions. Record of Home Learning on SEEMIS. This has allowed for the SLT and pastoral staff to monitor more clearly young people who require more support or more discussion regarding home learning



Improvement Plan 2015/16

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Mentoring	Invite for additional staff to work with STAR in order to monitor S4 progress through mentoring. Introduce a more robust system for mentoring through private study for S5-S6. Continually evaluate new process throughout session.	Ongoing	DHT, STARs, key staff	Timetables study classes Mentor time CT time Supported Study Budget Time for supported study classes/Easter school
	Launch the mentoring program with a presentation on learning and high expectations concluding with an invite to students to join the program	November	DHT, STARs	
	Use a range of indicators to identify a priority group of S4 learners for intensive mentoring (SIMD, FME, gender, previous attainment and risk matrix)	December 2015	DHT, STARs, PT Pastoral	
	Co-ordinate Supported Study Arrangements - revise strategy to record and manage attendance.	December 2015-10-22	STARs, office staff	
	Implement ways to enhance parental awareness of and engagement in Supported Study programme	Ongoing	DHT, STARs	

Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> • Appropriate pupils involved in mentoring – greater targeted support • Meetings more regular and focussed - assertive mentoring • Enhance attainment. • Increased attendance at supported study with increased parental support. 	<ul style="list-style-type: none"> • New mentoring system introduced in private study classes. Evaluations from staff and pupils indicate that this was a positive experience. Allowed for more students to be mentored and more mentoring took place per student. • New system allowed for more in formal meetings as students had class contact with their mentor once a week.

	<ul style="list-style-type: none">• Students felt more supported through the new system. Feedback from pupils and staff will be used to further improve this method of mentoring.• 24 S4 students were identified for more assertive mentoring. These meetings were led by SLT, pastoral care and STAR teachers. By using data we were able to identify the students in S4 who required more support and guidance prior to the conclusion of their National qualifications. Monitor students' progress through tracking and exam performance to identify whether this assertive mentoring had an impact.• Supported Study attendance recorded through registers provided to staff by STAR's which ensured a more robust and accurate record of attendance.• STARs monitoring S.S attendance through registers and dialogue with teachers• Parental engagement increased through use of Twitter, Group Call, Texts and School Website of S.S and Easter Revision programme
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Improvement Plan 2015/16

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Reciprocal Teaching	Implement Reciprocal Teaching Baseline Assessments	October 2015- May 2016	STAR, All English Teaching Staff , Educational Psychologist	Time, CPD CT Time Inservice Budget
	Continue to teach BGE classes using Reciprocal Teaching Methods	On going	All English Teaching Staff	
	Increase the number of staff who are trained in Reciprocal Teaching across the school	June 2016	Key Staff	
	Plan and present twilight session for parents to raise awareness of RT	To be confirmed	DHT, STARs	

Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> Enhanced staff awareness of and confidence in implementing RT Increased attainment in BGE Enhance literacy skills of learners in BGE 	<ul style="list-style-type: none"> Whole staff team trained in RT as of Feb 2016. This has allowed staff to develop their knowledge and understanding of this methodology. English Department completed Pilot Assessments and data sent on to Educational Psychologists All English staff have been using RT within their BGE classes. Resources have been created and shared on staff common drive to allow staff to begin to introduce this into their lessons.



Improvement Plan 2015/16

Establishment: Dumbarton Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Parental Partnership	Improve Parent partnership – Parent Focus Group Meetings/Information Evenings arranged	Throughout session	SMT, STAR and Key Staff	Time Parental Support

Outcomes/Impact:	Monitoring and Evaluation:
<ul style="list-style-type: none"> Enhanced parental awareness and engagement Enhanced attainment Enhanced pupil engagement and motivation 	<p>School has made better use of group call for parental engagement and we now have several twitter pages which look to engage parents in the life of the school.</p> <p>Next session STAR teachers will look to build on this Also look at how parent's information evenings are going and see how improvements can be made to ensure we continue to engage with our parental community</p>



Establishment: Our lady & St Patrick's
Service Priority: Raising Attainment and Achievement

Improvement Plan 2015/16

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Delivery of Education-Curriculum	Continue to deliver the broad general education for S1-3 developing and integrating further the four contexts of learning. Integrate learning, teaching and assessment where appropriate.	Aug 15 – June 16	DHT, PTs	<ul style="list-style-type: none"> • Dept. Meetings • LLC • LLC Steering Group • Professional dialogue • Collegiate Time • Ourcloud • DAWS • CPD • Inservice Days • Assessment Record • Ed Scotland – Progression Frameworks • BTC Documentation • CfE Briefing Papers • Course materials • Pupil products/outputs/evidence • SQA Information • WDC Subject Group Meetings • SQA Network events • Award bodies • National events • WDC Verification Policy • INSIGHT Materials • School/Dept./Faculty plan review process
	Establish in departments/faculties assessment and moderation calendars to support the implementation of activities in school and across the Learning Community.	Aug 15 – June 16	SLT, PTs, Learning Community Leaders	
	Continue to embed assessment and moderation activities taking account of the S1-3 curriculum; local assessment and moderation policy; assessment and moderation calendars and LAR development within all departments/faculties.	Aug 15 – June 16	SLT, PTs, Learning Community Leaders, TLC	
	Introduce all staff to the <i>CfE Assessment Record</i> and integrate its use into ongoing moderation of pupils' experiences and outcomes across the BGE enabling pupils to progress according to the gradient of learning.	Aug 15 – June 16	CCS, DHT, PTs	

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
	<p>Implement new national qualifications for Higher and develop Advanced Higher courses with a continued focus on the development of course plans; learning and teaching approaches; assessment, moderation and verification; IDL; Literacy, Numeracy and Health and Wellbeing.</p> <p>Introduce new courses and programmes of study in the senior phase and expand opportunities for personal achievement, achievement pathways and accreditation in each department/faculty.</p> <p>Continue to improve school and dept./faculty approaches to internal moderation and verification taking into account local and national guidance. Produce an internal school assessment calendar for National Qualifications to ensure that procedures, practice and national standards are being understood and applied consistently.</p> <p>Improve the use of INSIGHT, designed to analyse, compare and improve the performance of pupils in the senior phase.</p>	<p>Aug 15 – June 16</p> <p>Aug 15 – June 16</p> <p>Aug 15 – June 16</p> <p>Aug 15 – June 16</p>	<p>SLT, PTs, PTPC, Local Verifiers</p> <p>SLT, PTs, All Staff</p> <p>DHT, PTs, All Staff</p> <p>DHT, SLT, PTs, All Staff</p>	<ul style="list-style-type: none"> WDC Policy: National Qualifications Quality Assurance

Monitoring and Evaluation

Assessment Evidence and Calendars
Learning Visits/Observations
Student Planners

Displays of work

Pupils are engaged in stimulating, challenging and relevant curricular experiences; are actively involved in their learning and are planning appropriately for their next steps in learning.

Pupil dialogue/self and peer assessment Moderation, profiling and reporting frameworks

Pupils can identify clear progression in their skills and attributes development across the experiences and outcomes; apply them in different contexts, incorporate this information in profiling activities.

LLC Moderation Professional Dialogue Moderation and verification meetings

Staff can make clear decisions on pupil performance, making comparisons among pupils and schools. The information/data gathered can then allow informed decisions to be made to support learning, whilst also informing pupils and parents of levels of achievement.

New courses in place Accreditation

Pupils in the senior phase continue to develop their skills, attributes and capabilities needed for learning, life and work having a range of opportunities for personal achievement and accreditation.

Analysis of SQA data/INSIGHT

Departmental staff have an increased confidence when using INSIGHT and now look at a range of information across a number of measures within Insight before starting to think about improvement priorities.

Introduce new courses and programmes of study in the senior phase and expand opportunities for personal achievement, achievement pathways and accreditation in each department/faculty.

As a school we continue to focus on implementing new courses and developing pathways for our the Senior Phase pupils to ensure we maximise their potential and equip them with the skills and attitudes for life , learning and work. This session departments will still have a strong focus on introducing new courses and levels of study this will be an ongoing development over the coming years.

Introduce all staff to the CfE Assessment Record

Due to other priorities taking precedent the introduction of the CfE AR has been carried over to early in term 2016-2017

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Delivery of Education - Teaching for Effective Learning	Develop a consistency across the school in recording, tracking and monitoring literacy, numeracy and HWB skills development and accreditation.	Aug 15 – June 16	PMcC; MCD; AMcV; All staff	<ul style="list-style-type: none"> ● DAWS ● Inservice Days ● Collegiate Working/Time ● Audit Materials ● OLSP Literacy Policy ● Common Language and Methodology for Mathematics and Numeracy ● Dept./Faculty Meetings ● NAR/LAR ● Learning Visits ● Ed Scotland Report: Breadth, Challenge and Application of Learning ● CPD ● Professional Dialogue ● Tracking Reports ● Tracking Meetings ● Pupil Planners ● OLSP Literacy Across Learning Policy
	Produce a booklet for parents/carers outlining homework/home learning policy and guidance from each dept./faculty. Develop and improve homework/home learning materials and resources available from depts. via the school website.	Aug 15 – June 16	DHT; TLC; Pts; All Staff	
Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
	Ensure all depts./faculties are engaged with the TLC through active participation of departmental staff and involvement in focussed lesson observation programmes, leading to enhanced breadth, challenge and application of learning in all curricular areas.	Aug 15 – June 16	DHT; TLC; L&T Coordinators; All Staff	
	Develop further with all pupils, identification of strengths, next steps and the setting of individual targets delivering ongoing improvements and further enhancing pupil voice across all departments/faculties.	Aug 15 – June 16	SLT; PTs; PTPC; TLC; All Staff	

Monitoring and Evaluation

Pupils benefit from enhanced learning experiences as a result of the development of Interdisciplinary Learning, group work, active learning and involvement in planning their learning. Pupils are able to make connections with Literacy, Numeracy and Health & Wellbeing in their learning across the curriculum with a clear identification of skills for life, learning and work.

Pupils and parents are aware of the positive impact on learning by taking advantage of a programme designed to improve study skills and home learning.

Pupils are able to identify improvements in their learning by taking an active role in setting their own targets and in planning and reviewing their progress.

Audit and review of courses, plans and calendars.

Views of pupils, parents/carers, staff.

Assessment evidence/folios.

Display/ICT evidence of pupil work.

Nat 4/5 accreditation in Lit/Num.

Dept./Faculty minutes.

Evaluations of workshops/views of pupils and parents/carers.

TLC minutes/annual report.

Moderation activities.

Enhanced and enriched pupil/teacher dialogue.

Tracking reports.

CfE Assessment record.

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Delivery of Education – Meeting Learning Needs	Develop the confidence and skills of staff to recognise and respond to the mental and emotional needs of all learners, including those pupils with the most significant additional support needs.	Aug 15 – June 16	DHT; PTPC; PTSfL; All Staff	<ul style="list-style-type: none"> ● Collegiate time ● CPD ● Support from other agencies ● Inservice Day time ● Careers Education ● Support from Psychological Service ● Support from SDS ● WDC DYW Steering Group
	Review and develop our strategy for promoting better behaviour and better learning and revise the school code of conduct.	Aug 15 – June 16	DHT; PTPC; PTSfL; All Staff and pupils	
	Work with partners, including WDC DYW Steering Group, SDS, FE/HE, etc. to continue to deliver the recommendations from <i>Developing the Young Workforce</i> , and to establish flexible learning packages with a focus on skills for life, learning and work.	Aug 15 – June 16	DHT; PTPC; PTSfL; PTs; All Staff	

Monitoring and Evaluation

All pupils feel well supported and included, in and out of class, and school leavers obtain and sustain a positive post school destination.

Pupils gain appropriate vocational and training experiences which enhance their post school transition opportunities, reducing to 0% the number of young people not in education, employment or training.

There is a sustained culture of recognizing success and celebrating achievement among staff, pupils, parents/carers and other stakeholders.

Staff feel confident in promoting mental, emotional and social wellbeing of pupils, including those with additional support needs.

Minutes of PTPC, JAT and dept./faculty meetings.

Views of pupils and parents/carers.

Staged Intervention and Child's Plans.

SDS Service Level Agreement.

Feedback from learning visits.

SLDR Data

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Leadership	Take forward and expand the work and leadership of the TLC across all depts./faculties by using feedback, action agenda, professional enquiry and using the cycle of teaching and learning to plan assessment.	Aug 15 – June 16	SLT; TLC; PTs; All Staff	<ul style="list-style-type: none"> ● School/curricular events ● Meeting times ● ICT ● Collegiate Time ● Parents Evenings ● CfE Communication Toolkit ● School website

	<p>Further develop strategies for involving parents/carers in their child's learning through curricular workshops, parental booklets, approaches to home learning, study and revision skills and regular dept./faculty.</p> <p>Increase opportunities for parents/carers to support the life and work of the school through their involvement in the Parent Council/Forum, Chaplaincy, Committees and as business partners and volunteers.</p>	Aug 15 – June 16	SLT; PTs; All staff	<ul style="list-style-type: none"> ● Training Programmes ● ScSchool Twitter ● School newsletters ● Reprographics ● Dept./Faculty time ● DAWS ● Inservice Days ● CPD ● PDP/PRD ● TLC Meetings ● Professional Development Opportunities for staff
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Monitoring and Evaluation

Pupil voice is strong, effective and influential in securing school improvement at all stages.

We continue to refine and develop our processes for communicating with parents/carers to ensure that all parents/carers understand all aspects of their child's learning, feel more able to support them and to make contributions to the life and work of the school.

Staff feel well supported, coached and challenged to extend their own career long professional development and to take on a leadership role for school improvements that support the vision, values and aims of the school.

S3 Profile/Certificate.

Student Leadership Strategy.

Evidence of achievements.

Evaluations of workshops/events.

Consultation with parents/carers.

Improved use of school website/Twitter.

Newsletters.

Caritas Activities.

RRS Accreditation.

Evaluations of learning visits and reports.

Evaluations from training.

PDP/PRD action plans/reports.



Improvement Plan 2015/16

ST PETER THE APOSTLE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2015 - 2016

School Priority	SIP Reference	Focus Area
Improving the learning experiences and achievements of young people.	1. (a)	Improving learners' experiences and teaching for effective learning.
Improving the learning experiences and achievements of young people.	1. (b)	Improving learning through technologies.
Improving the learning experiences and achievements of young people.	1. (c)	Developing a data rich community.
Improving the learning experiences and achievements of young people.	1. (d)	Developing a coherent approach to assessment, moderation and tracking in the BGE.
Improving support to help young people develop and learn.	2. (a)(1)	Develop existing curricular links with all associated primary schools with specific focus on STEM and numeracy to ensure effective transitions in learning.
Improving support to help young people develop and learn.	2. (a)(2)	Continue to build upon post-16 transitions through working with partners to ensure positive and sustained destinations for all.
Improving support to help young people develop and learn.	2. (a)(3)	Focus on developing Literacy & Numeracy skills across the curriculum.
Improving support to help young people develop and learn.	2. (a)(4)	Evaluate courses within all curriculum areas to ensure smooth progression from BGE to Senior Phase including opportunities for achievement.
Improving support to help young people develop and learn.	2. (b) (1)	To ensure consistency of support provision for all learners including those with ASN.
Improving support to help young people develop and learn.	2. (b) (2)	To continue to improve support provision for EAL pupils.
Improving self evaluation to secure better outcomes for young people.	3. (a)	To evaluate learning and teaching from the perspective of pupils.
Improving self evaluation to secure better outcomes for young people.	3. (b)	Develop stakeholder involvement in Communications Team.
Building a community of faith, learning and leadership.	4. (a)	To build a community of faith through curriculum provision and Chaplaincy Team.
Building a community of faith, learning and leadership.	4. (b)	To build learning and leadership capacity at all levels including pupils, parents and staff.



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<p>1. Improving the learning experiences and achievements of young people.</p> <p>Priority 1(a)</p> <p>To improve Learners' Experiences and Teaching for Effective Learning.</p>	<p>Learning and Teaching Group:</p> <ul style="list-style-type: none"> • Liaise with Self Evaluation Group regarding further programme of learning visits • Analyse and evaluate data gathered by Self Evaluation Group to identify key areas for improvement on lesson delivery and quality feedback to learners • Finalise draft guidance on lesson structure and quality feedback • Lead collegiate session on key areas for improvement & professional learning opportunities • Lesson structure & quality feedback key focus of DMs – L & T Group members lead professional dialogue • Develop & deliver CPD Programme relating to lesson structure & quality feedback 	<p>August 2015 - September 2015</p> <p>August 2015 - September 2015</p> <p>August 2015- September 2015</p> <p>Collegiate Session – September 2015</p> <p>October 2015 – November 2015</p> <p>October 2015 – March 2016</p>	<p>Learning & Teaching Group</p> <p>Learning & Teaching Group</p> <p>Learning & Teaching Group</p> <p>Learning & Teaching Group / All Staff</p> <p>Learning & Teaching Group / All Staff</p> <p>Learning & Teaching Group / All Staff</p>	<p>In-Service Days</p> <p>Pupil Forums</p> <p>Survey Monkey Evaluations</p> <p>Staff Evaluations</p> <p>Departmental Meetings</p> <p>Collegiate Sessions</p> <p>Twilight sessions</p> <p>Staff cover for Development Work</p>
<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • Current baseline established • Guidance booklet disseminated and impacting on practice • Quality professional learning opportunities for all staff • Improved learners' experiences • More effective use of feedback for learners 		<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Collation and evaluation of all audit information • Feedback from collegiate sessions • Up-take / evaluation of professional learning opportunities • DM Minutes • Future learning visits / pupil evaluations 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Implement ICT Strategy for Learning with Technologies

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
1. Improving the learning experiences and achievements of young people. Priority 1(b) To improve the use of ICT and Learning through Technologies.	Learning Through Technologies Group: <ul style="list-style-type: none"> Collate & analyse staff response to current ICT confidence and future needs professional learning opportunities Develop & deliver a programme of professional learning opportunities to meet the needs of departments/ individual staff including Our Cloud Continue to facilitate the sharing of good practice in learning through technologies Establish sub-group to consider strategic planning of future ICT investment Work with Self Evaluation Group to engage learners' in evaluating current learning through technologies experience and future improvements Establish Pupil ICT Reference Group 	August 2015 - September 2015 August 2015 - December 2015 January 2016 – April 2016 August 2015 October 2015 – March 2016 October 2015	Learning Through Technologies Group Learning Through Technologies Group / selected staff Learning Through Technologies Group HT / Learning Through Technologies Group Learning Through Technologies Group / Self Evaluation Group	In-Service Days Pupil Forums Survey Monkey Evaluations Staff Evaluations Departmental Meetings Collegiate Sessions Twilight sessions Staff cover for Development Work Investment in ICT hardware External professional learning opportunities
Expected Outcomes/Impact <ul style="list-style-type: none"> Increased confidence in learning through technologies by staff and learners Enhanced use of learning interactively through technologies Improved future planning including pupil voice 		Monitoring and Evaluation <ul style="list-style-type: none"> Collation and evaluation of all audit information Feedback from collegiate sessions Up-take / evaluation of professional learning opportunities DM Minutes Future learning visits / pupil evaluations – impact 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement / Improve Self Evaluation Processes & Systems

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<p>1. Improving the learning experiences and achievements of young people.</p> <p>Priority 1(c)</p> <p>Develop approaches to scrutiny of performance data including transitions, BGE, Senior Phase, Achievement and Destinations.</p>	<p>Data Rich Working Group:</p> <ul style="list-style-type: none"> Continue to improve data analysis / whole school tracking including <ul style="list-style-type: none"> Primary Data Analysis /GL Assessment Data / Literacy & Numeracy / Curriculum Areas in BGE / Senior Phase/ Benchmarking Tool / Profiling Achievement/ Destinations Analyse and evaluate the data at pivotal points, identifying key strengths and areas for improvement Lead professional dialogue via DMs and Inset Provide professional learning opportunities for staff, specifically in relation to GL and BGE Establish an S4 pilot relating to closer scrutiny of class performance / appropriate interventions across the session 	<p>August 2015 -March 2016</p> <p>Full Session</p> <p>August 2015 – October 2015</p> <p>August 2015 – October 2015</p> <p>August 2015</p>	<p>Data Rich Group / SLT / PTs</p> <p>Data Rich Group / SLT / PTs</p> <p>Data Rich Group / SLT</p> <p>Data Rich Group</p> <p>Data Rich Group / DHT (S4)</p>	<p>Clerical Time/ Administration Support</p> <p>Departmental Meetings</p> <p>Collegiate Sessions</p> <p>Twilight sessions</p> <p>Staff cover for Development Work</p> <p>External professional learning opportunities (seemis)</p>
<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> Systematic approach to data analysis further developed and embedded Further enhanced staff confidence in analysing data to inform future improvement Improved performance – attainment and achievement 		<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Documentation relating to data analysis and actions arising Whole school and departmental Raising Attainment Action Plans and evaluations Impact on young learners 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<p>1. Improving the learning experiences and achievements of young people.</p> <p>Priority 1(d)</p> <p>To improve Learners' Experiences and Teaching for Effective Learning.</p>	<p>Assessment & Moderation in BGE Group:</p> <ul style="list-style-type: none"> • Establish cross curricular Assessment & Moderation Group • Engage with all WDC and Learning Community Assessment activities • Audit current assessment & moderation practices in the BGE • Devise and implement a strategic approach across all curriculum areas including:- <ul style="list-style-type: none"> - Scrutiny of existing NAR assessments - Scrutiny of existing WeDAR (West Dunbartonshire Assessment Resource) assessments on OurCloud - Development of assessment tools relating to significant aspects of learning - Development of coherent assessment calendar across the BGE - Development of whole school / departmental approach to moderation of assessment standards - Develop whole school / departmental approach to tracking in the BGE including individuals and cohorts 	<p>August 2015</p> <p>Full Session</p> <p>August 2015 – November 2015</p> <p>Full Session</p>		<p>Departmental Meetings</p> <p>Collegiate Sessions</p> <p>Twilight sessions</p> <p>Staff cover for Development Work</p> <p>Inset Days</p> <p>External professional learning opportunities (WDC & National)</p>
<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • Strong role in Learning Community Assessment & Moderation activities • Baseline of existing assessment & moderation in the BGE • Improved practice in relation to assessment, moderation and tracking in the BGE 		<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Collation and evaluation of audit information • Development & implementation of departmental assessment calendars in BGE at subject and whole school • Evidence of moderation activities in BGE • Approaches to tracking in BGE evident 		

Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<p>Improving support to help young people to develop and learn. (CURRICULUM)</p> <p>Priority 2 (a) (1)</p> <p><i>Develop existing curricular links with all associated primary schools with specific focus on STEM and numeracy to ensure effective transitions in learning.</i></p>	<p>STEM & Numeracy Transition Group:</p> <ul style="list-style-type: none"> Establish cross curricular STEM & Numeracy Primary / Secondary Transition Group Engage with all WDC and Learning Community activities relating to STEM & numeracy Further develop and enhance Science Ambassadors Programme Further develop and enhance STEM Transition Project Enhance staff engagement with associated primary schools in Science, Maths, Engineering & Technology 	<p>August 2015</p> <p>Full Session</p> <p>August – October 2015</p> <p>Full Session</p> <p>Full Session</p>	<p>STEM & Numeracy Transition Group</p> <p>STEM & Numeracy Transition Group / PTs Maths, Biology, Physics, Chemistry, Engineering & Technology</p> <p>STEM & Numeracy Transition Group</p> <p>STEM & Numeracy Transition Group</p> <p>STEM & Numeracy Transition Group / PTs Maths, Biology, Physics, Chemistry, Engineering & Technology</p>	<p>In-Service Days</p> <p>Staff Evaluations</p> <p>Departmental Meetings</p> <p>WDC Meetings</p> <p>Learning Community Meetings</p> <p>Twilight sessions</p> <p>Staff cover for Development Work</p> <p>External professional learning opportunities</p> <p>STEM Resources (experiments)</p> <p>Numeracy Resources (active learning)</p>
<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> Strong Role in Learning Community Approaches to STEM / Numeracy Improved transition in learning relating to STEM subjects and Numeracy Increased pupil enthusiasm and confidence in pursuing STEM subjects 		<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Participation in Learning Community activities relating to STEM & Numeracy Feedback from collegiate sessions / up-take of CPD 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Improving support to help young people to develop and learn. (CURRICULUM) Priority 2 (a)(2) <i>Continue to build on existing provision for post 16 transitions, working with all partners to ensure positive sustained destinations for all.</i>	Developing the Young Workforce Group: <ul style="list-style-type: none"> Launch of WDC “Developing the Young Workforce” Strategy “Developing the Young Workforce” Group established Employability Skills analysis across curriculum areas (BGE) Feedback collated / returned to Local Learning Community Staff representation on WDC DYW Steering and Sub Groups Engagement with WDC DYW secondee and participation in associated tasks and activities 	August 2015 August - November 2015 Full Session September 2015 By October 2015 Full session	HT / SLT HT / SLT / Staff / WDC Transition Officer All staff “Developing the Young Workforce” Group HT / Staff HT / Developing the Young Workforce” Group	In-Service Days Staff Evaluations Departmental Meetings Collegiate Sessions Twilight sessions Staff cover for Development Work Staff cover for WDC Working Group participation External professional learning opportunities

Expected Outcomes/Impact

- More systematic approach to Post 16 Transitions developed and embedded
- Improved partnership working, specifically with employers
- Improved SLDR results

Monitoring and Evaluation

- Staff involvement in school / WDC DYW groups
- SLDR Results
- Participation in Learning Community activities relating to DYW
- Feedback from collegiate sessions / up-take of CPD

Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Improving support to help young people to develop and learn. (CURRICULUM) Priority 2 (a)(3) <i>Focus on developing Literacy & Numeracy skills across the curriculum.</i>	<ul style="list-style-type: none"> Re-focus Literacy Across Learning Team and agree Literacy Champion for each curriculum area 	August 2014 – September 2014	SLT / Literacy Across Learning Group	In-Service Days
	<ul style="list-style-type: none"> Re-focus Numeracy Across Learning Team and agree Numeracy Champion for each curriculum area 	August 2014 – September 2014	SLT / Numeracy Across Learning Group	Staff Evaluations
	<ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> Collation of departmental consultation regarding 3 core literacy os/es 	September 2014 – October 2014	Literacy Across Learning Group	Departmental Meetings
	<ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> Literacy focused departmental learning visits to establish baseline of existing practice 	September 2014 – January 2015	Literacy Across Learning Group / PTS Curriculum	Collegiate Sessions
	<ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> Professional learning opportunities developed and delivered 	January 2016 – June 2016	Literacy Across Learning Group	Twilight sessions
	<ul style="list-style-type: none"> Numeracy <ul style="list-style-type: none"> Audit of staff confidence in relation to delivery numeracy os/es across learning 	September 2014 – January 2015	Literacy Across Learning Group / PTS Curriculum	Staff cover for Development Work
	<ul style="list-style-type: none"> Numeracy <ul style="list-style-type: none"> Numeracy focused professional learning opportunities developed and delivered 	January 2016 – June 2016	Literacy Across Learning Group	Staff cover for WDC Working Group participation
	<ul style="list-style-type: none"> Liaison with work of Primary Transition Group (Numeracy) 	By October 2015	Numeracy Across Learning Group	Staff Cover for Local Learning Community activities
		October 2015 – June 2016	Numeracy Across Learning Group	External professional learning opportunities
		Full Session	Numeracy Across Learning Group	Literacy & Numeracy Resources
Expected Outcomes/Impact		Monitoring and Evaluation		
<ul style="list-style-type: none"> Coherent, progressive and relevant approach to literacy & numeracy across the curriculum Increased staff confidence in teaching and assessing literacy and numeracy skills Improved learner performance – attainment and achievement 		<ul style="list-style-type: none"> Collation and evaluation of audit information Staff participation in working groups Development & implementation of departmental approaches to literacy and numeracy Records of professional dialogue relating to responsibility of all 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Improving support to help young people to develop and learn. (MEETING LEARNERS' NEEDS) Priority 2 (b)(1) <i>Ensure consistency of support provision for all pupils including those with ASN.</i>	ASN Working Group: <ul style="list-style-type: none"> Evaluate approach to support for pupils including roles / responsibilities of senior staff, PTs and Pupil Support Volunteers Evaluate impact of Support for Learning Classroom and PSLC Continue to enhance support for the Pupil Support Volunteer Team Provide a comprehensive experience of Pupil Support for all NQT staff Launch of ASN Support Guidance for all staff Explore role of ASN Champion for each curriculum area Audit staff confidence in differentiating the curriculum to meet the needs of all learners 	Full Session (in line with restructure) Full Session (in line with restructure) August 2015 – October 2015 October 2015 – March 2016 August 2015 Full Session (in line with restructure) October 2015- March 2016	SLT / PTs Pupil Support ASN Working Group / SLT / PTs Pupil Support / PTs Curriculum / Pupils / Parents Pupil Support Team ASN Working Group ASN Working Group ASN Working Group	In-Service Days Staff Evaluations Pupil Evaluations Parent Evaluations Departmental Meetings Collegiate Sessions Twilight sessions Staff cover for Development Work External professional learning opportunities ASN Resources
Expected Outcomes/Impact <ul style="list-style-type: none"> Systematic approach to support provision developed and embedded Enhanced staff confidence in engaging with Pupil Support Department Engagement of staff in professional dialogue regarding ASN Improved differentiation of the curriculum to meet the needs of all 		Monitoring and Evaluation <ul style="list-style-type: none"> ASN Group documentation and adherence to timescales Audit evidence – views of stakeholders Departmental documentation – professional dialogue / ASN Champion in place across all curriculum areas 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Improving Self Evaluation to secure better outcomes for young people. Priority 3(a) Evaluating Learning and Teaching from the perspective of pupils.	Self Evaluation Group: <ul style="list-style-type: none"> Complete Learning Visits Programme focusing on lesson structure and quality feedback Complete audit of learners' perspective focusing on lesson structure and quality feedback Analyse data, share with staff and liaise with Learning & Teaching Group Audit impact of CPD led by Learning & Teaching Group via future Learning Visits Programme Lead professional learning opportunities relating to self evaluation processes at departmental level Liaise with Literacy & Numeracy Groups relating to future Learning Visit Programmes 	August 2015 – September 2015 August 2015 – September 2015 September 2015 May 2016 – June 2016 October 2015 – December 2015 Full Session	Self Evaluation Group Self Evaluation Group Self Evaluation Group / Staff Self Evaluation Group / L & T Group Self Evaluation Group Self Evaluation Group	In-Service Days Staff Evaluations Pupil Evaluations Departmental Meetings Collegiate Sessions Twilight sessions Staff cover for Development Work External professional learning opportunities
Expected Outcomes/Impact <ul style="list-style-type: none"> Improved staff commitment and expertise in relation to self evaluation processes Engagement of staff in professional dialogue regarding pedagogy. Development of pupil voice in evaluating and shaping learning experiences. 		Monitoring and Evaluation <ul style="list-style-type: none"> Improvement Through Self Evaluation Group documentation & adherence to timescales Learning Visits evidence Pupil Forums / Survey Monkey evidence bas Departmental documentation 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Maintenance Agenda	<ul style="list-style-type: none"> S5 			
	<ul style="list-style-type: none"> 1 & 2 Higher Group identified 3 – 5+ Higher Target Groups identified 3+ Mentor Programme in place Mentoring model further developed 	<ul style="list-style-type: none"> Aug / Sept 2015 Aug /Sept 2015 Sept / Oct 2015 Ongoing 	<ul style="list-style-type: none"> KR KR SLT/KR/PS DHT/KR/PS/Staff Mentors /Peer Support/ S6 Tutors 	<ul style="list-style-type: none"> Results / Time Meetings
	<ul style="list-style-type: none"> Study Classes – further developed 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> SLT/RA/PS/Study Class staff/ departments DHT / RA / PS 	<ul style="list-style-type: none"> Meetings / Assemblies / Classroom visits / Departmental Meetings Staff
	<ul style="list-style-type: none"> More coherent programme in place for N4/N5 group with view to further develop next year Additional period English & Maths for all pupils 	<ul style="list-style-type: none"> Aug / Sept 2015 Aug / Sept 2015 	<ul style="list-style-type: none"> DHT / English / Maths Dept 	<ul style="list-style-type: none"> Timetabling
Expected Outcomes/Impact		Monitoring and Evaluation		
<ul style="list-style-type: none"> More coherent programme of support for all pupils in S5 with emphasis on additional supports for 3+ Higher pupils Extension of examples of good practice 		<ul style="list-style-type: none"> Increased involvement by departments across school Feedback from staff & pupils Results analysis Increase in supports 		



Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Maintenance Agenda	<ul style="list-style-type: none"> S4 S3 Tracking (June '15) embedded & S4 Spreadsheet issued to departments 5+ N5 Target Groups identified & Mentoring Programme in place Updated Mentoring Calendar for session '15'16 Monitoring of S4 pupils electing for new subject Result depended 	<p>Aug / Sept 2015</p> <p>Sept / Oct 2015</p> <p>Oct 2015</p> <p>Ongoing</p>	<p>SLT / KR / PS / All Staff</p> <p>DHT / KR / PS</p>	<p>Time Meetings</p> <p>Departmental Meetings</p> <p>Meetings</p> <p>Tracking</p>
	<ul style="list-style-type: none"> GL Assessments Increase in departments accessing data 	Ongoing	Data Rich Group / SLT / PT's / RA / ASN / All Staff	Departmental Meetings Collegiate Sessions
	<ul style="list-style-type: none"> Scholar Presentations to Higher pupils & N5 pupils (subject specific). Passwords issued. Staff also invited to attend 	Sept 2015	Lynne Biagionni, DHT's / KR / Scholar Co-ordinator / Staff	Presentations Meetings
	<ul style="list-style-type: none"> Supported Study Revised programme of support provided 	Oct 2015 – April 2016	SLT / KR All Staff / Pupils	Flexible Programme Supported Study Budget Meetings Tracking
Expected Outcomes/Impact		Monitoring and Evaluation		
<ul style="list-style-type: none"> Increased use of Tracking & departmental data for pupil Aspirational discussions to set realistic targets which are evidence based Additional external support for pupils Streamlined approach to Supported Study programme putting more responsibility on pupils in Study Classes & Home Study 		<ul style="list-style-type: none"> Tracking & Results Departmental R.A. analysis Departmental Feedback re pupils On Track, Underachieving, Causing Concern, dipping in performance Department requests for Supported Study / Easter Revision / Sat Revision 		

Improvement Plan 2015/16

Establishment: Saint Peter the Apostle High School

Service Priority: Raising Attainment & Achievement

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Maintenance Agenda	<ul style="list-style-type: none"> • New Development • More rigour in Aspirational/On Track Discussions 	Aug '15 – March '16	Data Rich Group / SLT / PS / RA / All staff	Enhanced Departmental evidence particularly before Tracking to ensure accuracy & consistency across dept / school
	<ul style="list-style-type: none"> • Tracking – Key Area identified 	Nov – Jan	SLT / KR / Staff	Meetings Additional strategies to support pupils Additional Funding for specific supported study
	<ul style="list-style-type: none"> • Whole School R. A. Departmental Procedures 	Ongoing	SLT / KR / Dept (examples of good practice)	Process developed for all departments
Expected Outcomes/Impact		Monitoring and Evaluation		
<ul style="list-style-type: none"> • More accurate Tracking at all stages • Focus on specific area identified • More support for whole school target group by department • Whole school approach to Raising Attainment in each department 		<ul style="list-style-type: none"> • Tracking analysis • Increase in departmental communication • Additional supports in place for pupils as required • Consistency of approach in some systems in place 		



Improvement Plan 2015/16

Establishment: Vale of Leven Academy
 Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Sustain Raising Attainment Agenda within whole school management	CL RA acting post to cover C Davidson and S Scott	Aug 2015	A Tindal	None
	Collaborate with Learning Community and WDC staff to implement aspects of delivery of the “Attainment Challenge”: Maths department involved in CGI developments – further staff training to take place session 2016/17	June 2016	All staff	Time, resources

<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • CL RA appointed • Sustained positive trends in national measures over a long-term period • Attainment further improved as a result of “Attainment Challenge” 	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • G McPartlane appointed as CLRA to continue to lead improvements in RA across VOLA • Evaluation of attainment data and validation visit supported the identification of improvement priorities for session 2016/17.
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Improvement Plan 2015/16

Establishment: Vale of Leven Academy
 Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Teaching and Learning	Support the expansion of Reciprocal Teaching across the curriculum	June 2016	Gerry McPartlane	Time Staff Training Psychological Services support
	Expand Growth Mindset strategies with pupils parents and staff	June 2016	Gerry McPartlane	Time Staff Training House and year group assemblies
	Deliver 'Brainology' to S1	Dec 2016	GMcP & Maths	Time

<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • Higher quality learning and teaching across all curricular areas • Improved pupil experience • Improve parental understanding of Growth Mindset 	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Staff, including Learning Assistants, trained in RT. Successful S3 Pilot IDL project in English combining RT and Growth Mindset. • Growth Mindset (GM) work continues across school, including delivery to pupils from Tree of Knowledge. GM input also features as part of P7 – S1 LLC Transition visits for pupils and parents. • Brainology delivered: The project was enhanced using Chromebooks to support independent learning. This will be expanded further next session.
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Improvement Plan 2015/16

Establishment: Vale of Leven Academy
 Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Tracking and Monitoring	Target Setting Booklet for pupils to replace Study Planner BGE & Senior phase	Oct 2015	RA Team & Senior Phase PSL Team	Time Photocopy budget
	Train new CL RA in use of Tracking & Monitoring system	Aug/Sep 2015	C Davidson/Lisa McCallion	Time
	Prioritise Literacy and Numeracy at transitions	Jun 2016	Barry Wright, Aileen Drysdale, Derek Smith, LLC Sub group	Time

Expected Outcomes/Impact

- Pupils are aware of targets and regularly reflect on progress towards targets
- All RA Staff are fully confident in the T&M system
- Improved transitions

Monitoring and Evaluation:

- Booklet produced but not yet incorporated into PSHE programme
- Training completed: Acting CLRA able to access and extract performance data for further analysis and action to support increased pupil attainment
- CLs of English and Maths met with primary staff to discuss new S1 cohort, making use of CfE Level and GL Data to support planning for continuity of learning in S1



Improvement Plan 2015/16

Establishment: Vale of Leven Academy
 Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Supporting Staff	Work with Staff from each subject area to develop Reciprocal Teaching	June 2016	GMcP & All Depts	Time/resources
	Growth MindSet materials/resources for staff onto school server	June 2016	GMcP/ GM team	Time/Staff training
	Further develop Leadership for Learning visit model	June 2016	SLT/RA Team/CL's	Time

<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • Build Staff confidence and knowledge of RT improves • Build Staff confidence and knowledge of GM improves • Good practice shared • Departmental Action Plans created 	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Some staff engaged with RT on a voluntary basis across a range of curricular areas. Evidence of RT becoming more widely used across school. • Growth Mindset (GM) weekly message developed. Message shared with all staff and pupils through pupil captains over tannoy system. GM fully embedded in school ethos. Resources developed for further discussion through tutor time and shared with all staff. Weekly message also shared on social media to support parents with discussions about learning at home. • CLs involved in departmental Leadership for Learning visits to review learners experiences informed by data from Insight and reflective practice
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Improvement Plan 2015/16

Establishment: Vale of Leven
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Supporting Pupils	Identify senior pupils at risk of underachieving	Ongoing from start of session 2015	RA Team	Time
	Implement mentor programme & expand use of peer mentors	June 2016	RA Team	Time
	Work in collaboration with Kirsten Russell from Strathclyde Uni on sleep research. Studying 35 senior phase students from VOLA	Dec 2016	GMcP Kirsten Russell	Time
	Support extended REACH programme	June 2016	RA Team/Stephen Halkett/Alan Walker	Time

<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • Pupils feel supported and encouraged • Motivation and effort improves • Appropriate support in place for Senior Phase • Information on how sleep patterns affect attainment • More pupils involved in REACH programme 	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Performance data analysed to identify target group for mentoring. • A targetted approach to mentoring was provided. The CLRA and SLT delivered mentoring to pupils at most risk of under/not achieving. • Sleep research project completed session 2015/16. Results to be shared with VOLA beginning of session 2016/17 to design further input to learners • Pupils supported to engage with additional REACH opportunities through efforts of S Halkett
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Improvement Plan 2015/16

Establishment: Vale of Leven Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Supporting Parents	Deliver Raising Attainment presentation to parents of senior pupils	Sep 2015	RA Team SLT	Time/ICT
	New reporting schedule for senior phase	Aug 2016 Completed Aug 2015	RA Team	Time Click & Go Tracking & Monitoring
	Produce subject overview for parents in senior phase	Sept 2016	RA/SLT	Time

<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> • Parents are confident in their role in supporting learners • Parents are active partners in the learning of their child • School-parent relationships are improved 	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Annual Raising Attainment Evening held with input from RA Team, wider school staff and external speakers to ensure that learners and parents are aware of the challenges of the Senior Phase courses and the support available to them • Reporting schedule amended following discussions with parent council to reflect better the senior phase calendar and inform pupils and parents of progress at key points throughout year. Increased information shared with S3 parents re recommended level for Senior Phase • Leaflet produced to inform learners and parents of the varying demands across the curricular areas and within individual subjects and to support learners when planning/balancing their workload across the year
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Improvement Plan 2015/16

Establishment: Vale of Leven Academy
 Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
Improve use of technological resources to support Raising Attainment	Increase use of Scholar	Jun 2016	F Panelli RA Team Departments	Staff Training Pupil Training
	Consolidate and improve use of electronic homework diary "Show My Homework"	Aug 2014	D Fyffe	Staff/pupil Training
	Introduce Google+, ourcloud.buzz and web based resources	June 2016	WDC, All Staff Learning community	Time, training, wireless connection

<p>Expected Outcomes/Impact</p> <ul style="list-style-type: none"> Parents/pupils have instant access to key information about the school, pupils' experiences and opportunities, pathways and support available 	<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> Input from L Biagioni to highlight benefits of Scholar to Senior Phase pupils Ongoing development of Show My Homework Inset training and appointment of Google Guru (M Hooper)
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Maintenance Agenda 2015/16

Establishment: Vale of Leven Academy
Service Priority: Raising Attainment

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
1) Sustain RA Agenda within whole school	1. Recruit and train mentors for Session 2015/16	Sep/Oct 2015	RA Team	
2) High quality Teaching and Learning	2. Continue to address cross-cutting themes of Literacy, Numeracy and Health & Wellbeing through collaborative working in learning communities	Ongoing	Barry Wright, Aileen Drysdale, Sharon Wallace-Cooper trainers as appropriate	
3) Tracking & Monitoring	3.1 Expand use of Management tools within Tracking & Monitoring system to improve use of data at departmental level	Ongoing	RA Team and CLs	Time/Curricular Leader Meetings
	3.2 Increase use of GL Baseline Assessment Data to ensure pace, challenge and progression	Ongoing	RA Team and CLs	Time WDC Policy & Performance Team support
	3.3 Use GL Assessment Data to identify able pupils in S1, S2 and S3	Ongoing	RA Team	Time
	3.4 Increase use of "Interventions" facility within Click and Go to record pupils' progress	Ongoing	RA team, Mentors, SLT & PSLs	

4) Supporting Staff	4.1 Continue with monthly CL Meetings	Ongoing	HT, SLT, CLs	Staff Training
	4.2 HT and RA Staff meeting with CLs to discuss results	Ongoing	GMcP/Head Teacher/Link SLT	Time/Resources
	4.3 Departments to create Action Plan based on SQA Data	Ongoing	RA Team	Time/ICT
	4.4 Deliver training on Insight to all staff	Ongoing	RA team, All staff	Time
5) Supporting Pupils	5.1 Continue to encourage participation in REACH/Top-Up/Focus West and Nuffield	Ongoing	Stephen Halkett, Julie Milner, Alan Walker,	
	5.2 Establish Assertive Mentoring groups for 2015/16	Ongoing	RA Team Volunteers	
6) Improve use of technological resources to support Raising Attainment	6.1 Continue to update website with relevant information for parents and pupils	Ongoing	S Thomson Departments	
	6.2 Continue regular reports to parents through monthly newsletters	Ongoing	HT	
7) Improve use of technological resources to support Raising Attainment	7.1 Update and develop VOLA App	Ongoing	D. Fyfe	

Expected Outcomes/Impact	Monitoring and Evaluation:
1 Pupils are supported/assertive mentoring programme continues	1 RA Team Meetings/Mentor Team Meetings
2 Staff confidence improves/improved pupil learning experience	2 Observed lessons/reflective practice
3.1 Expand use of Management tools within Tracking and Monitoring system to improve use of data at dept level	3.1 CLs Feedback
3.2 Increase use of GL Baseline Assessment Data to ensure pace, challenge and progression	3.2 Dept Meetings Professional Dialogue
3.3 Use GL Assessment Data to identify able pupils in S1, S2 and S3	3.3 Dept meetings/ feedback
3.4 Increase use of "Interventions" facility within Click and Go to record pupils' progress	3.4 Pupil/Parent feedback, RA team evaluate with CLs
4.1 Pupils have increased opportunities for engagement with Higher Education	4.1 Pupil evaluations/positive leaver destination statistics
4.2 Pupils have increased opportunities for wider achievement	4.2 Pupil feedback/wider achievement audits
4.3 Departments to create Action Plan based on SQA Data	4.3 SLT/CL Feedback through leadership for learning meetings
4.4 Deliver training on Insight to all staff	4.4 Staff feedback/Questionnaires
5.1 More pupils enrol in programmes	5.1 PC staff monitor progress
5.2 Mentoring programme increases attainment	5.2 Pupil/staff/parental feedback and attainment data
6.1 Continue to update website with relevant information for parents and pupils	6.1 Parental/pupil Feedback
6.2 Continue regular reports to parents through monthly newsletters	6.2 Parent council discussions
7.1 Update and develop VOLA App	7.1 Parental/pupil Feedback

2016 Space Academy Feedback & Evaluation

Pupil Feedback/Evaluation

Pupils were asked to feedback on all aspects of the space academy including the activities, the organisation and the staff. The majority of comments are very positive. The pupils report it was very enjoyable using words like exciting, fun and cool to describe their experience. Pupils were particularly positive about the design challenges including Rocket and Mission Patch Challenges. They enjoyed these as it gave them opportunity to design, make and launch. The children would have liked more time on the Mars Challenge.

Pupils enjoyed working as a team. Some children reported they would have liked the Space Academy to run from Monday to Friday. The response about staff was exceptionally positive with reports that it was very well run with “friendly”, “kind” and “lovely” staff. The pupils would recommend the academy to others for next year.

Parent Feedback/Evaluation

Parents were asked to comment on their child’s experience of the Space Academy. The response from parents is very positive. All commented that their child had really enjoyed the opportunity saying that they had learned a lot whilst having fun.

Some commented that their child shared their experiences and new learning with their family at meal times. The impact of the academy has been to harness imagination and build confidence. One parent commented that the learning at the academy brought knowledge of space to life. Parents were positive about the opportunity the academy gave for their child to make new friends before starting high school. One parent indicated that their son had a “skytastic time at Space Camp and enjoyed every aspect of it”.

General Comment

It is interesting to note that the children highlighted they would like the academy to run for more than 3 days. At last year’s space academy the young people requested that the daily sessions lasted longer and as a result the sessions this year ran from 10.00 am to 3.00 pm. The extension from a 3 day to a 5 day programme is something the ‘Space Academy’ planning group will consider for the future.

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 24 August 2016**

Subject: Literacy and Numeracy - Benchmarking**1. Purpose**

- 1.1** This report advises Members on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P3, P5, P7 and S2 between 2014 and 2016 and P4 and P6 for 2016.

2. Recommendations

- 2.1** The Educational Services Committee is recommended to:

- 1) note the contents of this report
- 2) note that improvements planned will be implemented as per Scottish Attainment Challenge (SAC)
- 3) note that this report will change next year to align with the National Improvement Framework (NIF).

3. Background

- 3.1** As part of Educational Services' Raising Attainment Strategy pupils are tested using baseline assessments and standardised tests in literacy and numeracy at nursery, P1, P3, P5, P6, P7 and S2.
- 3.2** Performance at P3, P7 and S2 has been tracked using literacy and numeracy Standardised Tests since 2012. P5 was added in 2013. P6 was added for literacy in 2016 as P7 were being tested as part of the NIF.
- 3.3** Since 2014 attainment data has been gathered using locally developed tests in literacy and numeracy baseline assessments at early years' establishments and in P1 at primary schools.
- 3.4** In June 2015, West Dunbartonshire was one of the seven councils chosen by the Scottish Government to be part of the Scottish Attainment Challenge. The aim of the Challenge is to reduce the equity gap. This is a targeted initiative focused on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation. In year one it focused on primary schools and targets improvements in literacy, numeracy and health and wellbeing.
- 3.5** In 2016, the Scottish Government tested P4 and P7 in literacy as part of the Scottish Attainment Challenge.

3.6 In 2014, West Dunbartonshire's Validated Self Evaluation report identified that the department should further develop approaches for analysing and using data to effect improvement.

4. Main Issues

4.1 Children's progress within Curriculum for Excellence is assessed using a range of strategies. Assessment is integral to the learning and teaching process and to judging attainment in Curriculum for Excellence levels.

4.2 In West Dunbartonshire we are committed to the individual learning journey of each child. The assessment of each child incorporates what they can say, make, do and write across the curriculum.

4.3 A further strategy to build an authority wide picture of progress was introduced in May 2012. This included a series of standard assessments at P3, P7 and S2. In March 2013 P5 pupils were also included. From 2013 literacy baseline assessment was carried out in all Early Years establishments. During 2014 and 2015 early reading skills (literacy baseline assessment) was used to assess progress for all P1 pupils. During 2015, baseline assessment in numeracy was carried out in all Early Years establishments and in literacy in a sample of establishments. In May 2016, baseline assessments in literacy and numeracy were undertaken in all early years' establishments and primary schools for P1 pupils. Members are asked to note that this strategy is one in a range of approaches. Members are reminded that standardised tests are one form of assessment used to gather data to build a picture of children and young people's progress.

4.4 In the standardised assessments, West Dunbartonshire pupils were benchmarked against a group of pupils chosen from schools across the UK whose performance was representative of a national standard. This is referred to below as the national benchmark.

4.5 The assessments produce standard age scores for pupils. These are created by converting the pupils' actual scores in the tests to standardised scores which take into account their age in years and months. This gives an indication of how each pupil is performing as compared to other pupils of the same age across the UK.

4.6 In 2014 a toolkit was produced to support schools in the analysis of GL data at early level. Support sessions on the use of the toolkit for GL Assessments have been delivered annually to senior managers and for school support staff.

4.7 At early level children's literacy and numeracy skills are assessed throughout, the pre-school year and in P1. This includes young children in early years' settings and partner nurseries. The literacy and numeracy assessment results are used to track trends in early level literacy and numeracy attainment. This information provides a comprehensive picture of progress in

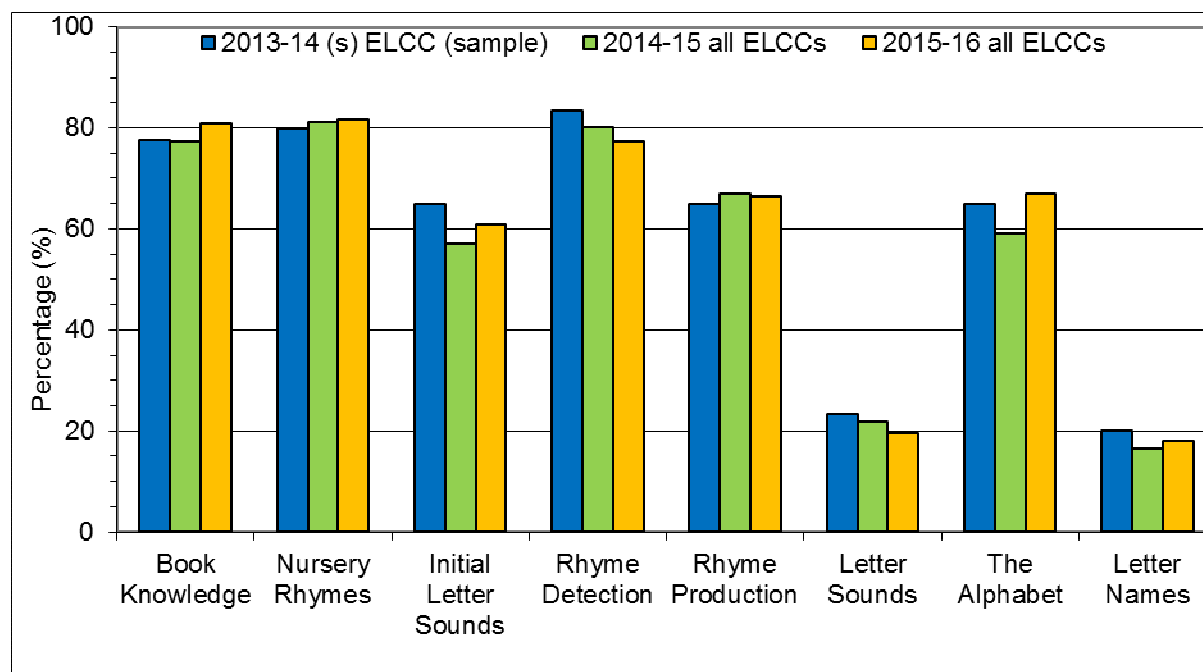
key literacy and numeracy skills for children at early level in West Dunbartonshire.

- 4.8 The data from the baseline assessments and standardised tests is being used to identify areas of focus for improvement across West Dunbartonshire.
- 4.9 The high level messages emerging from the baseline assessments and standardised tests indicate the following:

Reading

The charts below show performance in the test areas in the Early Years Literacy Baseline Assessment. Five areas showed higher results in 2016 than for 2014-15, except for Rhyme Detection, Rhyme Production and Letter Sounds which showed a slight decrease. Rhyme Detection and Letter Sounds skills are lower than in both the previous two years although this is not statistically significant.

Early Years Literacy Baseline – Early Learning and Childcare Centres



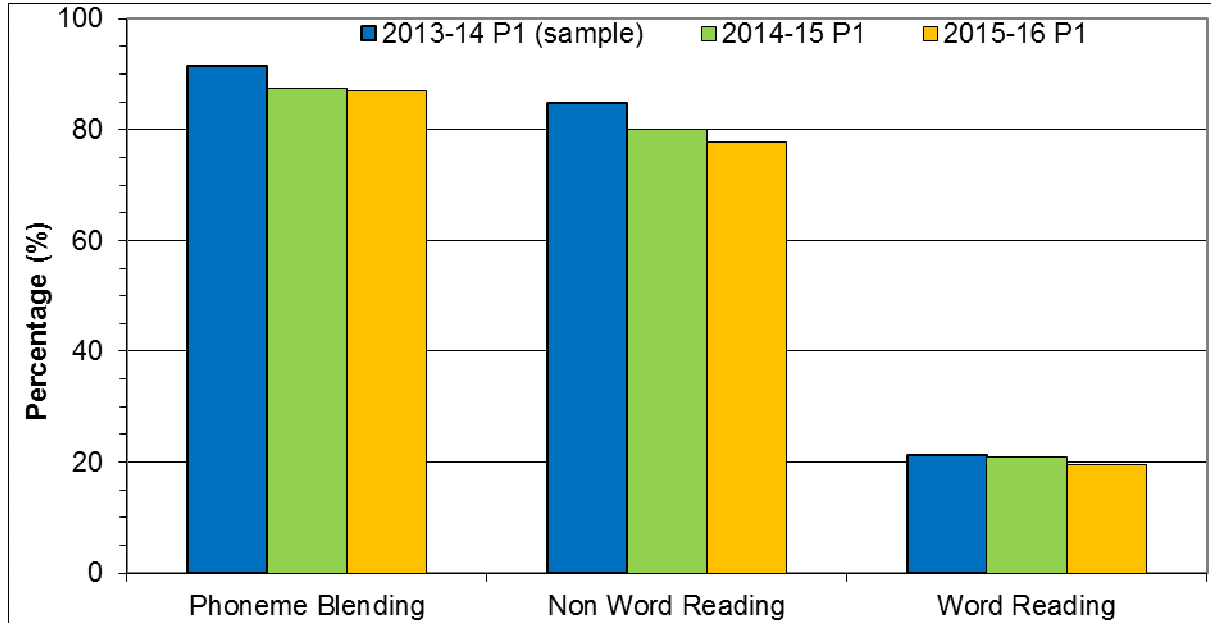
Performance for P1 pupils is slightly lower this year than in 2014-15 for all three skills (<3%). Members should note that all P1 pupils were tested this year.

In 2016 at P3, P6 and P7, West Dunbartonshire performed higher than the national benchmark; at P5 and S2 performance was just below the national benchmark. At all stages performance was within the average band (Standard Age Score of 89-111).

Attainment in some schools showed a slight decline than the previous year. In 2016, approximately half of schools (49.5%) had an increased performance

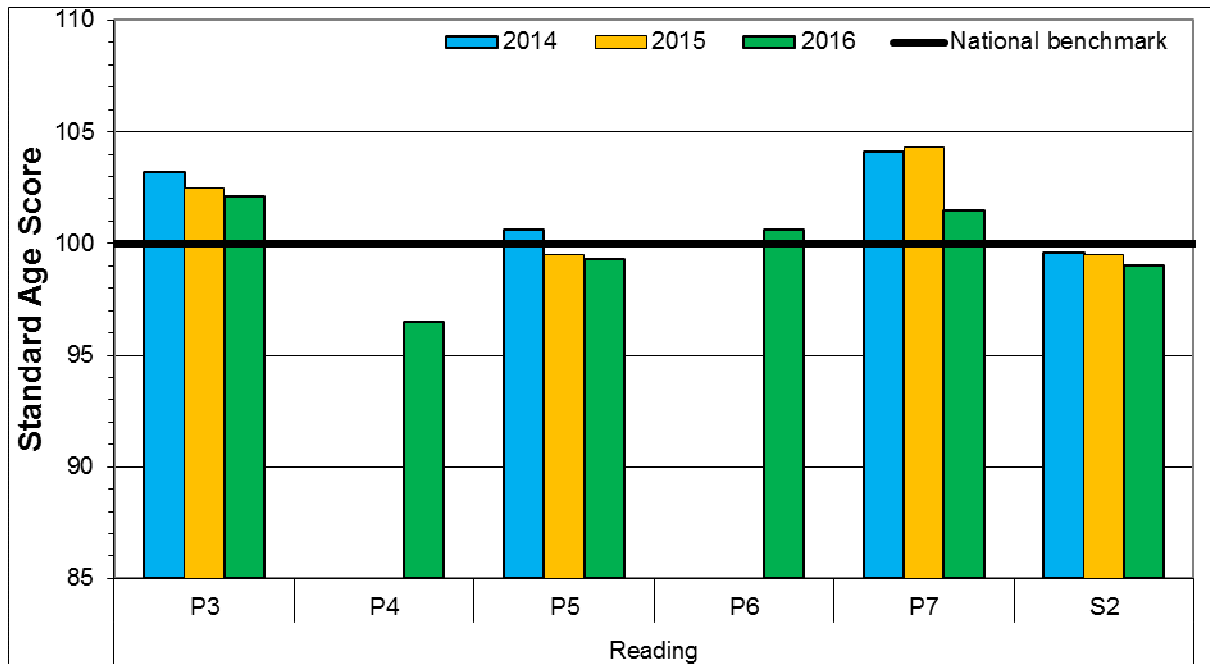
in P3, P5 and P7 compared to the previous year. Using the attainment profile, schools requiring targeted approach to support raised attainment have been identified.

Early Years Literacy Baseline – Schools



There was a drop in performance for the cohort of pupils in P3 in 2015 who are now in P4 in 2016, which has been identified as a focus for literacy intervention in the 2016-17 session. However, there is evidence of increased performance when looking at the same cohort of children, as shown by the P5 in 2015 who are now in P6 in 2016. This is the first year data has been collected at P4 and P6.

GL Assessment Standardised Testing Results for Reading

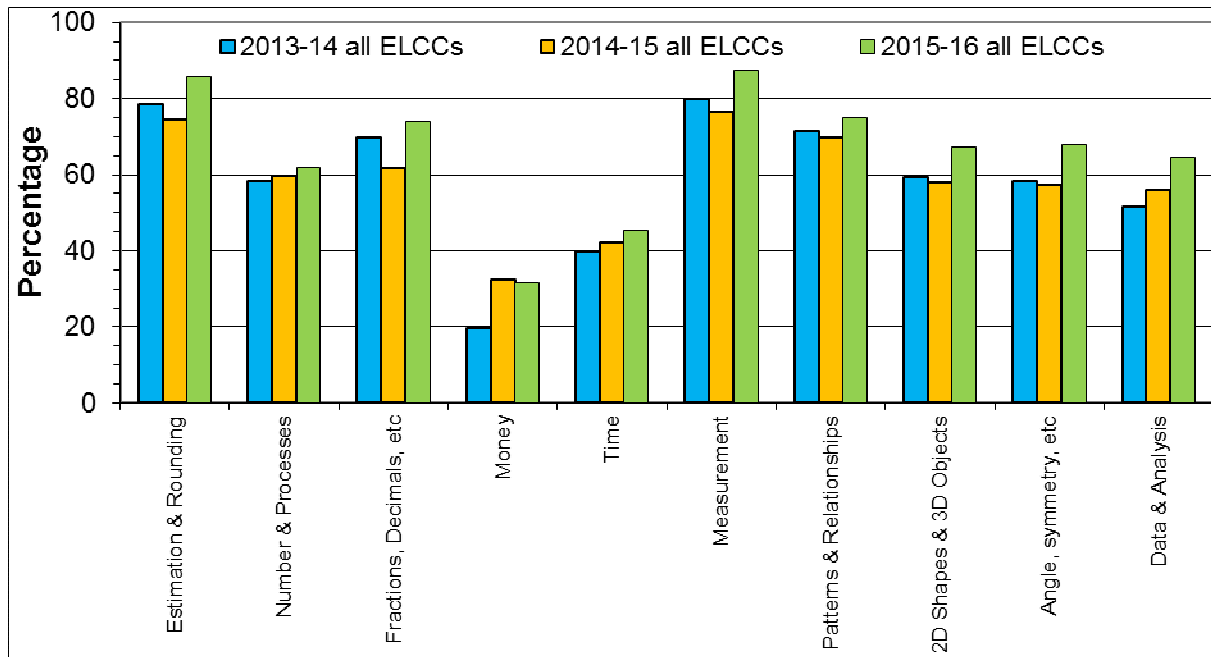


The chart above shows the performance of West Dunbartonshire pupils by Mean Standard Age Scores for each tested stage in both Reading and Mathematics tests between 2014 and 2016 compared to the national benchmark for the same tests.

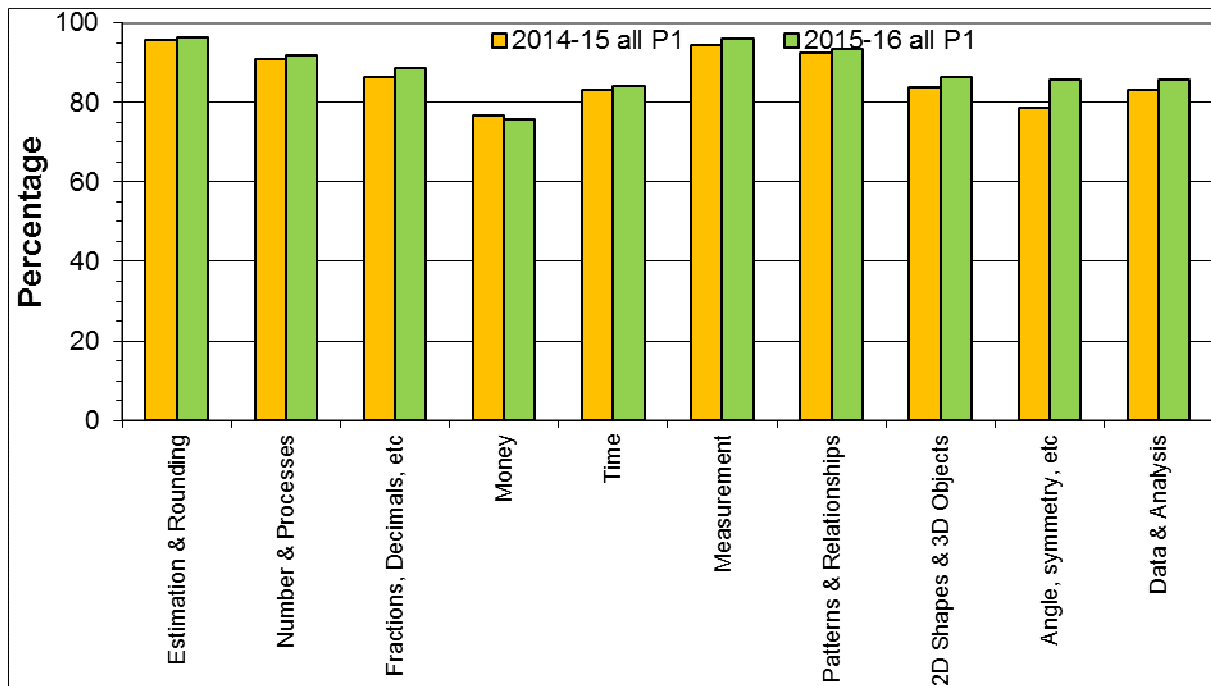
Numeracy

The charts below show performance in the ten test areas in the Early Years Numeracy Baseline Assessment. Performance in Early Learning and Childcare Centres (ELCCs) increased for nine curricular areas in 2015-16, except for Money which decreased slightly.

Early Years Numeracy Baseline – Early Learning and Childcare Centres



Early Years Numeracy Baseline – Schools



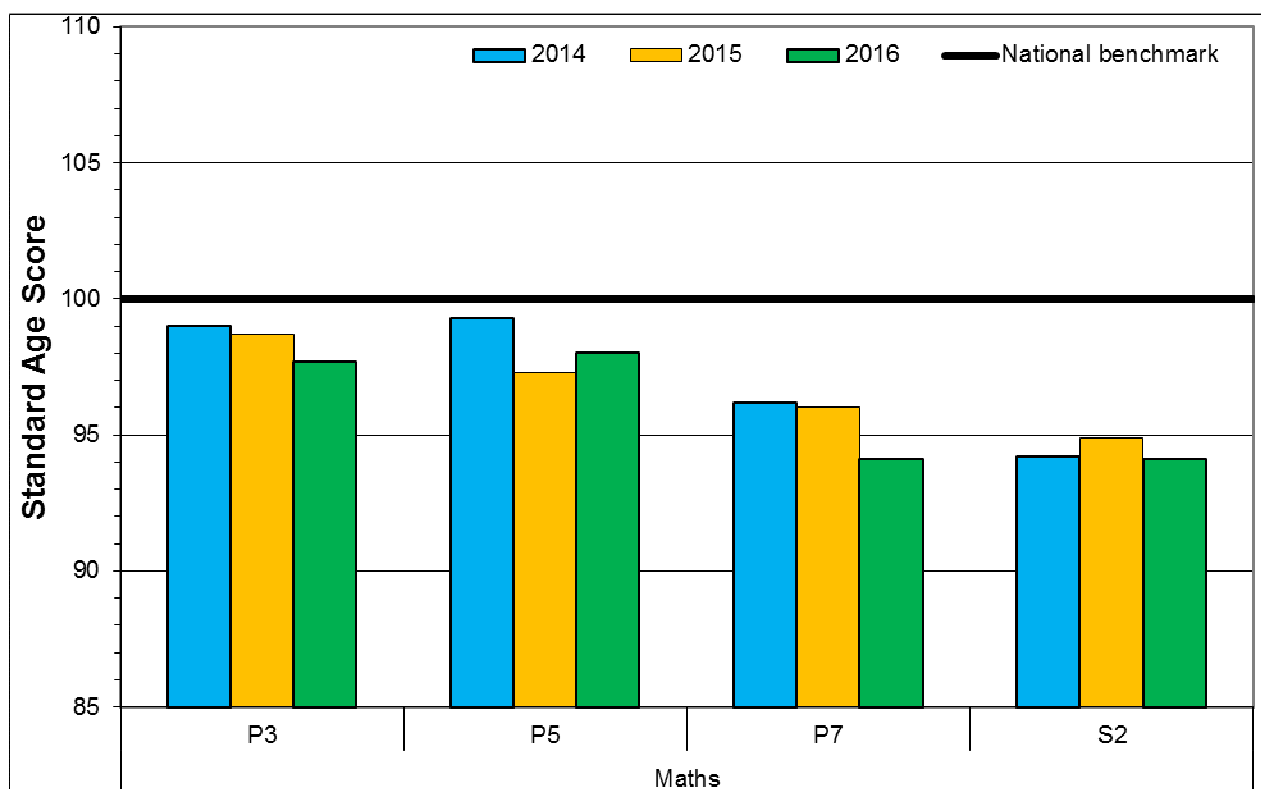
As expected, performance for P1 children was higher than for ELCCs for all areas, especially for Number and Number Processes, Money and Time.

In 2016 at P3, P5, P7 and S2, West Dunbartonshire performed below the national benchmark. At all stages performance was within the average band (Standard Age Score of 89-111).

P3, P7 and S2 all scored lower than the same year group in the previous year. The reduction for S2 and P7 is very slight, i.e. difference in score of 0.1. However, P5 scored higher than in the previous year. In 2016, more than half of schools (56.6%) showed an increase in performance in P3, P5 and P7 compared to the previous year.

The chart below shows the performance of West Dunbartonshire pupils by Mean Standard Age Scores for each tested stage in Mathematics tests between 2014 and 2016 compared to the national benchmark for the same tests.

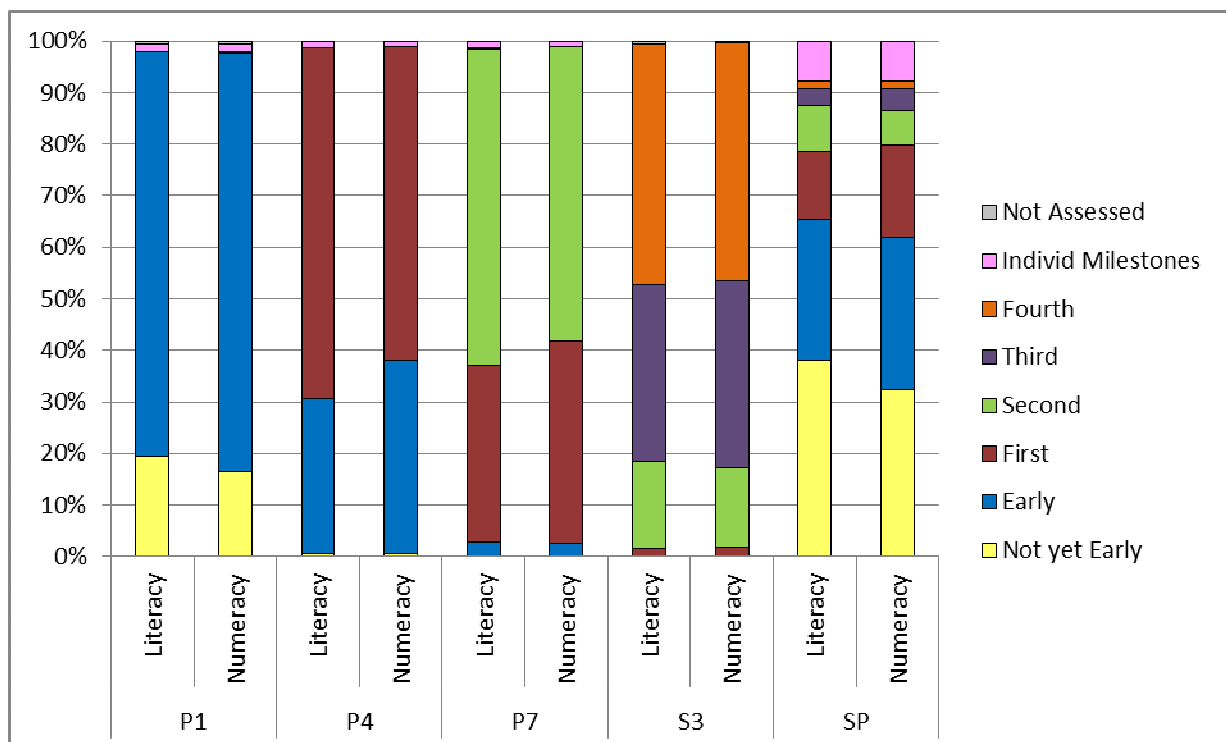
GL Assessment Standardised Testing Results for Mathematics



- 4.10** Scrutiny of the content of the numeracy scores identified a number of areas requiring support and improvement, particularly Fractions, Decimal Fractions and Percentages and Money. This reflects the national picture for numeracy as identified in the Scottish Survey of Literacy and Numeracy.
- 4.11** Compared to the national benchmark (Standard Age Score of 100) schools with high Free Meal Entitlement and SIMD are performing well as their data is at or just below the national benchmark.
- 4.12** Interventions identified by establishments to address performance in areas of numeracy have been incorporated into Improvement Plans to be implemented during the 2016-17 session.

- 4.13** The focus for the attainment projects is raised attainment in literacy and numeracy. The Challenge funding enabled us to use various methods to improve attainment, including a Family Hub, professional learning programme and cross sector moderation.
- 4.14** The SAC measures pupil attainment using the Teacher Judgement Survey. In June 2016, teachers used their professional judgement to determine what Curriculum for Excellence level the child has achieved for P1, P4, P7, S3 and all pupils in standalone special schools / units.
- 4.15** Curriculum for Excellence states that pupils are expected to have achieved Early level by end of P1, First Level by end of P4, Second Level by end of P7 and Third or Fourth Level by end of S3. Pupils in primary schools may achieve each level earlier or later than expected, depending on individual needs and aptitude.
- 4.16** The most recent Teacher Judgement Survey showed at this time that the majority of pupils in West Dunbartonshire achieved the level expected by the stage tested.

Teacher Judgement Survey Results for June 2016



- 4.17** The high level messages emerging from the teacher judgement data are that:
- 1) over 80% of pupils in P1 achieve the expected Early level in literacy and numeracy
 - 2) over 60% of pupils in P4 achieve the expected First Level in literacy and numeracy

- 3) over 55% of pupils in P7 achieve the expected Second Level in literacy and numeracy
- 4) over 80% of pupils in S3 achieve the expected Third or Fourth Level in literacy and numeracy
- 5) achievement in Special Schools is mixed depending on each child's individual needs.

5. People Implications

- 5.1 Through our SAC funding we will extend the employment of West Dunbartonshire specialist maths team.

6. Financial and Procurement Implications

- 6.1 Costs of tests are met within existing service budgets and Scottish Government met the costs of literacy tests for P4 and P7 in 2016.

7. Risk Analysis

- 7.1 Failure to address issues relating to improving attainment and achievement will disadvantage our children and young people.

8. Equalities Impact Assessment (EIA)

- 8.1 An Equalities Impact Assessment was carried out on the processes of administering the assessments. No significant issues arose provided pupils with Additional Support Needs were in receipt of their usual levels of support when completing assessments.

9. Consultation

- 9.1 The introduction of a series of standard assessments as part of a range of approaches to assessment was discussed with Head Teachers, Quality Improvement Officers and teacher unions.
- 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 improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

Laura Mason
Chief Education Officer

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Appendices: None.

Background Papers: Scottish Survey of Literacy and Numeracy 2014 (Literacy) and Scottish Survey of Literacy and Numeracy 2015 (Numeracy) available from web location <http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>
Equalities Impact Assessment

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee: 24 August 2016**

Subject: School Leaver Destination Report follow up**1. Purpose**

- 1.1** To inform Members of the figures for follow up school leaver destinations for West Dunbartonshire Council for 2014/15 and to explain how these figures compare to the initial school leaver destinations reported in 2 March 2016.
- 1.2** To inform Members of the progress with the action plan being implemented to address the fall in positive destinations, and further identified steps that require to be taken.

2. Recommendations

- 2.1** The Educational Service Committee is recommended to:

- a) note the contents of the report and appendix 1 outlining the statistics for follow up school leaver destinations for West Dunbartonshire for 2014/2015. (Appendix 1)
- b) note the progress with the action plan (Appendix 2) outlining the actions and next steps to improve the figure for school leaver destinations.

3. Background

- 3.1** Each year Skills Development Scotland (SDS) provides information on the destinations of school leavers from publicly funded schools to the Scottish Government. A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, and where the school year is taken to run from 1 August 2014 to 31 July 2015. Initial (autumn) destinations data of school leavers was taken on the snapshot date of Monday 5th October 2015, and was reported to committee on 2 December 2015.
- 3.2** Six months later, this cohort of young people is again analysed to provide a follow up report, the content of which is presented in this report. Destinations data is gathered through a combination of direct follow up of leavers by SDS and shared administrative data from local authorities, colleges, the Department for Work and Pensions (DWP) and the Student Awards Agency for Scotland (SAAS). Leaver data is supplied to the Scottish Government's Education Analysis Unit (SGEAS) at an individual level and they match this

data to information they hold in order to report against the National Indicator “Increase the proportion of young people in learning, training or work”.

- 3.3** Skills Development Scotland acknowledges that the “snapshot” approach of calculating destinations on one specific day is imperfect and is moving to a new, more robust Participation Measure’ in the future. This Participation measure will look at the destinations of all young people 16-19 instead of only those in their year of leaving school. It will also regard secondary, further and higher education along with training as participation on the way to a destination, as opposed to a destination in and of itself.

4. Main Issues

- 4.1** In analysing the statistics, it should be noted that “positive destinations” are classed as: ‘Higher Education’, ‘Further Education’, ‘Employment’, ‘Training’, ‘Voluntary work’ and ‘Activity Agreements’. ‘Negative destinations’ are classed as: ‘Unemployed Seeking’ and ‘Unemployed Not Seeking’.

The headline follow up figures for school leavers in West Dunbartonshire for 2014/15 are:

- Young people in positive destinations have decreased by 0.9% from 89.4% to 88.5%.
- Two of our secondary schools recorded a growth in school leavers sustaining positive destinations:
 - Vale of Leven Academy up 0.5% from 85.2% to 85.7%
- Dumbarton Academy up 1.9% from 91.5% to 93.4%
- Three of our 5 secondary schools recorded a decline in school leavers sustaining positive destinations:
 - Clydebank High School down -2.2%, from 91.1% to 88.9%
 - Our Lady and St Patrick’s High School down -1.6% from 91.8% to 90.2%
 - St Peter the Apostle High School down -1.0% from 88% to 87%
 -
- Young people in higher education decreased by 2.1% from 33.6% to 31.5%.
- Young people in further education decreased by 4.1% from 29.8% to 25.7%.
- Young people in training decreased by 1.4% from 5.1% to 3.7%.
- Young people in employment increased by 7.2% from 19.6% to 26.8%.
- Young people involved in voluntary work decreased by 0.3% from 0.5% to 0.2%.
- Young people on Activity Agreements decreased by 0.1% from 0.7% to 0.6%.
- Young people reported as unemployed seeking increased by 0.8% from 8.6% to 9.4%.
- Young people reported as unemployed not seeking increased by 0.3% from 1.6% to 1.9%.

- The initial SLDR reported 0.4% of school leavers as 'unconfirmed', but this had dropped to 0.1% at the time of follow up.

4.2 There are some similarities across schools in West Dunbartonshire:

- All schools recorded a decline in the number of school leavers sustaining places in Higher Education.
- All schools recorded a growth in the number of school leavers being in employment.

4.3 There is significant local variation amongst establishments in West Dunbartonshire:

4.3.1 Vale of Leven Academy saw a decline in the number of young people sustaining places in Higher Education (down 2.3%), Further Education (down 8.5%), Training (down 3.7%) whilst also showing a decrease in the number of young people recorded as 'Unemployed Seeking' (down 0.5%). They saw the largest growth in the number of young people in Employment (up 15.1%). This gives an overall positive performance from the initial destinations recorded.

4.3.2 Dumbarton Academy saw a decline in the number of young people sustaining places in Higher Education (down 2.8%) and Training (down 1.9%), but an increase in the number of young people in Further Education (up 1.9%) and Employment (up 4.7%), whilst simultaneously seeing a reduction in the number of young people recorded as 'Unemployed Seeking' (down 1.9%). This gives an overall positive performance from the initial destinations recorded.

4.3.3 Clydebank High saw a decline in the number of young people sustaining places in Further Education (down 5.4%) and Higher Education (down 1.2%). They also showed an increase in the number of young people recorded as 'Unemployed Seeking' (up 2.2%). This gives an overall negative performance from the initial destinations recorded.

4.3.4 Our Lady and St. Patrick's High School saw a decline in the number of young people sustaining places in Higher Education (down 2.8%), Further Education (down 4.4%) and Training (down 0.5%), whilst also showing an increase in the number of young people recorded as 'Unemployed Seeking' (up 1.6%). They saw growth in the number of young people in Employment (up 6%). This gives an overall negative performance from the initial destinations recorded.

4.3.5 St. Peter the Apostle High School saw a decline in the number of young people sustaining places in Higher Education (down 2%), Further Education (down 2.7%), Training (down 1.7%) and Voluntary work (down 1%), whilst also showing an increase in the number of young people recorded as 'Unemployed Seeking' (up 1.1%). They saw growth in the number of young people in Employment (up 6.5%). This gives an overall negative performance from the initial destinations recorded.

- 4.4** With such a shift between initial and follow up destinations, it is clear that many of our young people are entering a destination upon leaving school that they do not sustain. Further analysis of why destinations are not sustained by our young people would need to be conducted. Factors such as not selecting the appropriate initial destination, not having the resilience to sustain the destination, or external factors on their ability to sustain the destination may affect our follow up performance.
- 4.5** With the introduction of Insight, positive sustained destinations are a key measure of the success of a school. Development work will be required with senior management teams and staff in our secondary schools to ensure that all staff aware that the success of our secondary schools is not solely measured by examination performance, but also in the ability of our young people to achieve and sustain a positive destination that is right for them.
- 4.6** Details of the 2014/15 follow up figures are provided as Appendix 1.
- 4.7** Further to our initial school leaver destinations report, West Dunbartonshire Senior Phase team staff have been working closely with Skills Development Scotland staff to ensure that this negative trend is reversed. Key activities such as monthly 16+ meetings case managing individual young people have been reintroduced, along with positive early interventions for young people potentially at risk of entering a negative destination. Further work is required to understand the factors affecting young people changing destinations, and the negative affect this shows in our performance. West Dunbartonshire Senior Phase team staff will undertake this work in partnership with SDS and secondary schools, and report findings back to a future Education Committee.
- 4.8** Details of the joint action plan between SDS and West Dunbartonshire Council is provided as Appendix 2.

5. People Implications

- 5.1** There are no people implications arising directly from this report.

6. Financial and Procurement Implications

- 6.1** Strategies to ensure as many young people as possible move into positive post-school destinations are financed from within existing budgets but are dependent on continued support from the Opportunities for All Grant from the Scottish Government.

7. Risk Analysis

- 7.1** Failure to achieve high levels of positive post school destinations represents a significant risk to the future life chances of our young people. The Council also faces challenges in ensuring positive destinations are sustained over a longer period of time.

8. Equalities Impact Assessment (EIA)

8.1 As this is a report which provides information but does not itself impact on policy development or changes to service delivery, there are no equalities issues arising from the contents of this report.

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 improve life chances for children and young people which is one of the strategic priorities for 2012 - 2017.

10.2 The achievement of high levels of positive post school destinations is important for future economic regeneration of West Dunbartonshire, and is a key strategic SOA Local Priority within both the 'Supporting Children and Families' and 'Employability and Economic Growth' Delivery and Improvement Groups Action Plans.

Laura Mason
Chief Education Officer
Date: 22 July 2016

Person to Contact: Andrew Brown, Senior Education Officer, Council Offices, Garshake Road, Dumbarton, G82 3PU, telephone: 01389 776970, e-mail: andrew.brown@west-dunbarton.gov.uk

Appendices: Appendix 1 – Analysis of Follow up SLDR 2014-2015
Appendix 2 – Action Plan

Background Papers: EIA Screening

Wards Affected: All wards

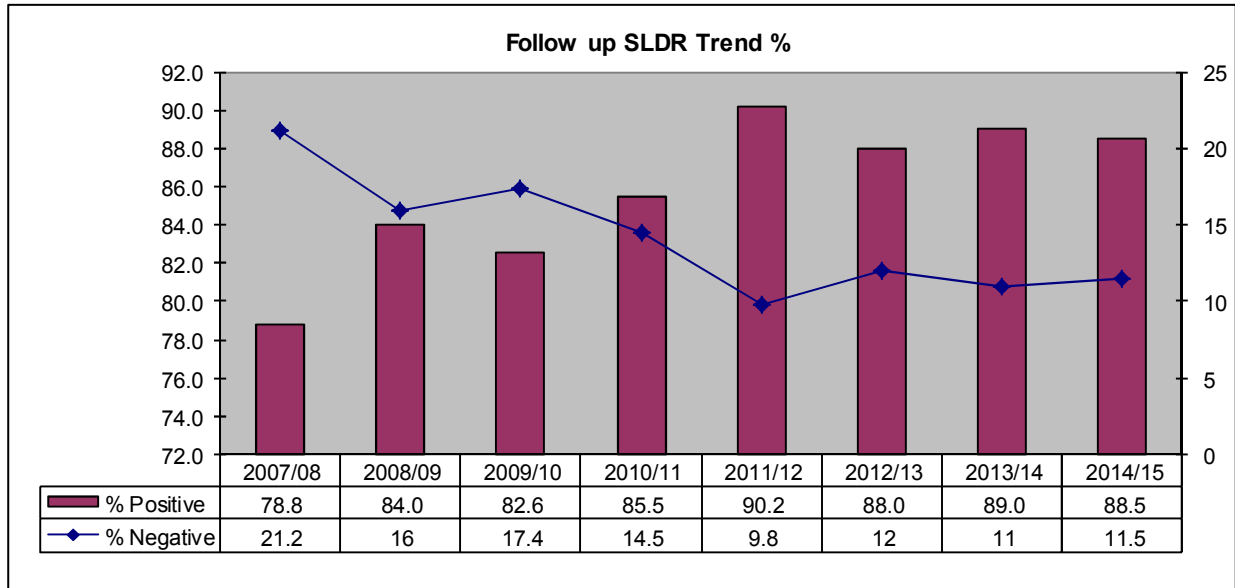
Analysis of Follow-up SLDR 2014/2015

Local Authority Level Analysis

1. WDC Follow up SLDR Trend

Following figure 1 show follow up SLDR trend for the period 2007/08 to 2014/15

Figure: 1

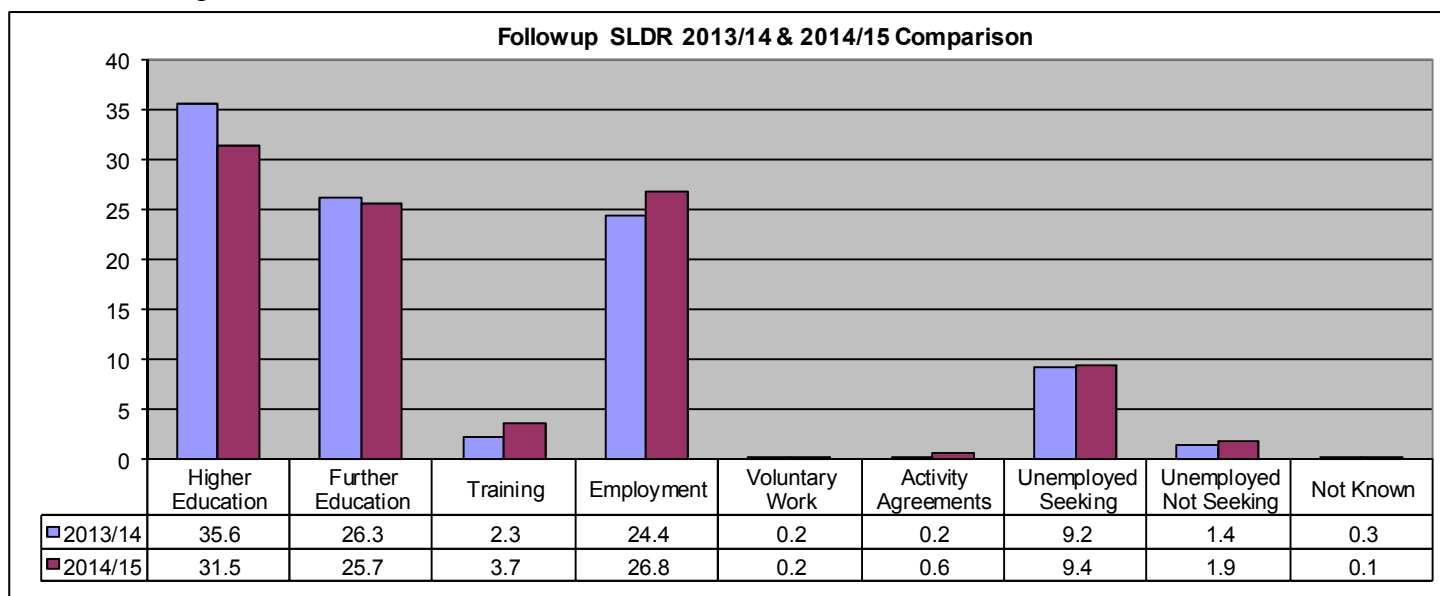


- On follow up SLDR 2014/15, school leavers in positive destination decreased slightly by 0.5% compared to previous year.
- School leavers in negative destination dropped by 9.7% from its high of 21.2% in 2007/08 to 11.5% in 2014/15.

2. WDC Follow up SLDR Destination Comparison

Following figure 2 compares destination of school leavers on follow up SLDR 2013/14 and 2014/15.

Figure: 2



Compared to follow up SLDR 2013/14

- School leavers in higher education *decreased* by 4.1%
- School leavers in further education *decreased* by 0.6%
- School leavers in training *increased* by 1.4%
- School leavers in employment *increased* by 2.4%
- School leavers in voluntary work remained the same at 0.2%
- School leavers in activity agreement *increased* by 0.4%
- School leavers identified as unemployed seeking *increased* by 0.2%
- School leavers identified as unemployed and not seeking *increased* by 0.5%
- School leavers in unknown destination *decreased* by 0.2%

3. WDC - Initial SLDR and Follow up SLDR Destination Comparison

Following figure 3 compares initial and follow up SLDR 2014/15 destinations. See appendix 1 for comparison in numbers.

Figure: 3

	<p style="text-align: center;">% of Pupils</p>											
	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	% Positive	% Other
Initial SLDR 2014/15	979	33.6	29.8	5.1	19.6	0.5	0.7	8.6	1.6	0.4	89.4	10.6
Follow Up SLDR 2014/15	977	31.5	25.7	3.7	26.8	0.2	0.6	9.4	1.9	0.1	88.5	11.5
% Change		-2.1	-4.1	-1.4	7.2	-0.3	-0.1	0.8	0.3	-0.3	-0.9	0.9
		Negative	Negative	Negative	Positive	Negative	Negative	Negative	Negative	Positive	Negative	Negative

- Overall outcome of the school leavers' follow up destination return shows 0.9% drop in young people sustaining positive destination compared to the initial SLDR 2014/15.
- Young people in employment increased by 7.2%.
- Young people in further education and higher education recorded the largest drop of 4.1% and 2.1% respectively.
- Two school leavers identified on the initial SLDR has since moved out with Scotland and are excluded from the follow up SLDR.

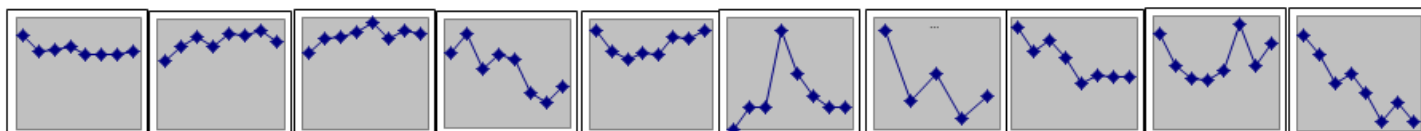
4. Follow up SLDR Trend for All Destination Categories

Following figure 4 shows follow up SLDR trend for all destination categories from 2007/08 to 2014/15.

Figure: 4

Followup Destination Trend

Year	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known
2007/08	1165	24.7%	20.4%	6.9%	26.8%	0.0%	-	18.1%	2.1%	1.0%
2008/09	972	30.1%	24.1%	8.6%	20.9%	0.2%	-	13.8%	1.4%	0.8%
2009/10	996	33.5%	24.5%	5.3%	19.1%	0.2%	-	15.8%	1.1%	0.5%
2010/11	1028	29.6%	25.8%	6.7%	20.8%	0.9%	1.8%	12.8%	1.1%	0.6%
2011/12	936	34.5%	28.3%	6.2%	20.1%	0.5%	0.5%	8.1%	1.3%	0.4%
2012/13	927	34.0%	24.3%	3.2%	25.2%	0.3%	1.0%	9.6%	2.3%	0.1%
2013/14	930	35.6%	26.3%	2.3%	24.4%	0.2%	0.2%	9.2%	1.4%	0.3%
2014/15	977	31.5%	25.7%	3.7%	26.8%	0.2%	0.6%	9.4%	1.9%	0.1%



- Number of school leavers has dropped from its high of 1165 in 2007/08 to 977 in 2014/15.
- School leavers in higher education have increased from the low of 24.7% in 2007/08 to its high of 31.5% in 2014/15.
- School leavers in further education have increased from the low of 20.4% in 2007/08 to 25.7% in 2014/15.
- School leavers moving into employment has increased from the low of 19.1% in 2009/10 to its new high of 26.8% in 2014/15.
- School leavers with an unknown destination have steadily dropped over the last eight years.

5. Where Did Pupils Go From Initial SLDR 2014/15?

Following figure 5 shows destination of school leavers at the time of initial SLDR and their progress at the time of follow up SLDR. See appendix 2 for their destination in numbers.

Figure: 5

		Destination of Pupils on Follow up SLDR								
		Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known
Initial SLDR										
Higher Education	329	92.1%	0.3%	0.3%	5.5%		1.8%			
Further Education	292	1.0%	80.8%	2.7%	8.9%		6.2%	0.3%		
Training	50		8.0%	30.0%	34.0%		26.0%	2.0%		
Employment	192		2.6%		90.1%		0.5%	5.2%	1.0%	0.5%
Voluntary work	5				40.0%		60.0%			
Activity Agreement	7		14.3%				42.9%	28.6%		14.3%
Unemployed Seeking	84	2.4%	4.8%	14.3%	27.4%	2.4%	1.2%	42.9%	3.6%	1.2%
Unemployed Not Seeking	16				6.3%		6.3%	18.8%	68.8%	
Unconfirmed	4				50.0%			25.0%	25.0%	

- The figure above shows that majority of school leavers sustained their initial destination.
 - 92.1% remained in higher education.
 - 80.8% remained in further education.
 - 90.1% remained in employment.
- 42.9% of activity agreement pupils sustained their initial destination.
- 34% of school leavers from training moved into employment.
- Although, 42.9% remained as unemployed seeking; 27.4% moved into employment followed by 14.3% moving into training.

School Level Analysis

6. Initial and Follow up SLDR Destination Comparison at School level

Following figure 6 compares initial and follow up SLDR 2014/15 destinations at school level. See appendix 3 for comparison in numbers.

Figure: 6

School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Unconfirmed %	Total Leavers %	Positive %	Other %
Clydebank High School	Initial	27.7	40.0	6.4	16.2	0.4	0.4	7.2	1.3	0.4	235	91.1	8.9
	Follow Up	26.5	34.6	6.4	20.9	0.0	0.4	9.4	1.3	0.4	234	88.9	11.1
	Change	-1.2	-5.4	0.0	4.7	-0.4	0.0	2.2	0.0	0.0	-1.0	-2.2	2.2
Dumbarton Academy	Initial	26.4	31.1	3.8	28.3	0.0	1.9	8.5	0.0	0.0	106	91.5	8.5
	Follow Up	23.6	33.0	1.9	33.0	0.0	1.9	6.6	0.0	0.0	106	93.4	6.6
	Change	-2.8	1.9	-1.9	4.7	0.0	0.0	-1.9	0.0	0.0	0.0	1.9	-1.9
Our Lady & St Patrick's High	Initial	49.5	14.7	5.4	21.7	0.5	0.0	6.0	2.2	0.0	184	91.8	8.2
	Follow Up	46.7	10.3	4.9	27.7	0.5	0.0	7.6	2.2	0.0	184	90.2	9.8
	Change	-2.8	-4.4	-0.5	6.0	0.0	0.0	1.6	0.0	0.0	0.0	-1.6	1.6
St Peter the Apostle High School	Initial	32.5	31.5	4.1	18.2	1.0	0.7	9.2	2.7	0.0	292	88.0	12.0
	Follow Up	30.5	28.8	2.4	24.7	0.0	0.7	10.3	2.7	0.0	292	87.0	13.0
	Change	-2.0	-2.7	-1.7	6.5	-1.0	0.0	1.1	0.0	0.0	0.0	-1.0	1.0
Vale Of Leven Academy	Initial	30.9	28.4	5.6	19.1	0.0	1.2	12.3	0.6	1.9	162	85.2	14.8
	Follow Up	28.6	19.9	1.9	34.2	0.6	0.6	11.8	2.5	0.0	161	85.7	14.3
	Change	-2.3	-8.5	-3.7	15.1	0.6	-0.6	-0.5	1.9	-1.9	-1.0	0.5	-0.5

- Three mainstream secondary schools recorded decline in school leavers sustaining positive destination.
- All secondary schools recorded increase in school leavers moving into employment. Vale of Leven Academy showed the largest increase of 15.1%.

Appendix 1

Number of Pupils

	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Positive	% Other
Initial SLDR 2012/13	979	329	292	50	192	5	7	84	16	4	875	104
Follow Up SLDR 2012/13	977	308	251	36	262	2	6	92	19	1	865	112
Change	-2	-21	-41	-14	70	-3	-1	8	3	-3	-10	8
		Negative	Negative	Negative	Positive	Negative	Negative	Negative	Negative	Positive	Negative	Negative

Appendix 2

Destination of Pupils on Follow up SLDR

Initial SLDR	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Excluded
Higher Education 329	303	1	1	18			6			
Further Education 292	3	236	8	26			18	1		
Training 50		4	15	17			13	1		
Employment 192		5		173		1	10	2	1	
Voluntary work 5				2			3			
Activity Agreement 7		1				3	2			1
Unemployed Seeking 84	2	4	12	23	2	1	36	3		1
Unemployed Not Seeking 16				1		1	3	11		
Unconfirmed 4				2			1	1		
	308	251	36	262	2	6	92	19	1	2

Appendix 3

School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	Total Leavers	Total Positive	Total Other	Excluded
Clydebank High School	Initial	65	94	15	38	1	1	17	3	1	235	214	21	
	Follow Up	62	81	15	49	0	1	22	3	1	234	208	26	1
	Change	-3	-13	0	11	-1	0	5	0	0	-1	-6	5	
Dumbarton Academy	Initial	28	33	4	30	0	2	9	0	0	106	97	9	
	Follow Up	25	35	2	35	0	2	7	0	0	106	99	7	
	Change	-3	2	-2	5	0	0	-2	0	0	0	2	-2	
Our Lady & St Patrick's High	Initial	91	27	10	40	1	0	11	4	0	184	169	15	
	Follow Up	86	19	9	51	1	0	14	4	0	184	166	18	
	Change	-5	-8	-1	11	0	0	3	0	0	0	-3	3	
St Peter the Apostle High School	Initial	95	92	12	53	3	2	27	8	0	292	257	35	
	Follow Up	89	84	7	72	0	2	30	8	0	292	254	38	
	Change	-6	-8	-5	19	-3	0	3	0	0	0	-3	3	
Vale Of Leven Academy	Initial	50	46	9	31	0	2	20	1	3	162	138	24	
	Follow Up	46	32	3	55	1	1	19	4	0	161	138	23	1
	Change	-4	-14	-6	24	1	-1	-1	3	-3	-1	0	-1	

Appendix 2 – SDS/WDC SLDR Action Plan 2016

	Owner	Action	Timescale	Current status
Task /Activities				
Brief to Head teachers SLDR figures	AB	Share report with Head Teachers	Jan-16	completed
Develop an action plan	SB	Susie to produce beginning of an action plan and to agree dates/owners	Jan-16	completed
Agree action plan	SB/MC/AB	Susie email action plan to Mary & Andrew to review and agree timescales	Jan-16	completed
Produce figures for current leaving dates per school	DM	Identify all student who have passed Statutory leavers date, and eligible leavers for 2015/16	Feb-16	completed
Produce monthly attendance data	DM	Monthly attendance figures for eligible leavers who have attendance falls below 85%	monthly	ongoing
Develop a new structure for monthly partnership 16+ meetings	All	CHS or Dumbarton Academy Careers Coach to support the development of these meetings	Feb-16	completed
Organise calender monthly for 16 + meetings, co-ordinated by the schools,	tbc	Organise meeting across all schools to target and case manage young people identified at risk	Feb-16	completed
Targeted intervention for identified students	Schools/Senior Phase/SDS/Partners	to be agreed in development of partnership meetings	ongoing	ongoing
Identify students not completing courses, demerits and others	AB	Andrew to liaise with SEEMIS team to confirm	Jun-16	completed
Share with SDS Senior Phase Options for 2016/17	AB	Andrew to email new options for 2016/17 to SDS	Jan-16	completed
Deliver future training on Universal offer, pathways/routes, careers standards for Pastoral Care staff	MC	Mary to advise	Sep-16	ongoing
Organise a school leaver event in 2016	All	to be confirmed, sharing of costs, venue, timings	Sep-16	ongoing
Provide a targeted recruitment approach to Level 2 Admin MA with WDC	All	Student to be identified early to get the most appropriate work experience organised, also what opportunities for other providers to take a young person on.	Mar-17	ongoing
confirm Modern Apprenticeships number for 2014/15	MC	Mary to check , of the the young people who entered employed how many were MA's	Feb-16	completed
Review schools input into systems to monitor and track school leavers	AB/SB/DM	meeting to planned to discuss with schools	Jun-16	complete
Devise a partnership structure for Post School JAT	SB/CB/AG	SDS to bring in case loads of young people who are not engaging, involving partners in the support of a wider cohort who are not engaging and missing opportunities	Sep-16	ongoing
Discuss with wider employability partners- timing of provision	All	Arrange partnership meetings to discuss timings of provision	after April 16 funding	ongoing
Data gathering exercise to understand factors affecting young people sustaining initial destinations	SDS/WDC/schools	Arrange partnership meeting to discuss data gathering, and production of report	Aug-16	ongoing
Andrew Brown (AB), Susie Byrne (SB), Darel Mathias (DM) Mary Carson (MC) Craig Bendoris (CB), Alison Gray (AG), Stephen Brooks (SBr)				

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer of Education, Learning and Attainment****Educational Services Committee: 24 August 2016**

**Subject: Scottish Attainment Challenge
Raising Attainment, Improving Learning in West Dunbartonshire**

1. Purpose

1.1 The purpose of this report is to update the Educational Services Committee on the key issues for West Dunbartonshire Council relating to The Scottish Attainment Challenge.

2. Recommendations

2.1 The Committee is asked to note the contents of this report.

2.2 The Committee will receive progress updates with regard to the Scottish Attainment Challenge at future meetings.

3. Background

3.1 The Scottish Attainment Challenge was launched in 2015. As a challenge authority West Dunbartonshire has been involved in delivering projects targetted at the primary stages. The challenge projects target schools and local authorities with the highest concentration of pupils living in multiple deprivation to close the attainment gap. Additional funding will be allocated to secondary attainment projects from August 2017. The Attainment Challenge is part of the Government's drive to 'Deliver Excellence and Equity in Scottish Education'. The Scottish Attainment Challenge has a budget of £750 million over the next 5 years with West Dunbartonshire being one of seven local authorities in the first tranche in August 2015.

4. Main Issues

4.1 In year one of implementation the progress of projects has been rigorously monitored by Education Scotland and Scottish Government. The Attainment Challenge features as a strategic risk in the local service plan.

4.2 Our proposals for Year 2 projects for primary schools have been submitted to Scottish Government. A grant of up to £1,322,450 has been allocated to deliver our plan to reduce inequalities of outcomes for pupils who experience disadvantage as a result of socio-economic disadvantage. The full submission to Scottish Government is included in Appendix 1.

In response to the Scottish Government announcement of funding for secondary school projects West Dunbartonshire has submitted 3 project proposals based on robust performance information for our secondary schools. The full submission to the Scottish Government is included in Appendix 2.

4.2.1 Transitions 1

Family Support Campus

Baseline data has been gathered on pre-school children due to start in Our Holy Redeemer Primary and Linnvale Primaries in August. The data has been used to identify two key areas of focussed work: vocabulary and problem solving. This work will be delivered in partnership with speech and language therapists, outreach workers, teachers and learning assistants. The data has also identified a group of vulnerable families. Outreach workers have been working with the parents of these families to help them support their child's learning. An action plan to support early development of literacy skills has been produced to be implemented from August 2016 in all schools and early learning and childcare centres.

Early Level Play

An evaluation of the impact of the project for play based learning has been conducted. The evaluation is very positive with improvements in:

- Play based approaches in the majority of schools at P.1
- Learning environments being more exciting and motivating with evidence of children who were reluctant to write now more confident about writing in the literacy play areas
- Personalisation and choice with children more engaged
- Children being more reflective and confident to talk about their learning
- Peer learning using mixed ability groups
- Learning conversations
- Focus on learning through play linked to raised attainment in literacy and numeracy. An HMiE inspection of Dalmonach Early Learning and Childcare Centre reported positively on the play areas used for literacy and numeracy

A full evaluation of the play project is contained in Appendix 3

4.2.2 Transitions 2

Maths Specialists

The maths attainment team were invited to present at the National Attainment Challenge event in May. The Deputy First Minister attended the session. The work of the team has been commended by Education Scotland as it encompasses a range of strategies to support our most vulnerable children with a focus on positive mental attitude to maths to build resilience and confidence in learning.

The attainment team have identified cohorts of pupils requiring targeted intervention in our schools with the highest numbers of pupils living in deprivation. The team will provide a targeted programme with these pupils and schools using maths mind-set, mental maths, cognitive guided instruction and number sense.

All schools identified a member of staff to be a 'Maths Champ'. The 'Maths Champs' will work with the attainment team to implement a framework to raise attainment in maths and numeracy from primary 3 through to second year.

Enhanced transition to raise attainment in numeracy

This project is at an early stage of implementation as it is an extension of our year one project submission. A recruitment exercise has been completed to appoint two lead teachers one primary and one secondary to co-ordinate an extended transition programme for a group of vulnerable pupils in primary 5. This group of pupils will experience an extended learning programme in maths and numeracy with pupils having opportunities to learn in both primary and secondary settings. This group of pupils will experience an enhanced programme of learning in primary 6, primary 7 and first year. Primary and secondary teachers will work together to produce a motivating and challenging enriched experience of learning in maths.

4.2.3 SIPP

Our lead officer for this project was invited to present at the National Attainment Challenge event in May as West Dunbartonshire's approach to class teachers leading action enquiry projects to improve learners' experiences and attainment is being recognised nationally as a model of good practice.

Collaboration across and within schools and engagement with data to inform practice are integral to the process. Through the process class teachers collaborate to find out what works and what does not work. In the spirit of action research staff are encouraged to learn from each other, experiment with their practice and monitor and evaluate change to provide evidence to support their findings

West Dunbartonshire Council promotes Collaborative Action Research as a model of school improvement as it is proven that the process is effective in:

- Closing the gap to raise attainment by ensuring that learners are improving through making small tests of change
- Improving the quality and impact of career-long professional learning through a Plan, Do, Study, Act (PDSA) process of teacher review to support Professional Update
- Further strengthening school leadership at all levels
- Further developing skills in using data effectively to inform improvement
- Extending and deepening partnerships to improve outcomes for learners.

Nine projects have been implemented involving collaboration across schools. A project involving the curriculum leaders in maths / numeracy in secondary is planned for academic session 2016-2017. Each local learning community has planned a collaborative action research project (CAR) for August 2016 using attainment data in literacy and numeracy to identify an area for improvement in their community.

Data from the nine projects shows a positive impact on attainment with evidence of:

- 97% improvement in accuracy of oral maths responses
- 53% improvement in speed of oral maths responses
- 94% improvement in written scores in mental maths assessments
- 65% increase in scores in numeracy word problems
- 45% increase in pupil confidence in completing maths problems.

4.2.4 STEM

STEM Hubs have been established in St Joseph's, Edinbarnet and St Patrick's primaries. The 'Hubs' have made an impact on:

- Motivating pupils to work collaboratively on science, technology and maths challenges.
- Developing pupil confidence to try things out even when there is no correct answer
- Providing more opportunities for applying literacy and numeracy skills across the curriculum
- Pupils with low self esteem and confidence in learning gaining a sense of achievement and success
- Teacher understanding of tackling the inequity gap using an 'inspire and challenge' approach to learning

The three 'Hubs' have influenced change in other establishments with a large number of schools and early learning and childcare centres developing their own STEM Hub environments for learning.

As a partner of Glasgow Science Centre a design for a STEM hub has been produced. The Science Centre team has worked with our lead officers to produce a bespoke STEM Hub design. The design is based on the learning centres at the Glasgow Science Centre. This project is part of a drive to provide children with engaging and motivating experiences through bringing a science centre to our local environment. This first bespoke hub has been installed in St Patrick's Primary to provide a learning centre for children and as a model of best practice for all staff to learn about teaching the STEM subjects. This initiative is the first of its kind in Scotland.

The Hub is part of an 'Inspire and Challenge' approach to learning to build five awarenesses in pupils: observations, connections, reasons, models and categories. The approach aims to tackle the inequity gap by encouraging children to take ownership of learning through co-operative learning, meta – cognitive training and professional development for teachers.

4.2.5 In response to the Scottish Government announcement of funding for secondary school projects West Dunbartonshire has submitted 3 project proposals based on robust performance information for our secondary schools. The full submission to the Scottish Government is included as Appendix 2. Date for submission is August 2016 and at this stage it is a draft proposal, Committee will receive a further update.

5. People Implications

5.1 A national project of this magnitude has significant staffing implications. Each project requires new and additional staffing. We will offer opportunities for leadership to experienced staff within Educational Services and provide new teaching positions across our Learning Communities. In addition to teaching staff we require posts which align to Local Government Employees (LGE) terms and conditions (see table).

6. Financial and Procurement Implications

6.1 The Scottish Attainment Challenge is funded in full by Scottish Government. We were asked to estimate the funding required for the four years of the primary project. We considered how we could build capacity and sustainability into our proposals thus reducing costs over the period of the project.

Year 1
106,880 - Transitions 1 643,600 - Transitions 2 350,000 - SIPP 104,240 - STEM 117, 830 - Other Year 1 Total - £1,322,550
Year 2
168, 780 - Transitions 1 591,600 - Transitions 2 350,000 - SIPP 104,240 - STEM 107, 830 - Other Year 2 Total = £1,322,550
Year 3
168, 780 - Transitions 1 470,330 - Transitions 2 262,500 - SIPP 86,440 - STEM 107, 830 - Other Year 3 Total = £1,095,880
Year 4
123, 800 - Transitions 1

218,750 - Transitions 2 68,640 - SIPP 389,064 - STEM 107,830 - Other Year 4 Total = £908,084

7. Risk Analysis

7.1 The risks associated with this project are:

- failure to recruit the required staff would adversely affect the progress of the projects;
- failure to deliver improvements will have a detrimental impact on children and young people;
- failure to deliver improvements in attainment would have a reputational impact on 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.

9. Consultation

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

9.2 West Dunbartonshire proposals have been shared with our Education Scotland Area Lead Officer.

9.3 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.

9.4 Consultation with headteachers and Education Officers.

9.5 In developing these proposals, there has been extensive consultation with Education Scotland, the Scottish Government and the other 6 councils involved in this phase of the Scottish Attainment Challenge.

10. Strategic Assessment

The Attainment Challenge features as a strategic risk in the corporate service plan.

Laura Mason
Chief Education Officer
Date:

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Appendix: Appendix 1 – Attainment Scotland Fund Challenge
Authorities 2016-17
Appendix 2 – Attainment Scotland Fund – Secondary
Schools Programme
Appendix 3 – Raising Attainment, Improving Learning –
Transition Early Level

Background Papers:

Wards Affected: All



ATTAINMENT SCOTLAND FUND CHALLENGE AUTHORITIES 2016-17

Guidance for submitting Local Authority Plans for Year 2

Year 1 of the Attainment Scotland Fund supported local authorities and schools to:

- put processes, structures and systems in place to take forward implementation plans for improvement;
- provide direct support which builds capacity in the school system and
- provide direct support and interventions for children from our most deprived communities.

In Year 2 partners across Scottish Government, Education Scotland and Local Authorities will seek to build on this whilst increasing the pace of implementation and delivery.

In the spring of 2015 Local Authorities were invited to set out their proposals for Year 1 in detail and to outline their plans for Years 2-4. There have been adjustments to plans in the light of experience throughout year one and, as a result, Local Authorities are now being asked to submit refreshed bids for Year 2 funding.

At this point we are seeking plans which take forward work in the Primary Sector including points of transition which was planned as part of the Year 1 process. We have identified four key organisers for the programme and it would be helpful if you could indicate the main focus of each workstream.

- **Leadership**
- **Learning and Teaching**
- **Families and Communities**
- **Programme Costs**

2016/17 - Year 2 Proposal

Proposal Period	Financial Year - 2016/17
Local Authority	West Dunbartonshire Council
Key Contact at Authority	Laura Mason
Attainment Advisor	Gail Copeland

Proposed Improvement Plan

1	Transition 1 – early level project to establish a multi-agency ‘Family Support Campus’	Leadership	
		Learning and Teaching	✓
		Families and Communities	✓
		Programme Costs	
2016/17 Proposed Funding		£168,780	
2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<ul style="list-style-type: none"> • As year 1 – 106, 880 • Teacher support to roll out play based learning and the Incredible Years suite of approaches across Early Learning and Childcare and Early Level Primary teaching staff - £34, 000 • Additional Education Psychology time for further training and development support - £27, 900 	
Please provide information on the proposed impact of this workstream in year 2 and how that will be measured.			
<ul style="list-style-type: none"> • Raised attainment in literacy and numeracy. • Improved parental engagement and confidence. • Coherent and structured approaches in place to support vulnerable families. • Improved quality of learner experiences in early years settings and P1. 			

- Increased focus on learning through play and clear links to literacy and numeracy attainment.
- Leaders are clearer about how to raise attainment linking ideas to curriculum rationale and vision.
- Improve the provision for play at the early stages (ELCC – P3) to ensure a continuous provision of child centred learning activities at the early stages supporting children’s cognitive, social and emotional development. A holistic approach to learning at the early stages will be applied. Staff at the early stages will be involved in a training programme to enhance their knowledge and skill base. In learning communities a curricular review will be undertaken and collective plan for delivery of play in West Dunbartonshire will be completed.
- Bespoke model of intervention for young people and families at early stages to improve:
 - Attendance/ lateness
 - Social and emotional health (build resilience)
 - Supports for mental health issues
 - Parenting/behaviour management skills
 - Early linguistic and cognitive development
- Early Years Questionnaire (Literacy)
- Commence baseline collection of data through assessment of 75 early years pupils transitioning to P1
- Play projects implemented and evaluated in every school
- Quality Improvement Monitoring visits to review quality of learner engagement, impact on attainment
- Trends evident in project submissions.
- Control Group Model to evaluate impact of early level transition, early level play experiences of different cohorts
- Small test of change model (EYC) to monitor impact on attainment and achievement
- Risk Matrix Model devised to record, review and monitor levels of need (risk factors)

Please give details of the plans you have in place to deliver this workstream.

- Further Nurture groups have been established and children are benefiting from these experiences.
- Two parenting programmes have been organised for two primary schools with a view to expanding this to targeted ELCCs in August 2016.
- Information leaflet for parents draft ready – Sharing a Book.
- Draft early level reciprocal teaching implemented in all ELCC and Primary 1.

- Outreach workers and SLT to work with target groups
- Plan training for staff to create a shared understanding of the influence of poverty on attainment
- Incredible years classroom management programme will be implemented.
- Further development of the 'Family Hub' concept
- Engage with identified SLT to implement early level linguistic programme
- Pre-engagement parental activities trialled in 'Family Hub' project schools
- Development of Play based learning in all establishments
- Reciprocal Teaching development in all establishments at early level
- Implement early level (up to P3) literacy and linguistic development programme
- Learning communities to analyse attainment data to identify pupils requiring a targeted intervention programme for literacy at early level, P4/5, P7/S1

2	Transition 2 – primary to secondary support focusing on improving learning and teaching in maths to improve transition	Leadership	
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2016/17 Proposed Funding		£591,600	
2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<ul style="list-style-type: none"> • Appoint 12 x CT posts = £505, 600 Facility Costs <ul style="list-style-type: none"> • Pupil exchange programme = £20,000 • Learning technology resources (computerised kits, programmable toys, computer games) = £17,000 • Parental workshops = £10,000 • Supported study programme = £17,000 • Summer School = £22,000 Total = £591,600	
Please provide information on the proposed impact of this workstream in year 2 and how that will be measured.			
<ul style="list-style-type: none"> • Improved attainment in numeracy and maths 			

- Professional collaboration across sectors to share standards to provide consistent, progressive, personalised learning for all
- Consistency of practice – using toolkits (WDC)
- Teachers better equipped and skilled to teach maths
- Improved pedagogy – provide lesson structures.
- Balanced approach to teaching learners to pass exams and teaching learners to think mathematically
- Learners with improved numeracy skills
- Increased confidence in parents and families to support their children in developing their numeracy skills in an out of school setting
- Staff across sectors and levels have clear understanding of progression of numeracy across levels
- Control Group Model
- Pre/Post Intervention Assessment (measuring quantitative and qualitative data)
- Data collation templates produced by WDC for consistent collection and analysis
- Improvements in GL performance
- From the learners in SIMD 1-3 identify those who are not on target to achieve levels appropriate to their age and stage, identify a total 40 learners in pilot
- Track attainment and achievement using standardised national measures and local measures
- Quality Improvement Visits to monitor quality of learning experiences in maths using approaches promoted in the Attainment Challenge Project
- Early Years Baseline Data (Literacy , Numeracy)
- GL Assessment Reports

- 'Myself as a Learner' Reports
- Cognitive Assessment (CGI) Maths / Numeracy
- Comparison of data from all schools to review impact of approach to learner attainment
- Continue to assess impact of the WDC moderation programme in: Fractions, Decimal Fractions & Percentages; Measurement; Money using WDC assessments
- Raising attainment teachers to continue to conduct assessment visits to all primary schools to audit attainment levels, progress
- Attainment profile of all schools produced to support a targeted approach of intervention. The Attainment Advisor will support the implementation of this

Please give details of the plans you have in place to deliver this workstream.

- Regular up-date to Education Leaders to highlight the work of the raising attainment team and produce a WDC numeracy strategy.
- Raising Attainment Team to deliver training on: Cognitively Guided Instruction, Number Talk/ Number Sense, Reciprocal Maths
- Lesson modelling/lesson study on: Cognitively Guided Instruction, Number Talk/ Number Sense, Reciprocal Maths
- Implement using (PDSA problem based approaches to learning in 36 upper primary classes
- Identification that the S3 cohort in STPTA could be trained to deliver mathematical mindset and resilience using paired number, number buddies – liaison with math's STARS re this. S3 pupils to support a transition cohort of P5 pupils
- Secondary maths PT's to work with upper primary teachers in each learning community to complete a collaborative action research project
- Establish a monitoring, tracking group to produce a consistent LA model and approach to data gathering and analysis.
- By 2019 there will be an enhanced transition experience in place for learners p5, 6 and 7 in all of our LLC's that closes the attainment gap in numeracy for those in SIMD 1, 2 and where applicable 3.
- Use guidance from Scottish Government on data analysis to support the production of WDC policy guidance

3	School Improvement Partnership Programme – extending on the range of collaborative work to involve more schools	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2016/17 Proposed Funding		£350,000	
2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<ul style="list-style-type: none"> • Teacher Cover Costs(0.2) for 2 teachers in 16 schools 	
<p>Please provide information on the proposed impact of this workstream in year 2 and how that will be measured.</p> <ul style="list-style-type: none"> • Raised attainment in literacy and numeracy . • Increased levels of consistency in approaches to learning and teaching • Understanding successful modes of learning to raise attainment • Increased expectation of tackling inequity being the responsibility of all • Skilled workforce • School-to-school collaboration with locally initiated bottom-up enquiry • To close the gap to raise attainment by ensuring that learners are improving through making small tests for change • To improve the quality and impact of career-long professional learning through a PDSA Model of Professional Update • To further strengthen school leadership at all levels • To further develop skills in using data effectively to inform improvement • To extend and deepen partnerships to improve outcomes for learners • Monitoring: • Myself as a Learner Assessment has been prepared as a Google Form and set up ready for use for each individual school. Each school has also be allocated a Google Folder where future assessments/evaluations can be uploaded and then completed by all schools – results being able to be viewed centrally and at a school level • Interim monitoring meetings (termly) with each project leader to evaluate progress, challenges and successes 			

- Quality Improvement Officers (research and data analyst) to devise and conduct both qualitative and quantitative research process::
 - Interviews and surveys of pupils, teachers, headteachers
 - Surveys to gather attitudinal data about child's perception of themselves as learners
 - Learning visits to observe/monitor quality of learning experience
 - Analysis of standardised test scores literacy and numeracy
 - Analysis and comparison of the sample/target groups against their social and economic profile
 - Conduct literature reviews to: inform plans for intervention; evaluate and compare findings
- Establish Learning Community Partnership Innovation Teams (PIT's) to co-ordinate data collection, analysis and evaluation of small scale projects (comparative study); pre and post interventions using:
 - Attainment data (GL , reciprocal teaching assessments, WDC CGI Assessment Profiles)
 - Attitudinal Data pre and post intervention ('Myself as a Learner')
 - Evaluations of learning experiences (criterion referenced)
- Termly updates and reports from each (PIT) to local data analysis group
- Report findings to senior researchers in Glasgow University and Education Scotland

Please give details of the plans you have in place to deliver this workstream.

- Each learning community to plan and implement a Collaborative Action Research (CAR) project using the WDC model of Plan, Measure, Implement, Share. The focus of the CAR (Literacy, Numeracy or Health and Well Being). Project objective being to research impact on attainment of pupils experiencing disadvantage.
- Establish Local Innovation Teams
- Learning Rounds and / or Lesson Study implemented in each Learning Community
- West Dunbartonshire Collaborative Showcase
- Continue to work in partnership with the leads of the other attainment projects to support a collaborative, research based model of improvement in all projects
- Implement the WDC Supported School Improvement Model (developed in year 1 of attainment challenge) and in response to the NIF to

support collaborative models of improvement in school leadership. Attainment Advisor to support implementation.

4	STEM – a strategy and staffing to use STEM to improve literacy and numeracy, and interest in STEM subjects	Leadership	
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2016/17 Proposed Funding		£104,240	
2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<ul style="list-style-type: none"> • Appoint ESO (1FT - £50,840) • Appoint 3x PT posts (raising attainment (0.4 management time) £53,400) 	
Please provide information on the proposed impact of this workstream in year 2 and how that will be measured.			
<ul style="list-style-type: none"> • Improvement in attainment in literacy & numeracy in P2, P3 & P6. • Closing of the attainment gap in literacy & numeracy as a result of increased engagement in learning within the STEM Hubs. • High quality learners' experiences through improved teacher knowledge, skills and expertise. • 10% increased attainment in reading ages on the targeted cohort of learners. • 10% increased attainment in numeracy on the targeted cohort of learners. • New, integrated learning environments and the provision of additional resources has contributed to this, in addition to the use of STEM challenges and the development of pedagogy. • Increased focus on the impact of curriculum provision on literacy and numeracy attainment. • Increased quality of pupil social interactions and cooperative learning skills. • Review of trends and individual aspects of GL data (pre and post intervention) 			

- Review of secondary STEM subject uptake (pre and post intervention) – long term
- Review of summative and formative assessment data generated throughout the intervention
- Review of attitudinal survey of parents (pre and post intervention)
- Review of attitudinal survey of pupils (pre and post intervention)
- Review of attitudinal survey of staff (pre and post intervention)
- Review of attitudinal survey of partner businesses (pre and post intervention)

Please give details of the plans you have in place to deliver this workstream.

- Continue to track and monitor quality of experience and impact on attainment of target groups of pupils. Stem Hub schools to lead and coordinate
- Work in partnership with Glasgow Science Centre to provide and 'Inspire and Challenge' approach to learning.
- Implement Single Steps to learning approach to support problem based learning
- Continue to support the regeneration of learning environments in all establishments to provide STEM Hubs.
- Produce literacy and numeracy challenges for STEM
- Engage with businesses, STEM Ambassadors and other STEM providers (Glasgow Science Centre, EDT, Behind the Noise, SSERC, etc) to ensure a focus on Developing the Young Workforce through STEM
- Engage parents more through parental workshops and pupil showcase of learning
- Advertise using ourcloud site, ways pupils and parents can learn together in STEM subject
- Increase the opportunity for children experiencing disadvantage to learn using digital technology
- Produce Curriculum Frameworks to support personalised pathways for learning (in first phase implement with target groups of pupils)

Other

£117,900

Data officer - £44,500

Programme manager 0.5 = £37,500

Quality Improvement Officer 0.5 = £35,900



ATTAINMENT SCOTLAND FUND
SECONDARY SCHOOLS PROGRAMME

West Dunbartonshire Council funding bid
July 2016

Local Context

West Dunbartonshire is the 2nd smallest Local Authority in terms of land area. The Council aspires to improve life chances for children and young people.

WDC life expectancy rates are statistically significantly worse than the Scottish average. WDC has the second lowest life expectancy at birth of all Scottish Local Authorities. The life expectancy at birth for males and females in West Dunbartonshire is 74.2 and 79.1 years respectively. Poverty leads to lower life expectancy as seen when comparing life expectancy rates in the least and most deprived areas of West Dunbartonshire.

A boy living in the most deprived area of West Dunbartonshire can expect to live six years less than a boy in the least deprived area. 2% of couples and 8% of lone parents cannot afford two pairs of shoes for each child, 12% of lone parents cannot afford celebrations with presents at special occasions, 26% of children in West Dunbartonshire are growing up in poverty. In all wards 20% of children are growing up in poverty. Around 2000 (14%) of children in West Dunbartonshire live in severe poverty, 12 300 children live in households dependent on out of work benefits or Child Tax Credits at more than the family element. In February 2015, 20.8% of the working age population derive some or all of their income from benefits. The 2013/14 Working Tax Credits show that 4 600 children live in no or low income households, with 2 800 families described as experiencing in-work poverty. At the age of 16 there is a 16% gap in attainment levels between the poorest pupils and their classmates and 10% of the poorest young people become unemployed immediately after leaving school. In April 2015, 66% of the working age population are in employment (i.e. 39 000). The level of unemployment at March 2015, the most recent figure, was 8.7% compared to 6.2% for Scotland.

The overall index of crime shows that West Dunbartonshire scores 130 against a figure of 100 for Scotland, WDC has just under one third more crimes and offenses than the national average.

In 2014, 38.4% of households received a single adult Council Tax discount, with this number expected to rise over the next 25 years. Social housing accounts for 37% of the total housing stock. West Dunbartonshire has shown a drop in incidences of homelessness in 2014/15 which includes a reduction in youth homelessness for the third consecutive year. Homelessness among young people under 25 accounts for 31% of all homelessness presentations.

Scottish Index of Multiple Deprivation (SIMD) distribution of pupils at WDC secondary schools at census 2015/16 showed 22.1% in SIMD Decile 1 and 80.1% in SIMD Deciles 1-5, where Decile 1 is the most deprived. Pupil / teacher ratio in 2015 was 13.5 compared to 13.7 for Scotland. In 2015, gender ratio in primary school teachers was 388:45 in favour of women, gender ratio in secondary schools was 268:146 in favour of women and slightly more teachers with main subject as English (48) than Maths (46) in WDC secondary schools. There was an increase in the primary roll compared to the previous year. In 2015, the number of pupils entitled to a free school meal were: 100% of P1-3 pupils, 26% of P4-7 pupils; 19.5% of secondary pupils.

Attainment in Literacy and Numeracy

As reported to West Dunbartonshire Council Educational Services Committee in September 2016.

As part of Education, Learning and Attainment's Raising Attainment Strategy pupils are tested using baseline assessments and standardised tests in literacy and numeracy at nursery, P1, P3, P5, P6, P7 and S2. Performance of P3, P7 and S2 has been tracked using literacy and numeracy Standardised Tests since 2012, P5 was added in 2013 and P6 was added for literacy in 2015. This change reflects the Scottish Government's Standardised Assessments of P7 in literacy, which was introduced in 2015.

As a result of the Validated Self Evaluation in 2014 a robust model for collecting, analysing and using data to plan improvement has been developed. Interventions were identified to raise attainment in literacy using reciprocal teaching, and analysis paved the way for the introduction of an intervention to raise attainment in maths using number sense.

The high level messages emerging from the standardised tests indicate the following for S2:

Reading

Performance is just below the national benchmark for S2 for four out of the five years data tested, with performance just above the national benchmark in 2013. All these are within the average band. In 2016, S2 performed below previous years' results. There has been a small decrease each year since 2013. An important point to note is the sharp decline from P7 to S2.

It has been noted that females have been performing above the national benchmark in previous years, but the value decreased below the national benchmark in 2016. All figures are within the average band. Scores for performance for males have consistently been below the national benchmark, but within the average band in all years.

Mathematics

In all years of testing, pupils have performed below the national benchmark. All figures are within the average band. The highest figure was in 2013, with values decreasing each year thereafter.

In general, females perform better than males. However, in 2014 and 2016 males performed better, with the difference more prominent in 2016. The largest difference between males and females was in 2012, in favour of females.

All combined data

Attainment is more variable in reading than in mathematics. At all stages the mean score is lower for maths compared to reading. In reading, for all children data shows a drop from P3 to P5 and then an increasing score into P6 and P7. There is a subsequent large drop into S2. In Maths, the score is below the national benchmark for all stages, and all children show a decline through all stages from P3 to S2. Females perform better than males at all stages except for P7 Maths, when they are very slightly lower.

Local Learning Communities

West Dunbartonshire operates a model of Local Learning Communities (LLC). This sees all education establishments 3-18 organised in geographical groupings related to the associated secondary school. There are 5 LLCs in West Dunbartonshire – Clydebank High School (CHS LLC), Dumbarton Academy (DA LLC), Our Lady and St. Patrick's High School (OLSP LLC), St. Peter the Apostle High School (SPTA LLC) and Vale of Leven Academy (VOLA LLC).

Performance varies across Local Learning Communities (LLCs).

Vale of Leven Academy (VOLA) LLC has improved year on year in literacy, except for a slight dip in 2016. They have performed above the national benchmark in the last three years. Data for the other LLCs is more variable with DA, OLSP and SPTA performing higher than the national benchmark in at least one year, however, CHS have never achieved the benchmark.

WDC LLCs have never achieved the national benchmark for numeracy. The data is variable year in year and with LLC. The highest performing LLC in 2016 was VOLA although there is a decline from the previous year. In general, CHS and SPTA are the lowest attaining LLCs, while VOLA and DA perform better.

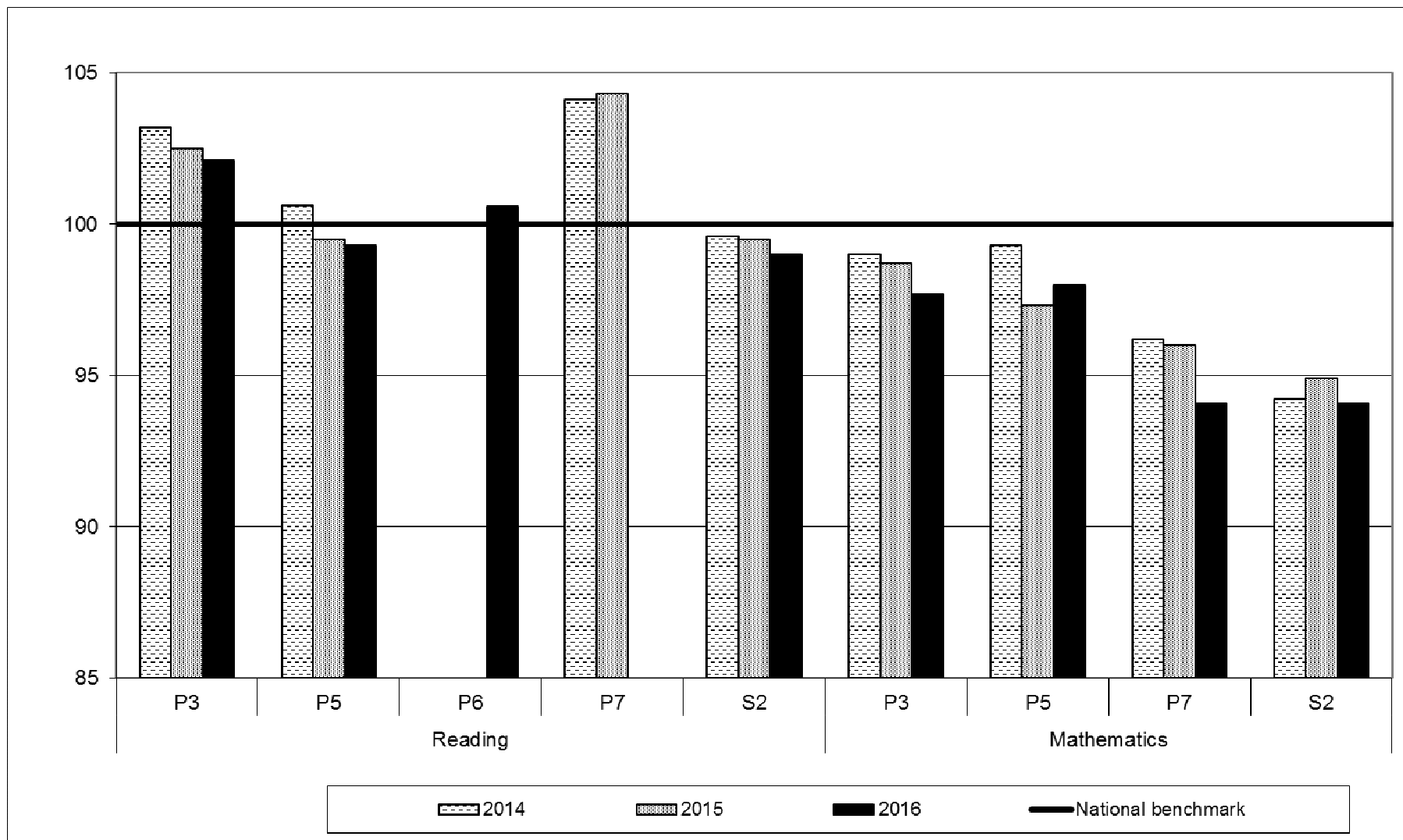
Looked after status

Children who are not looked after have the highest attainment. In 2016, in literacy and numeracy the attainment was higher for children looked after away from home compared to those looked after at home. It is notable that in 2016 children looked after at home are below the average band in literacy and numeracy, while children looked after away from home are just below the average band in numeracy.

Please note that the numbers of children involved are low, even at LA level and the validity of any interpretation could be called into question, with numbers of ~30 children.

SIMD status

When data is analysed by SIMD status, performance in numeracy is lower than literacy. In general, there is a rise in attainment with SIMD band, but this is not as clear cut as expected. There is more variation within the middle SIMD bands. SIMD 1 has the lowest performance in all years, except for literacy in 2013. It should be noted that interpretation of SIMD 9 and 10 values must be interpreted with caution because the number of children is very small. Differences in SIMD, and often related Staged Intervention numbers vary annually. This variance can affect annual attainment results.



Performance of West Dunbartonshire pupils in 2014-16 by Mean Standard Age Scores for all stages tested in Reading and Mathematics compared to the national benchmark.

Senior Phase data on Literacy and Numeracy (2015 leavers)

As reported to West Dunbartonshire Council Educational Services Committee on 02 December 2015.

The comparisons made below refer to previous STACs data and Insight data as the S5/6 pupils were examined under the pre-CfE qualifications until 2015, when a mixture of the old and new qualifications were used. During this transition period as we move to all CfE National courses, caution should be exercised when drawing direct comparisons in performance.

Overall, in 2015 levels of attainment were broadly maintained. Taking the 2011 as the baseline, the five year trends show that by 2015 the Council has improved in five out of the five measures. Year on year comparison with the previous year, 2014, show three out of the five measures increased.

When individual school performance in 2015 is analysed, it can be seen that all five mainstream schools have made improvements in at least two of the five measures reported.

	Percentage 2015					
	WDC	Clydebank	Dumbarton	OLSP	SPTA	VoLA
SCQF level	S5					
3+ Level 6	31	27	34	40	32	25
5+ Level 6	13	13	12	21	12	10
	S6					
3+ Level 6	35	26	36	54	32	32
5+ Level 6	23	17	21	38	24	17
1+ Level 7	16	14	23	21	14	12

Council performance shows consistence strengths in attainment in both fifth and sixth year at Level 6 (Higher) and Level 7 (Advanced Higher). A number of our schools equalled and exceeded their highest levels in attainment in these measures. In total in the 25 measures across the 5 schools, 16 measures showed improvement, 1 showed no change, three have declined slightly and the remaining 5 showed a decline.

Insight data

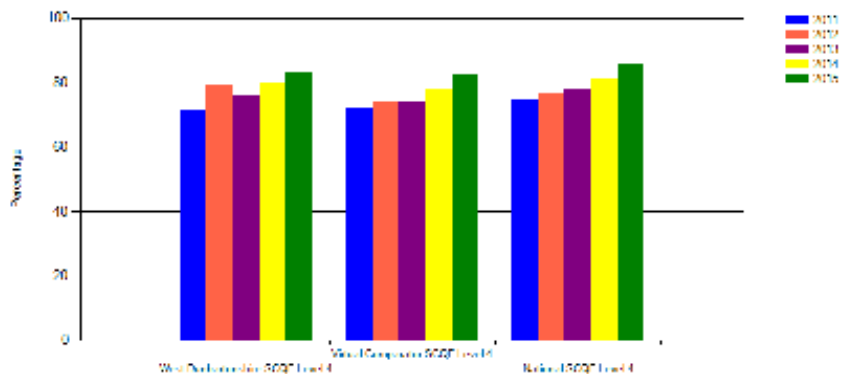
The following data from Insight showed the National Measures for West Dunbartonshire, i.e. performance at the **point of exit** from school, so they are concerned with the performance of the leavers as a cohort - some coming from S4, some from S5 and some from S6 but all together making up the 'mixed' leavers' cohort for that particular school session.

National Benchmark: Improving attainment in Literacy and Numeracy

These graphs from Insight show the levels of attainment in Literacy and Numeracy obtained by WDC school leavers at SCQF levels 4 and 5 (Literacy and Numeracy qualifications now include awards for Literacy, English, English as a Second Language, Numeracy and Mathematics). This years' data shows that at both levels leavers in WDC are achieving higher levels of attainment than those in our virtual comparator local authority, with statistically significant differences highlighted in the blue comment box. This result is gratifying given the focus that the service has taken in these core areas.

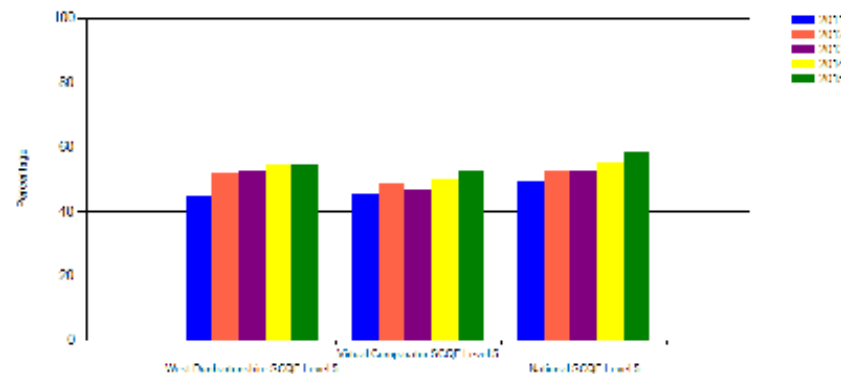
Improving attainment in literacy and numeracy

Percentage of Leavers Attaining SCQF Level and 4 Literacy and Numeracy



Improving attainment in literacy and numeracy

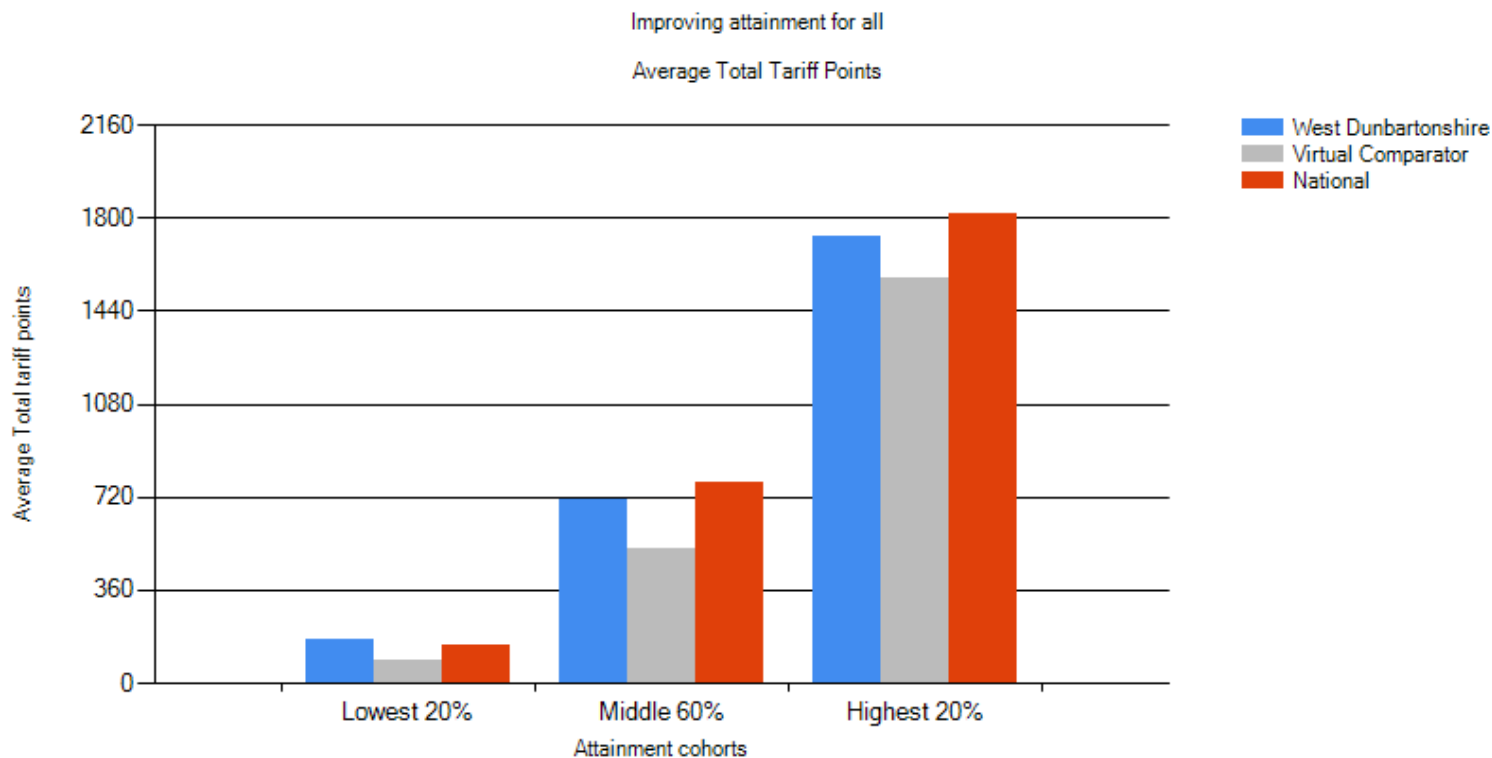
Percentage of Leavers Attaining SCQF Level and 5 Literacy and Numeracy



Performance in **Literacy and Numeracy at SCQF Level 5, 2014** is **greater than** your Virtual Comparator
 Performance in **Literacy and Numeracy at SCQF Level 5, 2013** is **greater than** your Virtual Comparator
 Performance in **Literacy and Numeracy at SCQF Level 4, 2012** is **greater than** your Virtual Comparator

National Benchmark: Improving attainment for all

This measure allows us to examine how different ability cohorts are attaining in relation to our virtual cohort and the national one. Attainment is measured using a tariff scale developed for Insight. This scale allocates points to each qualification (courses and units which make up courses are all allocated points). The number of points awarded is dependent on the SCQF level of the course, with more demanding qualifications being awarded more points than less demanding ones. Three cohorts are identified, those in the bottom 20% of tariff points scored, those in the middle 60% of tariff points scored and those in the top 20% of tariff points scored.



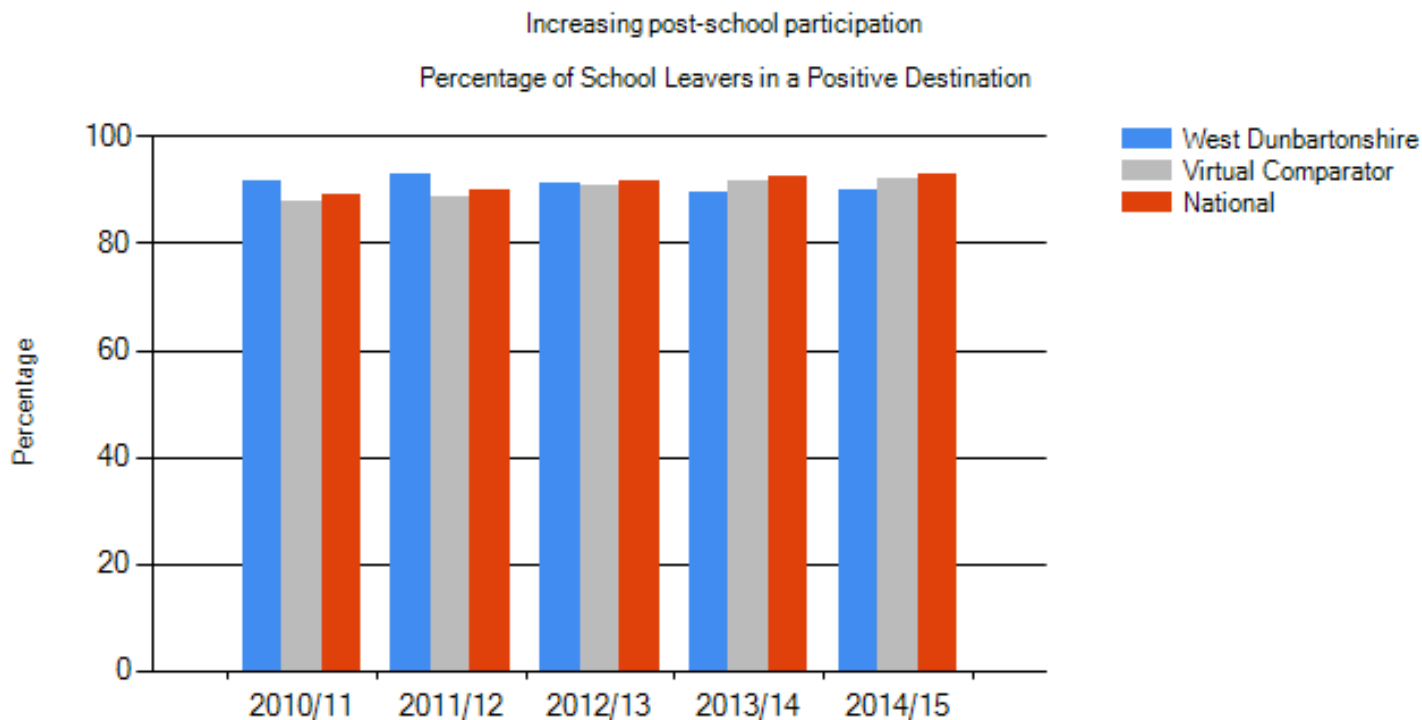
Performance in **Highest 20%** is **greater than** your Virtual Comparator

It shows that the least able young people in WDC are attaining relatively better than those of our comparator and the national cohorts. Young people in the middle 60% and highest attaining band are showing higher levels of attainment than our comparator but slightly below the national cohort.

National Benchmark: Increasing post school participation

This measure shows the number of young people securing a positive destination when they leave school, the closer to 100% the better in this measure.

SLDR GRAPHS COMPARED TO INSIGHT LEAVERS DESTINATIONS



Your percentage of leavers in a positive destination is lower than your Virtual Comparator in 2014/15
 Your percentage of leavers in a positive destination is much lower than your Virtual Comparator in 2013/14
 Your percentage of leavers in a positive destination is much greater than your Virtual Comparator in 2011/12
 Your percentage of leavers in a positive destination is much greater than your Virtual Comparator in 2010/11

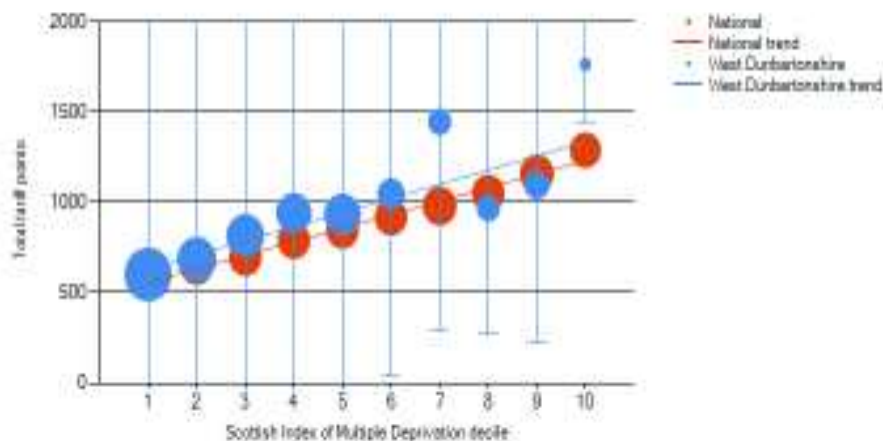
In all years except 2013/14 we have performed better than our virtual comparator and were above the national average in the first two years shown, in line with it the third year and below it in 2013/14. This confirms the information reported in this area in previous years and reflects the close partnership working between the service and other relevant agencies.

National Benchmark: Attainment versus Deprivation

This measure shows attainment measured using the same tariff scale as referred to in the Improving attainment for all measure above. Leavers are presented in a decile according to their Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within data zones identified as being in the 10% most deprived in Scotland according to SIMD. Those young people in decile 10 have postcodes in the 10% least deprived data zones according to SIMD. The area of each the 'blobs' represents the number of young people in each decile.

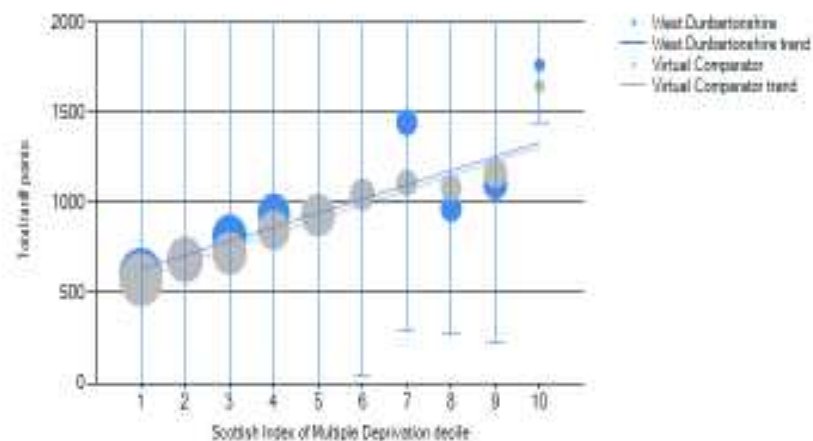
Tackling disadvantage by improving of lower attainers relative to higher attainers

Attainment versus Deprivation



Tackling disadvantage by improving of lower attainers relative to higher attainers

Attainment versus Deprivation



In SIMD 7, your performance is **much greater** the National
 In SIMD 8, your performance is **lower than** the National
 In SIMD 3, your performance is **greater than** the National
 In SIMD 4, your performance is **greater than** the National
 In SIMD 6, your performance is **greater than** the National

In SIMD 7, your performance is **much greater than** the Virtual Comparator
 In SIMD 3, your performance is **greater than** the Virtual Comparator
 In SIMD 4, your performance is **greater than** the Virtual Comparator

Ideally the attainment line for Scotland would be level through each decile showing that postcode background had no effect on a student's attainment. Unfortunately this is not the case nationally. The vertical bars drawn through each 'blob' show the range of tariff scores achieved in each decile by students in WDC.

The graph above shows that the majority of the school leavers in WDC have postcodes in the lower SIMD deciles (larger 'blobs' in deciles 1-5) and consequently that few of our leavers reside in upper decile postcodes. The data shows that the young people of WDC have attainment better than the national trend and that they significantly outperform students in the deciles 3, 4, 6 and 7. In SIMD 8 the LA performs significantly below the national figures.

The data shows that the young people of WDC have attainment better than the Virtual Comparator and that they significantly outperform students in the deciles 3, 4, and 7.

RAISING ATTAINMENT, IMPROVING LEARNING

PROPOSED INTERVENTION 1

Proposals to address identified issues

Establish a multiagency hub in two secondary establishments (one in the Clydebank Area and one in the Dumbarton area) - [Health and well being](#)

This plan will focus on : [Leadership, learning and teaching, families and communities](#)

The hub environment will be a flexible, modern space with areas for collaboration for individuals and small groups.

- The hub will provide access to a youth worker and / or pupil and family support worker at all times. Staff will co-ordinate the programme content for support sessions, themed activities, drop in sessions, events.
- The hub will facilitate access by social work, psychological services, benefits and financial services, Skills Development Scotland (SDS), volunteer agencies eg tutoring, and supported study relating to literacy and numeracy
- The hub will be used for family learning programmes in partnership with Community Learning and Development
- The hub will provide a support and signposting service to employability for young people and their families
- The hub will be used to establish 'Teens and Toddlers' groups developing literacy skills incorporating 'rhyme time' and 'book bug' for example.
- The hub will provide a safe area for young people to learn about the risks young people face and ways to self manage to help them stay safe. Counselling services, sexual health advice and addiction services will be offered.

To establish the hub work in partnership with:

- Community Learning and Development
- Y Sort It
- SDS Youth Justice Service
- Local Community Trusts
- Local addictions teams
- Principal Teachers Pupil Support
- Health Improvement Agencies
- Mental Health Teams
- Counselling Service
- 'Befriending Service'

To build capacity in education staff to continue to manage the increasing number of young people with mental, physical and emotional health issues we propose to:

- Work in partnership with psychological services to develop solution orientated approaches to managing meetings; listening to concerns, worries and feelings; producing the young person's plan to address the issues raised.
- Extend the support for families 'beyond the bell' by developing a programme to provide services to our most vulnerable young people and families to attend education and engage in a wide range of activities in school, local and wider community.
- Improve the provision for restorative and nurturing approaches through the implementation of relational approaches at whole school level such as restorative and solution orientated approaches.

This would be piloted within Clydebank High School and Our Lady and St Patricks High School as a test of change in year 1.

How this articulates with the schools programme plans of associated primary school(s)

- This project aims to build on the learning gained from the establishment of hubs for families in primaries as part of our year one / two 'Attainment Challenge'. This demonstrates the value placed on providing targeted easily accessible local services to support the wellbeing of our young people and families at all stages of their development from infant to adult.
- Supports and enhances the work of the Access to Education bid from Clydebank High School which focuses on nurture and literacy.
- Schools within the Local Learning Communities are involved in 'regenerating learning' programmes. The programmes aim to provide more flexible modern spaces for learners to collaborate through adapted learning environments.
- Schools within the Local Learning Communities use nurturing and solution oriented approaches as core in their delivery model. This project will enable young people to have opportunities to continue with these supports and approaches within the BGE in the secondary setting.

Rationale and evidence behind proposals

•GIRFEC; Children and Young People Act 2014 (Scotland) Early Learning and Childcare; Curriculum for Excellence

- Early effective intervention is promoted as part of a whole systems approach to improving outcomes for young people in West Dunbartonshire. Our most vulnerable young people can be exposed to and experience high risk situations disempowering their ability to thrive and achieve in a school setting. Improving the quality, range and access to services in school communities provides a more timeous preventative approach. This is proven to support school attendance, family engagement and social integration. This proposal offers intervention to address barriers to learning in an inclusive supportive educational context.
- The parents of a number of our young people are vulnerable and will benefit from a restorative model of support. As young people enter adolescence their parents can find it very difficult to 'parent' their child in terms of setting boundaries, creating rules, being positive role models. One off intensive packages of support as provided at times of crisis do not equip our most challenged families with the skills to self-manage, problem solve, live healthy lifestyles.

- A more accessible form of support that can be proportionate to need could enable some families to have the confidence, skill sets and resources to support their children to engage and thrive in education.
- Our existing effective multi agency model would be enhanced by providing a community based model in preference to an external access model. This is based on the community hub project in the Clydebank Area run by the local 'Y Sort It' team. This successful hub incorporates youth workers, health, youth justice services and police working together to provide a mechanism of support.

Sets out aim and expected impact of plan

Overarching aims:

- Identify target groups of children at risk of missing out to close attainment and equity gap
- Improve pupil attainment in Numeracy & Literacy by 5% by June 2017
- Improved attendance Improved pupil engagement in learning by 5% by June 2017
- Improved community engagement and confidence of parents – increase by 10% the number of parents attending support sessions on the curriculum
- Reduced exclusions by 5%
- Reduced violent incidents by 10%
- Reduction in requirement for targeted support over time by 10% by 2020 – this could be increased over time
- Reduction in requirement for specialist placements over time by 10% by 2020 – this could be increased over time
- Children/ pupils at risk identified earlier and more effectively
- More empowered community providing self-sustaining peer support. Increase number of parents/carers involved in peer support by 10% by June 2017
- Increase the % and range of positive destinations more over time by 10%

Initial assessment of funding requirement

Total = £ 431,228

0.4 DHT	£22,111
0.4 DHT	£22,111
Backfill for CT	£33,620
Youth Workers x 2	£62,500
Pupil & Family Support Workers x 6 - Grade 5	£159,962

Education Psychologist	£50,406	
Nurse/Sexual Health Worker	£44,031 – taken as grade 8	
Counsellor x 1	£39,241	
Senior Phase Officer	£30,566	
Resourcing environment	£20,000	

DATA & ANALYSIS

Identification of target populations

Target populations identified based on:

- Standardised assessment information to identify pupils not reaching levels for their age and stage
- Transition points between CfE levels.
- Interventions focused on learners within S1 initially and those young people within the BGE who are **looked after at home as data from 2016 indicates they are below the average band in literacy and numeracy.**

Rationale behind proposals

- Local intelligence gained from year one Scottish Attainment Challenge projects
- National Improvement Framework
- OECD Report
- Scottish Government Expectations – Delivering Excellence and Equity in Scottish Education

IMPACT MEASUREMENT PLAN

Sets out proposals for measuring impact

- Control Group Model
- Small test of change model (2 geographical areas)
- Risk Matrix Model devised to record, review and monitor levels of need (risk factors)
- Bespoke model of intervention for young people and families to improve:
- Attendance/ punctuality

- Social and emotional health (resilience)
- Supports for mental health issues
- Parenting/behaviour management skills

Data, both existing and new, which will be required

Impact	How it will be measured Data – new or existing
Improved school attendance by 5%	Attendance data Late coming data
Reduction in number of exclusions by 5%	Exclusion data
Reduction in the number of behaviour referrals – whole school by 5%	Whole school data Violent incidents data
Increase mental health provision for pupils and families by 10%. No accessing mental health provision	CORE outcome measure, SDQ, BIOS
Improved academic progress for individual learners. Increase by 10% individual learners achieving a literacy and numeracy qualification	CfE levels, GL assessment data, Local learning community assessments literacy, numeracy, % of learners achieving a literacy and numeracy qualification in the senior phase
More positive long term outcomes for students. An increase of 10% in the number of students experiencing more positive outcomes	SLDR data / Participation Measure Additional support needs data by stage of intervention Additional support needs data by factor (including LAC)
A positive impact on whole school ethos	Survey relating to climate and ethos
Engagement by a cohort of parents who traditionally have been 'hard to reach'	Parental confidence and aspiration measures, focus groups of parents Children Protection and Supervision Order Data
Improved numbers with a positive self-perception and confidence to make informed choices to themselves as learners. Increase by 10% the number of parents who engage with the school and partners.	Myself as a learner survey, PASS from GL Profiles will evidence learner journey, focus groups of learners

Plans for how data will be collected and reported

- Policy and Improvement Officers (researcher and data analyst) to devise and conduct both qualitative and quantitative research processes :

- Interviews and surveys of target groups of parents and families
- Interviews and surveys of other stakeholder groups involved in the 'Family Hub' projects
- Surveys to gather attitudinal data about parent and child social, emotional and mental well being
- Analysis of standardised test scores for literacy and numeracy development
- Analysis and comparison of the target group families against their social and economic profile
- Conduct literature reviews to inform plans for intervention; evaluate and compare findings
- Appoint local authority co-ordinator
- Establish Learning Community Partnership Innovation Teams (PIT's) working with third sector colleagues to co-ordinate work across sectors
 - Termly updates and reports from each (PIT)
- Termly updates and impact reports submitted to local Impact Review Group, which is a subset of the SAC Project Board
- Case Studies individual pupils and families

LOCAL MANAGE & GOVERNANCE

Proposals for how work will be managed locally

- Link officer from Educational Services will work with DHT's in pilot schools to manage project
- Lead Officer appointed Secondary DHT : responsible for managing Multi Agency Family Support Team

Plans for local governance and reporting i.e: through existing or new mechanisms

- Local Attainment Challenge Project Board
- Termly progress reports produced and included in Educational Services Committee Reports.
- Monitoring of attainment levels in each school and learning community by Attainment Advisor, Quality Improvement Officers, Senior Education Officers.
- Attainment Challenge features as a strategic risk in WDC Service Plan.

Summary of proposed spend – proposal 1

All plans should include a summary of proposed spend, using the template below.

Summary of spend	Full academic year costs	£ 431,228	Pro rata costs until March 2017	£323,442
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Profile of spend		FTE - numbers		Cost	
		School Year	Up to March 2017	School Year	Up to March 2017
Staff Costs	Teachers	1.8	1.8	£77,872	£58,382
	Family Link Workers	6	6	£159,962	£119,971
	Speech & Language Therapists	0	0	£0	£0
	Others	6	6	£226,744	£170,058
				£411,228	£308,422

Non-Staff Costs	Professional Learning		Teaching Resources		Partnerships with 3 rd Sector		Other	
	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017
	£0	£0	£20,000	£15,000	£0	£0	£0	£0

RAISING ATTAINMENT, IMPROVING LEARNING

PROPOSED INTERVENTION 2

Proposals to address identified issues

- **FOCUS: Literacy and Numeracy; Learning, Teaching and Assessment**
- Establish smaller 'nurture' classes for literacy, numeracy, health and well being for the identified learners.
- Establish teaching teams from across the curriculum for identified learners which would be within the same practical set within S1.
- Produce a comprehensive literacy and numeracy programme based on process of learning combined with specific techniques and materials.
- Produce a training programme to improve professional knowledge and understanding of assessment in literacy, numeracy, health and wellbeing with assessment planned as part of learning and teaching
- Implement an intensive training programme for (phase one)in literacy, numeracy champions; teaching teams and (phase two)in all BGE teachers in secondary.
- Establish an audit cycle to monitor progress in professional understanding and skill in applying literacy, numeracy across the curriculum
- Produce a shared language framework for literacy and numeracy.
- Teaching teams would plan collaboratively to support a cohort of pupils in their learning across curriculum areas ensuring appropriate differentiation. A key area of focus being the use of a wide range of motivating approaches to learning ensuring skills development in literacy, numeracy skills plus health and wellbeing.
- While working in practical sets the identified learners will be supported by teachersfrom across the curriculum accessing specialist subject areas as required for practical work.
- Each group will have a primary practitioner as a coaching and modelling officer who willwork in conjunction with the subject specialist during delivery This key adult would also have a role as the personal attainment leader andchildren's champion, for the focusgroup of learners.
- These practical groups will focus on developing their literacy and numeracy skills in a range of contexts using the 'Inspire and Challenge' approach.
- The approach to target setting foror these groups will be refreshed,to focus on , developing the language of learning and resilience which would be used as a pilot for transforming practice across the school.
- Pilot collaborative research projects in literacy and numeracy forging Partnership Innovation Teams across the 5 secondaries to be piloted within Dumbarton Academy as a test of change in year 1.
- Conduct a curricular review in S1-S3 to ensure our disadvantaged young people experience a curriculum model which places a high emphasis on literacy, numeracy and health and wellbeing. Time allocations to facilitate in depth opportunitiesto learn and apply skills as a priority.

Rationale and evidence behind proposals

- Our data shows that the attainment gap widens from primary to secondary which is most significant for some pupils in deciles 1-3.
- As our curricular provision does not enable all learners to fulfil their potential, a more **customised curriculum** is required in the BGE through to the Senior Phase.

In response to latest national advice we need to:

- Become more ambitious in adapting curriculum flexibility to meet the needs of all learners
- Ensure our young people are placed on the right course level as they enter the Senior Phase
- Ensure our young people work on courses in which, they are expected to achieve qualifications
- Use robust assessment information in the BGE to inform and select appropriate choices through smart streamlined tracking

This project aims to build on:

- The transformational work being developed as part of our 'play based approaches to learning' project and numeracy projects in our year one / two 'Attainment Challenge'.
- As a result of these projects a review of curriculum provision for our most disadvantaged young people is currently being completed in all establishments which will provide an adapted curriculum experience to support early acquisition of literacy and numeracy knowledge plus skill by pupils disadvantaged before starting school.
- A similar rationale is applied to the implementation of a secondary challenge project with a focus on curriculum and pedagogy in the BGE into Senior Phase in the secondary.

Sets out aim and expected impact of plan

Overarching aims:

- Smooth transition into secondary school to support a cohesive curricular experience
- Identified groups of learners receiving targeted supported interventions with a focus on developing their literacy and numeracy skills
- Collaborative planning within the BGE to improve quality of learning and teaching and personalised curricular experience
- Adapted curriculum model in BGE to support broader learning experiences.
- Increased number of young people gaining qualifications
- Increased pupil engagement

Initial assessment of funding requirement**Total = £346,188**

- 1x coaching and modelling officer number TBC dependant on cohort
 - Enhanced staffing in English and maths department to support nurture groups aligned with size of school.
 - Total approx. 10 FTE
- Professional learning = £5000
Teaching resources = £5000

DATA & ANALYSIS**Identification of target populations**

Phase One :Pupils at least 12 months away from achieving levels for age and stage

Phase Two: Pupils at least 6 months away from achieving levels for age and stage

Rationale behind proposals

Locally, attainment is more variable in reading than mathematics. In reading, the data on all children shows a drop from P3 to P5 and then an increasing score into P6 and P7. There is then a large drop into S2. In maths, all children show a decline through all stages from P3 to S2. As previously discussed, at all stages the mean score is lower for maths compared to reading. In maths, the score is below the national benchmark for all stages. Females perform better than males at all stages except for P7 maths, when they are very slightly lower.

National Improvement Framework

OECD report

Scottish Government Delivering Excellence and Equity in Scottish Education

IMPACT MEASUREMENT PLAN**Sets out proposals for measuring impact**

- Analyse attainment data on individual pupils within schools and across local learning communities to profile the attainment gap in literacy, numeracy, health and wellbeing
- Establish cross sector attainment review groups within each local learning community.
- Identify priorities for each learner

- Establish a pupil review group to participate in decision making relating to programme content and impact.
- Produce a monitoring and review calendar to assess levels and pupil attainment.
- Produce a summative transition record the results of which are monitored at the end of P7 and S1
- Staff engage in quality assurance and moderation of standards in each school and local learning community.
- Establish audit, plan, evaluate cycle to monitor progress in professional understanding and skill in applying literacy and numeracy across the curriculum

Data, both existing and new, which will be required

Impact	How it will be measured Data – new or existing
Improved school attendance by 5% – Increased pupil engagement by 5%	Attendance data Late coming data
Reduction in number of exclusions – increased pupil engagement	Exclusion data
Reduction in the number of behaviour referrals by 10% – whole school – increased pupil engagement	Whole school data Violent incidents data
Identified groups of learners receiving targeted supported interventions leading to improved attainment by 5% in literacy and numeracy	Teacher Judgement Census Data NGRT data GL Assessment Reports (2012 – 2016) for literacy and numeracy Scottish Survey Of Achievement Reports (2012,2014) 'Myself as a Learner' Reports Spelling, writing, talking and listening data
Increase by 10% in number of young people gaining qualifications	CfE levels, GL assessment data, Local learning community assessments literacy, numeracy, % of learners achieving a literacy and numeracy qualification in the senior phase , insight data
Long term outcomes for students are more positive – increase by 10%	SLDR data Additional support needs data by stage of intervention Additional support needs data by factor (including LAC)
Increase by 10% the number of learners with a positive self-perception and confidence to make informed choices for themselves as learners	Myself as a learner survey, PASS from GL Profiles will evidence learner journey, focus groups of learners

Plans for how data will be collected and reported

- Appoint local authority co-ordinator
- Policy and Improvement Officers (researcher and data analyst)to devise and conduct both qualitative and quantitative research process :
 - Interviews and surveys of target groups of pupils and staff
 - Surveys to gather attitudinal data about child social, emotional and mental well being
 - Learning Visits, Instructional Rounds
 - Analysis of standardised test scores for numeracy, literacy
- Local authority monitoring and tracking of performance of individual young people

LOCAL MANAGE & GOVERNANCE

Proposals for how work will be managed locally

- All projects support our agenda to tackle inequity and the need to utilise data more effectively to plan for improvement and align with the entitlements of CfE
- All projects are linked to the drivers for improvement in the NIF.
- The projects feature as strategic risks in the local authority service plan.
- Projects will feature in school and LLC improvement plans.

Plans for local governance and reporting i.e: through existing or new mechanisms

- Local Attainment Challenge Project Board
- Termly progress reports produced and included in Educational Services Committee Reports.
- Monitoring of attainment levels in each school and learning community by Attainment Advisor, Quality Improvement Officers, Senior Education Officers.
- Attainment Challenge features as a strategic risk in WDC Service Plan.

Summary of proposed spend – proposal 2

All plans should include a summary of proposed spend, using the template below.

Summary of spend	Full academic year costs	£278,950	Pro rata costs until March 2017	£209,212.50
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Profile of spend		FTE - numbers		Cost	
		School Year	Up to March 2017	School Year	Up to March 2017
Staff Costs	Teachers	10	10	£268,950	£201,712.50
	Family Link Workers			£	£
	Speech & Language Therapists			£	£
	Others			£	£
				£268,950	£201,712.50

Non-Staff Costs	Professional Learning		Teaching Resources		Partnerships with 3 rd Sector		Other	
	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017
	£5000	£3750	£5000	£3750	£0	£0	£0	£0

RAISING ATTAINMENT, IMPROVING LEARNING

PROPOSED INTERVENTION 3

Proposals to address identified issues

Develop secondary schools 'skills academies'- Literacy, numeracy

The plan will focus on: Leadership, learning and teaching, families and communities

- Our proposal is to develop skills academies in each of our secondary schools. For example : engineering, creativity (music, dance, fashion) hospitality, digital (design, development, infrastructure), sport, etc
- Each school would develop a variety of BGE and Senior Phase expertise to include increased opportunities for skills development and future career options for young people.
- They would develop skills academies for the BGE that give learners from across all WDC establishments via a consortium arrangement the opportunity to get hands on experience to develop their understanding of the skills and employment opportunities available to them in a senior phase and post school.
- Within the Senior Phase, the options would reflect the area of staff expertise in each establishment delivering the certificate courses.
- Delivery would be developed in partnership with external providers such as colleges and universities, using a number of different awarding bodies.
- Through the skills academy opportunities to develop focused business links and teacher business placements to develop understanding of the industry in which they are specialising
- There would be a 'Learning for Life' and Senior Phase Officer in each school with responsibility for:
 - developing business links,
 - teacher industry placements,
 - developing links with parents as partners with expertise that can be deployed in learning and teaching
 - employability opportunities for learners in the BGE
 - working in partnership with curriculum leaders to look at increasing the options within their senior phase offer to include specialisms provided by the skills academy.

This would be piloted in Vale of Leven academy and St Peter the Apostle In year 1 as a test of change

Rationale and evidence behind proposals

- Research shows that alternative more flexible curricular provision supports the most vulnerable to achieve success.
- The proposed project is aligned with the Scottish Government commitment to the Developing the Young Workforce agenda and Careers Education Standard 3-18
- This project aims to build on improvement work delivered in our STEM year one / two 'Attainment Challenge'.
- This work builds on the work stream within the primaries on DYW with focus on skills based learning.
- This supports our commitment to providing learner pathways through the BGE into Senior Phase
- **Building Society, young people's experiences and outcomes in the technologies, (Education Scotland, 2015)**
- **Developing the Young Workforce (Scottish Government, 2015)**

Sets out aim and expected impact of plan

Overarching aims

- Improve pupil attainment in Numeracy & Literacy by 10%
- Build skills related attributes in pupils and staff
- Build staff capacity and confidence
- Improve pupil engagement and attendance by 10%
- Offer increased number of flexible pathways for learners within our senior phase on a consortium arrangement providing a greater option in relation to lateral progression for our learners.
- To make a positive impact on whole school ethos
- Increased 'average total tariff' points for learners in the senior phase
- Percentage of positive sustained destinations increased 10%

Initial assessment of funding requirement

Total = £151,699

Staffing = Grade 6 Officers x 2 = £91,699

Regenerating environments = £50,000

Professional learning = £10,000

DATA & ANALYSIS

Identification of target populations

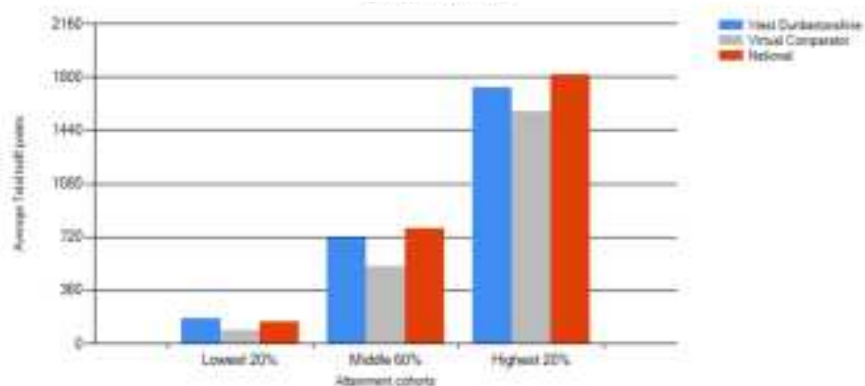
- Learners within the S1 cohort who reside in SIMD 1 and 2.

Rationale behind proposals

- In West Dunbartonshire the percentage of leavers in a **positive destination is lower** than our Virtual Comparator in 2014/15

Improving attainment for all

Average Total Tariff Points



- The least able young people in WDC are attaining relatively better than those of our comparator and the national cohorts. Young people in the middle 60% and highest attaining band are showing higher levels of attainment than our comparator but slightly below the national cohort.
- In West Dunbartonshire the **disparity in the number of tariff points between our lowest and top 20%** needs to be addressed through reducing the equity gap and increasing attainment.

IMPACT MEASUREMENT PLAN**Sets out proposals for measuring impact**

- Review of trends and individual aspects of GL data (pre and post intervention)
- Review of trends and individual aspects of Insight data (pre and post intervention)
- Review of secondary alternative pathway subject uptake
- Review of attitudinal survey of parents (pre and post intervention)
- Review of attitudinal survey of pupils (pre and post intervention)
- Review of attitudinal survey of staff (pre and post intervention)
- Review of attitudinal survey of partner businesses (pre and post intervention)

Data, both existing and new, which will be required

Impact	How it will be measured Data – new or existing
Improved school attendance by 5%	Attendance data Late coming data
Build staff confidence, staff capacity and skills	Attitudinal survey PRD process Professional update GTCs
Improve pupil engagement by 50%	Whole school data Violent incidents data
Improve pupil attainment by 10%	Number of tariff points achieved – insight data % of learners achieving a literacy and numeracy qualification in the senior phase
Increased number of flexible options for learners within senior phase	Focus groups, options information,
More positive long term outcomes. Increase by 10% the number of students experiencing more	SLDR data Additional support needs data by stage of intervention Additional support needs data by factor (including LAC)
A positive impact on whole school ethos. Increase by 10% the number of	Survey relating to climate and ethos

learners parents and partners who respond favourably to surveys on the positive ethos of the school	
Plans for how data will be collected and reported	
<p>Policy and Improvement Officers (researcher and data analyst)to devise and conduct both qualitative and quantitative research process :</p> <ul style="list-style-type: none"> • Interviews and surveys of pupils, teachers, head teachers • Surveys to gather attitudinal data onchild’s perception of themselves as learners • Learning visits to observe the quality of learning experience • Analysis of standardised test scores in literacy and numeracy • Analysis and comparison of the sample/target groups against their social and economic profile • Conduct literature reviews to inform plans for intervention and to evaluate and compare findings <p>Establish Local Learning Community Partnership Innovation Teams (PITs) to co-ordinate data collection, analysis and evaluation of small scale projects Comparative study. Pre and post interventions using:</p> <ul style="list-style-type: none"> • Attainment data (GL , reciprocal teaching assessments, WDC CGI Assessment Profiles) • Attitudinal Data pre and post intervention (‘Myself as a Learner’) • Evaluations of learning experiences (criterion referenced) <p>Termly updates and reports from each (PIT) to Raising Attainment Strategy Group Termly updates and impact reports submitted to SAC Project Board</p>	
LOCAL MANAGE & GOVERNANCE	
Proposals for how work will be managed locally	
<ul style="list-style-type: none"> • Senior Education Officer Education Development • Produce termly progress reports • Quality assurance of project by Performance and Improvement team. 	
Plans for local governance and reporting i.e: through existing or new mechanisms	
<ul style="list-style-type: none"> • Local Attainment Challenge Project Board • Termly progress reports produced and included in Educational Services Committee Reports. • Monitoring of attainment levels in each school and learning community by Attainment Advisor, Quality Improvement Officers, Senior Education 	

- Officers.
- Attainment Challenge features as a strategic risk in WDC Service Plan.

Summary of proposed spend – proposal 3

All plans should include a summary of proposed spend, using the template below.

Summary of spend	Full academic year costs	£151,699	Pro rata costs until March 2017	£113,774
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Profile of spend		FTE - numbers		Cost	
		School Year	Up to March 2017	School Year	Up to March 2017
Staff Costs	Teachers	0	0	£	£
	Family Link Workers	0	0	£	£
	Speech & Language Therapists	0	0	£	£
	Others	2	2	£91,699	£68,774
				£91,699	£68,774

Non-Staff Costs	Professional Learning		Teaching Resources		Partnerships with 3 rd Sector		Other	
	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017
	£10,000	£7500	£0	£0	£	£	£50,000	£37,500



RAISING ATTAINMENT, IMPROVING LEARNING: TRANSITION – EARLY LEVEL

Raising Attainment, Improving Learning

Briefing:

Improved quality of learner experiences in early years settings, P1 – P.3. Increased focus on learning through play and clear links to literacy and numeracy attainment. Improve the provision for play at the early stages (ELCC – P3) to ensure a continuous provision of child centred learning activities at the early stages supporting children’s cognitive, social and emotional development. A holistic approach to learning at the early stages will be applied. Staff at the early stages will be involved in a training programme to enhance their knowledge and skill base.

Leaders are clearer about what they are trying to achieve linking ideas to curriculum rationale and vision.

Organisation and delivery of courses:

- Task driven approach
- Three days training; with time in between to develop approaches to work collaboratively with colleagues at the early level
- Learning Community Groups and one joint group - Dumbarton Academy and Our Lady and St. Patrick’s.

Figures for attendees: [see appendix](#)

Course Content - Early Level Planning and Organisation

Taking a closer look at Play in the Early Years

- Organising for early learning in the Nursery and in Primary One
- Key Issues at Transition
- Key Issues in Planning at the Early Level
- Building the Ambition: Taking it Forward
- Observation, Assessment and Recording.

Outcomes:

In learning communities a curricular review will be undertaken and collective plan for delivery of play in West Dunbartonshire will be completed.

- Improved attainment in numeracy and maths
- Transformative model for delivering BGE
- Professional collaboration across sectors to share standards to provide consistent, progressive, personalised learning for all
- Consistency of practice – using toolkits (WDC)
- Teachers better equipped and skilled to teach maths
- Improve pedagogy – provide lesson structures.
- Balanced approach to teaching learners to pass exams and teaching learners to think mathematically
- Parental interventions/engagement?
- Learners have improved numeracy skills
- Increased confidence in parents and families to support their children in developing their numeracy skills in an out of school setting
- Staff across sectors and levels have clear understanding of progression of numeracy across levels
- Teacher/Learner/Parent confidence in Numeracy and Mathematics improves
- Control Group Model
- Pre/Post Intervention Assessment (measuring quantitative and qualitative data)
- Data collation templates produced by WDC for consistent collection and analysis
- Improvements in GL performance
- Raised attainment in literacy and numeracy .
- Increased levels of consistency in approaches to learning and teaching
- Understanding successful modes of learning to raise attainment
- Increased expectation of raising attainment being the responsibility of all
- Skilled workforce
- School-to-school collaboration with locally initiated bottom-up enquiry.
-
- To close the gap to raise attainment by ensuring that learners are improving through making small tests for change
- To improve the quality and impact of career-long professional learning through a PDSA Model of Professional Update
- To further strengthen school leadership at all levels
- To further develop skills in using data effectively to inform improvement
- To extend and deepen partnerships to improve outcomes for learners
- *These outcomes are in line with the expectations of HGIOS 4*
-
- Staff will have a deeper understanding of the pedagogy; teaching and learning approaches used through play
- What an active learning environment looks, feels and sounds like.
- Progression in each aspect of literacy, numeracy and health and wellbeing
- Subject knowledge underpinning progression

- The variety of assessment approaches and what these look like in practice across early level
- How to implement a play based approach at the Early Level

Impact

Impact will be measured through improvements in literacy, numeracy and health and wellbeing. Baseline systems and data systems set up to measure attainment in literacy and numeracy. However a progress measure for health and well being would be desirable.

DEVELOP APPROACHES TO CONTINUE LEARNING THROUGH PLAY – P.2 AND P.3

TRAINING PROVIDER: LYNDA KEITH

<u>Learning Community</u>	<u>Numbers of staff: approximate</u>	<u>Dates</u>	<u>Location</u>
Clydebank High School		25/08/16	ERS – Leven Suite – 9.15am to 3.15pm
Clydebank High School		29/11/16	ERS – Leven Suite – 9.15am to 3.15pm
Clydebank High School		21/02/17	ERS – Leven Suite – 9.15am to 3.15pm
Dumbarton Academy/OLSP		19/09/16	ERS – Leven Suite – 9.15am to 3.15pm
Dumbarton Academy/OLSP		30/11/16	ERS – Leven Suite – 9.15am to 3.15pm
Dumbarton Academy/OLSP		22/02/17	ERS – Leven Suite – 9.15am to 3.15pm
SPTA		20/09/16	ERS – Leven Suite – 9.15am to 3.15pm
SPTA		02/12/16	ERS – Leven Suite – 9.15am to 3.15pm
SPTA		23/02/17	ERS – Leven Suite – 9.15am to 3.15pm
VOLA		21/09/16	ERS – Leven Suite – 9.15am to 3.15pm
VOLA		06/12/18	ERS – Leven Suite – 9.15am to 3.15pm

VOLA		28/02/17	ERS – Leven Suite – 9.15am to 3.15pm
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Appendix 1

Clydebank Learning Community	Dumbarton Learning Community	Our Lady & St Patrick's Learning Community	St Peter the Apostle Learning Community	Vale of Leven Learning Community
P.2 Teachers	P.2 Teachers	P.2 Teachers	P.2 Teachers	P.2 Teachers
Carleith Primary - 1 Clydemuir Primary -2 Edinbarnet Primary - 2 Gavinburn Primary - 2 Goldenhill Primary -2 Kilbowie Primary - 2 Linnvale Primary - 1 Whitecrook Primary/ Cunard School - 2 Kilpatrick Primary - 1	Aitkenbar Primary - 1 Braehead Primary - 1 Dalreoch Primary - 1 Knoxland Primary - 2	St Kessog's Primary - 1 St Martin's Primary - 1 St Mary's Primary (A) - 2 St Michael's Primary - 2 St Patrick's Primary - 2 St Peter's Primary - 1 St Ronan's Primary - 1	Our Holy Redeemer's - 2 Our Lady of Loretto - 2 St Mary's Primary (D) - 2 St Eunan's Primary - 2 St Joseph's Primary/ASN Base - 2 St Stephen's Primary - 2	Bonhill Primary Christie Park Primary Gartocharn Primary Haldane Primary - 1 Lennox Primary - 2 Jamestown Primary -1 Levenvale Primary - 1 Renton Primary / LDU – Jacqueline Paterson – P2/3 Mainstream Charlene Kelly – P1-3 LCU Sarah O'Donnell (Probationer) – P3/4 Mainstream Principal Teacher (whoever that might be!)
		Page 207 of 216		

Total	Total	Total	Total	Total
P.3 Teachers	P.3 Teachers	P.3 Teachers	P.3 Teachers	P.3 Teachers
Carleith Primary - 1 Clydemuir Primary -2 Edinbarnet Primary - 2 Gavinburn Primary - 2 Goldenhill Primary -2 Kilbowie Primary - 2 Linnvale Primary - 1 Whitcroft Primary/ Cunard School - 2 Kilpatrick Primary - 1	Aitkenbar Primary - 1 Braehead Primary - 1 Dalreoch Primary - 1 Knoxland Primary - 2	St Kessog's Primary - 1 St Martin's Primary - 1 St Mary's Primary (A) - 2 St Michael's Primary - 2 St Patrick's Primary - 2 St Peter's Primary - 1 St Ronan's Primary - 1	Our Holy Redeemer's - 2 Our Lady of Loretto - 2 St Mary's Primary (D) - 2 St Eunan's Primary - 2 St Joseph's Primary/ASN Base - 2 St Stephen's Primary - 2	Bonhill Primary Christie Park Primary Gartocharn Primary Haldane Primary - 1 Lennox Primary - 2 Jamestown Primary -1 Levenvale Primary - 1 Renton Primary / LDU - 2
Total	Total	Total	Total	Total
Approx. attendees	Approx attendees	Approx attendees	Approx attendees	Approx attendees

WEST DUNBARTONSHIRE COUNCIL**Report by Strategic Lead – People and Technology****Educational Services Committee: 24th August 2016**

Subject: Working Well Together - Attendance Management: Quarter 1**1. Purpose**

- 1.1 The purpose of this report is to advise Committee on attendance levels across the Council for quarter 1 (April-June 2016). The report provides a breakdown of absence performance by Strategic Lead area.

2. Recommendations

- 2.1 It is recommended that the Committee note the content of the report and the attendance results for Q1 2016/17, namely a significant decrease of 1799 days lost (21.3%) compared to the same period last year.
- 2.2 The Committee should also note that a revised methodology for calculating absence has been adopted consistent with national guidance and to more accurately reflect the workforce demographics.

3. Background

- 3.1 Improving attendance at work is a key strategic priority for the Council requiring commitment from elected members, Strategic Leadership Group, Trades Unions, individual managers and employees.
- 3.2 The Council has made a commitment to improving attendance levels by setting ambitious targets of reducing days lost for Local Government Employees to 7 FTE days lost per employee by 2017, and 5 FTE days lost for Teachers. Local, more meaningful targets, are being considered for each of the Strategic Lead areas, to reflect historical performance in different occupational groups.

4. Main IssuesQuarter 1 Performance

- 4.1 Appendix 1 shows quarter 1 absence data for Strategic Lead areas. Absence was reported as 2.35 FTE days lost per employee representing a 21.3% improvement on quarter 1 last year. Chart 1 below shows the monthly trend for the last 12 months (July 2015 – June 2016) and compares with the same period last year. The results show that there has been a consistent improvement in the last 12 months with June 2016 reporting the best result with 0.74 FTE days lost per employee.

Chart 1 – Absence Trend – Rolling Year

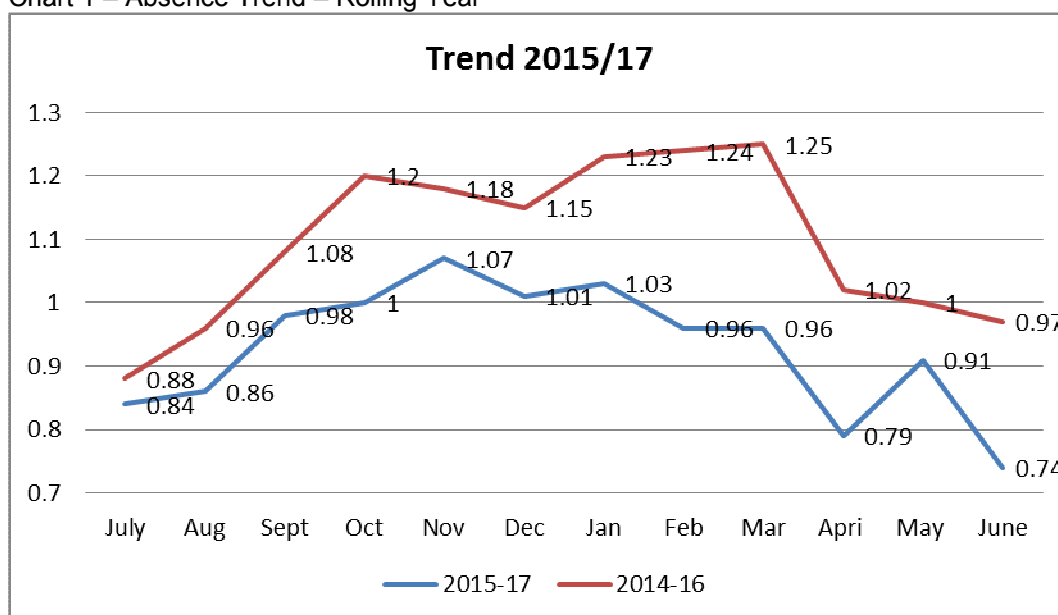


Table 1 shows the service breakdown across the Council. The results highlighted are those strategic lead areas whose absence was above the Council average of 2.35 FTE days lost per employee.

Table1 – Strategic Breakdown Quarter 1

Strategic Lead Area Quarter 1	No of FTE e/ees	Days Lost FTE* Q1 (2016/17)
Council Wide	4,457.04	2.35
Child Healthcare & Criminal Justice	231.19	3.76
Community Health & Care	734.57	3.97
Mental Health, Addiction & Learning Disabilities	142.73	1.45
Strategy, Planning & Health Improvement	28.66	0.73
Environment & Neighbourhood	680.15	2.53
Housing & Employability	246.25	1.59
Regeneration	418.28	2.49
Communications, Culture & Communities	160.18	0.78
Education – Support	537.55	2.43
People & Technology	127.41	1.30
Regulatory	177.29	1.92
Resources	537.56	2.43
Education - Teachers	854.04	1.28

*Total number of FTE days lost divided by the number of FTE employees

Absence Duration

- 4.2** Table 2 shows the duration breakdown for quarter 1 and compares to the same period last year. Long term absence has reduced overall and we are now seeing a more balanced picture, with long term absence accounting for 51% of days lost.

This is consistent with the significant reduction in days lost due to Acute Medical Conditions, Recurring Medical Conditions and Stress, which tend to be long term in nature.

Table 2 –Absence Duration – Council Wide

Quarter 1	2016/17	2015/16
Short Term (under 20 days)	48.85%	44.06%
Long Term (over 20 days)	51.15%	55.94%

Absence Reasons

- 4.3 Table 3 shows the reasons for absence recorded in quarter 1 this year and last year. Minor Illness continues to account for most days lost in the quarter, although the actual days lost fell by 1517 working days. Days lost to Acute Medical Conditions and Stress also fell significantly. This quarter we now report on Personal Stress and Work related Stress. The results show that the vast majority of days lost due to stress are for personal reasons.

Table 3 – Reasons analysis

Q1	2016/17			2015/16		
AR Code	Reason	Work Days lost	% of days lost	Reason	Work Days lost	% of days lost
1	Minor Illness	3,072.0	22.99%	Minor Illness	4,589.0	25.69%
2	Back Pain	582.5	4.36%	Back Pain	792.0	4.43%
3	Musculo-skeletal Injuries	2,506.5	18.75%	Musculo-skeletal Injuries	3,170.5	17.75%
4	Stress	1,888.0	14.13%	Stress	3,373.5	18.88%
5	Recurring Medical Conditions	895.0	6.70%	Recurring Medical Conditions	797.5	4.46%
6	Non Work Related Accidents / Injuries	284.5	2.13%	Non Work Related Accidents / Injuries	254.0	1.42%
7	Work Related Accidents / Injuries	134.0	1.00%	Work Related Accidents / Injuries	86.0	0.48%
8	Mental Health	642.5	4.81%	Mental Health	863.5	4.83%
9	Acute Medical Conditions	2,741.5	20.51%	Acute Medical Conditions	3,495.5	19.57%
10	Pregnancy Related Absence	187.0	1.40%	Pregnancy Related Absence	287.0	1.61%
11	Drink or Drug Related Condition	0.0	0.00%	Drink or Drug Related Condition	0.0	0.00%
12	Stress - Work Related	254.5	1.90%	n/a		
13	Reason Not Disclosed	177.0	1.32%	Reason Not Disclosed	155.0	0.87%

Attendance Working Group

4.8 The Attendance Working Group last met on 29 June 2016. Actions being progressed are:

- Review of the scope of the Attendance Working Group to refocus upon wellbeing and refresh of stakeholders to better align Healthy Working Lives activity
- Improved communication of absence messages via the Council's Intranet.
- Employee led disclosure of their disability
- Identification of key themes including Mental Health Awareness
- Desk Yoga – breaking the 'Desk All Day' culture
- Bereavement Leave Schemeroll out
- Manager Masterclasses – How to manage and support employees with a disability (final classes)
- Manager Masterclasses – developing next quarterly topic
- Promotion of MacMillan Cancer Support in main Council Libraries and exploration of employee activity in same theme

Actions identified in each service Absence Action Plan are continuing and progress will be reported periodically to the AttendanceWorking Group. The action plans will be reported to each Strategic Lead alongside routine attendance management and monitoring statistics.

5. People Implications

5.1 Absence impacts not only those who are absent from work due to illness or injury but also those remaining at work. The absence levels experienced within our services leads to significant additional burdens on our attending workforce. Striving to reduce absence through the appropriate support to those with health issues as well as ensuring that we provide the right assistance to those at work is fundamental to the successful achievement of our annual target.

6. Financial Implications

6.1 Significant absence levels impact on the Council in terms of cost, service delivery and motivation. In quarter 1, the Council lost a total of 11496FTE working days of productivity to sickness absence which is a significant decrease of 21.3% compared to quarter 1 last year. Based upon the nominal daily cost of a day's absence (£118.00), it is estimated that the cost of absence for the quarter was approximately £1.35m. This figure does not take into account the indirect costs of absence such as overtime, loss of productivity, reduced team performance.

7. Risk Analysis

- 7.1** Compared with quarter 1 last year, there continues to be a significant improvement in absence performance, however, there is still a risk that if the focus and attention by all stakeholders is not maintained, absence rates could rise making it difficult to achieve the Council's target of 7 FTE days for 2016/17. This would contribute adversely to the Council's overall performance.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment Screening has been undertaken and noted that a high level of employees on long term sickness absence will be covered by the Equality Act 2010. Measures to mitigate impact include reasonable adjustments, introduction of Tailored Adjustment Agreements, Disability Leave, Carers' Leave and the provision of Occupational Health advice.

9. Consultation

- 9.1** Consultation is on-going with Trade unions through the Attendance Working Group, ELG, JCF and JCCs to identify and address attendance issues.

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.

Vicki Rogers
Strategic Lead, People and Technology
Date: 14 July 2016

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People & Technology,

Garshake Road, Dumbarton
Tel: 01389 737687
Email: tracy.keenan@west-dunbarton.gov.uk.

Appendices: Appendix 1 – Quarter 1- Council Absence

Background Papers: None

Wards Affected: None

Appendix 1 - WDC Absence Statistics

Strategic Area: Council Wide
Period: Quarter 1 2016-17



TABLE 1 - Headline Figure	Quarter 1 2016-17	2.35	Quarter 1 2015-16	2.99	Year on Year +/-	-21.3%
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TABLE 2 - Days Lost per Employee

Strategic Area	FTE Employees	Intermittent (1-3 days)		Short Term (4-5 days)		Medium Term (6 days - 4 weeks)		Long Term (over 4 weeks)		Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
		Working Days Lost	% of Total Days Lost	Working Days Lost	% of Total Days Lost	Working Days Lost	% of Total Days Lost	Working Days Lost	% of Total Days Lost			
Child Healthcare & Criminal Justice	231.19	61	6.79%	39	4.34%	303	33.74%	495	55.12%	898	870.22	3.76
Community Health & Care	734.57	185.0	4.96%	138.5	3.71%	1,320.0	35.36%	2,090	55.98%	3,733.5	2,915.50	3.97
Mental Health, Addiction & Learning Disabilities	142.73	42	6.58%	21	3.29%	248	38.76%	328	51.37%	639	206.33	1.45
Strategy, Planning & Health Improvement	28.66	5	11.69%	15	38.96%	19	49.35%	0	0.00%	39	21.06	0.73
Health & Social Care Partnership	1137.15	292.5	5.51%	213.5	4.02%	1,889.5	35.59%	2,913	54.87%	5,308.5	4,013.11	3.53
Environment & Neighbourhood	680.15	183	7.12%	181	7.04%	760	29.54%	1,448	56.31%	2,572	1,717.50	2.53
Housing & Employability	246.25	47	10.49%	45	10.04%	146	32.59%	210	46.88%	448	392.00	1.59
Regeneration	418.28	54	4.93%	88	8.11%	325.5	30.00%	618	56.96%	1,085.0	1,040.20	2.49
Regeneration, Environment & Growth	1344.68	284	6.91%	314	7.65%	1,231.0	29.99%	2,276	55.45%	4,104.5	3,149.70	2.34
Communications, Culture & Communities	160.18	18	10.78%	9	5.39%	122	73.05%	18	10.78%	167	124.34	0.78
Education Learning & Attainment - Support Staff	537.55	203.0	10.27%	100	5.06%	779	39.38%	896	45.30%	1,977.0	1,306.51	2.43
Education Learning & Attainment - Teachers	854.04	167	13.55%	52.0	4.23%	425	34.58%	586	47.64%	1,229.0	1,090.50	1.28
People & Technology	127.41	17	9.19%	15	8.11%	111	60.00%	42	22.70%	185	165.19	1.30
Regulatory	177.29	13	3.51%	21	5.68%	126	34.05%	210	56.76%	370	340.15	1.92
Resources	537.56	203	10.27%	100	5.06%	779	39.38%	896	45.30%	1,977	1,306.50	2.43
Transformation & Public Service Reform	2,394.03	620.5	10.51%	297.0	5.03%	2,341	39.64%	2,647	44.82%	5,905	4,333.19	1.81
Strategic Management	12.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00	0.00
COUNCIL-WIDE TOTAL	4,887.86	1,197	7.81%	825	5.38%	5,462	35.65%	7,836	51.15%	15,318	11,496.00	2.35

TABLE 3 - Breakdown of Days Lost by Duration Category

Duration	Working Days Lost	Percentage of Lost Days
Intermittent (1-3 days)	1,196.5	7.81%
Short Term (4-5 days)	824.5	5.38%
Medium Term (6 days-4 weeks)	5,461.5	35.65%
Long Term (over 4 weeks)	7,835.5	51.15%
TOTAL	15,318.0	100%

TABLE 4 - Absence Reasons

Strategic Area	FTE Employees	Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress	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	Reason Not Disclosed	Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employee
Child Healthcare & Criminal Justice	231.19	184	55	76	64	19	50	0	96	305	7	0	32	10	898	870.22	3.76
Community Health & Care	734.57	485	245	849	579	278	153	61	351	574.5	95	0	53	10	3,733.5	2,915.50	3.97
Mental Health, Addiction & Learning Disabilities	142.73	122	3	133	133	62	5	0	22	62	6	0	58	33	639	206.33	1.45
Strategy, Planning & Health Improvement	28.66	37	0	0	0	0	0	0	0	0	0	0	0	2	39	21.06	0.73
Health & Social Care Partnership	1,137.15	828	303	1,058	776	359	208	61	469	941.5	108	0	143	55	5,308.5	4,013.11	3.53
Environment & Neighbourhood	680.15	752	94	725	345	26	9	63	11	512	0	0	12	24	2,572	1,717.50	2.53
Housing & Employability	246.25	126	9	103	64	1	0	0	1	111	0	0	33	0	448	392.00	1.59
Regeneration	418.28	182	77	283	126	127.0	14	6	0	246	12	0	13	0	1,085.0	1,040.20	2.49
Regeneration, Environment & Growth	1,344.68	1,059	180	1,111	535	154.0	23	69	12	869	12	0	58	24	4,104.5	3,149.70	2.34
Communications, Culture & Communities	160.18	40	0	0	33	39	0	0	0	39	2	0	14	0	167	124.34	0.78
Education Learning & Attainment - Support Staff	537.55	13.0	0	0	0	0	0	0	11	0	0	0	0	0	24.0	1,306.51	2.43
Education Learning & Attainment - Teachers	854.04	391.0	27	115	241	26	0	4	59	299	58	0	0	9	1,229.0	1,090.50	1.28
People & Technology	127.41	26	0	44	31	0	22	0	0	62	0	0	0	0	185	165.19	1.30
Regulatory	177.29	95	37	2	13	16	15	0	60	130	0	0	2	0	370	340.15	1.92
Resources	537.56	621	36	177	259	301	17	0	32	401	7	0	38	89	1,977	1,306.50	2.43
Transformation & Public Service Reform	2,394.03	1,186	100	338	577	382	54	4	162	931	67	0	54	98	3,952	4,333.19	1.81
Strategic Management	12.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00
COUNCIL-WIDE TOTAL	4,887.86	3,072	583	2,507	1,888	895.0	285	134	643	2,741.5	187	0	255	177	13,365	11,496.00	2.35

TABLE 5 - Days Lost by Absence Category

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	3,072	22.99%
Back Pain	583	4.36%
Musculo-skeletal Injuries	2,507	18.75%
Stress	1,888	14.13%
Recurring Medical Conditions	895.0	6.70%
Non Work Related Accidents / Injuries	285	2.13%
Work Related Accidents / Injuries	134	1.00%
Mental Health	643	4.81%
Acute Medical Conditions	2,741.5	20.51%
Pregnancy Related Absence	187	1.40%
Drink or Drug Related Condition	0	0.00%
Stress - Work Related	255	1.90%
Reason Not Disclosed	177	1.32%
TOTAL	13,365	100%

Reports are compiled as per COSLA Methodology. Fixed-term employees with less than one year's service are excluded from this report. Full Time Equivalent figures are based upon the average FTE for the reported period. Consequently, data might not be identical to locally-held information.