

Agenda



West Dunbartonshire Council

Date: Wednesday, 9 February 2022

Time: 10:00

Format: Hybrid meeting

Contact: Christine McCaffary, Senior Democratic Services Officer
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Dear Member

Please attend a meeting of **West Dunbartonshire Council** as detailed above.

The Convener has directed that the powers contained in Section 43 of the Local Government in Scotland Act 2003 will be used and Members will have the option to attend the meeting remotely or in person at the Civic Space, Church Street, Dumbarton.

The business is shown on the attached agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:-

Provost William Hendrie
Bailie Denis Agnew
Councillor Jim Bollan
Councillor Jim Brown
Councillor Gail Casey
Councillor Karen Conaghan
Councillor Ian Dickson
Councillor Diane Docherty
Councillor Jim Finn
Councillor Daniel Lennie
Councillor Caroline McAllister

Councillor Douglas McAllister
Councillor David McBride
Councillor Jonathan McColl
Councillor Iain McLaren
Councillor Marie McNair
Councillor John Millar
Councillor John Mooney
Councillor Lawrence O'Neill
Councillor Sally Page
Councillor Martin Rooney
Councillor Brian Walker

Chief Executive
Chief Officers

Date of issue: 27 January 2022

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WEST DUNBARTONSHIRE COUNCIL

WEDNESDAY, 9 FEBRUARY 2022

AGENDA

1 STATEMENT BY CHAIR

2 APOLOGIES

3 DECLARATIONS OF INTEREST

Members are invited to declare if they have an interest in any of the items of business on the agenda and the reasons for such declarations.

4 RECORDING OF VOTES

The Council is asked to agree that all votes taken during the meeting will be done by roll call vote to ensure an accurate record.

5 MINUTES OF PREVIOUS MEETING 11 - 27

Submit for approval, as correct record, the Minutes of Meeting of West Dunbartonshire Council held on 22 December 2021.

6 MINUTES OF AUDIT COMMITTEE 29 - 31

Submit for information, and where necessary ratification, the Minutes of Meeting of the Audit Committee held on 15 September 2021.

7 OPEN FORUM

The Council is asked to note that no open forum questions have been submitted by members of the public.

8 HOUSING REVENUE ACCOUNT (HRA) ESTIMATES AND RENT SETTING 2022/2023 To Follow

Submit report by the Chief Officer – Housing and Employability on the above.

- 9 COVID-19 UPDATE To Follow**
- Submit report by the Chief Executive on the above.
- 10 2022/23 BUDGET UPDATE To Follow**
- Submit report by the Chief Officer – Resources on the above.
- 11 GENERAL SERVICES BUDGETARY CONTROL REPORT TO PERIOD 9 To Follow**
- Submit report by the Chief Officer – Resources on the above.
- 12 HOUSING REVENUE ACCOUNT (HRA) BUDGETARY CONTROL REPORT TO PERIOD 9 33 - 52**
- Submit report by the Chief Officer – Resources providing an update on the financial performance to 31 December 2021 (Period 9) of the HRA revenue and capital budgets for 2021/22.
- 13 MEMORIAL GARDENS PROPOSAL – MOTIONS FROM COUNCIL 24 JUNE 2020 and 26 MAY 2021 To Follow**
- Submit report by the Chief Officer – Roads and Neighbourhood on the above.
- 14 UPDATE ON TRAFFIC AND PARKING CONTROLS AT KILPATRICK HILLS – MOTION FROM COUNCIL 26 MAY 2021 53 - 56**
- Submit report by the Chief Officer – Roads and Neighbourhood providing an update on actions taken in relation to vehicular access and the use of the Kilpatrick Hills.
- 15 WATER SAFETY POLICY AND LIDO ON LOCH LOMOND - MOTION FROM COUNCIL 26 AUGUST 2021 57 - 65**
- Submit joint report by the Chief Officer - Supply, Distribution and Property and Chief Officer – Roads and Neighbourhood providing an update on a proposed Water Safety Policy and feasibility of a Loch Lomond Lido.

16 ATTAINMENT CHALLENGE FUNDING REDUCTION 67 - 133

Submit report by the Chief Education Officer advising of new information and data regarding Primary School educational attainment and the impacts of the pandemic on communities with challenging circumstances.

17 SCOTTISH YOUTH PARLIAMENT MEMBERSHIP OF THE EDUCATIONAL SERVICES COMMITTEE 135 - 145

Submit report by the Chief Education Officer asking Council to consider if Scottish Youth Parliament members be nominated to serve on the Educational Services Committee.

18 NOTICE OF MOTIONS

(a) Motion by Councillor Jim Bolla – International Labour Organisation’s Violence and Harassment

On 13 December 2021 Parliament gave the Government the green light to sign up to the first treaty to address harassment and violence in the world of work. The International Labour Organisation’s Violence and Harassment Convention (ILO C190).

In advance of this becoming law in around one year time Council agrees to:

- Review all staff policies to mitigate the risk of harassment and violence at work
- Ensure a clear and transparent policy against harassment and violence is known and available to employees, and acted upon if complaints are received
- Use its influence to encourage local businesses to review and improve their policies on violence and harassment.

A full report by the CEO to be provided detailing our current policies and changes that are required to meet the terms of the new treaty to the first meeting of the new Council elected on 5 May 2022, immediately after the inaugural meeting of the new Council.

(b) Motion by Councillor David McBride – Reinstatement of Partially Collapsed Wall

This Council note’s the Planning Committee granted permission on 8/12/21 to application DC21/268/FUL – “Reinstatement of partially collapsed wall with a gabion basket retaining wall and railings on top at 2 & 4 Williamson Ave, Dumbarton.

Planning Committee members were informed that the application for the work to reinstate the collapsed wall is only a partial solution to the wall. There is still no resolution to repair the earlier section of the wall that collapsed around 3 years ago.

The lack of any action to this part of the wall has now endangered the structure of the public road and pavement of Williamson Ave, following an assessment towards the end of 2021 barriers and restrictions have been introduced.

Notwithstanding the inconvenience to residents and the reduced parking available, local residents of the tenement flats have grave concerns that the foundations and structure of their property is at risk.

Residents have been raising their fears and concerns and believe West Dunbartonshire Council inaction in failing to enforce the dangerous building notices and shore up the public footway and road in the last three years has had a direct impact on their property.

Furthermore, residents are concerned many homes could become dangerous and uninhabitable and they potentially could end up homeless and owning debt on worthless properties.

In addition a further wall collapse could potentially cause injury or worse to an area which is part of a "safe walking route" to Braehead Primary School.

Council agrees West Dunbartonshire Council are part of the solution to safeguard and protect the residents homes in Williamson Ave and to ensure the footway and public road in Williamson Ave is made safe and secure.

Residents patience is running out and after three years waiting, this Council agrees that urgent action is long overdue.

Council therefore calls on the Chief Executive to:

1. Arrange for an urgent meeting (virtual if required) of local residents to listen and hear their concerns. The meeting should be attended by the relevant Council departments including senior officers from Building Services, Planning, Roads and Legal Services.
2. To provide a full report back to the next Council Meeting on the history since the initial wall collapse and what action has been taken by West Dunbartonshire Council. What action WDC proposes to take to safeguard the public pathway & road in Williamson Ave.
3. Provide options and related costs and recommendations for Council to make an informed decision on how to proceed in this matter.

It is an undoubtable fact that earlier action in the initial wall collapse would have resolved this problem, delay is not an option and a solution must be found as soon as possible.

(c) Motion by Councillor John Mooney – Emergency Graffiti Removal

Council is very concerned about the recent spate of sectarian graffiti in the area. The recent conflation with anti-vax sentiment at the Hub in Clydebank, which is a vaccination centre, is particularly worrying.

The Council has a responsibility to remove such offensive graffiti as quickly as possible.

Council thanks our Roads & Greenspace Team and Y-Sort-It for the removal next day of the graffiti on the Hub.

In order to facilitate speedy removal in future, Council agrees to allocate £15k from free reserves to the Anti-social behaviour (ASB) budget for emergency removal of offensive graffiti in the evenings and at weekends. Council also agrees that these funds be used to cover the costs of any additional call-out charges.

(d) Motion by Councillor John Millar - Appointment of New Chief Executive

Council notes the decision of the Chief Executive to retire later this year. Council will take the opportunity to thank the Chief Executive for her service to West Dunbartonshire at a future Council meeting.

Council believes that the decision to recruit and appoint the new Chief Executive will be an obviously crucial factor for the future strategic direction of the Council, and we agree that it is vital to start the recruitment process as soon as possible.

However, as we are fewer than 100 days until the Council election, the final recruitment stages should be held as soon as possible following the May elections.

(e) Motion by Councillor Sally Page – Woodland Management Plan for Balloch Country Park

This Council supports the updating of the 2014 plan of West Dunbartonshire Council and the National Tree Collections of Scotland for a Woodland Management Plan for Balloch Country Park.

This Council will support grant applications being sought through the Loch Lomond and Trossachs Countryside Trust, National Tree Collections of Scotland

and Royal Forestry Scotland to enable the Management plan to be put into action.

(f) Motion by Councillor Caroline McAllister – LGBT School Guidance

Council reaffirms its commitment to equality law assuring concerned parents that across the education establishment in West Dunbartonshire all pupils matter.

Council acknowledges the concerns expressed by parents regarding the latest Scottish Government non-statutory guidance on LGBT School Guidance.

Council is reminded that the previous version of said guidance was decreed to be unlawful as stated by the Cabinet Minister at the time in the chamber of the Scottish Parliament in June 2019.

Unfortunately, the recent guidance appears to contain similar recommendations as the previous and ignores the exemptions in the Equality Act 2010 that affords young women and girls the right to privacy and dignity in certain situations, e.g. single sex toilets and changing facilities.

It is also noted that significant and unreasonable responsibility is placed on teaching staff; who may not have the skill set or expertise, to support a child with these complex issues and are instructed to affirm school children's 'gender identity' regardless of age, maturity and capacity to fully understand the implications; including children as young as four years of age.

The guidance states that schools are not obliged to disclose said changes to parents.

As non-statutory guidance this places head teachers and schools at risk of law suits as well as eroding parents confidence and trust in teaching staff.

This is yet another sign of Government's overreach into family life by excluding parents in this serious matter. Affirmation without sensitive, appropriate, age related, expert talking therapies has serious implications for individual children who may be unhappy or distressed about other underlying issues.

More and more evidence is coming to light of young people being affirmed and a couple of years down the line, experiencing "transition regret".

Sadly for many young people who were put on a medical pathway without due care and expert psychotherapy intervention, went on to have double mastectomies and hysterectomies and are left to mourn their decision, their infertility and the irreversible changes to their body.

Research shows that children and young people who are put on puberty blockers, an experimental treatment; go on to cross sex hormones, whereas young people who are sensitively and expertly supported through puberty grow

out of their distress and desist, often realising as they mature that they are gay and not trans.

Council is fully committed to ensuring all children and young people do not face discrimination or prejudice in their school life and calls upon the Education Department to explore other LGBT School Guidance available that ensures dignity and respect for all pupils.

Council calls upon the Education Department to consider Sex Matters, Transgender Trend and Gen Spect guidance as an alternative and to bring a report back to the March Council meeting on their findings.

WEST DUNBARTONSHIRE COUNCIL

At a Hybrid Meeting of West Dunbartonshire Council held in the Civic Space, 16 Church Street, Dumbarton on Wednesday, 22 December 2021 at 10.05 a.m.

Present: Provost William Hendrie, Bailie Denis Agnew and Councillors Jim Bollan, Jim Brown, Gail Casey, Karen Conaghan, Ian Dickson, Diane Docherty, Jim Finn, Daniel Lennie, Caroline McAllister, Douglas McAllister*, David McBride, Jonathan McColl, Iain McLaren, Marie McNair, John Millar, John Mooney, Lawrence O'Neill, Sally Page, Martin Rooney and Brian Walker.

*Arrived later in the meeting

Attending: Joyce White, Chief Executive; Peter Hessett, Chief Officer – Regulatory and Regeneration (Legal Officer); Stephen West, Chief Officer – Resources and Section 95 Officer; Angela Wilson, Chief Officer – Supply, Distribution and Property; Victoria Rogers, Chief Officer – People and Technology; Peter Barry, Chief Officer – Housing and Employability; Malcolm Bennie, Chief Officer – Citizen, Culture and Facilities; Richard Cairns, Strategic Adviser; Laura Mason, Chief Officer – Education; Beth Culshaw, Chief Officer, Health and Social Care Partnership; Gail MacFarlane, Chief Officer – Shared Services Roads and Neighbourhood, Lesley James, Chief Social Work Officer, Jo Gibson, Head of Health and Community Care; George Hawthorn, Manager – Democratic and Registration Services and Christine McCaffary, Senior Democratic Services Officer.

Also attending: Christopher Gardner, Senior Audit Manager, Audit Scotland.

Depute Provost Karen Conaghan in the Chair

STATEMENT BY CHAIR

Depute Provost Conaghan advised that the meeting was being audio streamed and broadcast live to the internet and would be available for playback.

URGENT ITEM OF BUSINESS

The Depute Provost advised that she had received a request from Councillor McColl for an urgent item of business to be considered in connection with COVID-19, the new Omicron variant and powers to allow the Provost or Depute Provost to decide if the location of Council meetings be changed. She advised that this item would be considered after the last item of business on the agenda.

MINUTE'S SILENCE

The Council observed a minute's silence as a mark of respect for the loss of three crewmembers of the Flying Phantom tugboat that sank in the River Clyde on 19 December 2007, and for the loss of three family members from Dumbarton in the Glasgow bin lorry accident on 22 December 2014.

DECLARATIONS OF INTEREST

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

RECORDING OF VOTES

The Council agreed that all votes taken during the meeting would be done by roll call vote to ensure an accurate record.

MINUTES OF PREVIOUS MEETINGS

The Minutes of Meetings of West Dunbartonshire Council held on 27 October 2021 (Ordinary) and 9 November 2021 (Special) were submitted and approved as correct records.

OPEN FORUM

The Depute Provost advised that the undernoted Open Forum question had been received from Mr Graham Parton. After hearing Mrs Susan Dick, the Depute Provost agreed that the question be asked by Mrs Dick on behalf of Mr Parton. She then invited Mrs Dick to put the question to Council:-

Question from Graham Parton – Land owned by Susan Dick

My partner Susan Dick owns land which is under threat as result of the Exxon Development.

A meeting was held not long after the August open forum question and Susan and myself were asked for information which was provided and also told we would receive certain bits of information:-

Valuation of Sheepfold;
Answers to queries on the testing; and
A list of Council land which might be suitable – the suitability criteria to be decided by my agents and ourselves

Our agent supplied all the information promptly but here we are 3 months on and we have received no further information or updates.

Could you let us know what the delay is and when we should expect the replies as the information requested should surely be readily available.

Councillor McColl provided the following response:-

I appreciate your frustration, but this is a time consuming process, and it is important that we get it right to ensure a suitable outcome for all, including Mrs Dick.

Our agents have been in contact with your agents recently around the land values for Mrs Dick's land and you should liaise with them directly.

In relation to outcomes from the meeting we had, I would confirm that the valuation of Sheepfold is still ongoing, and our agents will liaise directly with yours.

At the same time agents will be able to discuss any further testing, and we have the details you previously provided in terms of your requirements for testing.

We are still compiling a list of land for both a, new site and interim relocation, and this also will be available in the New Year.

I would add that the meeting we had was very constructive, and I would thank everyone, including yourself, Mrs Dick and your agents for engaging really constructively.

I ask for two things now. Firstly, that we all have patience and allow each other the time needed to pull complex information together and generate options, and secondly, that we continue to use agreed lines of communication, through our agents, to make sure that information and concerns are known to both parties and nothing is lost in translation.

The Depute Provost thanked Mr Parton and Mrs Dick for attending, and they both left the meeting.

ANNUAL AUDIT REPORT TO MEMBERS AND CONTROLLER OF AUDIT AUDITED ANNUAL ACCOUNTS 2020/21

A report was submitted by the Chief Officer – Resources on the above advising of Audit Scotland’s findings in relation to the audits of the Council and Council administered charities.

Having heard the Chief Executive, Chief Officer – Resources and Mr Gardner, Senior Audit Manager, Audit Scotland in answer to Members’ questions, the Council agreed:-

- (1) to note the contents of the report;
- (2) to note the clean audit opinions and the findings of the audits as detailed in Audit Scotland’s report dated 17 November 2021; and
- (3) to note the audited Annual Accounts 2020/21 of both the Council and the Council administered charities and that these had been reported to and approved by the Audit Committee on 17 November 2021.

TREASURY MANAGEMENT STRATEGY MID-YEAR REPORT 2020/21

A report was submitted by the Chief Officer – Resources providing an update on treasury management during the first eight months of 2021/22.

After discussion and having heard the Finance Manager in further explanation and in answer to Members’ questions, Council agreed:-

- (1) to note the treasury management stewardship information detailed within the appendix to the report;
- (2) to approve the 2021/22 revised estimates of treasury and prudential indicators as advised within the appendix to the report (Tables A, B, C, D, E, F, H, L and N); and
- (3) that the appendix to the report be remitted to the Audit Committee to ensure further scrutiny takes place.

GLASGOW CITY REGION CITY DEAL UPDATE

A report was submitted by the Chief Officer – Regulatory and Regeneration providing an update on the Glasgow City Region and the Council’s project for the Exxon site.

After discussion and having heard the Manager, Economic Development in answer to Members’ questions, Council agreed:-

- (1) to note the progress of the Glasgow City Region; and
- (2) to note progress of the Council's City Deal project for the Exxon site.

COVID-19 UPDATE

A report was submitted by the Chief Executive providing an update in relation to COVID-19 in West Dunbartonshire since the previous update report in October 2021.

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

- (1) to note the information provided on COVID-19 in West Dunbartonshire since the update provided to the Council on 27 October 2021; and
- (2) to note the information provided in relation to the additional support and advice that the Council was providing to communities and businesses across West Dunbartonshire to help alleviate the impact of COVID-19.

GENERAL SERVICES BUDGET UPDATE

The Chief Officer – Resources provided a verbal update on the General Services budget, following on from the Briefing Note he had issued to Elected Members on 21 December.

After discussion and having heard the Chief Officer in further explanation and in answer to Members' questions, the Council noted the current position and that a further update would be provided to the Council at its meeting in February 2022.

GENERAL SERVICES BUDGETARY CONTROL REPORT TO PERIOD 8

A report was submitted by the Chief Officer – Resources advising on both the General Services revenue budget and the approved capital programme to 30 November 2021.

After discussion and having heard the Chief Officer – Resources in answer to Members' questions the Council agreed:-

- (1) to note that the revenue account currently showed a projected annual favourable variance of £0.224m (0.09% of the total budget), excluding any variance projected for COVID-19 which was expected to be fully funded by Scottish Government funding carried forward from 2020/21 and that to be received in-year 2021/22;

- (2) to note that the capital account showed that expenditure and resource use for 2021/22 was lower than budget by £14.211m (26.02% of budget), made up of £14.111m (25.83% of budget) relating to project slippage, and an in-year net underspend of £0.100m; and
- (3) to note the capital project accelerated from 2022/23 into 2021/22.

VALEDICTORIES

The Depute Provost advised that this was the last meeting of the Council that Stephen West, Chief Officer – Resources would be attending before he retired from West Dunbartonshire Council.

She also advised that this was also the case for Malcolm Bennie, Chief Officer – Citizen, Culture and Facilities who was moving to a promoted post with Falkirk Council.

Councillor McColl, Leader of the Council, was heard acknowledge the excellent work and commitment that both officers had given to the Council over the period of their employment and, on behalf of the Council, he wished them well for the future.

Councillor Rooney, Leader of the Opposition, was heard in similar terms and offered his best wishes to both officers for the future.

HOUSING REVENUE ACCOUNT (HRA) BUDGETARY CONTROL REPORT TO PERIOD 8

A report was submitted by the Chief Officer – Resources providing an update on the financial performance to 30 November 2021 (Period 8) of the HRA revenue and capital budgets for 2021/22.

The Council agreed:-

- (1) to note that the revenue analysis showed a projected annual favourable variance of £0.004m; and
- (2) to note that the net projected annual position in relation to the capital plan was highlighting an in-year variance of £9.509m which was made up of slippage of £9.723m (20.23%) and overspend of £0.214m (0.46%) as detailed in Appendix 4 of the report.

**DALMUIR GOLF CLUB – MOTION FROM COUNCIL MEETING
16 DECEMBER 2020**

A report was submitted by the Chief Officer – Roads & Neighbourhood providing an update on the implementation of proposals agreed at the Council meeting held on 29 January 2020, in relation to increasing participation numbers at Dalmuir Municipal Golf Course and reducing the subsidy required to operate the facility.

After discussion, the Council agreed:-

- (1) to note the increased usage levels and subsequent reduction in the subsidy required to operate the Dalmuir Municipal Golf Course as detailed in sections 4.4 and 4.5 of the report; and
- (2) that officers would continue with the agreed pricing structure and also progress marketing opportunities to maximise participation levels at the facility.

Note: Councillor Walker left the meeting during consideration of the above item.

ADJOURNMENT

The Depute Provost adjourned the meeting for a period of 20 minutes. The meeting reconvened at 1.15 p.m. with those listed in the sederunt present, except for Councillors Marie McNair and Brian Walker.

**SCHOOL CLOTHING GRANTS – MOTION FROM COUNCIL MEETING
26 AUGUST 2021**

A report was submitted by the Chief Officer – Resources providing information of the qualifying criteria and thresholds for entitlement to school clothing grants.

Having heard the Section Head (Revenues & Benefits) in further explanation and in answer to Members' questions, the Council agreed to note the contents of the report.

**UPDATE ON NUMBERS OF PEOPLE EXPERIENCING A FALL WHICH
REQUIRED HOSPITAL TREATMENT – MOTION FROM COUNCIL MEETING
30 SEPTEMBER 2020**

A report was submitted by the Head of Health and Community providing an update on West Dunbartonshire statistics relating to people who had experienced a fall during winter months, which resulted in a visit to hospital.

Councillor Mooney moved:-

Council is very pleased with the significant reduction in winter falls since 2018 shown in the report.

Council commends our HSCP and our staff in Roads & Greenspace for this co-ordinated action.

Last winter, 32 hospital admissions and 370 accident & emergency visits were avoided by this action, using the Council's power of wellbeing. As well as preventing injury and suffering to our citizens, especially the elderly, the saving to the NHS has been at least 200,000 pounds per year.

Council requests a report detailing how this service might be further enhanced to improve public safety.

Council asks the HSCP to consider transferring 200,000 pounds from the set-aside budget to the innovations budget.

This would reflect the saving to acute services and fund further innovation of more efficient health services, such as the Focused Intervention Team.

The motion was agreed by the Council.

Note: Councillor Douglas McAllister joined the meeting during consideration of the above item.

WEST DUNBARTONSHIRE WAVE TRUST'S 70/30 CAMPAIGN – MOTION FROM COUNCIL MEETING 26 AUGUST 2021

A report was submitted by the Head of Strategy and Transformation on the significant work carried out by the Health & Social Care Partnership and partners to date supporting the ambitions of the Wave Trust 70/30 Campaign.

After discussion and having heard the Chief Social Work Officer in further explanation and in answer to Members' questions, the Council agreed to note the contents of the report.

COUNCIL CONTACT CENTRE UPDATE – MOTION FROM COUNCIL MEETING 29 SEPTEMBER 2021

A report was submitted by the Chief Officer – Citizen, Culture and Facilities regarding abandoned calls and outlining ways in which the Council could improve its Contact Centre function.

After discussion and having heard the Chief Officer in answer to Members' questions, the Council agreed:-

- (1) to note the contents of the report;
- (2) that officers provide further updates on the Contact Centre progress at the Corporate Services Committee; and
- (3) that officers bring a further report on the performance of the Housing Repairs Contact Centre to a future Council meeting.

ORDER OF BUSINESS

The Depute Provost varied the order of business as hereinafter minuted.

VENTILATION IN LEARNING ESTABLISHMENTS MOTION FROM COUNCIL MEETING 27 OCTOBER 2021

A report was submitted by the Chief Education Officer providing an update on the approaches taken to ensure effective ventilation across the Council's learning estate.

After discussion and having heard the Chief Education Officer and Assets Co-ordinator in answer to Members' questions, Councillor Mooney moved that Council agrees:-

- (a) to note the types of ventilation systems across the Council's learning estate;
- (b) to note the processes in place for monitoring levels of CO2 present in learning and teaching spaces across the learning estate and with our partner providers; and
- (c) to note that processes in place to escalate any area of concern and steps taken to improve ventilation; and
- (d) that a further report would come to Council with more detail on the adequacy of ventilation systems in schools and the costs of improving these.

The motion was agreed by the Council.

ANTI-SOCIAL BEHAVIOUR SERVICE – MOTION FROM COUNCIL MEETING 29 SEPTEMBER 2021

A report was submitted by the Chief Officer – Housing and Employability providing an update on the current Anti-Social Behaviour Service.

After discussion and having heard the Chief Officer in answer to Members' questions, the Council agreed to note the contents of the report.

Note: Provost Hendrie left the meeting at this point.

**CONTROLLED CROSSING – A814 DUMBARTON ROAD AT HALL STREET
CLYDEBANK – MOTION FROM COUNCIL MEETING 9 NOVEMBER 2021**

A report was submitted by the Chief Officer – Roads and Neighbourhood providing an update on the costs to remove and/or reinstate at an alternative location the installed pedestrian crossing facility located at A814 Dumbarton Road at Hall Street, Clydebank, in the vicinity of Clydebank Town Hall.

Bailie Agnew, seconded by Councillor Bollan, moved:-

That the Council agrees to continue this item.

As an amendment Councillor McColl, seconded by Depute Provost Conaghan moved:-

That Council agrees the recommendations and adds that officers should ensure that, as was achieved at short notice for this year's remembrance service, silencing of the crossing be planned in each year for this and other memorial events annually as determined by the Provost.

Councillor Lennie asked Councillor McColl if he would accept the following addendum to his amendment:-

That paragraph 2.1(iii) of the recommendations in the report be deleted.

Having heard Councillor McColl decline to accept the addendum, Councillor Lennie, seconded by Councillor Casey then moved as a second amendment:-

That Council agrees the recommendations of the report, subject to the deletion of paragraph 2.1(iii)

Councillor McColl asked Councillor Lennie if he would accept the following as an addendum to his amendment:-

That officers should ensure that, as was achieved at short notice for this year's remembrance service, silencing of the crossing be planned in each year for this and other memorial events annually as determined by the Provost.

Councillor Lennie confirmed his acceptance to the addendum and, with the agreement of the Council, Councillor McColl withdrew his amendment.

On a roll call vote being taken 17 Members voted for the amendment, namely Depute Provost Conaghan and Councillors Brown, Casey, Dickson, Docherty, Finn, Lennie, Caroline McAllister, Douglas McAllister, McBride, McColl, McLaren, Millar, Mooney, O'Neill, Page and Rooney, and 2 Members voted for the motion, namely Bailie Agnew and Councillor Bollan. Councillor Lennie's amendment with addendum was declared carried.

NOTICE OF MOTIONS

(a) Motion by Councillor Martin Rooney – Local Government Pay Award and Back-Pay

Councillor Rooney, seconded by Councillor Casey, moved:-

This Council recognises the dedication and commitment of our local government employees to provide quality public services in West Dunbartonshire and in particular the sterling efforts of our staff during the public health emergency. Council notes that, following eleven months of negotiations, the outcome of the recent ballot was for local authority workers to accept the pay rise on the understanding that the backdated pay should be in pay packets in December.

Unfortunately, it appears that the pay rise and associated backdated pay will not be in the December pay packet and instead hard working staff will have to wait until late January or early February to receive their back-pay.

- For Monthly Paid Staff they will receive the backdated pay on 28th January.
- For staff who are paid on a four weekly basis they will have to wait until 4th February

The delays mean that there is a risk that some lower paid staff will be in hardship in the run up to Christmas, while other staff who were expecting the December deadline to be met may have already made plans to use some of their back-pay during the festive period, may have to rearrange their plans.

This Council is disappointed about the length of time it has taken to conclude the negotiations; and the further delay in getting back-pay into wage packets. Council recognises that the delays will affect different workers in different ways.

Therefore, this Council calls on the Chief Executive to explore options to assist staff to access their back-pay through an advance of pay or another appropriate mechanism so that they can avoid unnecessary detriment over the festive period.

As an amendment Councillor McColl, seconded by Depute Provost Conaghan moved:-

COSLA Leaders were clear and had the understanding and agreement of negotiating trades unions that it would be extremely challenging for most Councils to make back payments before Christmas due to the timescales and complexity of calculating sums over two financial years.

COSLA Leaders agreed that Councils would make “best endeavours” to pay out before Christmas, but that even if Trades Unions’ ballot processes could be sped up, this would be unlikely; with Unison unable to formally notify acceptance until the beginning of December, it was impossible for West Dunbartonshire and most other Councils to achieve this ambitious ask.

That not every Trades Union communicated this clear message to their members is extremely regrettable and if expectations were falsely raised by some, it is for those Trades Unions to answer to their members.

It is entirely legitimate for Trades Unions to properly follow their democratic processes to ensure fair and transparent decisions are made and notified properly. It is not fair to raise expectations of staff and fail to communicate accurately the timescales for payment locally that have been discussed and agreed nationally.

Council notes that our frontline staff in payroll have been working extremely hard to calculate payments for their colleagues as fast as possible and these are planned to be made during January and the first week in February, dependant on which pay run staff are part of.

Details are available on the Council intranet or via line managers.

On a roll call vote being taken 9 Members voted for the amendment, namely Depute Provost Conaghan, Bailie Agnew and Councillors Brown, Dickson, Docherty, Finn, McColl, McLaren and Page, and 9 voted for the motion, namely Councillors Bollan, Casey, Lennie, Douglas McAllister, McBride, Millar, Mooney, O’Neill and Rooney, with one member abstaining from voting, namely Councillor Caroline McAllister.

There being an equality of votes, Depute Provost Conaghan, Chair, used her casting vote in favour of the amendment which was accordingly declared carried.

(b) Motion by Councillor David McBride - New Fire and Carbon Monoxide Alarm Standards

Councillor McBride, seconded by Councillor Douglas McAllister, moved:-

This Council welcomes the planned improvements to fire safety and protection against the risks of carbon monoxide poisoning.

All homeowners will be required to have interlinked alarms under legislation brought forward after Grenfell Tower tragedy in 2017. The Smoke and heat alarms must support interlinking, either via hardwire or cable or wireless radio frequency. These alarms significantly reduce casualties by alerting everybody in a property to a fire. This Council notes that all homes in Scotland must be fitted with interlinking smoke and heat alarms from February 2022.

In addition, all homes in Scotland where there is a carbon-fuelled appliance or flue will require a carbon monoxide alarm. Private rented and new-build homes must already meet these standards, but from February 2022 they will apply to every home in Scotland, regardless of age or tenure.

An average three-bedroom house would require 5 interlinked alarms, made up of three smoke alarms, one heat alarm and one carbon monoxide detector, at an estimated cost of £220. This is based on using the type of alarms that can be installed by the homeowner, without the need for an electrician. All these alarms can be either long-life sealed and battery operated, or mains operated. If a homeowner opts to install tamper proof long-life lithium battery alarms, the average total cost is estimated to be about £220 incur an additional cost.

Council notes that, the Scottish Government is providing £500,000 to help eligible older and disabled homeowners with installation, in partnership with Care and Repair Scotland. The Scottish Government guidance states that homeowners who have questions about how this change in the law might affect their home insurance should check with their provider.

This Council notes the deadline of February 2022, for all homeowners and landlords in Scotland, to ensure that their property is compliant with the required standards of specified equipment.

The Council notes that there is a high degree of uncertainty and anxiety regarding the availability of skilled trades and equipment and about ensuring that the fire safety equipment gets installed by the prescribed deadline, especially as failure to do so could invalidate house insurance.

Given the above, this Council requests that the Chief Executive writes to the First Minister requesting that the legal deadline be extended by a full year, as it would be unacceptable to leave many in our community without effective insurance cover.

In addition, the Council requests that appropriate financial assistance be made available by the Scottish Government for people on low incomes to enable them to meet the cost of required installation. The Council also agrees consider how it could match-fund any financial assistance through the Private Sector Housing Grant. This could be allocated to Care & Repair to support the installation of safety measures for households on low incomes.

Council also agrees to run an information campaign during January to raise awareness of the new requirements, the Scottish Government deadline of February 2022 and to actively support the transition to the new safety standards. The campaign in January would assume the deadline remains unchanged.

This Council further agrees to update the above information on its website page with links to advice and guidance supplied by the Scottish Government.

As an amendment Councillor McColl, seconded by Councillor Dickson moved:-

This Council welcomes the planned improvements to fire safety and protection against the risks of carbon monoxide poisoning.

One death from a house fire is one too many and improving fire safety remains our utmost priority. This legislation has already been delayed for 12 months and it is imperative that there are no further delays, which risk the lives of our citizens.

Homeowners are generally responsible for paying for works to protect their property, however, for those who may not be able to meet the expected costs, the Scottish Government is providing £500,000 to assist disabled and older people, in partnership with Care & Repair Scotland. This on top of the £1 million already provided to the Scottish Fire & Rescue Service to install alarms in owner-occupied homes identified as being at highest risk.

The Council agrees to consider how it could match-fund any financial assistance through the Private Sector Housing Grant. This could be allocated to Care & Repair to support the installation of safety measures for households on low incomes in line with the route followed by the Scottish Government.

Council also agrees to run an information campaign during January to raise awareness of the new requirements and the Scottish Government deadline of February 2022 and to actively support the transition to the new safety standards however we can.

This Council further agrees to update the above information on its website page with links to advice and guidance supplied by the Scottish Government.

On a roll call vote being taken 8 Members voted for the amendment, namely Depute Provost Conaghan, Bailie Agnew and Councillors Brown, Dickson, Docherty, Finn, McColl and McLaren, and 11 voted for the motion, namely Councillors Bolla, Casey, Lennie, Caroline McAllister, Douglas McAllister, McBride, Millar, Mooney, O'Neill, Page and Rooney. The motion was accordingly declared carried.

(c) Motion by Councillor Douglas McAllister - Scottish Government's Health and Well-being Census

Councillor Douglas McAllister moved:-

This Council is concerned with the controversial content of the Scottish Government's Health and Well Being Census.

The school survey seeks to ask our children to give details of their experience of explicit sexual acts. The Scottish Government's survey is overly intrusive and unsuitable for our children.

Therefore, this Council rejects the Scottish Government's survey in its current form and agrees that it is not fit for purpose. This Council agrees that pupils in West Dunbartonshire will not be issued with the survey.

Depute Provost Conaghan asked if Councillor McAllister would accept the following addendum to his motion:-

Council notes that the Chief Education Officer in consultation with the Convener of the Educational Services Committee had already decided not to issue the survey in its current form as it was felt that the questions as written were not appropriate. Council notes that parents will be consulted and elected members will get sight of the questions before any survey is issued. Our survey will be age appropriate and only seeking information the Council feels is relevant.

Councillor Douglas McAllister declined to accept Depute Provost Conaghan's addendum.

Councillor Caroline McAllister then asked if Councillor Douglas McAllister would accept the following as an addendum to his motion:-

Council commends the Chief Officer for Education and senior officer's caution around the roll out of the Health and Well Being Census.

Scotland's Children and Young People's Commissioner has called for the pausing of the governments controversial census stating "Any survey conducted in schools needs to be administered using an approach that respects young people's rights, including their right to privacy and informed consent.

A number of Local Authorities have already raised serious concerns about the governance, appropriateness and effectiveness of this method of processing any such survey specifically around the privacy and confidentiality of data. Young people are presently compelled to enter their pupil's Scottish Candidate Number allowing them to be personally identifiable.

Council is concerned that the survey's publicly available privacy notice states information may be shared with unnamed third parties for unspecified purposes. Furthermore, once a child has participated in the survey they will have surrendered any right to access or control over their data, including asking for their data to be deleted.

Further concerns have been raised around teachers having to deal with any distressing reactions from pupils as a result of this census being delivered at school yet they may not have the necessary expertise & knowledge to deal with such sensitive matters. This is not a criticism of our teaching staff but a recognition our teachers are first and foremost educators and not therapeutic experts in the specialised field of child trauma.

Council respects young people's rights as established by Article 16 of the United Nations Convention on the Rights of the Child as well the right to privacy and family life as laid out in Article 8 of the Human Rights Act 1998.

Council recognises that all questions should be disclosed to parents/carers and young people prior to participation in order to secure and evidence their informed consent.

Councillor Douglas McAllister confirmed his acceptance of Councillor Caroline McAllister's addendum and the motion with addendum was agreed by the Council.

(d) Motion by Councillor Ian Dickson - Respectful Funeral Service

Councillor Dickson moved:-

Council asks officers to bring a report to a future Council meeting detailing options that work closely with our Procurement team and local funeral directors to provide a 'Respectful Funeral Service', which should enable families to access a tailored funeral package that is dignified, professional and affordable.

We want to make a difference to the lives of our residents and provide support to each other during the most difficult times. We believe everyone should have access to support which helps to provide a respectful and dignified funeral service, while keeping the financial costs to a minimum. Designed to remove unnecessary pressures and money worries after the loss of a loved one, similar packages have already been delivered in some other local authorities in Scotland with savings of up to half of the Scottish average cost of a funeral.

The core elements of these packages should endeavour to include where appropriate as a minimum:

- collection of the deceased from within WDC or any NHS Greater Glasgow and Clyde property
- care and preparation of the deceased
- a choice of coffin including environmentally friendly options
- cremation and return of ashes

- a place of rest and viewing facilities
- a hearse and one family car
- arrangements on the day of the funeral

Bailie Agnew asked if Councillor Dickson would accept the following addendum to his motion:-

That bullet point 4 be amended to read 'interment or cremation and return of ashes'.

Councillor Dickson confirmed his acceptance and the motion with addendum was agreed by the Council.

URGENT ITEM OF BUSINESS COVID-19 – POWER TO VARY LOCATION OF COUNCIL MEETINGS

Councillor McColl moved:-

Council agrees that given the current situation with COVID-19 and the new Omicron variant, the Provost (or Depute Provost in the Provost's absence), will have the power to vary the location of Council meetings for the remainder of the current Council term, to enable fully remote meetings to take place in line with public health guidance, to protect the Public, Council staff and Councillors. The Chief Executive will have delegated power to determine the location of the statutory meeting in May 2022.

The Council agreed the motion.

COMPLIMENTS OF THE SEASON

Before closing the meeting, Depute Provost Conaghan wished everyone at the meeting and all Council staff a Merry Christmas and a Happy New Year.

The meeting closed at 4.46 p.m.

AUDIT COMMITTEE

At a Meeting of the Audit Committee held by video conferencing on Wednesday, 15 September 2021 at 10.01 a.m.

Present: Councillors Jim Brown, Karen Conaghan, Daniel Lennie, Jonathan McColl, John Millar*, John Mooney, Martin Rooney and Lay Member Mr Christopher Todd.

* Arrived later in the meeting

Attending: Joyce White, Chief Executive; Peter Hessett, Chief Officer – Regulatory & Regeneration; Angela Wilson, Chief Officer – Supply, Distribution & Property; Malcolm Bennie, Chief Officer – Citizen, Culture & Facilities; Laura Mason, Chief Education Officer; Sylvia Chatfield, Head of Service - Mental Health, Addictions and Learning Disabilities; Andi Priestman, Shared Service Manager – Audit and Fraud; Alison McBride, Strategic People and Change Manager; Fiona Taylor, Senior Nurse; Christine McCaffary, Senior Democratic Services Officer and Ashley MacIntyre, Committee Officer.

Also Attending: Christopher Gardner, Audit Scotland.

Apologies: An apology was intimated on behalf of Mr Christopher Johnstone, Lay Member.

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 Meeting of the Audit Committee held on 16 June 2021 were submitted and approved as a correct record subject to a potential typo in the heading of Item 5 'Prudential Indicators 2020/21 to 2030/31 and Treasury Management Strategy 2021/22 to 2030/31' being corrected.

OPEN FORUM

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

STRATEGIC RISKS 2017-22

A report was submitted by the Chief Officer – People and Technology providing an update on the strategic risks for 2017-22.

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

- (1) to note the strategic risks as detailed at Appendix 1 of the report; and
- (2) to note the Supplementary EU Assurance Plans as detailed in Appendices 2 and 3 of the report.

INTERNAL AUDIT PLANS 2020/21 AND 2021/2 PROGRESS TO 18 AUGUST 2021

A report was submitted by the Chief Officer – Resources advising of progress at 18 August 2021 against the Internal Audit Plans for 2020/21 and 2021/22.

After discussion and having heard the Shared Service Manager – Audit & Fraud in further explanation of the report and in answer to Members' questions, the Committee agreed to note the contents of the report.

Note: Councillor John Millar joined the meeting during consideration of this item.

PUBLIC INTEREST DISCLOSURES AND OTHER INTERNAL AUDIT INVESTIGATIONS 1 JANUARY TO 18 AUGUST 2021

A report was submitted by the Chief Officer – Resources advising of the outcome of investigations into allegations and disclosures in line with public interest disclosure and business irregularities policies received by Internal Audit between 1 January to 18 August 2021.

After discussion and having heard the Shared Service Manager – Audit & Fraud in further explanation of the report and in answer to Members' questions, the Committee agreed to note the content of the report.

NATIONAL FRAUD INITIATIVE EXERCISE 2020/21

A report was submitted by the Chief Officer – Resources providing an update on the current position with regard to the National Fraud Initiative in Scotland 2020/2021 Exercise.

After discussion and having heard the Shared Service Manager – Audit & Fraud in further explanation of the report and in answer to Members' questions, the Committee agreed to note the contents of the report and agreed that further updates would be provided to the Audit Committee outlining the Council's progress with the 2020-2021 exercise.

The meeting closed at 10.57 a.m.

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Officer - Resources****Council: 9 February 2022**

**Subject: Housing Revenue Account Budgetary Control Report
to 31 December 2021 (Period 9)**

1. Purpose

- 1.1** The purpose of the report is to provide members with an update on the financial performance to 31 December 2021 (Period 9) of the HRA revenue and capital budgets for 2021/22.

2. Recommendations

- 2.1** Members are asked to:

- i) note the revenue analysis shows a projected annual favourable variance of £0.008m; and
- ii) note the net projected annual position in relation to the capital plan is highlighting an in-year variance of £10.812m which is made up of slippage of £11.076m (22.92%) and overspend of £0.264m (0.55%) as detailed in Appendix 4.

3. BackgroundRevenue

- 3.1** At the meeting of West Dunbartonshire Council on 3 March 2021, Members agreed the revenue estimates for 2021/2022 and a total budget of £46.147m.

Capital

- 3.2** At the meeting of Council on 3 March 2021, Members also agreed the updated Capital Plan for 2021/22 which has been augmented by slippage from 2020/21 to produce a total planned spend for 2021/22 of £48.328m.

4. Main IssuesRevenue

- 4.1** The budgetary position for HRA Revenue is provided in Appendix 1 with information on projected variances valued at more than £0.050m being provided as Appendix 2, and shows a projected favourable variance of £0.008m.

Capital

4.2 The HRA capital summary position is shown in Appendix 3. Information on projects that are highlighted as being within the Red category is provided in Appendix 4. Appendix 5 provides information on the project at Amber and Appendix 6 lists all the remaining projects which are categorised as being within the Green category. A summary of anticipated resources is shown in Appendix 6. The analysis shows that there is currently a projected in-year favourable variance of £10.812m which relates to anticipated slippage of £11.076m and overspend £0.264m.

4.3 From the analysis within the appendices it can be seen that there are four projects with forecast material slippage, as listed as follows:

Project Name	Slippage (£m)
Affordable Housing Supply Programme	7.048
Doors/ Window component renewals	1.831
Building external component renewals, roofs/chimneys/flashings/gutters	1.088
Buy backs	0.798

Reasons for slippage are explained in Appendix 4 and Appendix 5

5. People Implications

5.1 There are no people implications.

6. Financial and Procurement Implications

6.1 Other than the financial position noted above, there are no financial implications of the budgetary control report. There are no procurement implications arising from this report.

7. Risk Analysis

7.1 The main financial risks to the ongoing financial position relate to unforeseen cost being identified between now and the end of the financial year. This can affect all service areas.

8. Equalities Impact Assessment (EIA)

8.1 The report is for noting and therefore no Equalities Impact Assessment was completed for this report.

9. Consultation

- 9.1** The views of both Housing management and Legal services have been requested on this report and both have advised there are neither any issues nor concerns with the proposal.

10. Strategic Assessment

- 10.1** Proper budgetary control and sound financial practice are cornerstones of good governance and support Council and officers to pursue the five strategic priorities of the Council's Strategic Plan. This report forms part of the financial governance of the Council. This report is for noting and, therefore, does not directly affect any of the strategic priorities.

Laurence Slavin
Chief Officer – Resources
Date: 19 January 2022

Person to Contact: Janice Rainey - Business Unit Finance Partner (HEED),
16 Church Street, Dumbarton, G82 1QL,
telephone: 01389 737704, e-mail janice.rainey@west-dunbarton.gov.uk

Appendices: Appendix 1 - Budgetary Position (Revenue)
Appendix 2 - Variance analysis (Revenue)
Appendix 3 - Budgetary Position (Capital)
Appendix 4 - Variance analysis Red Projects (Capital)
Appendix 5 - Variance analysis Amber Projects (Capital)
Appendix 6 - Variance analysis Green Projects (Capital)
Appendix 7 - Resources (Capital)
Appendix 8 - Analysis of Affordable Housing Supply Programme (Capital)

Background Papers: None

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL
HRA REVENUE BUDGETARY CONTROL 2021/2022

APPENDIX 1

PERIOD END DATE

31 December 2021

Subjective Summary	Total Budget 2021/22 £000	Spend to Date 2021/22 £000	Forecast Spend £000	Forecast Variance 2021/22		Annual RAG Status
				£000	%	
Employee Costs	6,272	4,187	6,257	(15)	0%	↑
Property Costs	1,917	1,404	1,837	(80)	-4%	↑
Transport Costs	110	78	108	(2)	0%	↑
Supplies, Services And Admin	394	255	378	(16)	-4%	↑
Support Services	2,677	2,025	2,599	(78)	-3%	↑
Other Expenditure	510	439	505	(5)	-1%	↑
Repairs & Maintenance	12,860	9,091	12,257	(603)	-5%	↑
Bad Debt Provision	1,060	688	918	(142)	-13%	↑
Void Loss (Council Tax/Lost Rents)	648	1,100	1,380	732	113%	↓
Loan Charges	19,699	14,774	19,699	0	0%	→
Total Expenditure	46,147	34,041	45,938	(209)	0%	↑
House Rents	44,417	32,345	44,131	286	1%	↓
Lockup Rents	210	148	244	(34)	-16%	↑
Factoring/Insurance Charges	1,235	1,266	1,266	(31)	-3%	↑
Other rents	114	76	115	(1)	-1%	↑
Interest on Revenue Balance	71	19	58	13	18%	↓
Miscellaneous income	100	39	132	(32)	-32%	↑
Total Income	46,147	33,893	45,946	201	0%	↑
Net Expenditure	0	148	(8)	(8)		

MONTH END DATE 31 December 2021

PERIOD 9

Budget Details	Variance Analysis				RAG Status
Subjective Analysis	Budget	Forecast Spend	forecast Variance		
	£000	£000	£000	%	

PROPERTY COSTS	1,917	1,837	(80)	-4%	↑
Subjective Description					
This budget covers electricity, gas, rates, rents, cleaning and insurance costs.					
Variance Narrative					
Main Issues	The main reasons for this underspend relates to the expectation that the year end recharge for the cost of property insurance will be more in line with last year's actual than assumed within budget.				
Mitigating Action	No mitigating action is required.				
Anticipated Outcome	A year end underspend is anticipated				

Budget Details	Variance Analysis				RAG Status
Subjective Analysis	Budget	Forecast Spend	forecast Variance		

SUPPORT SERVICES	2,677	2,599	(78)	-3%	↑
Subjective Description					
This budget covers central support recharges to the HRA					
Variance Narrative					
Main Issues	The year end recharge for the use of central support services is anticipated to be similar to last year and lower than budgeted resulting in a favourable variance.				
Mitigating Action	No mitigating action is required.				
Anticipated Outcome	A year end underspend is anticipated				

Budget Details	Variance Analysis				RAG Status
Subjective Analysis	Budget	Forecast Spend	forecast Variance		
	£000	£000	£000	%	

REPAIRS & MAINTENANCE	12,860	12,257	(603)	-5%	↑
Service Description					
This budget covers all repair and maintenance expenditure to houses and lockups					
Variance Narrative					
Main Issues	The projected underspend is attributable to lower than budgeted costs for maintenance contracts.				
Mitigating Action	No mitigating action is required.				
Anticipated Outcome	A year end underspend is anticipated.				

MONTH END DATE 31 December 2021

PERIOD 9

Budget Details	Variance Analysis			
Subjective Analysis	Budget	Forecast Spend	forecast Variance	RAG Status
	£000	£000	£000	%

BAD DEBT PROVISION	1,060	918	(142)	-13%	↑
Service Description					
This budget allows for the provision for bad and doubtful debts to be maintained at an appropriate level					
Variance Narrative					
Main Issues	It is anticipated that the Bad Debt Provision will be more in line with last year's actual, as opposed to budget, resulting in a favourable variance.				
Mitigating Action	No mitigating action is required.				
Anticipated Outcome	A year end underspend is anticipated				

Budget Details	Variance Analysis			
Subjective Analysis	Budget	Forecast Spend	forecast Variance	RAG Status
	£000	£000	£000	%

VOID LOSS	648	1,380	732	113%	↓
Service Description					
This budget covers the rents lost on void houses and lockups and the cost of council tax on void properties.					
Variance Narrative					
Main Issues	The main reason for this adverse variance relates to the number of void properties being higher than budgeted. Despite restrictions being lifted and best efforts to relet properties towards the end of 20/21, the recovery to normal numbers was not possible. Therefore, void numbers are starting higher in 21/22 than assumed within the budget. This is reflected in a higher cost for void rent loss and void council tax against budget.				
Mitigating Action	HMTA and Housing are working together to facilitate having void properties ready for re-letting				
Anticipated Outcome	A year end overspend is anticipated.				

Budget Details	Variance Analysis			
Subjective Analysis	Budget	Forecast Spend	forecast Variance	RAG Status
	£000	£000	£000	%

HOUSE RENTS	44,417	44,131	286	1%	↓
Service Description					
Rental income from houses					
Variance Narrative					
Main Issues	This budget is based on the expected numbers of stock available for rent. The 21/22 budget assumed a provision for some of the new builds becoming available to rent part way through the financial year. However, delays to the progress on site due to Covid-19 and adverse weather, will mean that some of these properties will not be ready until later than originally assumed within the budget.				
Mitigating Action	No mitigation possible. Any income shortfall will be contained within the overall HRA Budget.				
Anticipated Outcome	There will be a shortfall in rental income.				

WEST DUNBARTONSHIRE COUNCIL
HRA CAPITAL PROGRAMME
OVERALL PROGRAMME SUMMARY

MONTH END DATE 31 December 2021

PERIOD 9

Project Status Analysis	Project Life Status Analysis				Current Year Project Status Analysis					
	Number of Projects at RAG Status	% Projects at RAG Status	Spend to Date £000	% Project Spend at RAG Status	Number of Projects at RAG Status	% Projects at RAG Status	Spend to Date £000	% Project Spend at RAG Status		
Red										
Projects are forecast to be overspent and/or experience material delay to completion	8	29.6%	71,371	86.5%	8	29.6%	1,145	8.9%		
Amber										
Projects are either at risk of being overspent and/or delay in completion (although this is unquantifiable at present) or the project has any issues that require to be reported at this time	3	11.1%	1,391	1.7%	3	11.1%	1,391	10.8%		
Green										
Projects are on target both in relation to overall budget and the forecast stages in the project life cycle and no issues are anticipated at this time	16	59.3%	9,705	11.8%	16	59.3%	10,364	80.3%		
The in-year adverse variance reflects the 20/21 Scottish Govern	27	100%	82,467	100%	27	100%	12,900	100%		
Project Status Analysis	Project Life Financials				Current Year Financials					
	Budget £000	Spend to Date £000	Forecast Spend £000	Forecast Variance £000	Budget £000	Spend to Date £000	Forecast Spend £000	Forecast Variance £000	Slippage £000	Over/ (Under) £000
Red										
Projects are forecast to be overspent and/or significant delay to completion	177,008	71,371	177,318	310	31,962	10,326	21,186	(10,776)	(11,026)	250
Amber										
Projects are either at risk of being overspent and/or delay in completion (although this is unquantifiable at present) or the project has any issues that require to be reported at this time	2,266	1,391	2,480	214	1,461	1,391	1,525	64	(50)	114
Green										
Projects are on target both in relation to overall budget and the forecast stages in the project life cycle and no issues are anticipated at this time	60,622	9,705	60,622	0	14,905	10,364	14,805	(100)	0	(100)
TOTAL EXPENDITURE	239,896	82,467	240,420	524	48,328	22,081	37,516	(10,812)	(11,076)	264
TOTAL RESOURCES	239,896	82,467	240,420	(524)	48,328	22,081	37,516	10,812		
NET EXPENDITURE	0	0	0	0	0	0	0	0		

MONTH END DATE

31 December 2021

PERIOD

9

Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

1 Affordable Housing Supply Programme						
Project Life Financials	135,876	66,844	49%	136,186	310	0%
Current Year Financials	20,281	5,799	29%	13,543	(6,738)	-33%
Project Description	Affordable Housing Supply Programme					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		

Main Issues / Reason for Variance

The current year variance of £6.738m is made up of £7.048 slippage on Clydebank East and on overspend of 0.310m on Dumbarton Harbour Ph3 . Site updates are as follows :-

St Andrews - Project is complete with all properties being handed over.

Haldane - Project is complete with all properties being handed over.

Aitkenbar Primary School - Project is complete with all properties being handed over.

Clydebank East - A decision over the materials being used has now been made, the Planning Application has been continued until later in the year. It is now anticipated that a construction site start for the Clydebank East development will not now be achieved until June 2022, however there are some groundworks which could commence earlier depending on the outcome of the Planning committee and these will commit spend this financial year.

Creveul Court - Project is complete with all properties being handed over.

Dumbarton Harbour Ph 3 - The shortage in labour and materials being experienced throughout the country has pushed prices up on the final work required on this site . This represents a 21/22 overspend of £0.450m and a project life overspend of 0.310m. It is expected that around £0.155m of this £0.310m overspend will be met by additional Scottish Government funding although this has still to be agreed.

Queens Quay Site B - There was a delay in ordering the granite to complete the Titan Boulevard and handovers of the properties are now running 16 weeks behind and on track for revised completion in August 2022.

Future Sites - Sites have been identified and are at various different stages, with some having their designs and feasibilities progressing. An exercise will be carried out to determine viability of a number of gap sites for future housing development within the ownership of HRA.

Mitigating Action

Officers are currently seeking additional funding of £0.155m to compensate for the anticipated overspend of £0.310m at Dumbarton Harbour site.

Anticipated Outcome

Project to complete as planned and meet spend targets.

2 Doors/window component renewals						
Project Life Financials	10,539	959	9%	10,539	0	0%
Current Year Financials	3,831	959	25%	2,000	(1,831)	-48%
Project Description	Doors/Windows Component Renewals					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		

Main Issues / Reason for Variance

Installs are behind original planned targets, however the combined internal and external contractor resources are showing an upturn in completions and an overall improving position. Officers will continue to monitor and support this position to maintain improvements, however it is expected that a full catch up to budget will not be possible.

Mitigating Action

Progress on this will continue to be monitored closely with a view to completeing as much as possible before the year end.

Anticipated Outcome

Slippage anticipated and required to be carried forward into 22/23.

MONTH END DATE

31 December 2021

PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

3 Defective structures/component renewals							
Project Life Financials	3,429	185	5%	3,429	0	0%	
Current Year Financials	746	185	25%	470	(276)	-37%	
Project Description	Defective structures						
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26			

Main Issues / Reason for Variance

Programme continues albeit there are challenges with vacating tenants in next block to commence, impacted by COVID and suitable decant locations. Housing officers working to resolve this. Overall programme behind where we wanted to be at this stage. Anticipated to underspend, balance to move to 22/23 to complete works.

Mitigating Action

Officers will work to maximise on opportunities to catch up on programme.

Anticipated Outcome

Slippage anticipated and required to be carried forward into 22/23.

4 Airport Noise Insulation Scheme							
Project Life Financials	192	0	0%	192	0	0%	
Current Year Financials	192	0	0%	0	(192)	-100%	
Project Description	Noise Insulation Project						
Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	31-Mar-23			

Main Issues / Reason for Variance

Glasgow Airport has committed to develop and implement a Noise Insulation Policy to mitigate noise for residents most affected by aviation noise. To develop this the Council has committed to working jointly with the Airport to procure a leading expert in the field to manage the trial on behalf of our collective organisations and ultimately develop a phased programme of works in parallel with existing window replacement and insulation programmes to mitigate the noise experienced by tenants within a specified area. With the challenges facing the Airport as a result of the pandemic, this programme has been paused at the request of Glasgow Airport.

Mitigating Action

There is regular dialogue between the Council and Glasgow Airport, and there is the basis of an agreed delivery plan which was ready to be implemented prior to the pausing of the project. This can be re-established immediately by both parties, however it has to be recognised the nature of works and there is a strong likelihood that this project will not complete until 2022/23, however both parties still remain committed to its delivery.

Anticipated Outcome

Full delivery and spend is unlikely to be achieved in 2021/22, however the phasing for future years is yet to be confirmed.

5 Heating improvement works							
Project Life Financials	4,972	1,061	21%	4,972	0	0%	
Current Year Financials	948	1,061	112%	1,198	250	26%	
Project Description	Carry out works to renew inefficient boilers/full systems as identified from the stock condition survey and renewal of obsolete/damaged boilers.						
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26			

Main Issues / Reason for Variance

This project is now reporting an expected overspend in the current year due to a high demand on necessary essential works. There has been a larger number of renewals and referrals in 21/22 than anticipated at time of budget setting, resulting in a revised probable outturn for 21/22 of £1.198m, a £0.250m overspend on the current year budget.

Mitigating Action

This budget is for essential work and is demand led so difficult to mitigate .

Anticipated Outcome

Overspend in 21/22.

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PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

6	Improvement works (Risk St)						
	Project Life Financials	170	67	39%	170	0	0%
	Current Year Financials	170	67	39%	67	(103)	-61%
	Project Description	Risk Street Over clad					
	Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	31-Mar-23		
	Main Issues / Reason for Variance						
	Budget is for end of contract retention payment, any remaining budget at year end to be slipped into 22/23 to meet any residual costs. In-year final retention payment is less than anticipated, remaining balance to be slipped into 22/23 for budget to meet costs to resolve a legacy roofing issue.						
	Mitigating Action						
	None available at this time.						
	Anticipated Outcome						
	Underspend to be slipped into 22/23 to fund a legacy roofing issue.						

7	Buy Backs						
	Project Life Financials	5,400	864	16%	5,400	0	0%
	Current Year Financials	1,706	864	51%	908	(798)	-47%
	Project Description	This is a budget to undertake specific projects that will deliver housing policies/strategies, example: Ex local authority and mortgage to rent buy-back scheme					
	Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
	Main Issues / Reason for Variance						
	The main objective of the Buy Back Scheme is to bring former council properties that were sold through the RTB scheme, back into council use. These properties must assist the council with reducing housing need on the waiting list and where appropriate assist with external capital works. For these reasons, any purchase is subject to stringent criteria to ensure accountability and value for money for existing tenants. With several key stakeholders involved, this does mean that there is potential for slippage.						
	Mitigating Action						
	Officers will continue efforts to maximise buy-backs, in an effort to increase delivery of the scheme and positively impact and minimise slippage.						
	Anticipated Outcome						
	Budget unlikely to meet full spend. Officers will endeavour to maximise spend and minimise slippage. Remaining balance will be required to be rephased into 2022/23.						

8	Building external component renewals, roofs/chimneys/flashings/fascias/gutters/svp						
	Project Life Financials	16,430	1,391	8%	16,430	0	0%
	Current Year Financials	4,088	1,391	34%	3,000	(1,088)	-27%
	Project Description	Building external component renewals					
	Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
	Main Issues / Reason for Variance						
	Roof renewal programme continues into 21/22. Monthly tracking slightly behind however additional installs by support contractor is underway and this should help with completions. Recent completions incorporating those by support contractor are showing an improving position however it is expected that a full catch up to budget will not be possible						
	Mitigating Action						
	Progress on this will continue to be monitored closely with a view to completing as much as possible before the year end						
	Anticipated Outcome						
	Budget will be underspent and slipped into 22/23						

WEST DUNBARTONSHIRE COUNCIL
HRA CAPITAL PROGRAMME
ANALYSIS OF PROJECTS AT RED STATUS

APPENDIX 4

MONTH END DATE

31 December 2021

PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
TOTAL RED						
Project Life Financials	177,008	71,371	40%	177,318	310	0%
Current Year Financials	31,962	10,326	32%	21,186	(10,776)	-34%

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PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
1 Statutory/regulatory compliance works (lifts/electrical/legionella/fire etc)						
Project Life Financials	1,583	1,299	82%	1,797	214	14%
Current Year Financials	1,136	1,299	114%	1,350	214	19%
Project Description	This budget will be used to upgrade / replace components / installations in order to comply with the relevant standards / legislation / health and safety in relation to housing stock.					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
The works in relation to the smoke detector installation programme has been continuing in connection with gas heating annual servicing. An issue regarding the level of budget available has been identified in that installation costs have been higher than anticipated at time of budget setting. In response to this budget issue, a virement was carried out to increase the budget of the statutory/ regulatory compliance works project by £0.900m, which reduces the estimated overspend to £0.214m.						
Mitigating Action						
None available at this time.						
Anticipated Outcome						
Project to complete as planned, however with an expected overspend.						
2 External stores/garages/bin stores/drainage component renewals						
Project Life Financials	304	43	14%	304	0	0%
Current Year Financials	125	43	34%	75	(50)	-40%
Project Description	This budget is to focus on external stores/garages/bin stores etc. component renewals as identified and recommended from the housing stock condition survey.					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
Spending will be later than planned due to resources being utilised elsewhere and owner involvement slowing down authorisation of work						
Mitigating Action						
On going dialogue with owners will continue in order to get this work approved						
Anticipated Outcome						
Underspend to be slipped into 22/23						
3 Secure entry component renewals						
Project Life Financials	379	49	13%	379	0	0%
Current Year Financials	200	49	25%	100	(100)	-50%
Project Description	This budget is to focus on secure door entry component renewals as identified and recommended from the housing stock condition survey and appropriate council officer referrals.					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
Budget underspent due to owner involvement slowing down authorisation of work. Ongoing challenges with owner agreements has impacted the ability to progress installations.						
Mitigating Action						
On going dialogue with owners will continue in attempts to reach agreements to progress more installations.						
Anticipated Outcome						
Underspend in 21/22						
TOTAL AMBER						
Project Life Financials	2,266	1,391	61%	2,480	214	9%
Current Year Financials	1,461	1,391	95%	1,525	64	4%

MONTH END DATE

31 December 2021

PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
1 Special needs adaptations						
Project Life Financials	2,540	431	17%	2,540	0	0%
Current Year Financials	575	431	75%	575	0	0%
Project Description	Adaptations to Housing for Special Needs					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
No Issues, Installation progress has improved overall and numbers are tracking close to expectations.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
2 Capitalised minor works						
Project Life Financials	2,480	163	7%	2,480	0	0%
Current Year Financials	691	163	24%	691	0	0%
Project Description	This is a budget to undertake specific minor ad hoc capital projects that arise on demand throughout the financial year.					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
No Issues.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
3 Better Homes Priority Budget						
Project Life Financials	1,319	6	0%	1,319	0	0%
Current Year Financials	446	6	1%	446	0	0%
Project Description	Priority projects as prioritised by the Better Homes Group					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
While pandemic restrictions stalled some proposed initiatives throughout 2020/21, it is anticipated that this will not be a concern throughout 2021/22. A number of priority initiatives, supported by the Better Homes Project Board, are already being investigated and are envisaged to have a positive impact on the current council housing stock, however these will still be subject to ongoing volatility with supply chains and labour markets that could impact on delivery. These include an Internet of Things pilot Project with AICO for Housing First properties, that will provide sensors to properties to measure temperature, humidity and air quality with training to be arranged; a pilot project to improve the efficiency of the electric storage heating systems in our multi-storey flats, initially starting with one block with the potential rollout to further blocks; and merging 2 flats into one property for a large family that cannot be accommodated elsewhere within the housing stock. The board are also investigating a number of energy efficiency and zero emission pilots to help us identify best practice for improvements across the wider stock for example under floor insulation.						
Mitigating Action						
Officers are actively looking to reprofile works based on priority assessment within the wider Housing Asset Management Strategy, this will accelerate some works to minimise or eradicate any slippage caused by market conditions.						
Anticipated Outcome						
It is anticipated that the accelerated proposals will result in this budget achieving all targets, but will continue to monitor market conditions.						

MONTH END DATE

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PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%
4 QL Development						
Project Life Financials	26	15	58%	26	0	0%
Current Year Financials	26	15	58%	26	0	0%
Project Description	This budget relates to the costs associated with the development of the Integrated Housing Management System					
Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	31-Mar-22		
Main Issues / Reason for Variance						
No Issues.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
5 Gypsy Travellers Site						
Project Life Financials	91	0	0%	91	0	0%
Current Year Financials	91	0	0%	91	0	0%
Project Description	Gypsy/ Traveller Site improvements					
Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	31-Mar-22		
Main Issues / Reason for Variance						
This budget is made up of Scottish Government grant which requires to be legally committed to improvement works on existing Gypsy Travellers sites by the end of March 2022. Initially the funding should have been committed a year earlier but as a result of the pandemic the timeline has been extended across Scotland. A condition of the grant requires that spend mirrors tenant priorities, and as such we have had a number of consultative engagements with the existing community to assess priorities. A project has been identified and work is now complete, final costs and processing of payment is in progress.						
Mitigating Action						
No mitigation required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
6 Community Safety Projects						
Project Life Financials	17	0	0%	17	0	0%
Current Year Financials	17	0	0%	17	0	0%
Project Description	Community Safety Projects					
Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	31-Mar-22		
Main Issues / Reason for Variance						
No Issues.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
7 Targeted SHQS compliance works						
Project Life Financials	100	0	0%	100	0	0%
Current Year Financials	100	0	0%	0	(100)	-100%
Project Description	This budget is to focus on work required to maintain the SHQS compliance with WDC housing stock.					
Project Lifecycle	Planned End Date	31-Mar-22	Forecast End Date	31-Mar-22		
Main Issues / Reason for Variance						
All spend in this area this year will be heating so will be met from heating improvement budget						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Underspend which will partially offset overspend in heating improvement budget						

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Budget Details	Project Life Financials					
	Budget	Spend to Date	Forecast Spend	Variance		
	£000	£000	%	£000	£000	%
8 Targeted EESSH compliance works						
Project Life Financials	20,504	4,701	23%	20,504	0	0%
Current Year Financials	5,076	4,701	93%	5,076	0	0%
Project Description	This budget enables the council's continued commitment to achieving the Government's standards in relation to energy efficiency.					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
No Issues currently. EWI programme continues into 21/22 and should work be able to continue with no further lockdowns, it is anticipated that the programme will be completed as planned. Monthly numbers tracking and work continues positively, although caution should remain with regards to emerging COVID increases and the effect that may have on labour and materials supply chain.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
9 Modern facilities and services						
Project Life Financials	4,003	659	16%	4,003	0	0%
Current Year Financials	1,320	659	50%	1,320	0	0%
Project Description	New Kitchens, Bathrooms and Showers					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
No Issues, performance is tracking more closely to expected position at this time. Officers continue to monitor output and performance						
Mitigating Action						
Additional back-up contracts in place to assist in delivery.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
10 Energy improvements/energy efficiency works						
Project Life Financials	331	0	0%	331	0	0%
Current Year Financials	108	0	0%	108	0	0%
Project Description	Energy improvements/ efficiency works (e.g. loft insulation, pipe/tank insulation, draught exclusion)					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
No Issues.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
Project to complete as planned and meet spend targets.						
11 Void house strategy programme						
Project Life Financials	8,645	1,576	18%	8,645	0	0%
Current Year Financials	2,101	1,576	75%	2,101	0	0%
Project Description	Spend on Void Properties to bring them up to letting standard					
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26		
Main Issues / Reason for Variance						
No Issues.						
Mitigating Action						
None available at this time as this is a demand led programme.						
Anticipated Outcome						
Project to complete as planned and potential to overspend budget due to higher demand.						

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

12 Contingencies							
Project Life Financials	500	0	0%	500	0	0%	
Current Year Financials	100	0	0%	100	0	0%	
Project Description	This is a contingent budget for unforeseen matters which may arise during the year.						
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26			
Main Issues / Reason for Variance							
No Issues.							
Mitigating Action							
None required at this time.							
Anticipated Outcome							
Project to complete as planned and meet spend targets.							

13 Environmental renewal works, paths/fences/walls/parking area's							
Project Life Financials	5,089	999	20%	5,089	0	0%	
Current Year Financials	1,289	999	78%	1,289	0	0%	
Project Description	Environmental renewal works, paths/fences/walls/parking areas						
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26			
Main Issues / Reason for Variance							
No Issues.							
Mitigating Action							
None required at this time.							
Anticipated Outcome							
Project to complete as planned and meet spend targets.							

14 Asbestos management works							
Project Life Financials	1,104	177	16%	1,104	0	0%	
Current Year Financials	210	177	84%	210	0	0%	
Project Description	This budget is to fund work associated with the management of current asbestos legislation and the Council's asbestos policy within housing stock.						
Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date	31-Mar-26			
Main Issues / Reason for Variance							
No Issues.							
Mitigating Action							
None required at this time.							
Anticipated Outcome							
Project to complete as planned and meet spend targets.							

MONTH END DATE

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PERIOD

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Budget Details	Project Life Financials					
	Budget	Spend to Date		Forecast Spend	Variance	
	£000	£000	%	£000	£000	%

15	MSF Fire Risk Assessment Works					
	Project Life Financials	5,100	0	0%	5,100	0 0%
	Current Year Financials	300	0	0%	300	0 0%
	Project Description	High Rise Fire Safety Measures				
	Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date		31-Mar-26
	Main Issues / Reason for Variance					
	An update report on this project was on the agenda for 27th October 2021 Council. This advised that the expected spend on replacing Spandrel panels will no longer be required but instead a variety of issues affecting Multi Stories will be reviewed and incorporated into the 2022 High Rise strategy. This resulted in approval to vire the underspend of £0.900m to the statutory/regulatory compliance works project to offset the overspend related to the smoke detector installation programme. This results in a revised current year budget of £0.300m for MSF Fire Risk Assessment Works.					
	Mitigating Action					
	None required at this time.					
	Anticipated Outcome					
	Progress on this programme will be closely monitored on a regular basis through the Better Homes Project Board.					

16	Salaries/central support/offices					
	Project Life Financials	12,776	1,637	13%	12,776	0 0%
	Current Year Financials	2,455	1,637	67%	2,455	0 0%
	Project Description	Allocation of costs from other WDC services who support the HRA capital programme				
	Project Lifecycle	Planned End Date	31-Mar-26	Forecast End Date		31-Mar-26
	Main Issues / Reason for Variance					
	No Issues.					
	Mitigating Action					
	None required at this time.					
	Anticipated Outcome					
	Project to complete as planned and meet spend targets.					

TOTAL GREEN						
	Project Life Financials	60,622	9,705	16%	60,622	0 0%
	Current Year Financials	14,905	10,364	70%	14,805	(100) -1%

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Budget Details	Project Life Financials					
	Budget	Spend to Date	Forecast Spend	Variance		
	£000	£000	%	£000	£000	%

1 NEW BUILD GRANT						
Project Life Financials	(39,600)	(23,814)	60%	(40,623)	(1,023)	3%
Current Year Financials	(5,000)	0	0%	(5,155)	(155)	3%
Project Description	Grant to facilitate the building of new build housing					
Project Lifecycle	Planned End Date		Forecast End Date			
Main Issues / Reason for Variance						
Overall, there is a favourable project life variance of £1.023m which relates to additional grant income successfully negotiated by Officers in relation to the increased grant per unit at Aitkenbar, Haldane and Dumbarton Harbour and the additional grant generated from the buyback scheme. Current year favourable variance of £0.155m relates to additional income anticipated to be received from Scottish Government in relation to increase of costs at Dumbarton Harbour.						
Mitigating Action						
None required at this time.						
Anticipated Outcome						
The project life overall variance will be favourable by £1.023m due to additional Scottish Government Grant Income.						
TOTAL RESOURCES						
Project Life Financials	243,899	83,124	34%	244,423	(524)	0%
Current Year Financials	48,327	22,078	46%	37,515	10,812	22%

WEST DUNBARTONSHIRE COUNCIL
HRA CAPITAL PROGRAMME
ANALYSIS OF AFFORDABLE HOUSING SUPPLY PROGRAMME

APPENDIX 8

MONTH END DATE

31 December 2021

PERIOD

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Site	Project Life Financials					
	Budget	Spend to Date	Forecast Spend	Variance		RAG Status
	£000	£000	£000	£000	%	
St Andrews	22,647	21,881	22,647	-	0%	
Haldane PS	11,572	11,425	11,572	-	0%	→
Aitkenbar PS	10,669	9,941	10,669	-	0%	→
Clydebank East	21,645	3,666	21,645	-	0%	→
Creveul Court	3,811	3,751	3,811	-	0%	→
Dumbarton Harbour	8,124	8,454	8,434	310	4%	↓
Queens Quay (site B)	6,925	5,270	6,925	-	0%	→
Future Developments	46,132	1,221	46,132	-	0%	→
Fees and Staffing Costs	4,351	1,232	4,351	-	0%	→
Total Expenditure	135,876	66,841	136,186	310		↓

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Officer – Shared Services Roads & Neighbourhood

Council: 9 February 2022

Subject: Update on Traffic/Parking Controls at Kilpatrick Hills**1. Purpose**

- 1.1** The purpose of this report is to provide an update to Council on actions taken in relation to vehicular access and the use of the Kilpatrick Hills.

2. Recommendations

- 2.1** Council is asked to:
- i. note the update on actions contained within the report; and
 - ii. approve that monitoring will continue during the summer season 2022.

3. Background

- 3.1** Council approved the undernoted motion at its meeting on 3rd March 2021;

This Council is concerned with the ongoing traffic congestion and associated parking issues created by the increase of people seeking access to the Old Kilpatrick Hills.

Council recognises that members of the public are choosing to access this area as a means of permitted daily exercise and social activity during these difficult times.

Council is not seeking to limit public access to our local hills and countryside but Council seeks to mitigate the effects of the increase in activity, not least the traffic and parking issues created as a result.

In particular, Council recognises and is concerned by the particular issues raised by residents of Old Kilpatrick and Hardgate who are greatly inconvenienced by this.

Council will consult with Police Scotland, Scottish Fire and Rescue and the Forestry Commission and thereafter prepare a report to come back to the next meeting of Council exploring all options open to each public body to tackle these issues, and in particular, the report should highlight where each

organisation has responsibility and associated powers to take the necessary action to alleviate matters.

- 3.2** A report was considered by Council on the 26 May 2021 which set out a number of actions to be progressed by the Council and partners to address the impact from increased visitor numbers to the Kilpatrick Hills. The actions to be implemented and monitored were as follows:
- i. Appointment of two additional rangers by Forestry Land Scotland for patrolling seven days a week over the summer season providing positive visitor engagement,
 - ii. Provision and servicing of large bins at the entrance to Cochno Hill to deal with the increased levels of littering at this location,
 - iii. Fast tracking planning permission for a temporary car park at Gavinburn in Old Kilpatrick at the main access point to the Kilpatrick Hills,
 - iv. Additional litter patrols around all of the access points and car parks that service the Kilpatrick Hills,
 - v. New signage at strategic access points advising visitors of the key points of the Scottish Outdoor Access Code, and
 - vi. Implementation of Temporary Traffic Regulation Orders (TTRO) at key vehicular access points.

4. Main Issues

- 4.1** The easing of the COVID-19 lockdown in conjunction with an increase in staycations resulted in an increase of visitors to countryside locations including the Kilpatrick Hills. The increased visitor numbers adversely impacted the Kilpatrick Hills and the local area with increased vehicle movement, litter and antisocial behaviour.
- 4.2** Officers met with partners including Police Scotland and Forestry Land Scotland to determine what measures could be progressed to improve the experience for visitors and residents.
- 4.3** A number of key actions were identified to address issues being experienced within the local area and to improve access to those that wish to visit and experience the Kilpatrick Hills.
- 4.4** The update on the delivery of the actions is as follows:
- i) The appointment of two additional Rangers was implemented by Forestry Land Scotland who carried out engagement with visitors. This

resulted in a reduction in complaints and instances of antisocial behaviour over the summer season,

- ii) The provision and servicing of the large bins at the entrance to Cochno Hill has reduced the extent of litter being left in the park,
- iii) The planning permission for a temporary car park at Gavinburn, Old Kilpatrick, was fast tracked. This facilitated Forestry Land Scotland to agree a lease of the site with the landowner. The car park became operational early summer and greatly reduced the parking issues in the surrounding roads,
- iv) Additional litter patrols were carried out in the vicinity of the access points and car parks. This service has continued to be provided following the summer season. There has been very few complaints in relation to litter since these patrols commenced,
- v) Signage has been installed setting out information in relation to the Scottish Outdoor Access Code. The locations, messaging and number of signs will continue to be monitored and additional signs installed if required, and
- vi) The temporary traffic orders (TROs) have been implemented on a number of the key access roads including Cochno Road, Mount Pleasant Drive and Station Road. The parking restrictions have largely been adhered to and there have no issues reported to the Roads Service in relation to obstructive or inconsiderate parking following their implementation.

4.5 It is proposed to continue monitoring the measures implemented and to review following the summer season 2022.

5. People Implications

5.1 There are no direct people implications resulting from this report.

6. Financial and Procurement Implications

6.1 There are no financial or procurement implications arising from this report.

7. Risk Analysis

7.1 Failure to address the issues identified as a result of increased visitor numbers at the Kilpatrick Hills and surrounding access points could lead to reputational damage to the Council and other partner Organisations.

8. Equalities Impact Assessment (EIA)

8.1 An initial screening confirms there is no adverse impact.

9. Consultation

9.1 As detailed in the main issues section of this report engagement has taken place with user groups and other interested parties. This informed the actions made in the paper.

10. Strategic Assessment

10.1 This report supports the Councils Strategic objective of efficient and effective public services that improve the lives of residents.

Gail MacFarlane

Chief Officer – Shared Services Roads & Neighbourhood

Date: 21 January 2022

Person to Contact:	Ian Bain, Greenspace Manager
Appendices:	None
Background Papers:	Response to motion to Council – 3 March 2021: Kilpatrick Hills
Wards Affected:	All

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Officer: Supply, Distribution and Property
Report by Chief Officer: Chief Officer for Roads and Neighbourhood

Council: 9 February 2022

Subject: Update Council on Water Safety Policy & Loch Lomond Lido

1. Purpose

- 1.1 The purpose of this report is to update the Council on proposed Water Safety Policy and feasibility of a Loch Lomond Lido.

2. Recommendations

- 2.1 It is recommended that Council:

2.1.1 notes the contents of the report and the recommendation at 4.8

2.1.2 approves the recommendation to enter into a procurement process to engage with a Consultant to deliver a Water Safety Policy;

2.1.3 approves the recommendation that additional budget in the sum £30,000 be included in the budget for financial year 2022/23 to cover the consultancy appointment for the proposed Water Safety Policy.

3. Background

- 3.1 At Council on 26 August 2021 Councillor Sally Page moved the following Motion:

This Council agrees to write and adopt a Water Safety Policy. This Council agrees to draft an initial proposal for a Lido on Loch Lomond in Balloch, to provide a supervised swimming area.

- 3.2 The following addendum was requested by Councillor Jonathan McColl to be added at the end:

The report should outline the potential benefits as well as potential risks and liabilities, along with comments from our partners in Police Scotland, the Scottish Fire and Rescue Service and Loch Lomond and the Trossachs National Park.

Council also asks the Leader of the Council to write to Council Leaders in the Glasgow City Region and neighbouring authorities asking them to ensure they

take every appropriate opportunity to educate their citizens who visit areas like West Dunbartonshire, on the dangers open water swimming.

The Council Leader is also asked to write to Scotrail and the British Transport Police to ask that they take steps to provide information and advice to travellers visiting Balloch and other tourist areas with open water.

3.2 The following addendum was requested by Councillor Douglas McAllister:

Council agrees that we contact whoever is responsible for the multi-member working group, probably the relevant Scottish minister, and ask that we are allowed a representative on that group.

3.3 The addendums at 3.1 and 3.2 were accepted by Councillor Page and the Council agreed the motion as amended.

4. Main Issues

Proposed provision of a Lido, Loch Lomond

- 4.1** Following Council in August 2021. Officers across a number of service met to discuss options and feasibility of a Lido to be situated in the Loch Lomond area.
- 4.2** Across the UK there are a number of swimming venues which are operated by private firms or community organisations but not local authorities but the vast majority of these are based on open water swimming and not recreational.
- 4.3** Officers in Corporate Asset Management carried out a high level assessment of various sites on Loch Lomond with a view to forming a Lido on Loch Lomond and looked at options for both open water swimming and recreational swimming.
- 4.4** A number of stakeholders have been engaged with in relation to the high level assessment of various sites. To carry out a formal assessment of options together with financial implications, would require a group consisting of officers from Supply, Distribution and Property and Roads and Neighbourhood with a number of key stakeholders..
- 4.5** In addition, in order to progress further, the specialist skills of a Marine Engineer Consultant would be required, to carry out in depth surveys of a number of areas. The results of the survey would inform the options appraisal
- 4.6** A specific site to build a proposed lido would need to be identified. Several options have been considered in the high level assessment, and a number of factors would need to be considered as part of the options appraisal including:
- Location;
 - Impact on existing businesses and activities on local Lomond;

- Planning, environmental requirements;
- Environmental assessment on sites to include water quality assessment;
- Proposed costs in relation to delivery of infrastructure including size of any potential pool area and associated changing facility;
- Proposed costs in relation to future maintenance and repair;
- Proposed costs in relation to staffing and training;
- Proposed options for operational delivery;
- Options for other locations within the wider Council area;
- Any possible income generation;
- Proposed model for operating;

4.7 It is anticipated that the cost to engage a marine engineer consultant to review any site options would be in the region of £40,000. In addition, it is estimated, that any future capital works to develop a potential site for a Lido, could be in excess of £3m. This estimated cost is based on indicative costs for other similar Lido installations nationwide and is dependent on site selection and grounds works.

4.8 It is therefore recommended that at this time due to the significant cost implications no further action is taken in respect of any formation of a Lido.

Water Safety Policy

4.9 Following Council in August 2021 the Council Leader wrote to Scotrail and the British Transport Police asking that they take steps to provide information and advice to travellers visiting Balloch and other tourist areas with open water.

4.10 A number of interventions has taken place since Council in August 2021 and a number of life bouys have been installed as can be seen in Appendix 1.

4.11 The Council is a member of the “Partnership Approach to Water Safety” (PAWS) group chaired by the Fire and Rescue Service and the group is developing a joint water safety policy to reflect the responsibilities of the various stakeholders.

4.12 The Council has limited remit to manage/enforce activities on Loch Lomond but are a key stakeholder where the land adjoining the water is in our ownership. Working in partnership with partners such as Police Scotland and National Park the Council has identified locations for life belts and information boards for maximum impact.

4.13 An inspection regime is in place to replace missing/damaged life belts and a social media messaging carried out to encourage residents/visitors to report any missing/damaged life belts and to raise awareness about why they are in place.

- 4.14** The Council has a duty of care to everyone on its land under the Occupiers Liability (Scotland) Act 1960. This states that a risk assessment procedure should be used to ensure that reasonable steps are taken to reduce the level of risk, and advises that liability is reduced by ensuring that the danger is brought to the attention of visitors.
- 4.15** The Royal Society for the Prevention of Accidents (RoSPA) provides information on UK accidental drownings and advises that councils should have water safety policies to reduce drownings. Although the Council does not have a formal water safety policy at this time, a number of measures have been put in place to minimise the risk of drowning on not only Council owned land but across the private landholdings across the authority.
- 4.16** Although there have been very few accidental incidents involving water accessed from Council land, the Council has a responsibility to ensure its sites continue to be safe for public use. Primarily, individuals have a responsibility to look after their own safety and for those in their care by avoiding obvious hazards and not taking unnecessary risks. Where hazards are less obvious or there is a known risk, the Council must ensure these are assessed and appropriate proportionate measures put in place.
- 4.17** Any future policy should identify an efficient, effective, consistent and sustainable means of ensuring the Council meets its duties for water safety on the land it manages. The policy ensures that water safety management and risk assessment procedures are in line with current legislation and national guidance.
- 4.18** It is recommended that a Water Safety Policy should be produced to fulfil the Council's duty to reasonably reduce the risk in relation to water hazards and encourage an effective, consistent and sustainable approach to applying appropriate safety measures. The policy measure which are already in existence.
- 4.19** It should be noted that any proposed Water Safety Policy will only cover recommendations and criteria for key sites within Council ownership. Partnership sites are currently being reviewed in partnership with PAWS and are very site specific.
- 4.20** It is proposed that a procurement process is entered into to engage with a Consultant to deliver such a policy with the current estimate being in the region of £30,000 this would be to ensure that this could be implemented as early as possible in the new financial year 2022/2023. This Policy would then come back to a future Council meeting for approval.

5. People Implications

- 5.1** There are no people implications arising from this report but it is envisaged should a project progress that there will be significant impact on people

resources in relation to staffing for any future LIDO itself, inspection of life buoys on a regular basis.

6. Financial and Procurement Implications

6.1 No budgetary provision exists for any funding for any decision that may be made by Council in respect of any revenue or capital monies. Any future paper to Council will include detailed costs for both revenue and capital.

6.2 There are no procurement issues associated with this report

7. Risk Analysis

7.1 None.

8. Equalities Impact Assessment (EIA)

8.1 No significant issues were identified in relation to equality impact screening in relation to this report but individual assessments will take place for each of the recommendations in 2.1.1 and positive outcomes will be achieved.

9. Strategic Environmental Assessment

9.1 A Strategic Environmental Assessment is not required for the purposes of this report but in the course of site selection for any proposed capital works it is anticipated there will a number of Strategic Environmental Assessments required during this process.

10. Consultation

10.1 Consultation was undertaken with various officers across a number of services including West Dunbartonshire Leisure Trust.

11. Strategic Assessment

11.1 By agreeing to recommendation within this report the Council will be delivering on a strategic aims by

- meaningful engagement with active, empowered and informed citizens who feel safe and engaged; and
- efficient and effective frontline services that improve the everyday lives of residents.

Angela Wilson

Chief Officer, Supply, Distribution and Property
Gail Macfarlane
Chief Officer, Roads and Neighbourhood
Date: 24 January 2022

Person to Contact: Gail Macfarlane, Chief Officer, Roads and Neighbourhood,
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Appendices: Appendix 1 – List of installation of Life Bouys

Background Papers: Council – 26 August 2021. Motion by Councillor Sally Page.

Wards Affected: All

Appendix 1. – List of Life Bouys Locations

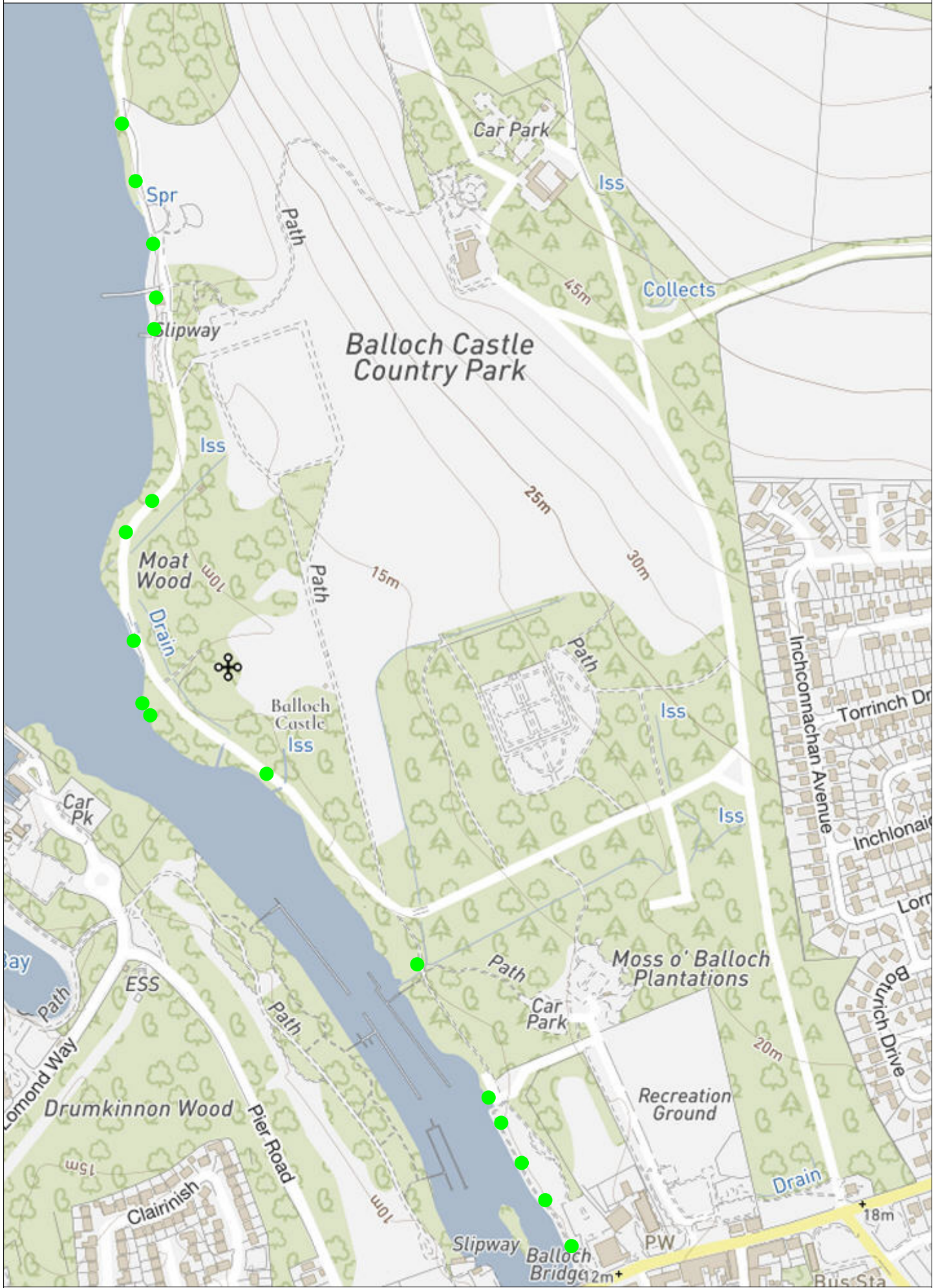
River Leven Bridges Public Rescue Equipment

Site No.	Bridge Name	Location	Access Type	Site Number	NGR	Approx width of river at location
1	Balloch Bridge	Balloch Road to Drymen Road	Vehicle & Pedestrian	NS38SE 22	NS 39104 81947	80m
2	Lomond Road Bridge	Lomond Road	Vehicle & Pedestrian	NS38SE 24	NS 39146 81745	50m
3	Stuckie Bridge	Heather Ave to Honeysuckle Lane	Pedestrian			40m
4	Bonhill Bridge	Bridge Street	Vehicle & Pedestrian	NS37NE 34	NS 3965 7988	40m
5	Renton Bridge	Main St Renton to Vale of Leven Ind Est	Pedestrian			40m
6	Artizan/ Dalreoch Bridge	Glasgow Road	Vehicle & Pedestrian	NS37NE 184	NS 39262 75537	110m
7	Dumbarton Bridge	West Bridgend to Bridge Street	Vehicle & Pedestrian	NS 39268 75358	NS 39268 75358	100m

2 x 24" Lifebuoy Ring complete with mounting hook and integral throwline to be installed either side of each bridge over River Leven that have pedestrian access.

Dumbarton Harbour, Balloch Country Park and Surrounds

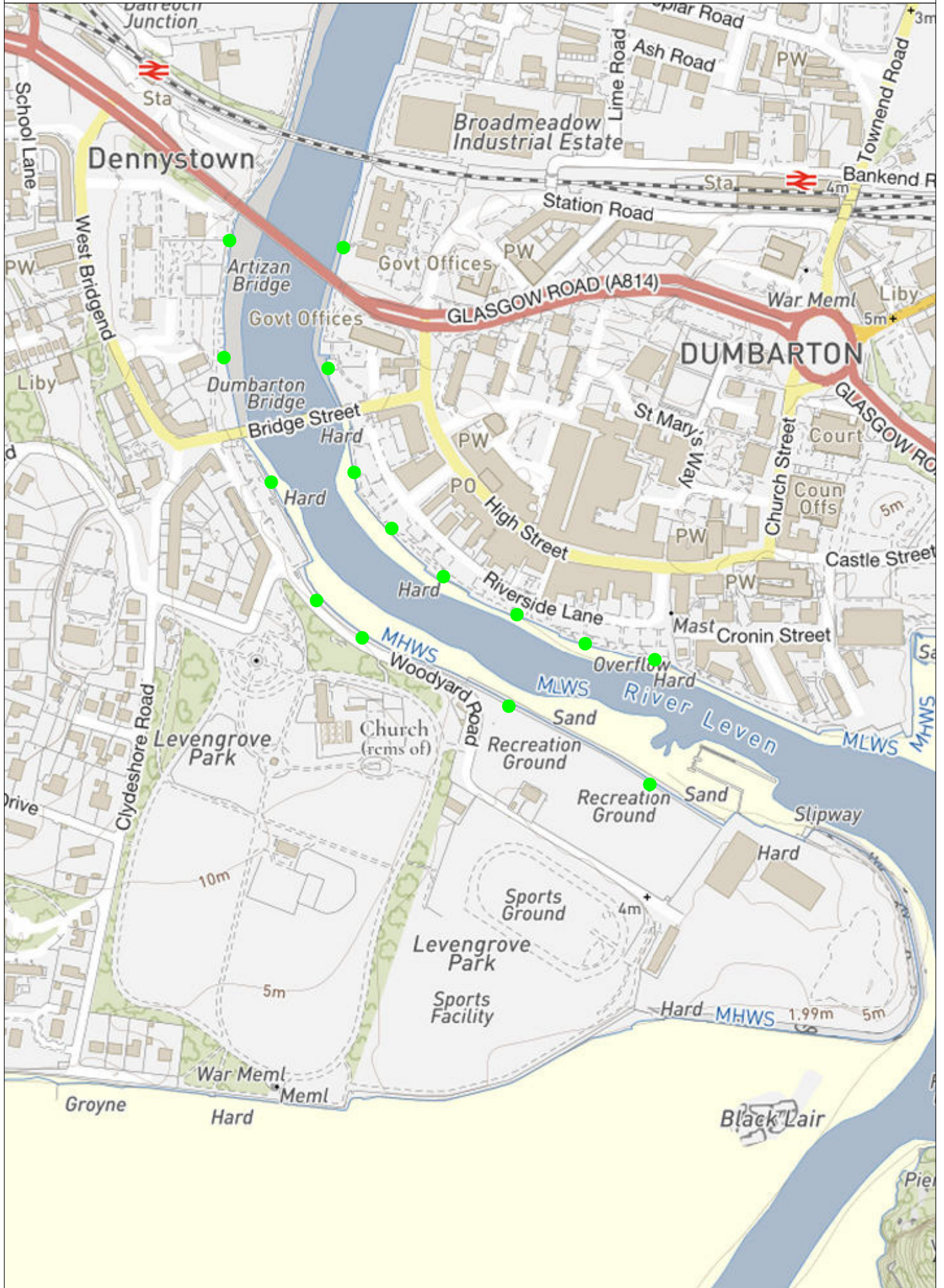
No. Installed	Area	Location
35	Dumbarton Harbour	Riverside Lane
	Dumbarton Harbour	Woodyard Road
	Dumbarton Harbour	Walkway from Riverside Lane to Lidl
	River Leven, Dumbarton	Bridge Street
21	River Leven, Balloch	Moss O Balloch
	Balloch Castle Country Park	Moss O Balloch to Old Bothy
7	River Clyde	Cable Depot Road
	River Clyde	Aurra Avenue to Ossian Way



Scale 1:5000

Based upon WMS: viaEuropa Maps/m0100





WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Council Meeting: 9 February 2022**

Subject: Attainment Challenge Funding Reduction – Motion from Educational Services Committee 1 December 2021.**1. Purpose**

- 1.1. To follow up on the Motion at the Educational Services Committee Meeting of 1 December 2021;
- 1.2. To advise Council of new information and data regarding Primary School educational attainment and the impacts of the Pandemic on communities with challenging circumstances.

2. Recommendations

- 2.1. Council is asked to note and comment on the likely impacts on West Dunbartonshire of the cuts to our share of the Scottish Attainment Fund (Appendix 1);
- 2.2. Council is further asked to note and comment on a Scottish Government Report published on 14 December 2021 which confirmed the links between educational attainment in Primary Schools and those communities hit hardest by the Pandemic (Appendix 2);
- 2.3. Council is asked to advise if any further information or action is required on this matter.

3. Background

- 3.1. The Scottish Attainment Challenge was established by Scottish Government in 2015 with a core aim of breaking the generational link between poverty and educational attainment. Nine Challenge Authorities were established including West Dunbartonshire and there has followed a successful programme of improving attainment as reported regularly to Educational Services Committee.
- 3.2. The approach and the associated additional resources has allowed West Dunbartonshire Council (WDC) to make significant improvements in and across Local Learning Communities and positively discriminate in children's services as well as school based learning. Our ability to develop an early intervention and family welfare model has proved to be highly successful alongside some innovative practice that has been

nationally recognised. In national measures, our SQA results have risen year on year across our secondary schools with the two most recent years being delivered through an Alternative Certification Model. Prior to the pandemic our attainment in primary had increased and the attainment gap narrowed.

- 3.3** A decision was taken nationally to alter the approach taken to the Scottish Attainment Challenge and to move to a national approach using a set of distribution indicators which are based on the Children in Low Income Families data as opposed to SIMD indicators. Appendix 1 illustrates the impact on the share West Dunbartonshire is to receive.

4. Main Issues

- 4.1.** West Dunbartonshire Council has benefitted greatly from the Scottish Attainment Challenge since its inception in 2015 and its associated funding streams, which have helped us increase attainment levels and the life chances of young people year on year:

WDC Progress 2015 to pre pandemic 2019

Long term progress had been made with data from 2019 showing improved outcomes for learners with a focus on maximising progress and embedding sustainable change. Trends over four years in the percentage of learners who achieved the appropriate Curriculum for Excellence (CfE) level for their age and stage showed a stable high performance for P1 and S3 and a generally increasing performance for P4 and P7.

Since 2016 achievement in writing had increased by 9% for P4 and 13% for P7. In relation to P1,4,7 reading, the poverty related attainment gap was 4% narrower than the national average and attainment had improved for learners in SIMD Q1 by 5% since 2017. In relation to P1,4, 7 writing, the poverty related attainment gap was 1% narrower than the national average and attainment for learners living in SIMDQ1 had improved by 2% since 2017.

- 4.2.1** The reallocation of the Scottish Attainment Challenge Fund from a highly targeted basis established in 2015 to 9 Councils, to a new, nationally distributed formula is available for information and comment in Appendix 1 to this report.
- 4.2.2** In 2021 West Dunbartonshire was allocated £2,043,815 decreasing year on year to £851,743 in 2025/26. This signals a 58% decrease for WDC as detailed below:

West Dunbartonshire SAC allocations 2021/22 – 2025/26

2021/22	2022/23	2023/24	2024/25	2025/26
£2,043,815	£1,745,797	£1,447,779	£1,149,761	£851,743
	Reduction of £298,018 (-15%)	Reduction of £298,018 (-17%)	Reduction of £298,018 (-21%)	Reduction of £298,018 (-26%)

4.2.3 The likely impacts of the highly significant decrease in funding will include limiting our ability to adopt an authority wide strategic approach to a range of matters relating to raising attainment. The requirement to work at pace to accelerate progress will be challenging. Examples of this are likely to be:

- scrutiny and challenge by excellence and equity team to support sustained improvement in schools and ELC;
- additional resource to support out of hours and holiday learning;
- provision of fast access to welfare / wellbeing support for parents ; family outreach support;
- provision of specialist staff to provide well being and mental health support in schools and provision of additional Educational Psychologist support; and
- provision of authority wide collaborative and professional learning focusing on excellence and equity.

4.3 On 14 December 2021 Scottish Government published data on literacy and numeracy levels which confirmed that the attainment gap between pupils from the most and least deprived areas of Scotland has widened. The full report is Appendix 2 to this report. While national Attainment figures have reduced overall, those pupils from the poorest areas of Scotland have seen the biggest decrease. The socio economic profile of West Dunbartonshire as well as our own evidence suggests that this national trend is mirrored in West Dunbartonshire schools. The reallocation of funds nationally, and in particular the consequential reduction of our share will limit our capacity to support our pupils through recovery. However, we do have an Education Recovery Plan which will provide enhanced personalised support to schools by central officers (Appendix 3).

4.4 The adjustment of workstream priorities and resourcing within the period of March 2020 to June 2021 in response to the context of COVID

impacted upon further expected long term gains to increase attainment and reduce the poverty related attainment gap in West Dunbartonshire.

4.5.1 National data for primary school aged children published in December 2021 shows a decrease in attainment in Scotland. This is summarised in Table 1. The percentage decrease in attainment in West Dunbartonshire is similar to the national decrease with a widening in the attainment gap between children living in the most and least deprived areas of Scotland.

Table 1:

National Attainment 2019 compared to 2021	WDC Attainment 2019 compared to 2021
Literacy decreased by 5.4percentage points to 67%.	Literacy decreased by 6 percentage points to 62 %.
Numeracy decreased by 4.4 percentage points to 75%.	Numeracy decreased by 4 percentage points to 72 %.

4.5.2 National attainment data published in December 2021 for primary school aged children shows an increase in the attainment gap between the most and least deprived pupils since 2019. This is summarised in Table 2:

Table 2:

National Attainment Gap difference from 2019 to 2021	WDC Attainment Gap difference from 2019 to 2021
Literacy increased gap by 4% from 20.7pp (percentage points) to 24.7 pp	Literacy increased gap by 4 % from 17pp to 21pp
Numeracy increased gap by 4.6% from 16.8 pp to 21.4 pp	Numeracy increased gap by 7% from 13pp to 20pp

4.5.3 Analysis of the WDC attainment data for 2021 tells us that the dip in performance levels is mostly in those areas of highest deprivation. Those schools in the less deprived areas have managed to maintain levels of performance since 2019. This is detailed in Table 3:

Table 3:

West Dunbartonshire Schools with Maintained/Improved Performance	West Dunbartonshire Schools with Reduction in Performance
In literacy 25 % of primary schools maintained or improved their performance from 2018/19 to 2020/21. In 38 % of those primary schools which maintained or improved their performance in literacy less than a fifth of children attending those schools live in SIMD quintile 1 (most deprived).	In literacy 75% of primary schools showed a reduction in performance from 2018/19 to 2020/21. In 54% of those primary schools which showed a reduction in performance in literacy more than half of children attending those schools live in SIMD quintile 1 (most deprived).
In numeracy 31 % of primary schools maintained or improved performance from 2018/19 to 2020/21.	In numeracy 69 % of primary schools showed a reduction in performance from 2018/19 to 2020/21.

In 40 % of those primary schools which maintained or improved their performance in numeracy less than a fifth of children attending those schools live in SIMD quintile 1 (most deprived).	In 59 % of those primary schools which showed a reduction in performance in numeracy more than half of children attending those schools live in SIMD quintile 1 (most deprived).
--	--

4.6 While there are other Scottish Government funding streams that will support raising attainment strategies, such as the Pupil Equity Fund which goes directly to schools, or the Early Learning and Childcare investment, the loss of such a high percentage of resource within the Attainment Challenge weakens Authority wide and targeted approaches available to us. This presents particular challenge in light of increasing levels of child poverty and the commitments contained in West Dunbartonshire Council's Child Poverty Report to improve life chances for children and young people via continued multi-agency collaboration and approaches to helping families with housing, debt, to access employability support and employment and with income maximisation.

5. People Implications

5.1 The Scottish Attainment Challenge funding enabled the provision of additional temporary (seconded) funded posts within the education service, partner council services and external providers. The main areas supported through this additionality are: early intervention in learning, welfare advice and poverty support, nurturing mental well being, community safety, school and learning community collaboration to improve quality, professional learning and personalised learning pathways. The decreased funding will reduce the number of staff available to deliver in these areas with the seconded staff returning to their substantive post, and any backfill element will cease.

5.2 In session 2021/22 the Scottish Attainment Challenge is funding 41.5 posts as detailed in Table 4:

Table 4:

Planned Staffing Breakdown	FTE planned
Data Analysis Officer	1
Education Development Officers	3.4
Family Link / Outreach Worker	17
Psychologist	1.5
Teachers	7
Others - Project Manager, Excellence & Equity Lead, Police Officer, Senior Phase Officer , Professional Learning	11.6
Staff Total 2021/22	41.5

The new funding model will reduce this number of posts by 42% from 41.5 to 24.07 posts by 2025/2026.

6. Financial and Procurement Implications

Since its inception in 2015/16 to March 2022 WDC will have received £12,642,432 in funding. Attainment Challenge allocations to WDC have been £2,043,815 in both 2020/21 and 2021/22. The revised funding model announced in November 2021 will reduce the annual allocation to WDC each year from 2022. WDC will receive £5,195,080 between March 2022 and 2026.

7. Risk Analysis

- 7.1** The reduced funding model coupled with the current context of the pandemic increases risk of a negative impact on priorities to reduce inequalities and improve outcomes for all learners in our communities.

8. Equalities Impact Assessment

- 8.1** Equalities Impact Assessment (EIA) screening conducted and included as Appendix 4.

9. Consultation

- a. Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- b. In response to the revised funding model consultation will be conducted with Education Scotland, the Scottish Government, local Trade Unions and Heads of Establishments to produce West Dunbartonshire's Scottish Attainment Challenge plan for 2022-2026.

10. Strategic Assessment

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

Laura Mason
Chief Education Officer
February 2022

Person to Contact: Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, 16 Church Street, Dumbarton, G82 1QL

Appendices: 1. Table of National Allocations of SAC budget to Local

Authorities.

2. Scottish Government Report: Achievement of Curriculum for Excellence (CfE) Levels 2020/21 – published 14 December 2021
3. Education Recovery Plan
4. Equalities Impact Assessment

Background Papers: None

Wards Affected: All wards

Local authorities	2022/2023	2023/2024	2024/2025	2025/2026 final
Aberdeen City	£473,825	£638,079	£955,190	£1,272,300
Aberdeenshire	£341,052	£678,005	£1,014,957	£1,351,910
Angus	£221,234	£439,809	£658,385	£876,960
Argyll & Bute	£142,162	£282,615	£423,068	£563,522
Clackmannanshire	£1,303,282	£1,034,744	£766,205	£497,666
Dumfries & Galloway	£324,859	£645,813	£966,768	£1,287,722
Dundee City	£4,993,490	£3,763,513	£2,533,537	£1,303,561
East Ayrshire	£3,127,507	£2,492,224	£1,856,941	£1,221,658
East Dunbartonshire	£133,802	£265,997	£398,191	£530,386
East Lothian	£200,099	£397,793	£595,488	£793,182
East Renfrewshire	£134,591	£267,565	£400,538	£533,512
Edinburgh City	£641,043	£1,274,381	£1,907,719	£2,541,058
Eilean Siar	£100,000	£100,000	£117,345	£156,302
Falkirk	£332,745	£661,491	£990,237	£1,318,983
Fife	£859,490	£1,708,651	£2,557,812	£3,406,972
Glasgow City	£7,806,164	£7,562,328	£7,318,493	£7,074,657
Highland	£895,005	£895,005	£1,280,783	£1,705,987
Inverclyde	£2,748,713	£2,030,319	£1,311,926	£593,532
Midlothian	£174,180	£346,266	£518,353	£690,439
Moray	£170,500	£338,950	£507,400	£675,851

North Ayrshire	£4,672,951	£3,578,650	£2,484,349	£1,390,048
North Lanarkshire	£6,454,948	£5,431,037	£4,407,126	£3,383,214
Orkney Islands	£100,000	£100,000	£109,992	£146,507
Perth & Kinross	£251,412	£499,802	£748,193	£996,583
Renfrewshire	£3,749,496	£2,940,992	£2,132,488	£1,323,984
Scottish Borders	£225,440	£448,171	£670,901	£893,632
Shetland Islands	£100,000	£100,000	£100,000	£105,660
South Ayrshire	£299,642	£435,211	£651,500	£867,790
South Lanarkshire	£1,472,616	£1,472,616	£1,857,809	£2,474,577
Stirling	£147,735	£293,694	£439,653	£585,612
West Dunbartonshire	£1,745,797	£1,447,779	£1,149,761	£851,743
West Lothian	£399,725	£794,646	£1,189,567	£1,584,488
Total LA allocations	£44,743,505	£43,366,147	£43,020,675	£43,000,000

Achievement of Curriculum for Excellence (CfE) Levels 2020/21

14th December 2021

This statistical publication:

- Provides information on national performance of school pupils in the **literacy organisers** (i.e. reading, writing, and listening and talking) and **numeracy**.
- Reports on the percentage of pupils who have achieved the expected Curriculum for Excellence level in these organisers, based on teachers' professional judgements.
- Covers all Primary 1 (**P1**), Primary 4 (**P4**) and Primary 7 (**P7**) **pupils** in publicly funded mainstream schools.

Data for secondary school pupils and special school pupils were not collected in 2020/21 and data was not collected for any pupils in 2019/20; for more information see Chapter 1.3.

The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic and this should be kept in mind when interpreting results; for more information see Chapter 1.3.

Full results are available from the [supplementary tables](#).

School level results (where available) are accessible from the [School Information Dashboard](#).

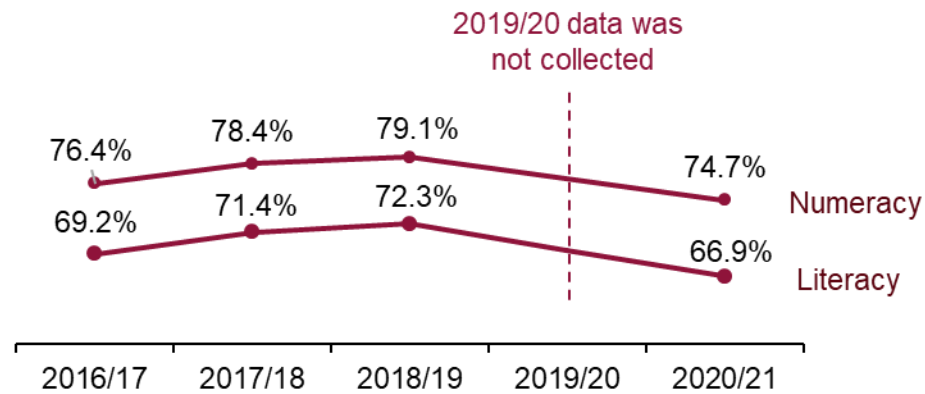
- **ACEL 2020/21** publication covers **Primary school children (P1, P4 and P7)**. Secondary school and special school data were not collected.
- **ACEL 2019/20** collection and publication **was cancelled**.

For more information on the impact of Covid-19 on these statistics please see Chapter 1.3.

The percentage of pupils achieving the expected CfE Level has **decreased in 2020/21 across all organisers and stages** compared to 2018/19.

The proportion of **primary** school pupils achieving the expected CfE Level in **literacy** and **numeracy** has **decreased** by **5.4** and **4.4** percentage points respectively between 2018/19 and 2020/21.

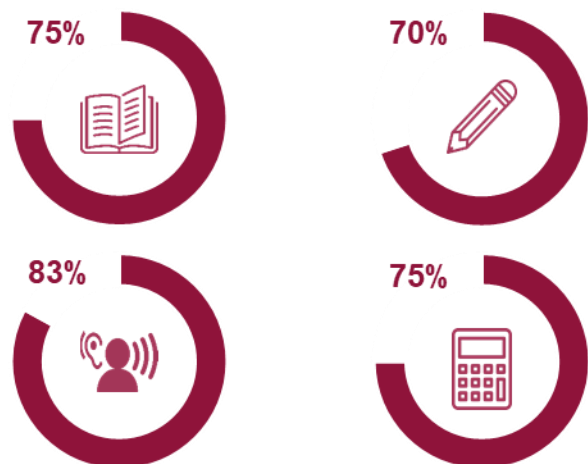
Percentage of primary pupils achieving expected level in Literacy and Numeracy



75% of primary school pupils achieved the expected CfE Level for **reading** and **83%** for **listening & talking**.

70% of primary pupils achieved the expected CfE Level for **writing**.

75% of primary pupils achieved the expected CfE Level for **numeracy**.

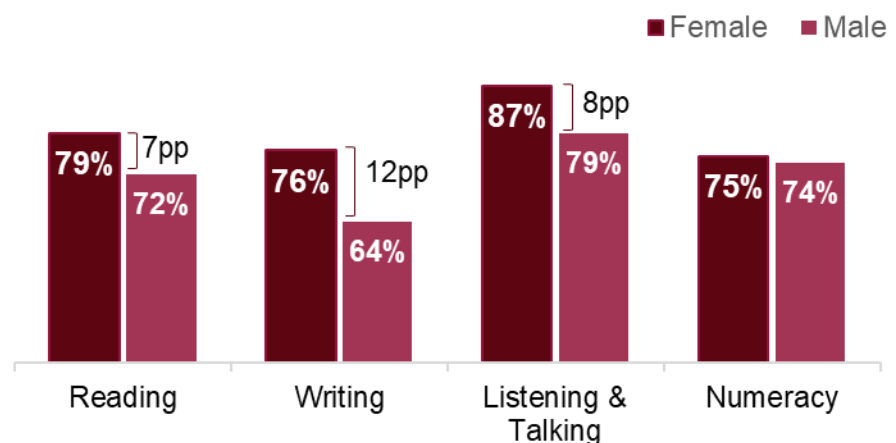


At all stages and across all literacy organisers, **females outperformed males**; this pattern has been consistent since 2016/17.

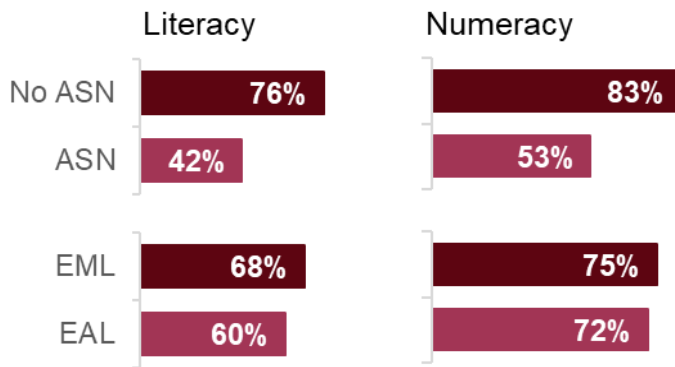
The **largest difference** in performance at primary was in **writing** with **females outperforming males** by **12 percentage points**.

Across all organisers **the smallest difference** in performance by sex was in **numeracy**.

Percentage of primary pupils achieving expected CfE Levels by sex



Percentage of primary pupils achieving expected CfE Levels by Additional Support Need (ASN) Status and by English as an Additional Language (EAL).

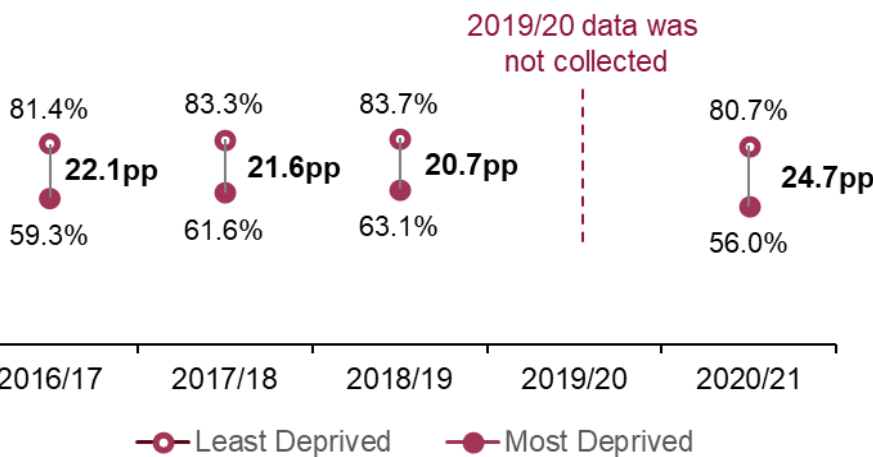


The proportion of pupils achieving the expected level across all stages and organisers **was lower for pupils with an Additional Support Need** than for those without.

Across all stages and organisers the percentage of pupils achieving the expected level **was lower for pupils with English as an Additional Language (EAL)** than for those with English as Main Language (EML).

This pattern has been consistent since 2016/17.

The attainment gap in literacy between primary school pupils in the most and least deprived areas, 2016/17 to 2020/21.

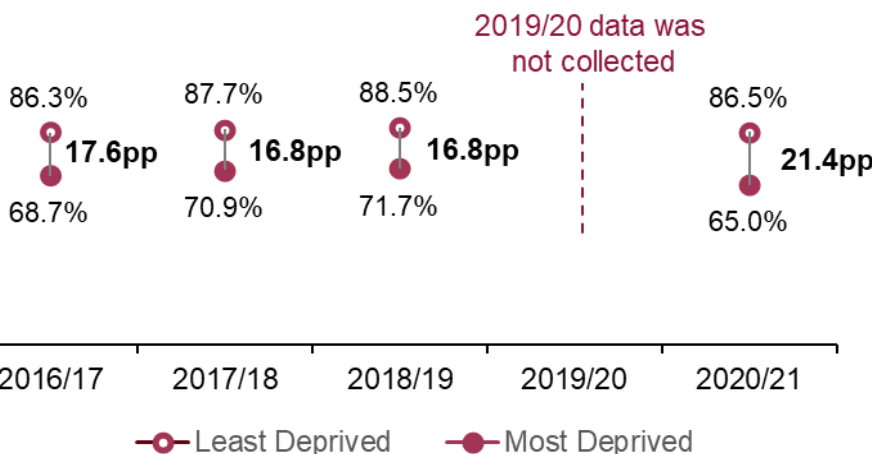


The proportion of **primary pupils** achieving the expected levels in **literacy and numeracy** has **decreased** for both pupils in the most and least deprived areas, in 2020/21.

The **attainment gap** between pupils in the most and least deprived areas in **literacy and numeracy** has **increased** in 2020/21 because pupils in the **most deprived areas experienced a bigger drop in attainment**.

The **attainment gap in literacy** among **primary school pupils** increased **from 20.7** percentage points in 2018/19 **to 24.7** percentage points in 2020/21

The attainment gap in numeracy between primary school pupils in the most and least deprived areas, 2016/17 to 2020/21.



The **attainment gap in numeracy** among **primary school pupils** increased **from 16.8** percentage points in 2018/19 **to 21.4** percentage points in 2020/21.

Notes:

- pp = percentage point difference between most and least deprived
- Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- Caution should be exercised when making comparisons over time; for more information see Chapter 8.1.4.3

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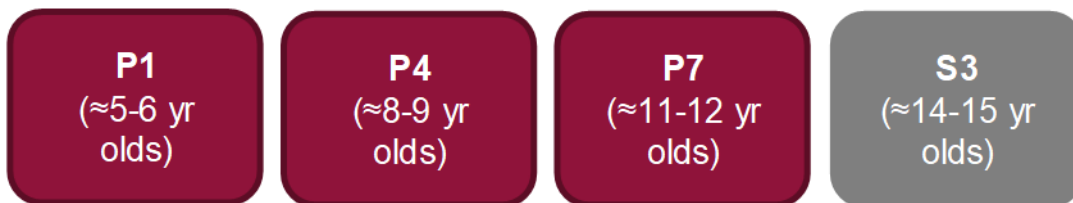
Chapter 1: Introduction

1.1 Achievement of Curriculum for Excellence (CfE) Levels Data

This publication provides information on the proportion of school pupils who have achieved the **expected Curriculum for Excellence (CfE) Levels** in literacy and numeracy relevant to their stage.

Achievement of CfE level data is based on **teachers' professional judgements** of individual pupil performance (see Chapter 8.1.1 for more information). This report refers to the **school year 2020/21**; the data reflects what pupils have achieved by the end of the school year – i.e. June 2021.

Figures are based on pupils in **publicly funded mainstream schools**, in the **32 local authorities and one grant aided school**. Data is collected for pupils in the stages¹ that follow. Data for S3 pupils was not collected in 2020/21; for more information see Chapter 1.3.



From these, a combined primary figure (P1, P4 and P7) has also been calculated.

The national and local authority data within this report covers pupils within mainstream schools, including those in special units integrated within mainstream schools.

Usually this publication would present data for pupils attending standalone special schools or units in a separate chapter. However, for 2020/21 this data was not collected; for more information see Chapter 1.3.

A small number of pupils (less than one percent) for whom the teacher has been unable to make a professional judgement are not included.

¹ Pupils ages are based on approximate age ranges, more information is available from [the pupil census](#).

Data is collected on pupil performance in four areas, known as **organisers**:



Reading
(English and Gàidhlig)



Writing
(English and Gàidhlig)



Listening and Talking
(English and Gàidhlig)



Numeracy

The achievement of '**literacy**' is also included in the publication (English and Gàidhlig). A pupil is reported to have achieved the expected level in Literacy if they have achieved the expected level in all three of the literacy organisers: reading, writing, and listening and talking. For more information on how this has been calculated, see Chapter 8.1.3.2.

This publication focuses on the organisers based in the English language and Numeracy. For pupils based in Gaelic medium schools/classes, the English language organisers are collected at relevant stages and are included in the national and local authority data. Information on achievement of CfE levels in Gàidhlig can be found in Chapter 5. For more information about Gaelic medium education, see Chapter 8.1.3.3.

1.2 Curriculum for Excellence Levels

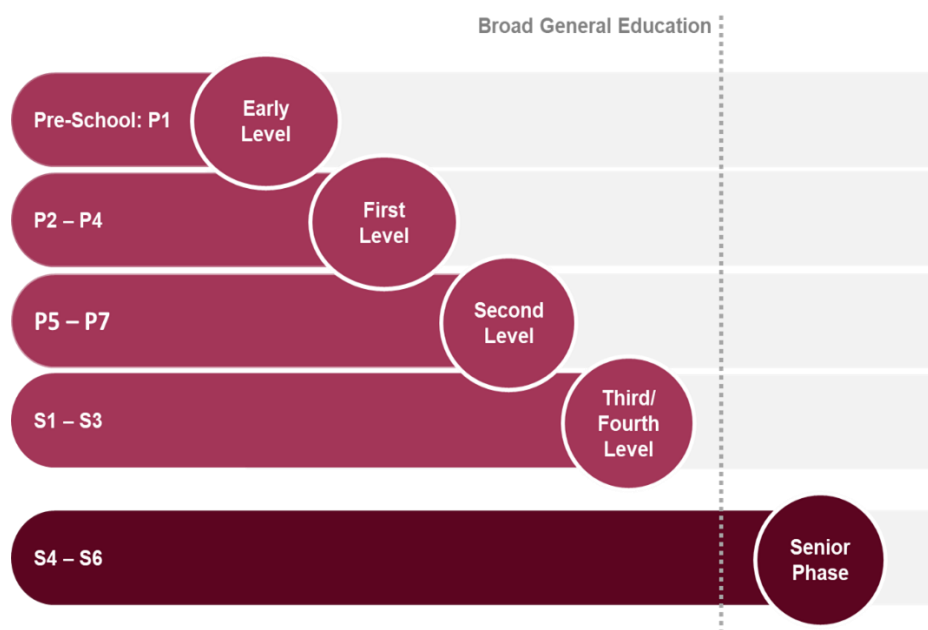
[Curriculum for Excellence](#) is designed to provide a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences, which are planned for children and young people through their education, wherever they are being educated.

Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education phase are described in the [Experiences and Outcomes](#), with progression to qualifications described under a fifth level, the [Senior Phase](#).

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is, however, designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty or those who are particularly high attaining.

The diagram below shows the five curriculum levels²:



The publication focusses on the Broad General Education phase which covers children from pre-school through to the end of S3. However, S3 pupil data was not collected for the 2020/21 publication; for more information see Chapter 1.3.

The Senior Phase is for young people in S4 to S6 and is designed to build on the experiences and outcomes of the Broad General Education phase, and to allow young people to take qualifications and courses that suit their ability and interests. Scottish Government statistics on the attainment of young people in senior phase are based on point of leaving; these statistics can be found on [School education statistics](#).

1.2.1 Pupils with complex needs

The majority of school pupils in Scotland follow CfE; for a very small percentage of pupils it is unlikely that they will progress through the CfE levels during their time in education. This is due to pupils having long-term significant and complex additional support needs.

In some local authorities, pupils with complex needs are integrated into their mainstream schools; data on the performance of these pupils has been included throughout this publication.

However, in other local authorities, school pupils with complex needs may attend a special school or standalone special unit. Usually in this publication information on the performance of these pupils would be presented separately reflecting the fact that it is not necessarily appropriate to assign them to a specific stage. This year however, data was not collected for pupils in standalone special schools; for more information see Chapter 1.3.

The treatment of pupils with complex needs across different local authorities should be kept in mind when making comparisons between local authorities, or between individual schools.

² Source: [Education Scotland](#)

Young people with long-term significant and complex additional support needs are recorded within the data as ‘pupil following individual milestones’. Where these pupils are learning within a mainstream school or special unit integrated within a mainstream school they will be included in the national and local authority analysis and counted as not having achieved a CfE Level.

1.2.2 Pupils for whom the teacher was unable to make a judgement

Children for whom the teacher has been unable to make a professional judgement are not included; for example, if a pupil has recently moved to the school, and the teacher feels there has not been sufficient time to form a professional judgement of a pupil’s performance. This affects less than one per cent of pupils within the Achievement of CfE Levels data. These pupils are not included in the calculations of the proportions of pupils achieving the expected CfE Levels.

1.3 Impact of the coronavirus (COVID-19) pandemic on these statistics

1.3.1 Impact on data collection for 2019/20 and 2020/21

The Scottish Government did not collect Achievement of CfE Levels data for any pupils in 2019/20. Schools were closed in Scotland between March 2020 and the end of the academic year as a result of the pandemic meaning that they were closed on the planned ACEL census date of 8th June 2020. It was concluded that it would not be possible to collect consistent data that was fit for purpose and that any attempt to do so would add considerably to other pressures on school and education authority staff. The decision was therefore taken to suspend the data collection.

For 2020/21 (this publication) we have collected data for Primary school (P1, P4 and P7) pupils only. Secondary school and special school data was not collected due to other pressures on these schools including implementation of the SQA National Qualifications Alternative Certification Model which was used to award National 5s, Highers and Advanced Highers in 2021.

The current intention is to collect all data– for Primary, Secondary and Special school pupils – in 2021/22, although this will be kept under review.

1.3.2 Impact on children’s learning

The closure of schools in March 2020 and January 2021 is likely to have had a negative effect on some pupils’ progress and attainment with socio-economically deprived children amongst those who may have been most negatively affected³. It is therefore likely to have had an impact on the CfE levels some children have achieved. This will be reflected in the 2020/21 figures in this report and should be kept in mind when interpreting these and, in particular, when comparing with figures for 2018/19 and before.

1.3.3 Impact on data quality

As part of the quality assurance process, feedback was sought from local authority data suppliers on the process of compiling the data and on factors which may affect data quality. Feedback was received from 27 out of 32 local authorities. The majority of data providers

³ [Coronavirus \(COVID-19\): impact of school building closures - equity audit](#)

provided substantive feedback covering the assessment process followed by schools, their own quality assurance of the data and any concerns over the quality of the data.

In general most local authorities indicated that they were confident in the data quality with a number citing further improvements planned for future data collections. A small number of authorities noted that they still had concerns about the consistency of judgements across schools within the authority and, therefore, across the country as a whole.

Many authorities noted that the COVID-19 pandemic had had an impact on the data submitted this year. Whilst most local authorities said that they were confident that the data provided was an accurate reflection of the assessment that had been possible a number reported that the pandemic meant teachers had reduced opportunities to gather evidence on which to make judgements. This was due, for example, to school closures and self-isolation of pupils and teachers.

The pandemic has also impacted on the nature and quantity of the moderation exercises (which help develop a shared understanding of standards and expectations) which some schools and local authorities have been able to conduct. In particular local authorities mentioned that face-to-face moderation could not take place and that moderation exercises were often limited to in school rather than between schools. This may have impacted on the consistency of some of the teacher judgement data this year.

Chapter 2: Achievement of CfE Levels at Scotland level

- The percentage of pupils achieving the expected CfE level in 2020/21 is lower than in 2018/19 for all stages and across all organisers with decreases generally in the range of three to six percentage points.

Compared to 2018/19 the percentage of pupils achieving the expected CfE levels in 2020/21 have decreased across all organisers and all stages. The size of these decreases range between three and six percentage points and are generally larger than previous changes at national level. This is not unexpected due to the disruption to learning and teaching due to the coronavirus (COVID-19) pandemic.

Prior to 2020/21, the proportions of pupils achieving the expected levels increased across almost every organiser and stage. In the two year period between 2016/17 and 2018/19 the proportions of P1 and P4 pupils achieving the expected level increased by between one and two percentage points across all organisers and stages. The increases for P7 pupils were larger at between four and six percentage points.

Around two-thirds (67 per cent) of primary school pupils (P1, P4 and P7 combined) achieved the expected CfE Level for literacy in 2020/21.

In numeracy, three-quarters (75 per cent) of primary school pupils (P1, P4 and P7 combined) achieved the expected CfE levels in 2020/21.

As in previous years, across all stages (P1, P4 and P7) the proportion of pupils achieving the expected CfE level was highest in listening & talking and lowest in writing in 2020/21. For listening & talking, 84 per cent of P1 pupils, 82 per cent of P4 pupils and 82 per cent of P7 pupils achieved the expected CfE level. Meanwhile for writing, 74 per cent of P1 pupils, 67 per cent of P4 pupils and 69 per cent of P7 pupils achieved the expected level.

Across all organisers the proportion of pupils achieving the expected level was highest amongst P1 pupils and lower for P4 and P7 pupils in 2020/21. Again this is consistent with the pattern observed in previous years.

Table 1 shows the proportions of pupils achieving the expected CfE Levels for all stages and organisers for 2016/17 to 2020/21.

Table 1: Percentage of pupils achieving expected CfE Levels, 2016/17 to 2020/21^a

Year	Stage/Level	Reading	Writing	Listening & Talking	Literacy	Numeracy
2020/21	P1 - Early Level	77	74	84	71	81
	P4 - First Level	73	67	82	64	72
	P7 - Second Level	76	69	82	66	72
	P1, P4 and P7 combined	75	70	83	67	75
	S3 - Third Level or better	[no data]	[no data]	[no data]	[no data]	[no data]
	S3 - Fourth Level	[no data]	[no data]	[no data]	[no data]	[no data]
2019/20	P1 - Early Level	[no data]	[no data]	[no data]	[no data]	[no data]
	P4 - First Level	[no data]	[no data]	[no data]	[no data]	[no data]
	P7 - Second Level	[no data]	[no data]	[no data]	[no data]	[no data]
	P1, P4 and P7 combined	[no data]	[no data]	[no data]	[no data]	[no data]
	S3 - Third Level or better	[no data]	[no data]	[no data]	[no data]	[no data]
	S3 - Fourth Level	[no data]	[no data]	[no data]	[no data]	[no data]
2018/19	P1 - Early Level	82	79	87	76	85
	P4 - First Level	78	73	85	70	77
	P7 - Second Level	80	74	86	71	76
	P1, P4 and P7 combined	80	75	86	72	79
	S3 - Third Level or better	91	90	91	88	90
	S3 - Fourth Level	55	52	57	48	59
2017/18	P1 - Early Level	81	78	87	75	85
	P4 - First Level	77	72	85	69	76
	P7 - Second Level	79	73	84	70	75
	P1, P4 and P7 combined	79	74	85	71	78
	S3 - Third Level or better	90	89	91	87	89
	S3 - Fourth Level	53	51	55	46	56
2016/17	P1 - Early Level	80	77	85	74	83
	P4 - First Level	77	71	83	68	75
	P7 - Second Level	76	69	81	66	70
	P1, P4 and P7 combined	78	72	83	69	76
	S3 - Third Level or better	90	89	91	87	88
	S3 - Fourth Level	51	48	51	44	56

Notes:

a. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chapter 3: Achievement of CfE Levels by Deprivation

- The gap between the proportion of primary pupils (P1, P4 and P7 combined) from the most and least deprived areas who achieved their expected level in literacy has increased from 20.7 percentage points in 2018/19 to 24.7 percentage points in 2020/21.
- The gap between the proportion of primary pupils (P1, P4 and P7 combined) from the most and least deprived areas who achieved their expected level in numeracy increased from 16.8 percentage points in 2018/19 to 21.4 percentage points in 2020/21.
- For both primary literacy and primary numeracy the sizes of the gaps in 2020/21 were larger than at any previous point since 2016/17 (the first year for which comparable data is available).

This chapter provides an overview of achievement of CfE Levels by pupils based on the deprivation level of the area they live in, as measured by the [Scottish Index of Multiple Deprivation \(SIMD\)](#). It provides information on literacy and numeracy for P1, P4 and P7 as well as for P1, P4 and P7 combined. Full details (including all organisers and all SIMD quintile categories) are available in the [supplementary tables](#).

When considering data by SIMD as a measure of multiple deprivation, it is important to note that the data shows the difference between young people living in the most and least deprived areas. What SIMD data does not show is the difference between young people from poor or rich backgrounds.

The figures shown in Chart 7 and Chart 8 (see pages 19 and 20) provide two of the 11 key [National Improvement Framework](#) measures used to measure the poverty related attainment gap. The key measures chosen include:

- Percentage of P1, P4 and P7 pupils combined achieving expected Level in Literacy;
- Percentage of P1, P4 and P7 pupils combined achieving expected Level in Numeracy;
- Percentage of S3 pupils achieving Third Level or better in Literacy and;
- Percentage of S3 pupils achieving Third Level or better in Numeracy.

The last two measures are not available in this report as data for S3 pupils were not collected in 2020/21; for more information see Chapter 1.3.

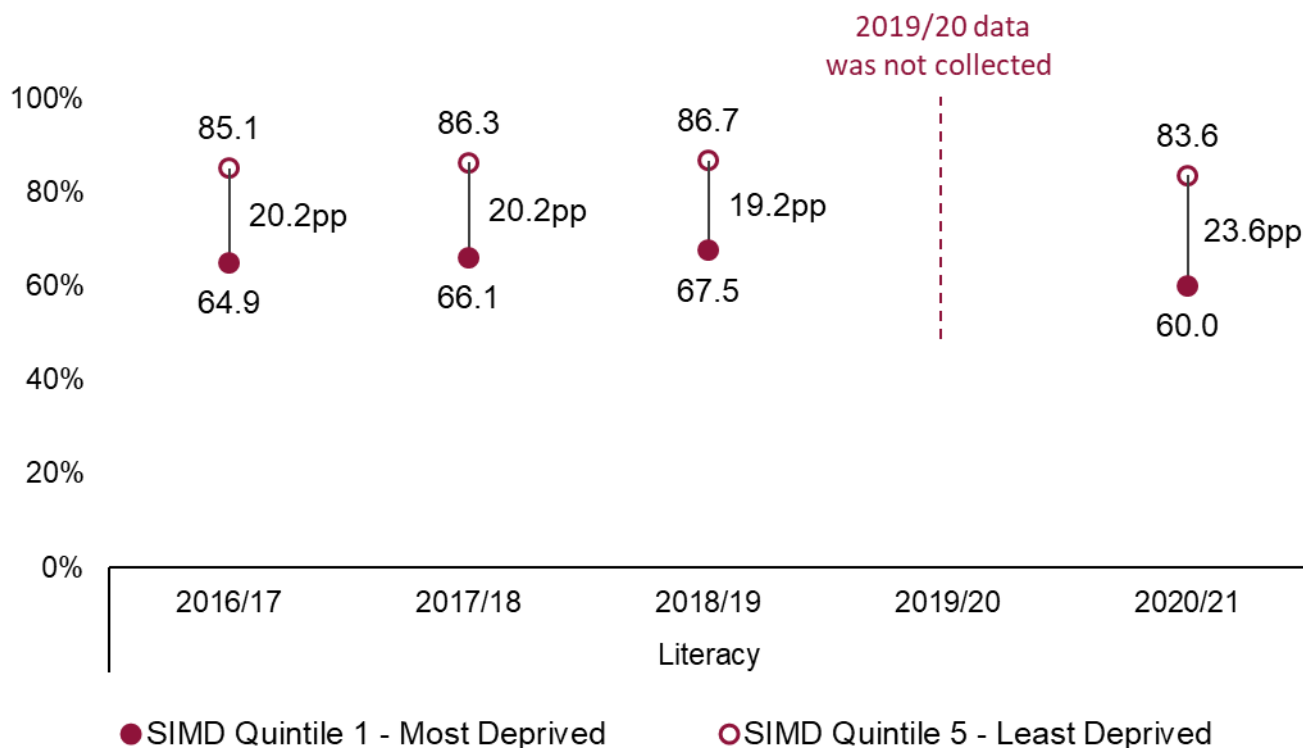
The charts below show Achievement of CfE Levels by SIMD since 2016/17.

3.1 Achievement of CfE Levels by Deprivation – P1 pupils

Chart 1 shows the proportion of P1 pupils who achieved the expected levels in literacy, for pupils in the most and least deprived areas.

After decreasing from 20.2 percentage points in 2016/17 and 2017/18 to 19.2 percentage points in 2018/19 the P1 attainment gap in literacy increased to 23.6 percentage points in 2020/21. The proportion of P1 pupils achieving the expected literacy level has decreased in 2020/21 for pupils in both the most and least deprived areas. The gap has widened because the decrease was greater for pupils from the most deprived areas.

Chart 1: Percentage of P1 pupils achieving expected CfE Level in Literacy by SIMD, 2016/17 to 2020/21^{a,b,c}



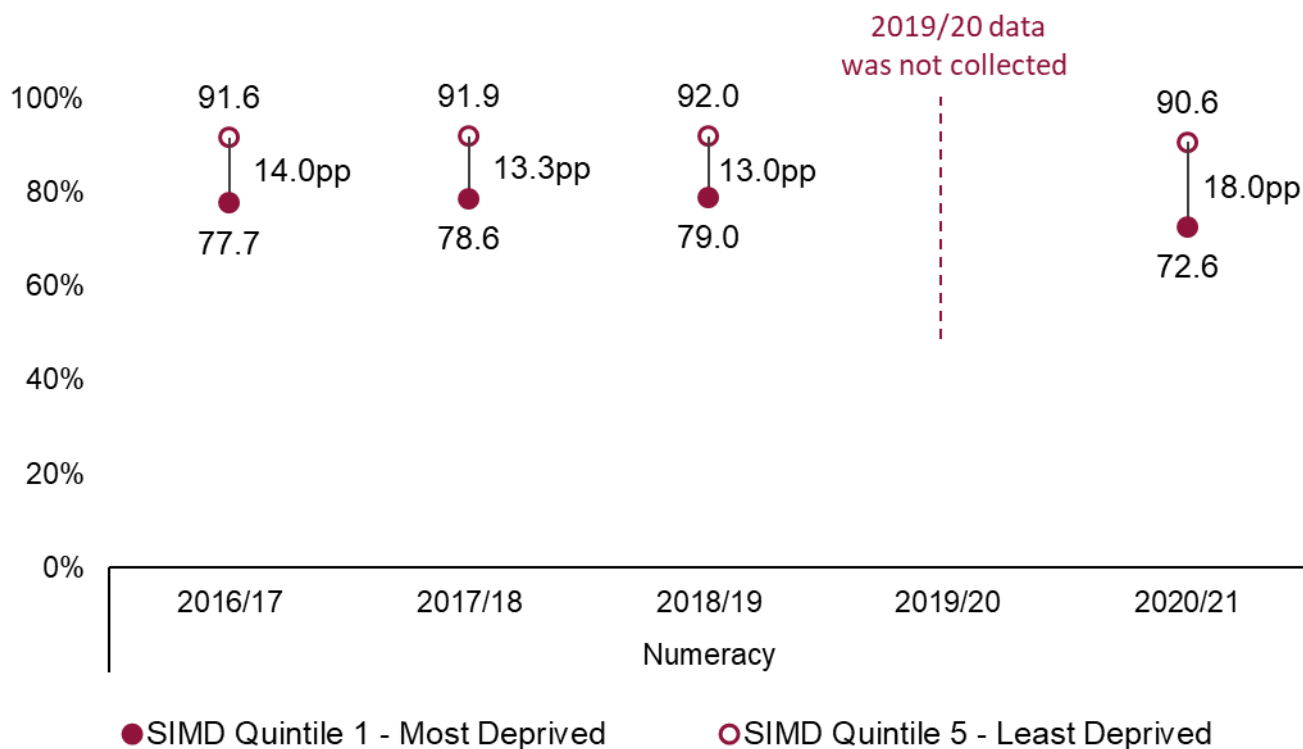
Notes:

- a. pp = percentage point difference between most and least deprived
- b. Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- c. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chart 2 shows the proportion of P1 pupils who achieved the expected level in numeracy for pupils in the most and least deprived areas.

The P1 attainment gap in numeracy reduced slightly each year between 2016/17 and 2018/19 (from 14.0 percentage points in 2016/17 to 13.3 percentage points in 2017/18 and to 13.0 percentage points in 2018/19) and increased to 18.0 percentage points in 2020/21. The proportion of pupils achieving the expected numeracy levels has decreased for pupils in both the most and least deprived areas in 2020/21 compared to previous years.

Chart 2: Percentage of P1 pupils achieving expected CfE Level in Numeracy by SIMD, 2016/17 to 2020/21^{a,b,c}



Notes:

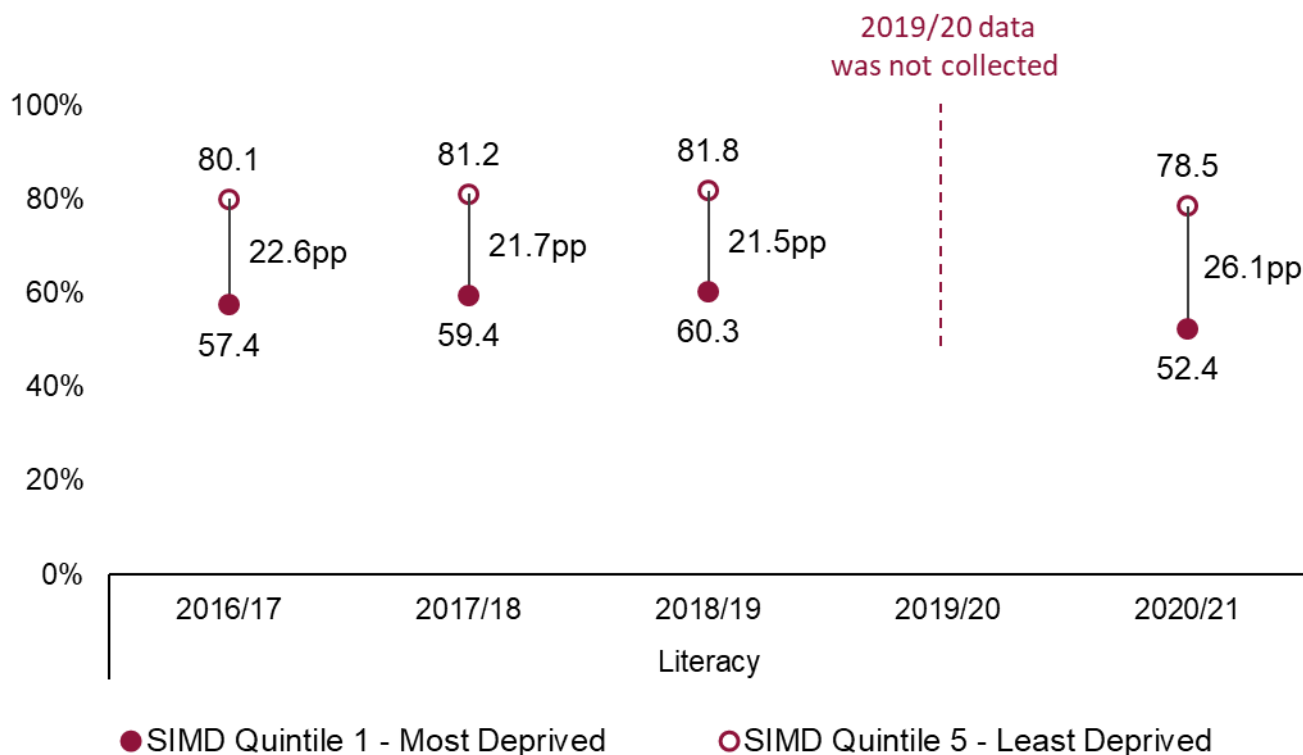
- a. pp = percentage point difference between most and least deprived
- b. Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- c. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

3.2 Achievement of CfE Levels by Deprivation – P4 pupils

Chart 3 shows the proportion of P4 pupils who achieved the expected levels in literacy for pupils in the most and least deprived areas.

The P4 attainment gap in literacy reduced from 22.6 percentage points in 2016/17 to 21.7 percentage points in 2017/18 and to 21.5 percentage points in 2018/19. In 2020/21 the attainment gap increased to 26.1 percentage points. The proportion of P4 pupils achieving the expected literacy level has decreased for pupils in both the most and least deprived areas compared to previous years. The gap has widened because the proportion decreased by more for pupils from the most deprived areas than for those from the least deprived areas.

Chart 3: Percentage of P4 pupils achieving expected Level in Literacy by SIMD, 2016/17 to 2020/21^{a,b,c}



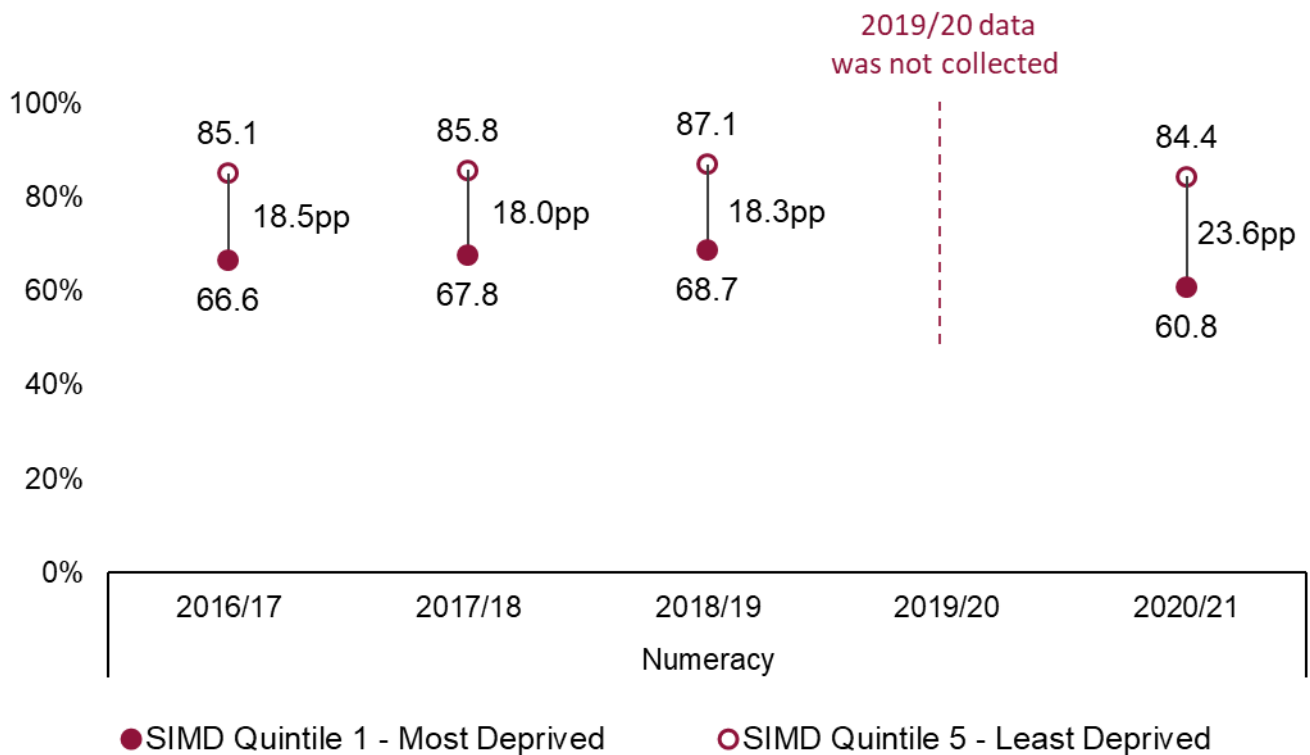
Notes:

- a. pp = percentage point difference between most and least deprived
- b. Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- c. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chart 4 shows the proportion of P4 pupils who achieved the expected levels in numeracy for pupils in the most and least deprived areas.

The attainment gap in P4 numeracy remained broadly stable between 2016/17 and 2018/19 at around or just over 18 percentage points but increased to 23.6 percentage points in 2020/21. The proportion of pupils achieving the expected numeracy levels has decreased for both pupils in the most and least deprived areas in 2020/21 compared to previous years.

Chart 4: Percentage of P4 pupils achieving expected CfE Level in Numeracy by SIMD, 2016/17 to 2020/21^{a,b,c}



Notes:

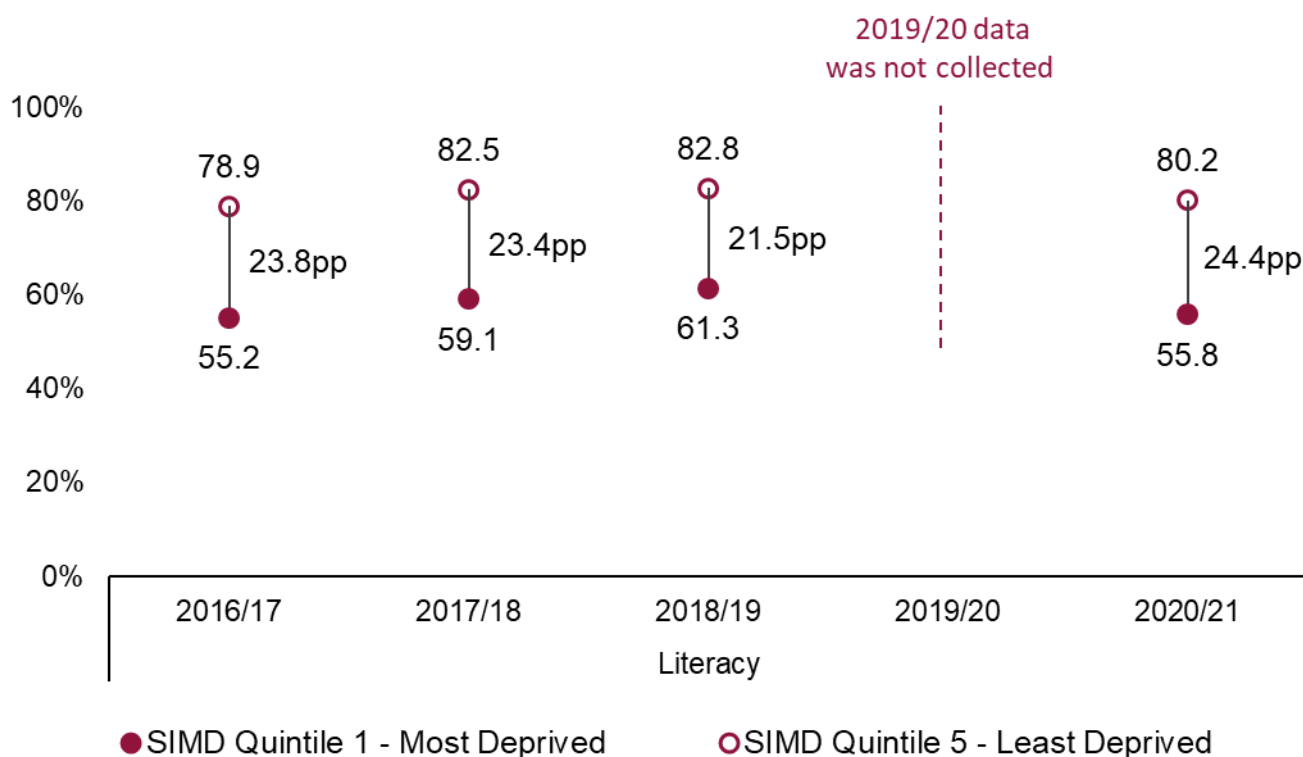
- a. pp = percentage point difference between most and least deprived
- b. Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- c. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

3.3 Achievement of CfE Levels by Deprivation – P7 pupils

Chart 5 shows the proportion of P7 pupils who achieved the expected levels in literacy for pupils in the most and least deprived areas.

The P7 attainment gap in literacy remained broadly stable between 2016/17 and 2017/18 before falling to 21.5 percentage points in 2018/19. In 2020/21 the gap has widened to 24.4 percentage points. The proportion of P7 pupils achieving the expected literacy levels in 2020/21 decreased from 2018/19 for pupils in both the most and least deprived areas. The gap has widened because the proportion decreased more for pupils from the most deprived areas.

Chart 5: Percentage of P7 pupils achieving expected CfE Level in Literacy by SIMD, 2016/17 to 2020/21^{a,b,c}



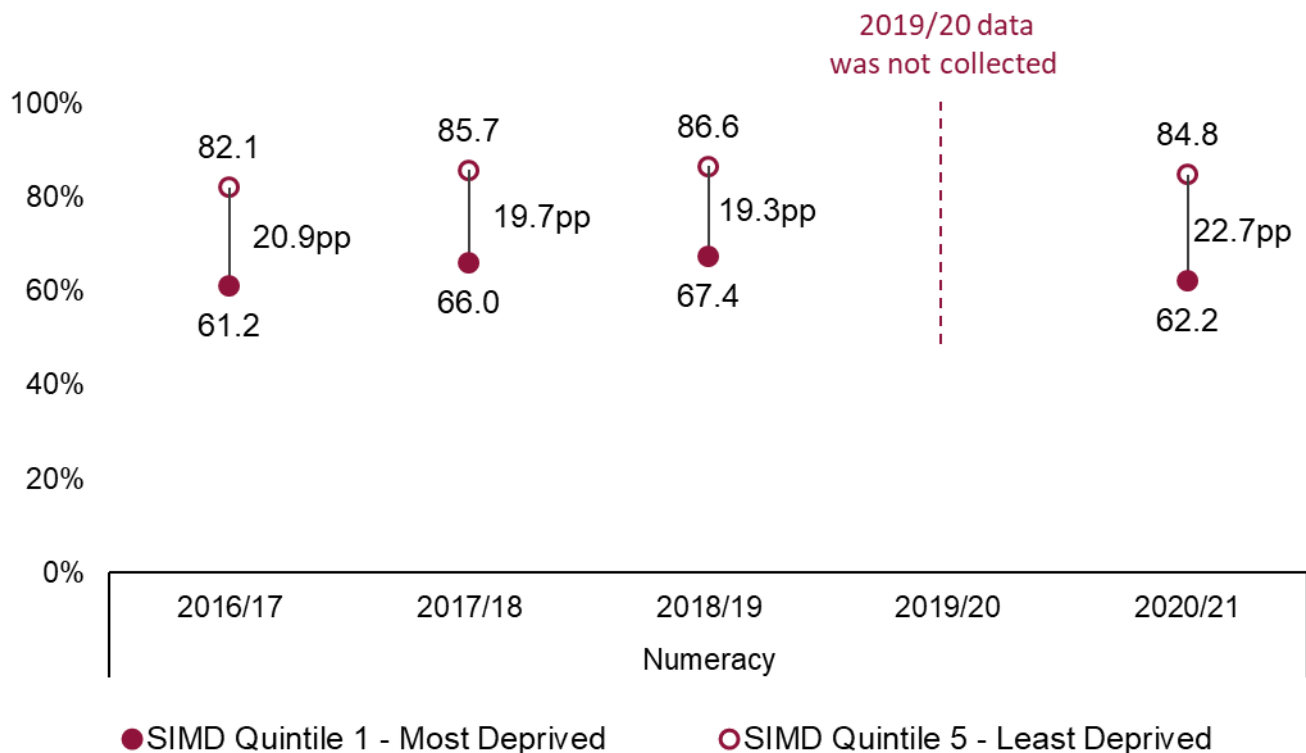
Notes:

- pp = percentage point difference between most and least deprived
- Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chart 6 shows the proportion of P7 pupils who achieved the expected levels in numeracy for pupils in the most and least deprived areas.

The attainment gap in P7 numeracy reduced from 20.9 percentage points in 2016/17 to 19.7 percentage points in 2017/18 and reduced slightly further in 2018/19 to 19.3 percentage points. In 2020/21 the attainment gap increased to 22.7 percentage points. The proportions achieving the expected numeracy levels in 2020/21 have decreased from 2018/19 for pupils from both the most and least deprived areas but the decrease has been greater for pupils from the most deprived areas.

Chart 6: Percentage of P7 pupils achieving expected CfE Level in Numeracy by SIMD, 2016/17 to 2020/21^{a,b,c}



Notes:

- pp = percentage point difference between most and least deprived
- Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

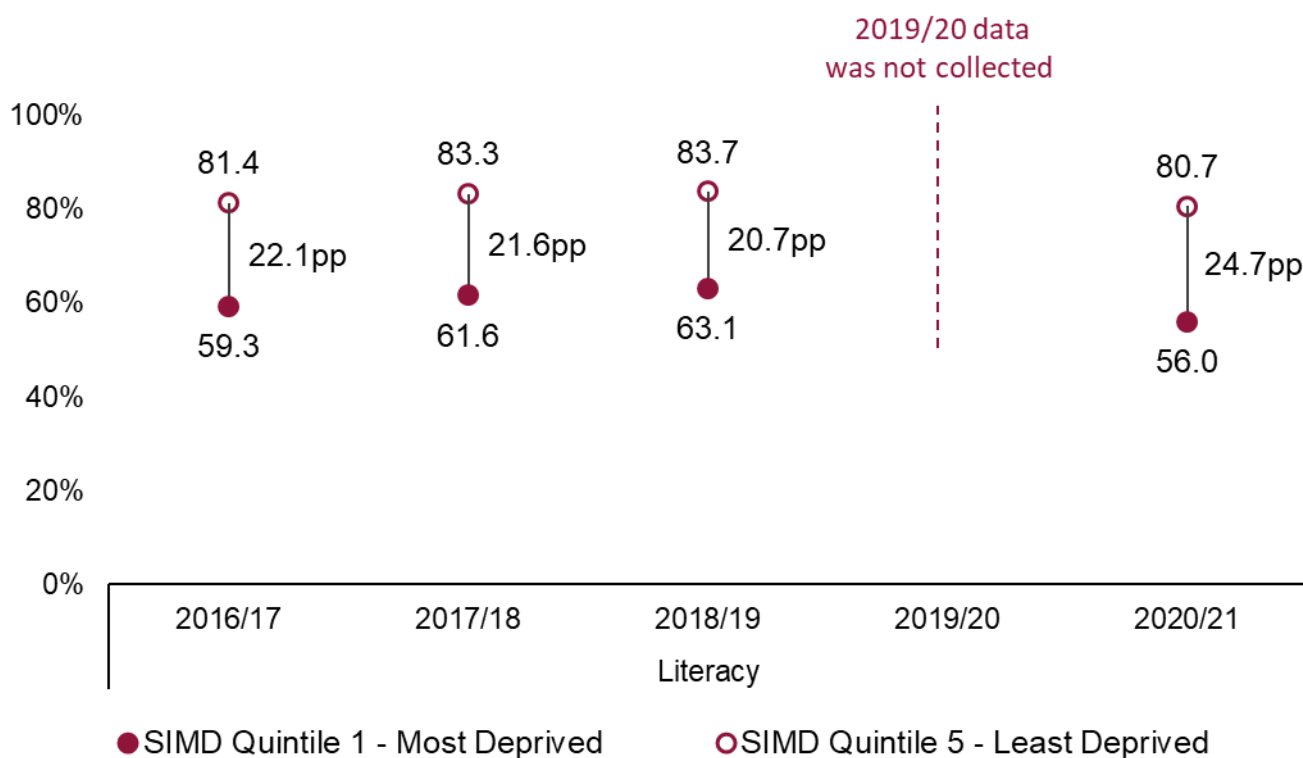
3.4 Achievement of CfE Levels by Deprivation – P1, P4 and P7 pupils

Chart 7 provides information for P1, P4 and P7 pupils combined who achieved the expected levels in literacy for pupils in the most and least deprived areas.

The attainment gap in literacy reduced from 22.1 percentage points in 2016/17 to 21.6 percentage points in 2017/18 and reduced further in 2018/19 to 20.7 percentage points. In 2020/21 the attainment gap increased to 24.7 percentage points - the largest the gap has been since 2016/17 (the first year for which comparable data is available).

The proportions of P1, P4 and P7 pupils combined achieving the expected level in literacy in 2020/21 have decreased for pupils in both the most and least deprived areas. The proportion decreased more for pupils from the most deprived areas which has led to a widening of the gap.

Chart 7: Percentage of P1, P4 and P7 pupils (combined) achieving expected CfE Level in Literacy by SIMD, 2016/17 to 2020/21^{a,b,c}



Notes:

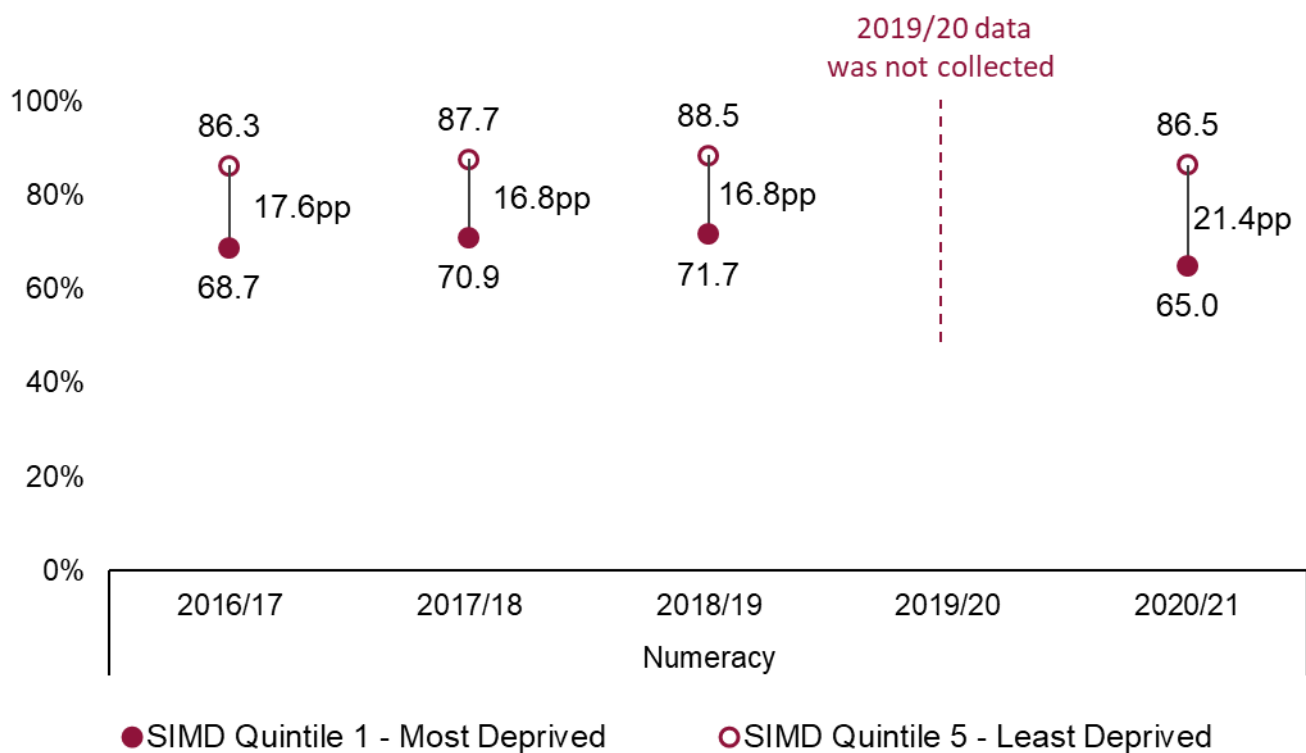
- pp = percentage point difference between most and least deprived
- Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chart 8 provides information for P1, P4 and P7 pupils combined who achieved the expected levels in numeracy.

The numeracy attainment gap for P1, P4 and P7 pupils combined reduced from 17.6 percentage points in 2016/17 to 16.8 percentage points in 2017/18 and remained at this level in 2018/19. In 2020/21 the numeracy attainment gap increased to 21.4 percentage points - the largest the gap has been since 2016/17 (the first year for which comparable data is available).

The proportions of P1, P4 and P7 pupils combined achieving the expected numeracy levels have decreased for both pupils in the most and least deprived areas in 2020/21. The gap has widened as the proportion decreased more for pupils from the most deprived areas.

Chart 8: Percentage of P1, P4 and P7 pupils (combined) achieving expected CfE Level in Numeracy by SIMD, 2016/17 to 2020/21^{a,b,c}



Notes:

- a. pp = percentage point difference between most and least deprived
- b. Based on SIMD 2016 for 2016/17 to 2018/19 and on SIMD 2020 for 2020/21. More information can be found on [Scottish Index of Multiple Deprivation](#).
- c. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chapter 4: Achievement of CfE Levels by pupil characteristics

- Female pupils outperform male pupils across all literacy organisers at all stages.
- Across all stages and organisers the proportion of pupils achieving the expected level was lower for pupils with an Additional Support Need than for those without. This was also true for pupils with English as an Additional Language.
- A higher percentage of pupils of Asian – Chinese ethnic background achieved the expected CfE levels in numeracy compared to pupils of other ethnic backgrounds.
- At P1, the percentage of pupils achieving the expected level for their stage was highest for pupils living in accessible rural areas. At P4 and P7, performance was highest for pupils from either large urban areas or accessible rural areas.

4.1 Achievement of CfE Levels by Sex

Compared to 2018/19 (See Table 3 in the [supplementary tables](#)) the proportion of pupils achieving the expected CfE levels in 2020/21 has fallen across all stages and organisers for both males and females. The size of these reductions was broadly similar for males and females.

In 2020/21, females outperformed males across all literacy organisers at all stages. The biggest difference was in writing. This pattern has been consistent since 2016/17.

In 2020/21, females outperformed males in numeracy in P1 and P7; this pattern has been consistent since 2016/17. In P4 males and females had a similar performance.

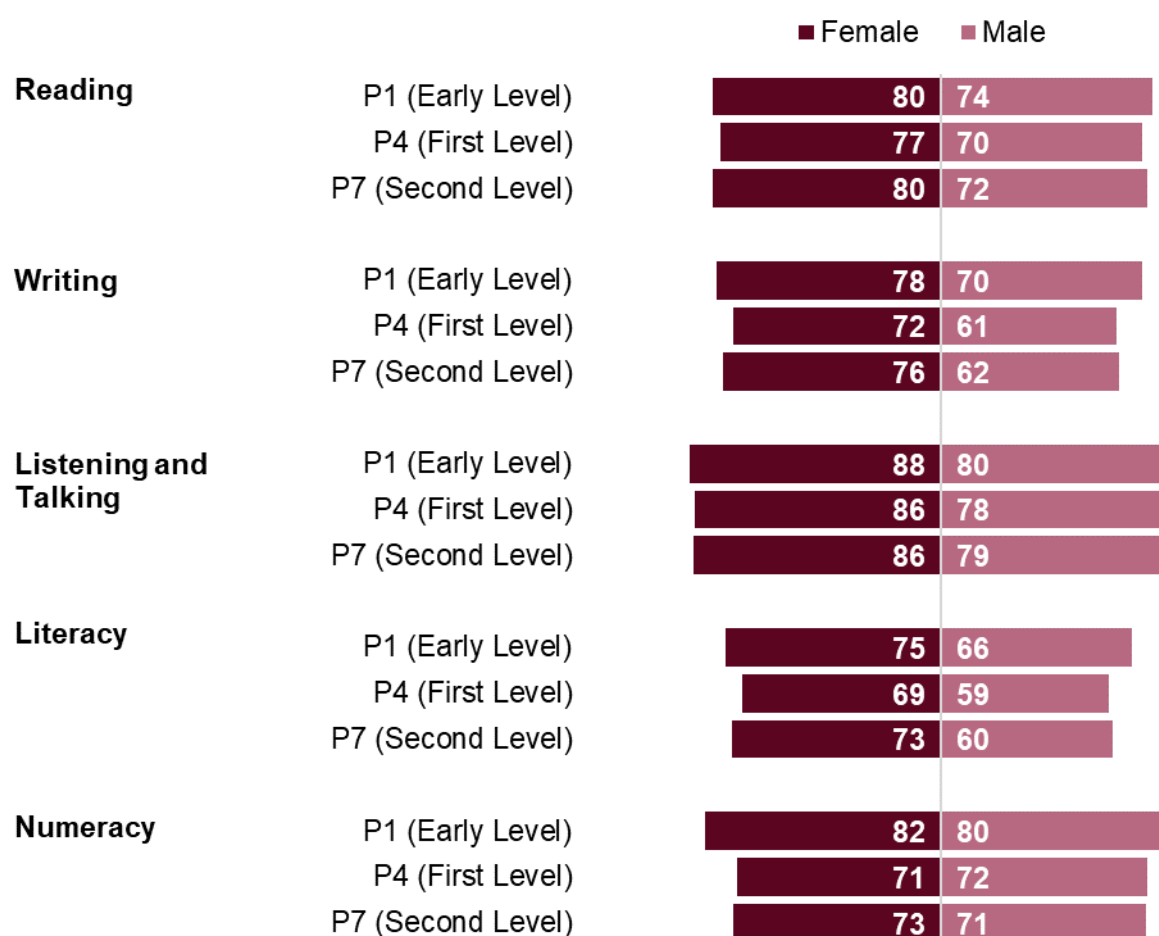
The largest difference in performance in literacy among primary pupils in 2020/21 was in writing in P7 with females outperforming males by 14 percentage points. The smallest difference at primary for the literacy organisers was in reading for P1, where females outperformed males by six percentage points.

The gap in literacy performance by sex increases through the primary stages, with females outperforming males by 9, 11 and 13 percentage points for the P1, P4 and P7 stages respectively.

Across all stages the smallest difference in performance by sex was in numeracy. In 2020/21 females outperformed males in P1 and P7 in numeracy but by a smaller margin than for the other organisers; females outperformed males by two percentage points at P1 and by one percentage point at P7. Females and males have a similar performance at P4.

Chart 9 shows performance in literacy and numeracy by sex for each primary stage.

Chart 9: Percentage of pupils achieving expected CfE Levels, by sex and stage, 2020/21



4.2 Achievement of CfE Levels by Ethnicity

For context, the majority of pupils in the Achievement of CfE Level data collection were White – Scottish (74 per cent of all pupils), followed by White – non-Scottish (13 per cent of all pupils). The remaining ethnic groups each made up two per cent or less of all pupils.

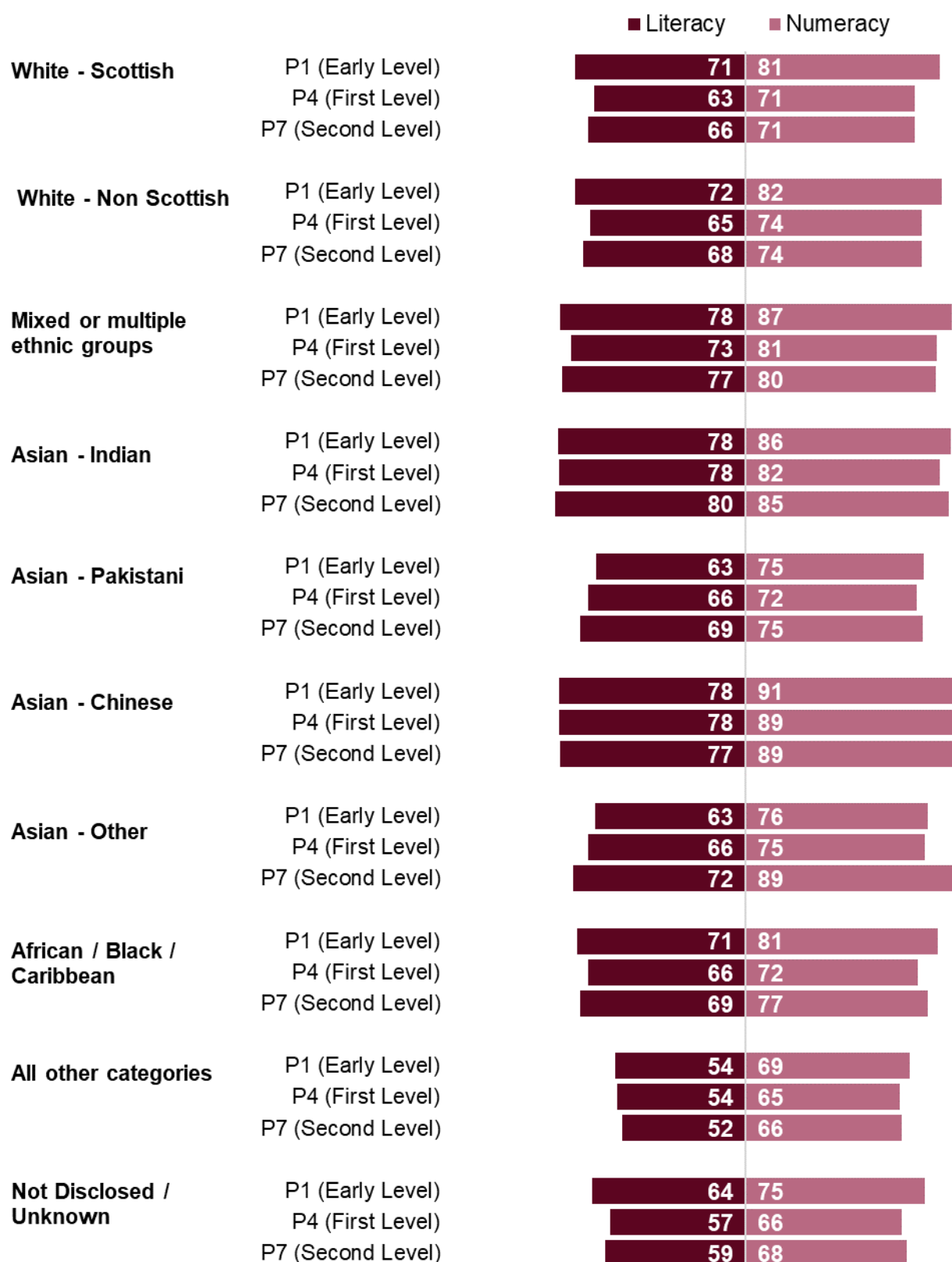
In 2020/21 the percentage of pupils achieving the expected CfE Level in literacy and numeracy has decreased across most ethnic groups compared to previous years, although the overall pattern of performance is similar to that reported in the 2018/19 results (see Table 4 in the [supplementary tables](#)).

Performance in numeracy was highest for pupils of an Asian – Chinese background. This pattern has been consistent since 2016/17. In 2020/21, 89 per cent of Asian – Chinese pupils achieved the expected level in both P4 and P7, rising to 91 per cent at P1.

Performance by ethnic group varies by stage. In P1 performance in literacy was highest for pupils from Mixed or multiple ethnic backgrounds, Asian – Indian and Asian – Chinese (all 78 per cent). In P4 pupils from Asian – Indian and Asian – Chinese backgrounds performed best (both 78 per cent) and in P7, pupils from Asian – Indian backgrounds performed best (80 per cent).

S3 figures are not available for 2020/21; for more information see Chapter 1.3

Chart 10: Percentage of P1, P4 and P7 pupils achieving literacy and numeracy CfE levels, by ethnicity and stage, 2020/21

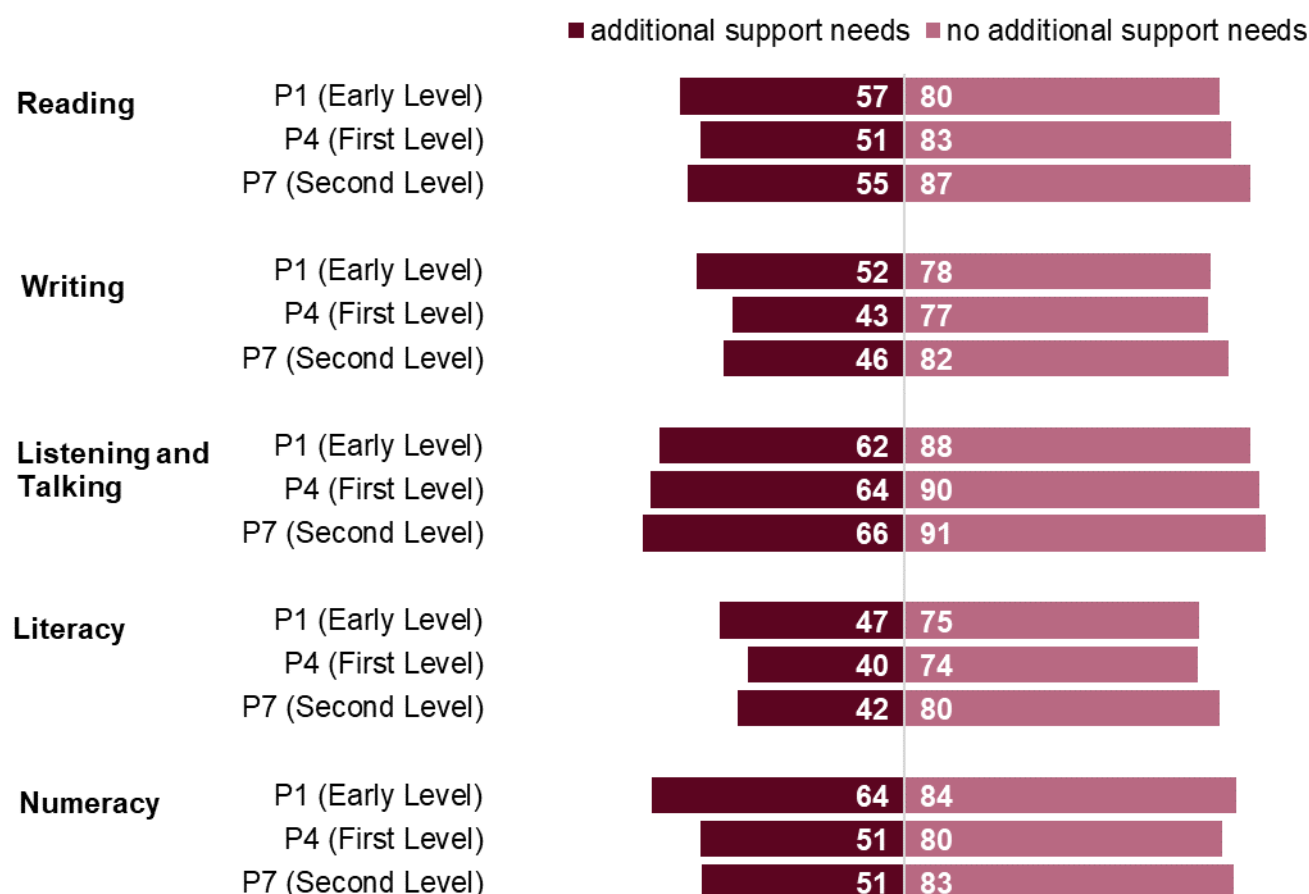


4.3 Achievement of CfE Levels by Additional Support Need (ASN) status

The following chapter provides information on the proportion of pupils with an Additional Support Need who achieved the expected CfE Levels. For context, 13 per cent of P1 pupils, 29 per cent of P4 pupils and 35 per cent of P7 pupils in the 2020/21 Achievement of CfE Levels data collection were recorded as having an Additional Support Need.

Chart 11 shows that the percentage of pupils achieving the expected CfE level was higher for pupils recorded as not having an Additional Support Need (ASN), compared to pupils with a recorded ASN, across all stages and organisers. Considering the four main organisers – reading, writing, listening & talking and numeracy - the difference in performance in P1 was lowest for numeracy (20 percentage points). In both P4 and P7 it was lowest for listening and talking (both 25 percentage points).

Chart 11: Percentage of pupils achieving CfE Levels, by Additional Support Needs status and stage, 2020/21



In P1 the greatest difference in performance in literacy organisers (between pupils with a recorded ASN and pupils with no recorded ASN) was in listening and talking (26 percentage points). At P4 and P7, the greatest differences in performance were in writing, with differences of 33 and 36 percentage points respectively.

Time series data (available in Table 6 in the [supplementary tables](#)) shows that the percentage of pupils achieving expected CfE levels in 2020/21 was lower than in 2018/19 across all stages and organisers both for pupils with a recorded ASN and for those without.

The sizes of the reductions were broadly similar amongst both sets of pupils (i.e. those with a recorded ASN and those with no recorded ASN).

S3 figures are not available for 2020/21; for more information see Chapter 1.3

4.4 Achievement of CfE Levels by English as an Additional Language (EAL) status

For context, between five and eight per cent of pupils in P1, P4 and P7 in the 2020/21 Achievement of CfE Levels data collection were recorded as having English as an Additional Language (EAL).

The percentage of pupils achieving the expected CfE level was higher for pupils with English as their main language across all stages and organisers (Chart 12).

In 2020/21 the gap in performance between EAL pupils and pupils with English as their main language was lowest in numeracy; ranging from one percentage point for P4 and P7 pupils to five percentage points for P1 pupils.

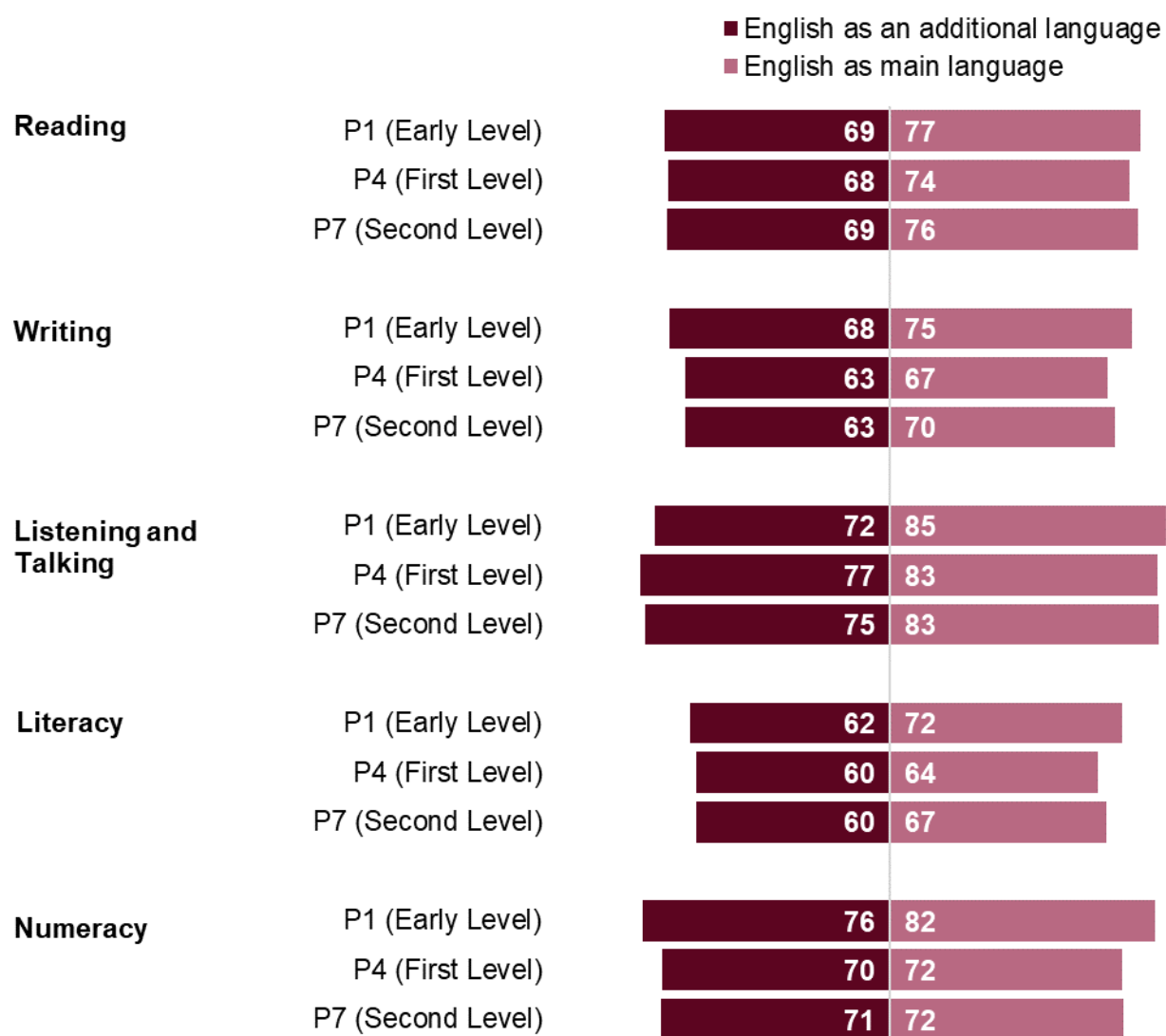
EAL pupils performed better in listening and talking than in the other literacy organisers at all three primary stages (72, 77 and 75 per cent for P1, P4 and P7 respectively); the same pattern observed in the overall results for all pupils. However, the largest gap in performance between EAL and English as main language pupils in the literacy organisers was also in listening and talking (13 percentage points at P1).

The performance gaps in the literacy organisers were generally smallest at P4; ranging from four to six percentage points. In P1 there was a difference of eight to 13 percentage points and in P7, there was a difference of six to eight percentage points between EAL and English as main language pupils across the three literacy organisers.

In comparison to previous years, the proportions of pupils achieving the expected level in literacy and numeracy reduced for both pupils with English as their main language and for pupils with English as an Additional Language. However, the proportions reduced by more for pupils with English as their main language (See Table 7 in the [supplementary tables](#)).

S3 figures are not available for 2020/21; for more information see Chapter 1.3

Chart 12: Percentage of pupils achieving expected CfE Levels, by English as an Additional Language status and stage, 2020/21



4.5 Achievement of CfE Levels by Urban Rural Classification

The Urban Rural Classification used in this publication has six classifications as shown in Table 2. The P1, P4 and P7 pupils in the achievement of CfE Levels 2020/21 data collection were distributed as follows:

Table 2: Percentage of pupils in P1, P4 and P7 combined by Urban Rural Classification, 2020/21

From largest to smallest percentage of pupils

Urban Rural Classification	Percentage
Other urban areas	37
Large urban areas	31
Accessible rural areas	14
Accessible small towns	9
Remote rural areas	5
Remote small towns	3
Unknown	1

Chart 13 shows a summary of the percentage of pupils achieving expected CfE levels in literacy and numeracy, by Urban Rural Classification and stage. Detailed results by Urban Rural Classification can be found in the [supplementary tables](#).

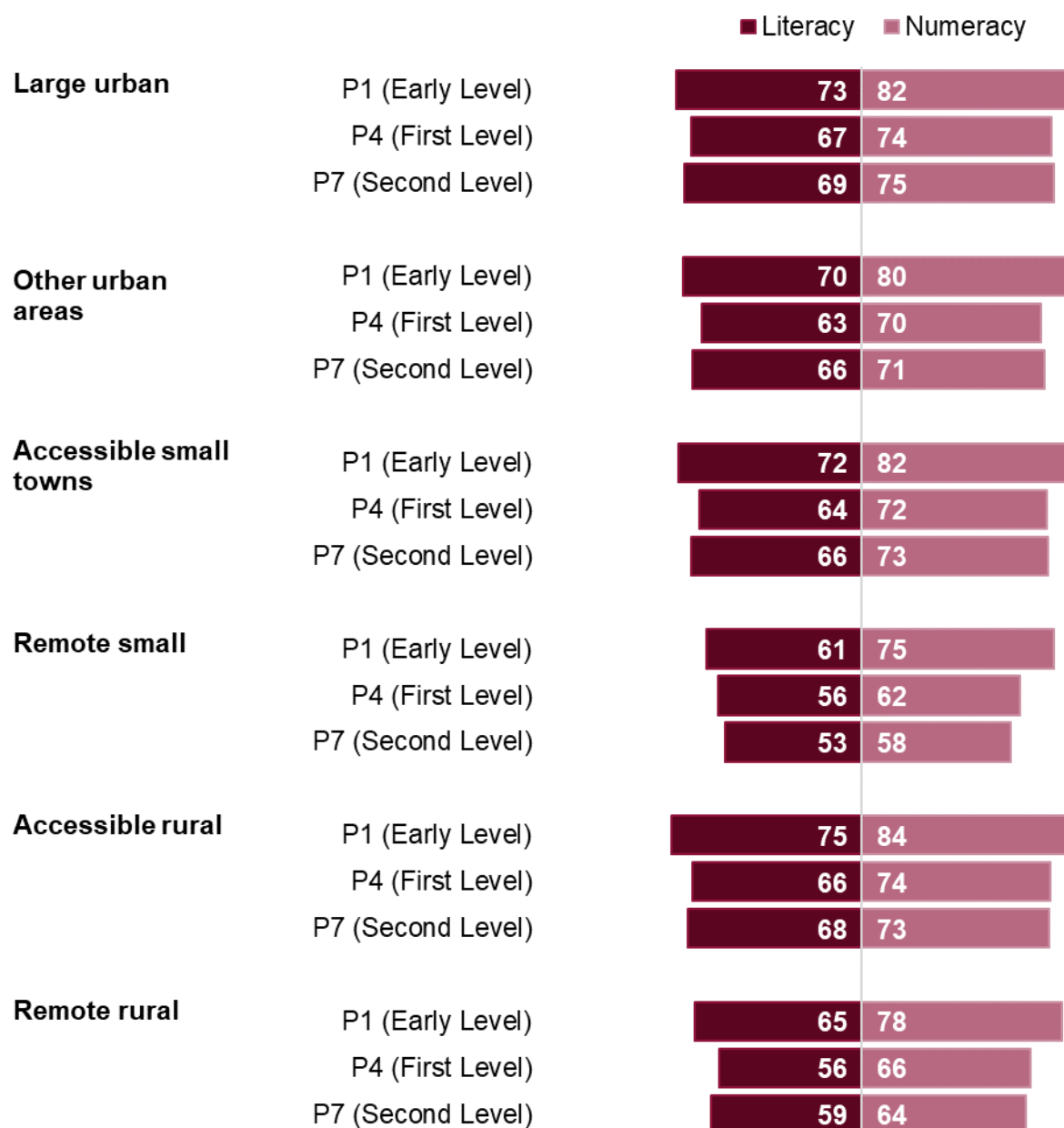
At P1, performance was highest for pupils from accessible rural areas across numeracy and all literacy organisers. Performance was lowest for pupils from remote small towns for all organisers.

The areas with the highest performance for P4 and P7 pupils varied with organiser, and included large urban areas and accessible rural areas. Performance at P4 and P7 was lowest for pupils from remote small towns and remote rural areas across all organisers.

In 2020/21 the percentage of pupils achieving the expected CfE Levels in literacy and numeracy decreased across almost all urban rural categories compared to previous years. The overall pattern of performance is similar to that reported in the 2018/19 results (See Table 5 in the [supplementary tables](#)).

S3 figures are not available for 2020/21; for more information see Chapter 1.3

Chart 13: Percentage of pupils achieving expected CfE Levels, by Urban Rural Classification and stage, 2020/21^a



Note:

a. [Scottish Government Urban Rural Classification 2016](#)

Chapter 5: Achievement of CfE Levels in Gàidhlig

- The percentage of primary pupils, in Gaelic medium schools/classes, achieving the expected CfE level was highest for Gàidhlig listening and talking, and lowest for Gàidhlig writing at all stages (P1, P4 and P7).

Information on the Gàidhlig data collected as part of the achievement of CfE levels can be found in Chapter 8.1.3.3. A combined literacy variable for Gàidhlig has been created; this has the same methodology as the English literacy variable. Numeracy and English literacy data for pupils learning in Gàidhlig are included in the other chapters of this report.

Around 1,595 pupils in the Achievement of CfE Levels data are in Gaelic medium schools/classes; 606 pupils at P1, 518 pupils at P4 and 471 at P7.

The pattern of performance in the Gàidhlig reading and writing organisers was similar to that seen in English-language reading and writing: the percentage of pupils achieving expected CfE levels was highest in P1 and lower in P4 and P7. For Gàidhlig listening and talking, performance was highest at P4 with 80 per cent achieving the expected CfE level, and lower at both P1 and P7 (both 78 per cent).

At all stages (P1, P4 and P7) Gàidhlig, listening and talking results were highest whilst Gàidhlig writing results were the lowest (Chart 14).

The proportions of pupils achieving expected levels in Gàidhlig organisers were generally lower in 2020/21 than in previous years with the biggest reductions between 2018/19 and 2020/21 generally seen in P7. (See Table 8 in the [supplementary tables](#)).

S3 figures are not available for 2020/21; for more information see Chapter 1.3

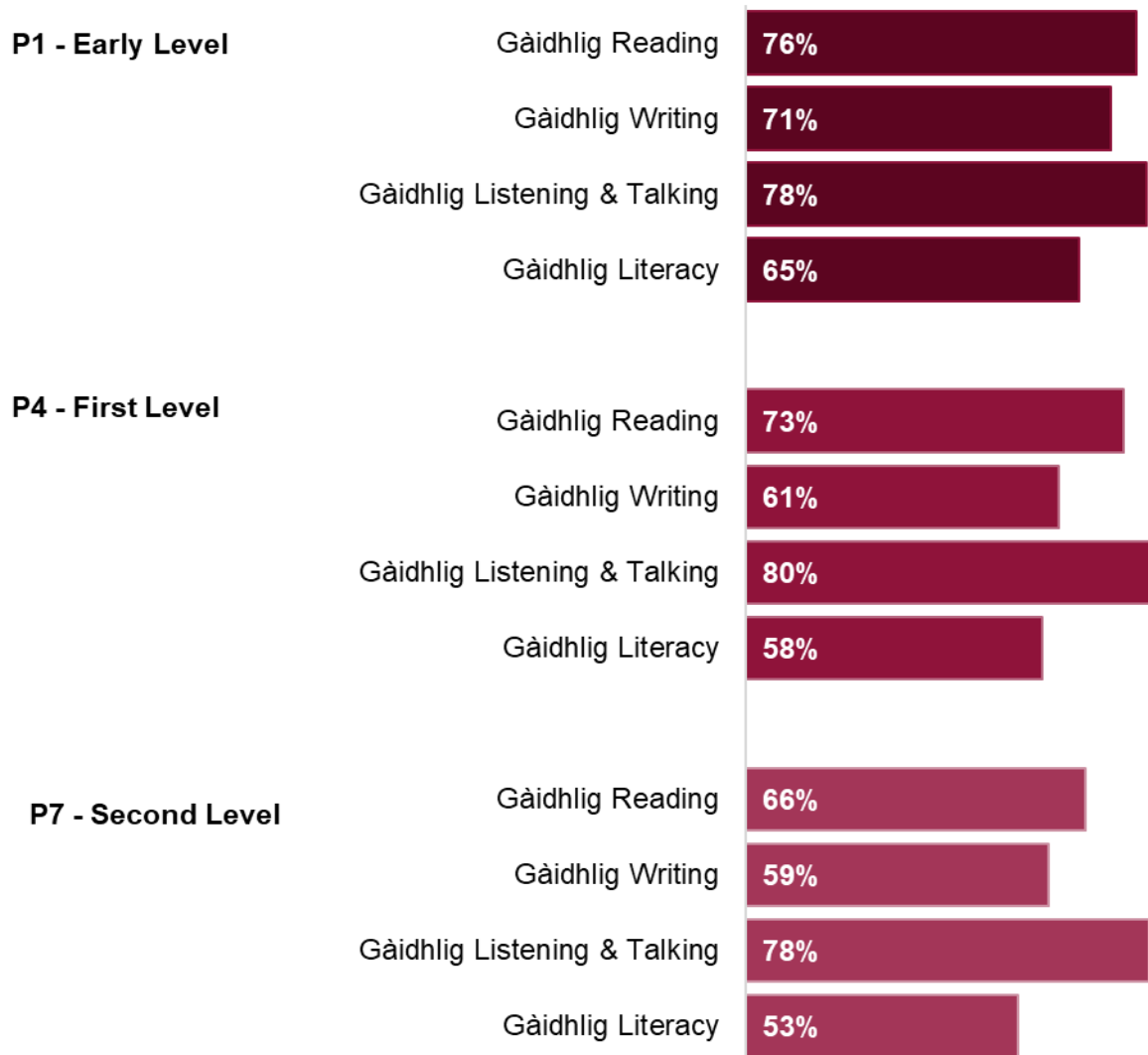
Table 3: Percentage of pupils achieving expected CfE Levels in Gàidhlig, 2016/17 – 2020/21^a

Year	Stage/Level	Reading	Writing	Listening & Talking	Literacy
2020/21	P1 - Early Level	76	71	78	65
	P4 - First Level	73	61	80	58
	P7 - Second Level	66	59	78	53
	P1, P4 and P7 combined	72	64	79	59
	S3 - Third Level or better	[no data]	[no data]	[no data]	[no data]
	S3 - Fourth Level	[no data]	[no data]	[no data]	[no data]
2019/20	P1 - Early Level	[no data]	[no data]	[no data]	[no data]
	P4 - First Level	[no data]	[no data]	[no data]	[no data]
	P7 - Second Level	[no data]	[no data]	[no data]	[no data]
	P1, P4 and P7 combined	[no data]	[no data]	[no data]	[no data]
	S3 - Third Level or better	[no data]	[no data]	[no data]	[no data]
	S3 - Fourth Level	[no data]	[no data]	[no data]	[no data]
2018/19	P1 - Early Level	78	71	83	68
	P4 - First Level	74	64	78	62
	P7 - Second Level	73	66	83	63
	P1, P4 and P7 combined	76	67	81	64
	S3 - Third Level or better	83	80	81	80
	S3 - Fourth Level	57	52	58	49
2017/18	P1 - Early Level	84	77	88	74
	P4 - First Level	74	71	79	66
	P7 - Second Level	72	67	85	63
	P1, P4 and P7 combined	78	72	84	69
	S3 - Third Level or better	97	97	97	96
	S3 - Fourth Level	61	49	49	42
2016/17	P1 - Early Level	81	80	81	75
	P4 - First Level	78	71	83	69
	P7 - Second Level	73	62	80	60
	P1, P4 and P7 combined	78	72	81	69
	S3 - Third Level or better	98	94	98	94
	S3 - Fourth Level	55	40	52	36

Note:

a. Caution should be exercised if making comparisons over time; for more information see Chapter 8.1.4.3

Chart 14: Percentage of pupils achieving expected CfE Levels in Gàidhlig, 2020/21



Chapter 6: Achievement of CfE Levels by local authority

If making comparisons between local authorities we recommend keeping in mind the context of the authorities and their approach to assessment. See Chapter 8.1.4.4 for more information.

This chapter describes the range of data reported by local authorities, and comparisons to the national level results. Full achievement of CfE levels by local authority (2016/17 to 2020/21) can be found in the [supplementary tables](#).

Chart 15: Percentage of P1, P4 and P7 pupils achieving the expected CfE Levels by organisers and local authority, 2020/21

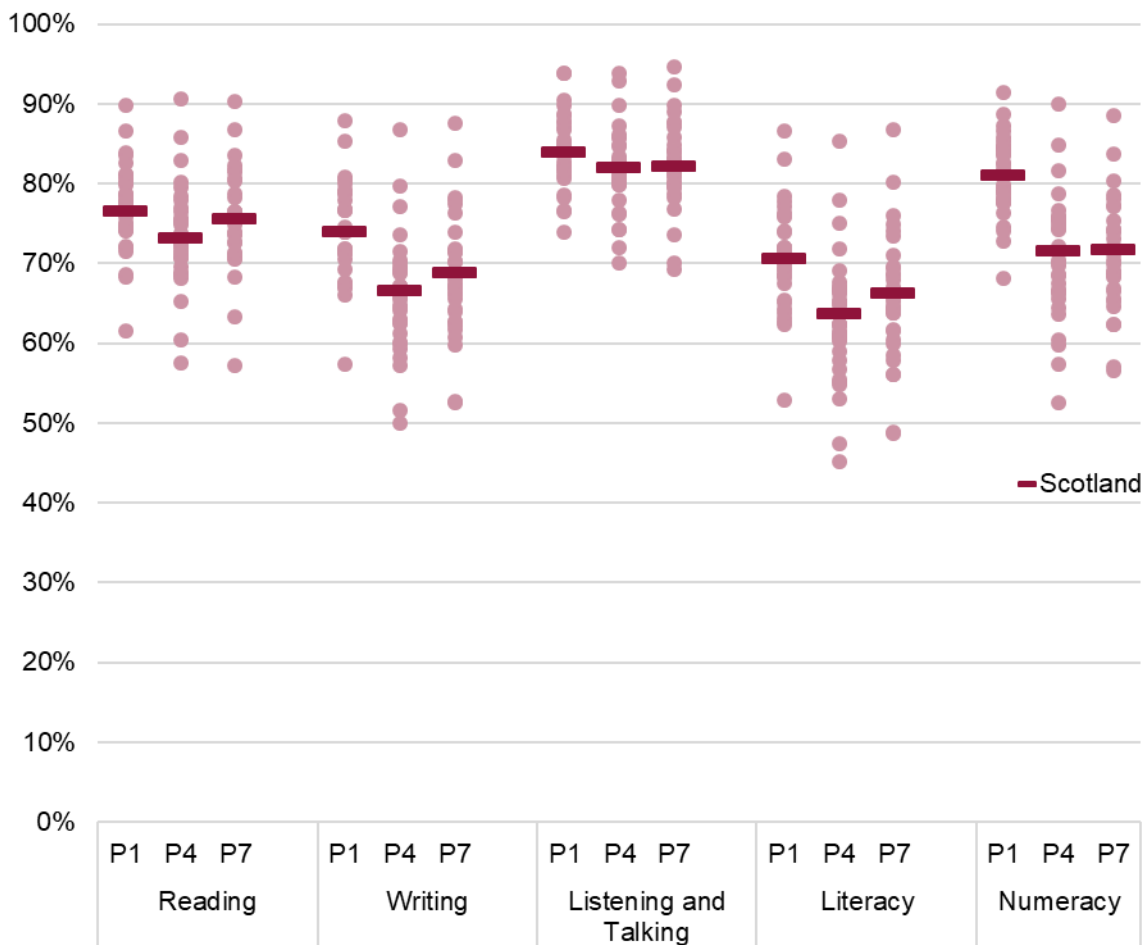


Chart 15, illustrates the range in results between local authorities and organisers for P1, P4 and P7. The largest range in results across the four separate organisers (i.e. excluding literacy) can be seen in numeracy at P4 (ranging from 53 per cent to 90 per cent) and in writing at P4 (ranging from 50 per cent to 87 per cent) – both differences of 37 percentage points.

The smallest range in results by local authority across the four separate organisers (i.e. excluding literacy) is for listening and talking. The range in performance (between highest and lowest) in listening and talking is 20 percentage points at P1, 24 percentage points at P4 and 25 percentage points at P7.

In both literacy, and in numeracy, the range of results between local authorities has increased, at all three stages, between 2018/19 and 2020/21. In literacy, the range for P1 increased from 24 percentage points in 2018/19 to 34 percentage points in 2020/21, for P4 from 30 percentage points in 2018/19 to 40 percentage points in 2020/21 and for P7 from 32 percentage points in 2018/19 to 38 percentage points in 2020/21.

A similar pattern can be observed for numeracy, with the range increasing for all three stages (P1, P4 and P7) from 2018/19 to 2020/21.

There could be a number of reasons for these increases in the ranges across local authorities. They may partly reflect a variation of the impact of the COVID-19 pandemic on children across the country. They may also partly reflect some of the data quality concerns that some local authorities reported (see Chapter 1.3).

Results for local authorities by SIMD quintiles are available in the [supplementary tables](#).

Chapter 7: Glossary

Additional Support Needs (ASN):

The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education.

Broad General Education (BGE):

The [Broad General Education](#) is the first phase of Curriculum for Excellence. It begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).

Code of Practice for Statistics:

The [Code of Practice for Statistics](#) provides producers of official statistics with the detailed practices they must commit to when producing and releasing official statistics.

Curriculum for Excellence (CfE):

[Curriculum for Excellence](#) is Scotland's curriculum. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

English as an Additional Language (EAL):

Refers to pupils for whom English is a second or additional language.

Gaelic Medium Education:

Gaelic Medium Education is a form of education in Scotland that allows pupils to be taught through the medium of Scottish Gaelic, with English being taught as the secondary language.

Grant Aided School:

Schools that are directly financially supported by the Scottish Government and follow the Curriculum for Excellence but are independent from local authorities. Grant aided schools are not equivalent to schools termed 'academies' in some parts of the UK.

Grant aided special schools provide for young people with a wide range of ASN. There are seven Grant aided special schools in Scotland.

Government Statistical Service:

The Government Statistical Service (GSS) is a cross-government network led by the National Statistician. The GSS works to provide advice, analysis and a statistical evidence base to help people make better decisions.

Scottish Index of Multiple Deprivation (SIMD):

The [Scottish Index of Multiple Deprivation](#) identifies small area concentrations of multiple deprivation across Scotland.

Least deprived:

Pupils whose home address is in the 20% of least deprived data zones (small areas) as defined by the [Scottish Index of Multiple Deprivation](#).

Most deprived:

Pupils whose home address is in the 20% of most deprived data zones (small areas) as defined by the [Scottish Index of Multiple Deprivation](#).

National Improvement Framework (NIF):

The [National Improvement Framework \(NIF\)](#) is Scottish Government policy to ensure children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

Organiser:

The ACEL data collection collects information on pupil performance in four areas, known as organisers. Organisers consist of Numeracy and the three literacy components; Reading, Writing and Listening and Talking. A combined literacy measure is also produced based on the three literacy organisers: reading, writing and listening and talking (see Chapter 8.1.3.2).

Pupil Census data:

A Scottish Government data collection, collecting a range of information and statistics on school pupils in Scotland. For more information see [School education statistics](#).

Publicly funded mainstream school:

Schools which are run and financed by the local authority and grant-aided schools.

Special schools:

Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools.

Urban Rural Classification:

The Urban Rural Classification is an Official Statistic used to distinguish between rural and urban areas. Within this publication the Urban Rural Classification 2016 has been used. For more information see [Scottish Government Urban Rural Classification 2016](#)

Scottish National Standardised Assessments (SNSA):

School children in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. More information can be found on [Scottish National Standardised Assessments \(SNSA\) website](#).

Chapter 8: Background notes

8.1 Sources, coverage, methodology and quality assurance

8.1.1 Sources

The data included in the publication are provided to Scottish Government by local authorities and grant-aided schools. Independent schools are not included in the data collection. The assessments of children's progress are based on teachers' professional judgements in schools. A copy of the specification issued to data providers is available at the Scottish Government website ([Scottish Exchange of Data: achievement of Curriculum for Excellence levels](#)).

Teacher professional judgements of achievement of a level are based on all of the evidence collected by teachers during the ongoing assessment of children and young people's learning. A wide range of evidence is collected in a variety of ways. This includes observing children and young people at work, assessing their work in class, standardised assessments and assessing children and young people's knowledge and understanding by talking to them about their learning.

The Achievement of CfE Level census date was Monday 14 June 2021. Data was submitted by local authorities to Scottish Government by Friday 27 August 2021. A process of quality assurance between Scottish Government, local authorities and schools occurs before the production of these statistics.

8.1.2 Coverage

The data collected typically covers all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in mainstream schools and all pupils based in special schools/units. However, for 2020/21 data was not collected for Secondary 3 or special school pupils. Data was provided for 168,556 pupils. Teacher judgements cover the four organisers of reading, writing, listening and talking and numeracy. Pupils for whom the teacher has been unable to make a professional judgement are not included in the published results. In 2020/21 teachers were unable to make a judgement for around 0.35% of primary school pupils across each organiser. This is slightly higher than in 2018/19 when teachers were unable to make a judgement for around 0.30% of primary school pupils across each organiser.

A very small percentage (less than one per cent) of children have long-term significant and complex additional support needs that mean that it is unlikely they will progress through the CfE levels during their time in education. These children are included within the data as 'pupil following individual milestones'.

8.1.3 Methodology

8.1.3.1 Pupils based in special schools or standalone special units

Data for special schools and standalone special units was not collected in 2020/21. For more information see Chapter 1.3. The text below refers to the data that would typically be collected and which was collected and published for 2016/17, 2017/18 and 2018/19.

Special schools and standalone special units cater for children of all ages. The information gathered as part of the ACEL return does not include a specific stage for these pupils (i.e. they are simply recorded as being a pupil based in a special school or standalone special unit

and not as being in P1, P4 etc.). Therefore, it is not possible to calculate the percentage of pupils who have achieved the CfE level relevant to their stage.

The data (usually) reported shows the overall picture of CfE levels that have been achieved by pupils based in special schools and standalone special units. These data are not included in the headline national and local authority figures; they are reported separately.

It has been reported that some pupils in special schools and standalone special units were recorded as 'Not Assessed' when these pupils are in fact working towards national qualifications and out of scope of this collection on Broad General Education performance. During 2019 we consulted with key stakeholders, including Education Scotland, special schools and standalone special units and local authorities, regarding how these pupils should be appropriately recorded. Based on their feedback we have introduced a new category (code 97) for future Achievement of Curriculum for Excellence Levels data collections. The definition for this is:

For standalone special schools and units, use code 97 if:

- (a) a pupil is in the senior phase and,
- (b) the pupil is being taught at least one qualification, other award, or work-based learning, at SCQF Level 1 and above and,
- (c) teachers would not normally make CfE level judgements for pupils in the senior phase.

8.1.3.2 Derived variables: P1, P4, P7 combined and literacy variable

The publication tables include two derived variables: P1, P4 and P7 combined and literacy.

P1, P4 and P7 combined figures have been available on the [school level dashboard](#) since 2015/16 to provide data for small schools (where data for individual stages would potentially reveal information about individual pupils). P1, P4 and P7 combined figures are available at local authority and national level for comparison purposes.

The literacy variable has been created from the three literacy organisers: reading, writing and listening and talking. A pupil is deemed to have achieved the expected level in literacy if they have achieved the expected level in all three literacy organisers. A pupil is deemed not to have achieved the expected level in overall literacy if they have failed to achieve the expected level in one or more of the individual organisers. If a pupil has not been assessed in one or more of the organisers ('Not Assessed'), their results are not included in calculation of the overall literacy variable.

These two derived variables are used in the key measures in the [National Improvement Framework \(NIF\)](#):

- Percentage of P1, P4 and P7 pupils combined achieving expected Level in Literacy;
- Percentage of P1, P4 and P7 pupils combined achieving expected Level in Numeracy;
- Percentage of S3 pupils achieving Third Level or better in Literacy and;
- Percentage of S3 pupils achieving Third Level or better in Numeracy.

The last two measures are not available in this report as data for S3 pupils were not collected in 2020/21; for more information see Chapter 1.3.

8.1.3.3 Gaelic medium education

Pupils based in Gaelic medium primary schools/classes will learn and develop their literacy and numeracy skills in both Gaelic and English.

Pupils in Primary 1 Gaelic medium primary schools will generally be immersed in developing their reading, writing, listening and talking and numeracy skills in the medium of Gaelic.

From around Primary 3, children based in Gaelic medium primary schools/classes will also start to develop their skills in reading, writing and listening and talking in the English language.

It is expected that by the end of Primary 7, most children who have been based in Gaelic medium primary schools/classes should be achieving Second Level in reading, writing, and listening and talking in both Gàidhlig and English.

For pupils based in Gaelic medium primary schools/classes, the following data was collected and published in 2020/21:

	P1	P4	P7
Gàidhlig Reading	✓	✓	✓
Gàidhlig Writing	✓	✓	✓
Gàidhlig Listening and Talking	✓	✓	✓
English Reading			✓
English Writing			✓
English Listening and Talking			✓
Numeracy		✓	✓

S3 data were not collected for 2020/21; for more information see Chapter 1.3

Achievement of CfE levels in Gàidhlig can be found in Chapter 5.

8.1.3.4 Data matching

To reduce the burden on data providers, as per the Code of Practice for Statistics, pupil characteristic information was added to the Achievement of CfE Levels data by using previously collected data from the Pupil Census 2020. The following variables were added:

- Ethnicity
- Additional Support Needs
- English as an Additional Language
- Scottish Index of Multiple Deprivation
- 6-fold Urban Rural Classification

Achievement of CfE Level data and Pupil Census data were initially matched based on Scottish Candidate Number (SCN) and school or, where an initial match is not made, based on SCN and other demographic information (e.g. sex and date of birth).

8.1.4 Data quality and quality assurance

8.1.4.1 Data quality and feedback from data suppliers

As part of the quality assurance process, feedback was sought from local authority data suppliers on the process of compiling the data and on factors which may affect data quality. Feedback was received from 27 out of 32 local authorities. The majority of data providers provided substantive feedback covering the assessment process followed by schools, their own quality assurance of the data and any concerns over the quality of the data.

In general most local authorities indicated that they were confident in the data quality with a number citing further improvements planned for future data collections. A small number of authorities noted that they still had concerns about the consistency of judgements across schools within the authority and, therefore, across the country as a whole.

Many authorities noted that the COVID-19 pandemic had had an impact on the data submitted this year. Whilst most local authorities said that they were confident that the data provided was an accurate reflection of the assessment that had been possible a number reported that the pandemic meant teachers had reduced opportunities to gather evidence on which to make judgements. This was due, for example, to school closures and self-isolation of pupils and teachers.

The pandemic has also impacted on the nature and quantity of the moderation exercises (which help develop a shared understanding of standards and expectations) which some schools and local authorities have been able to conduct. In particular local authorities mentioned that face-to-face moderation could not take place and that moderation exercises were often limited to in school rather than between schools. This may have impacted on the consistency of some of the teacher judgement data this year.

8.1.4.2 Official Statistics

From 2015/16 to 2017/18 Achievement of CfE Level publications were Official Statistics labelled as 'Experimental Statistics'. This was to reflect the fact that these were new statistics in development, published to involve users and stakeholders in their development and build in quality and understanding at an early stage. From 2018/19 Achievement of Curriculum for Excellence Level statistics are no longer labelled as Experimental Statistics.

The factors that led to the removal of the [Experimental Statistics label](#) can be found in the [Evidence Paper](#).

8.1.4.3 Comparisons over time

This publication, and the associated supplementary tables, provide comparisons back to 2016/17, at a national and local authority level. When making such comparisons, it should be noted that both analysis of the data, and evidence provided to us by local authorities, suggests the robustness and consistency of the data has changed during this period.

Comparisons have not been made with data for 2015/16 - the first year of data collection – in this publication. Analysis of this data, alongside the 2016/17 data, highlighted inconsistencies between the two years. Due to this we do not recommend comparing 2015/16 data with data for subsequent years.

The time period covered by the 2020/21 statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. This is likely to have had an impact both on learning and teaching (and therefore the CfE levels achieved) and on the quality of the data submitted for some schools. This should be kept in mind when making comparisons between years.

Developments in the ACEL data collection and publication since its introduction

2015/16

1st year of data collection

Analysis of 2015/16 data, alongside the 2016/17 data, highlighted inconsistencies between the two years.

Due to this we do not recommend comparing 2015/16 data with data for subsequent years and therefore 2015/16 data is not presented in this publication or the associated supplementary tables.

2016/17

Experimental Statistics

These were new statistics in development, published to involve users and stakeholders in their development and build in quality and understanding at an early stage.

The robustness and consistency of these statistics increased over time. This should be kept in mind when making comparisons between years.

2017/18

Official Statistics

From 2018/19 it was decided that ACEL statistics would no longer be labelled as Experimental Statistics.

The factors that led to the removal of the experimental label can be found in a paper, available here (<http://www.gov.scot/ISBN/9781839603488>).

The robustness and consistency of these statistics increased over time. This should be kept in mind when making comparisons between years.

2018/19

Data collection was cancelled

The ACEL collection and publication was cancelled in 2019-2020 due to the difficulties in collecting data whilst schools were closed due to COVID-19.

2019/20

Primary pupils data collection only

The ACEL publication cover Primary school children (P1, P4 and P7) only in 2020-2021.

Secondary school and special school data was not collected due to other pressures on these schools including implementation of the SQA National Qualifications Alternative Certification Model which was used to award National 5s, Highers and Advanced Highers in 2021.

The time period covered by the 2020/21 statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. This should be kept in mind when making comparisons between years.

2020/21

8.1.4.4 Comparing between local authorities

If making comparisons between local authorities we recommend keeping in mind the context of the authorities and their approach to assessment.

In particular, in some local authorities, pupils with complex needs are integrated into their mainstream schools; these pupils have been included throughout this publication. However, within other local authorities school pupils with complex needs may attend a special school or standalone special unit. It is not necessarily appropriate to assign these pupils to a specific stage, and so, these pupils are usually treated separately in this publication. This year data was not collected for pupils in standalone special schools. The treatment of pupils with complex needs across different local authorities should be kept in mind when making comparisons between local authorities, or between individual schools.

8.1.4.5 Assessment of children's progress against CfE Levels

The expected standards under CfE were embedded in the [Experiences and Outcomes](#) from the outset; further to this Education Scotland published draft [Curriculum for Excellence Benchmarks](#) for literacy and numeracy in August 2016 in order to provide a more explicit and clear statement of standards. These standards were available to teachers ahead of the data collection for 2016/17. Final versions of the benchmarks were published in June 2017.

A national programme of Quality Assurance and Moderation has been put in place to provide more support and improve confidence and understanding amongst teachers, and in August 2017, [Scottish National Standardised Assessments](#) were made available for teachers to help inform their judgements.

8.2 School level data

School level results are also being released alongside this publication. They are available in the School Information Dashboard online via this [link](#). Data will be published for all publicly funded primary schools subject to data protection limitations.

All school level results will be presented in ten per cent bandings (i.e. under 10 per cent, 10 per cent – under 20 per cent, ... , 90 per cent or more). To prevent potential disclosure of information relating to individual pupils, any results relating to a grouping of 20 pupils or fewer will be suppressed. This means that around 19 per cent of primary schools will have no information published for them.

As with the national and local authority level data, school results include 'Pupil following individual milestones'. This may have a particularly large impact on schools with an integrated special unit.

Children who were recorded as 'Not Assessed' are not included in the calculations.

The data quality considerations described in Chapter 8.1.4 also apply to school level data. There is greater likelihood that an individual school's results are affected by variations in assessment approach, socio-economic context and school size (for example) than is the case at the more aggregated local authority or Scotland level. If making comparisons between schools we recommend keeping in mind the context of the authorities and their approach to assessment.

8.3 Supplementary tables

The collection involves a large amount of data, which cannot be fully presented in this publication. This report seeks to highlight the key messages and give a flavour of the range of analysis possible. Detailed tables are published as supporting tables alongside this publication, and provide a fuller picture of the findings (see [supplementary tables](#)). As with school level information, a disclosure control policy was applied to supplementary tables.

Within the supplementary tables for 2020/21, trend data for 2016/17 to 2020/21 has been included for pupil characteristics. This includes data by Additional Support Needs, English as an Additional Language, urban rural classification, sex, ethnicity and Gaelic education.

8.4 Revisions policy

Data submissions for the latest year can sometimes identify required revisions for previously submitted data. Scottish Government will revise the previous years' results at the time of publication of the latest year's results. Data revisions must be received by October for inclusion in the next publication.

Achievement of Curriculum for Excellence Level 2015/16 data was revised and new supplementary tables published in 2016/17 following receipt of revised data from two local authorities and a minor coding revision for two special schools. (See [Achievement of Curriculum for Excellence Level, 2016/17](#) for details).

Achievement of Curriculum for Excellence for 2016/17 and 2017/18 data was revised in 2019, to use the new data matching basis introduced in 2018/19 and to account for revised data received for one primary school for 2017/18.

With additional time series data now being published (see Chapter 8.3), the opportunity has been taken to revise 2016/17 data by ethnicity, English as an Additional Language and Additional Support Needs. These revised figures take account of an improvement made to the data linkage process between ACEL data and Pupil Census data which was introduced for the 2017/18 publication.

8.5 Rounding

Figures used in the commentary of this report are based on the unrounded data which can be found in the [supplementary tables](#). This means that they may not always match with figures that are derived using the rounded data displayed in tables and charts.

8.6 International and UK comparability

England, Wales and Northern Ireland also report on literacy and numeracy performance based on teacher judgements, however, due to the differing education systems and curriculums, direct comparisons cannot be made.

England: [Statistics at the Department for Education](#)

Wales: [Examinations and assessments](#)

Northern Ireland: [Department of Education Statistics](#)

Scotland participates in the OECD's triennial Programme for International Student Assessment (PISA) survey. This assessment is undertaken by 15 year-olds in over sixty

countries, including all OECD countries, and as such is a key international benchmark of performance. The result of most recent PISA survey is available at the Scottish Government website ([Programme for International Student Assessment \(PISA\) 2018: highlights from Scotland's results](#)).

8.7 Further information on attainment

A range of other information on the performance of Scotland's school pupils is available.

The Scottish Government publishes analysis of school leaver attainment (qualifications) and destinations. The latest data is available [at the School education statistics website](#).

Further assessment and attainment information on schools can be found on the Scottish Government Education [dashboards](#) page.

The Scottish Qualifications Authority (SQA) publish attainment statistics which can be found [at the SQA website](#).

For updates on new Scottish Government education statistics, any forthcoming changes to Scottish Government education statistical publications and stakeholder consultations please register with Scotstat at the following website: [ScotStat Register: guidance - gov.scot \(www.gov.scot\)](#)

An Official Statistics publication for Scotland

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Correspondence and enquiries

For enquiries about this publication please contact:

Andrew White

Education Analytical Services

e-mail: school.stats@gov.scot

For general enquiries about Scottish Government statistics please contact:

Office of the Chief Statistician, Telephone: 0131 244 0442,

e-mail: statistics.enquiries@gov.scot

How to access background or source data

The data collected for this statistical bulletin

are available in more detail through statistics.gov.scot

are available via an alternative route

may be made available on request, subject to consideration of legal and ethical factors. Please contact school.stats@gov.scot for further information.

cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

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West Dunbartonshire Council
Educational Services

Education Improvement and Recovery 2021-2024 - Action Plan

Outcome for improvement	ATTAINMENT AND ACHIEVEMENT		
	Recovery Objective: To improve the levels of ACEL attainment		
Action required	Timeline	Personnel	Reporting
Produce individualised statistical report for each school	June – August 2021	Excellence Equity Data Officer	Educational Services Project Board (twice per term)
Areas of underperformance identified and targets for attainment an equity gap set for 2022.	July 2021	Lead Officer School Improvement Education Officers School Improvement	Educational Services Project Board (twice per term)
Plan and deliver supported attainment improvement programme	August 2021 – March 2022	Lead Officer School Improvement Education Officers School Improvement School Improvement Headteachers	Termly School Improvement Milestone Reports
Agree level of support/intervention required for HT's in the identified schools	August 2021 (on going)	Senior Education Officers	Educational Services Project Board (twice per term)

Outcome for improvement	EXCELLENCE AND EQUITY		
	Recovery Objective :To improve the impact of interventions designed to close the poverty related attainment gap		
Action required	Timeline	Personnel	Reporting
Identify primary schools whose interventions have closed the gap	July – August 2021	Excellence Equity Data Officer Senior Education Officers	School Improvement Team Review Meeting
Share effective practice with schools identified as underperforming	August – October 2021	Lead Officer School Improvement Education Officers School Improvement School Improvement Headteachers	Senior Education Officers Education Officers School Improvement School Improvement Headteachers
Plan / Conduct regular cycle of monitoring visits to review progress with interventions to support raised attainment and narrowing of attainment gap	August 2021 – March 2022	Senior Education Officers Education Officers School Improvement School Improvement Headteachers	Termly School Improvement Milestone Reports
Produce termly scrutiny and progress reports	August 2021 – June 2022	Education Officers School Improvement	Educational Services Project Board (twice per term)

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Attainment Challenge Funding Reduction
Lead Department & other departments/ partners involved:	Educational Services
Responsible Officer	Laura Mason/ Julie Mc Grogan
Impact Assessment Team	Julie Mc Grogan – Senior Education Officer Alan Munro – Quality and Performance Officer
Is this a new or existing PFD?	NEW
Start date:	09.2.22 End date: 09.2.22
Who are the main target groups/ who will be affected by the PFD?	Children, young people and families in West Dunbartonshire
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	YES – The purpose of the PDF is to assess the impact on pupil's education and the strategic objectives in terms of equality in West Dunbartonshire which would be may be adversely affected by the reduction in SAC funding as proposed by the Scottish Government
<i>The purpose of the PDF is to assess the impact on pupil's education and the strategic objectives in terms of equality in West Dunbartonshire which would be may be adversely affected by the reduction in SAC funding as proposed by the Scottish Government</i>	

Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence

Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.

Available evidence:

Consultation/ Involvement with community, including individuals or groups or staff as relevant	Education Scotland Scottish Government Heads of Establishments
Research and relevant information	Attainment Data National Improvement Framework Scottish Attainment Challenge national and local reports
Officer knowledge	Core WDC Officer-Team in place since 2015 to present
Equality Monitoring information – including service and employee monitoring	All monitoring is carried out using the WDC Improvement Framework with reports to Chief Education Officer, Education Committee, Scottish Government
Feedback from service users, partner or other organisation as relevant	Feedback is conducted using the WDC Improvement Framework
Other	

Are there any gaps in evidence? Please indicate how these will be addressed

No Gaps identified	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age

			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
Service wide consultation on going since 2015: Feedback in all sectors from parents, children, young people, elected members and partner agencies		The likely impacts of the highly significant decrease in funding will include limiting our ability to adopt an authority wide strategic approach to a range of matters relating to raising attainment, these include - additional resources to support out of hours and holiday learning; provision of fast access to welfare / wellbeing support for parents ; family outreach support; provision of specialist staff to provide wellbeing and mental health support in schools	Cross cutting

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			

Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			
Cross Cutting	<p>Long term progress had been made with data from 2019 showing improved outcomes for learners with a focus on maximising progress and embedding sustainable change.</p>	<p>The likely impacts of the highly significant decrease in funding will include limiting our ability to adopt an authority wide strategic approach to a range of matters relating to raising attainment. The requirement to work at pace to accelerate progress will be challenging. Examples of this are likely to be:</p> <ul style="list-style-type: none"> • scrutiny and challenge by excellence and equity team to support sustained improvement in schools and ELC; • additional resource to support out of hours and holiday learning; • provision of fast access to welfare / wellbeing support for parents ; family outreach support; • provision of specialist staff to provide wellbeing and mental health support in schools and 	

		provision of additional Educational Psychologist support; and <ul style="list-style-type: none"> • provision of authority wide collaborative and professional learning focusing on excellence and equity. 	
Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
<i>Note: Link to Section 6 below Action Plan in terms of addressing impacts</i>			
Section 5: Addressing impacts Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan			
1. No major change			
2. Continue the PFD			
3. Adjust the PFD	Scope exists to mitigate the adverse impact on pupils arising from the reduced funding. This would lead to adaptations across key service areas.		

4. Stop and remove the PFD	
Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity

Continuation of the service review of the strategy to raise attainment and achievement		Build on progress achieved ; identify key areas of risk to delivery of improved outcomes; plan modifications to reflect the reduction in SG Funding		Cross cutting
Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD				
The reduced funding model coupled with the current context of the pandemic.				
Section 7: Monitoring and review				
Please detail the arrangements for review and monitoring of the policy				
How will the PFD be monitored? What equalities monitoring will be put in place?				
When will the PFD be reviewed?				
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement				
Section 8: Signatures				
The following signatures are required:				
Lead/ Responsible Officer:		Signature: Julie Mc Grogan		Date:13/01/22
EIA Trained Officer:		Signature: Alan Munro		Date: 13/01/22
Section 9: Follow up action				

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****West Dunbartonshire Council – 09 February 2022**

Subject: Scottish Youth Parliament Membership of Educational Services Committee

1. Purpose

- 1.1** The purpose of the report is to ask Council to determine whether there should be Scottish Youth Parliament members nominated to serve on the Educational Services Committee.

2. Recommendations

- 2.1** It is recommended that the Council:

- (i) Approves the recommendation of the Educational Services Committee by permitting the addition of two Scottish Youth Parliament members on the Education Services Committee.
- (ii) Agrees that voting members of the Committee require to be over the age of sixteen years old.
- (iii) Agrees that such Members should be excluded from consideration of matters covered by consultation under the Schools Consultation (Scotland) Act 2010, or any matter, which may directly involve the management of their particular school, rather than more general educational matters or matters which effect all schools or particular stages of education, generically.
- (iv) Amends Standing Orders to give effect the above proposals.

3. Background

- 3.1** Following the report by the Chief Education Officer to the December 2021 Educational Services Committee it was approved by Committee that they were in favour of the addition of two Scottish Youth Parliament members to the make-up of the Committee and that the matter be referred to Council to determine as there will require to be an amendment to Standing Orders to accommodate the proposal.
- 3.2** As the request to amend Standing Orders falls outwith the review period provided for in Standing Order 20(d), Standing Order 20(d) will require to be suspended in terms of Standing Order 28, to allow consideration of the item.

4. Main Issues

- 4.1** This report asks Council to determine whether it believes there should be Scottish Youth Parliament representation on the Educational Services Committee.
- 4.2** The decisions of the Educational Services Committee have a direct impact on the children and young people of West Dunbartonshire and as such it is important that their voice is heard as part of the democratic process. Schools involve young people in their own decision making processes through Pupil Councils and pupils aged 16 upwards have voting rights in Scottish Parliamentary Elections. It has been noted recently how young people have embraced issues such as the climate change agenda reminding decision makers that they require to have their voices heard globally. This proposal opens up the opportunity for them to influence local educational matters as key stakeholders.
- 4.3** The presence of members of the Scottish Youth Parliament on the Educational Services Committee will add an additional dimension to the Committee and will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child by allowing the youth representatives a voice and voting position (if aged 16 years or over) within the Educational Services Committee
- 4.4** Scottish Youth Parliament elections are held in Scotland every two years, with the most recent Election having taken place in November 2021, so the method chosen for the selection of the Members is straightforward and transparent. West Dunbartonshire Council has two elected Scottish Youth Parliament members and this process is replicated every two years, which, if the proposal is accepted, would result in an automatic renewal of membership to serve the Educational Services Committee assuming the member wished to do so.
- 4.5** Recent successfully elected candidates are Jessica Boyle (15 years of age) who will represent Clydebank and Milngavie constituency and TianQi Yu (16 years of age) who will represent Dumbarton constituency. Their new roles begin in March 2022 so Council are asked to note that if approved there would be one eligible voting member and one non-voting member.
- 4.6** While it is possible for members of the Scottish Youth Parliament to be as young as 14 years, it is proposed that voting rights be restricted to those age 16 and over. This suggested age qualification reflects the law of Scotland as regards the age of legal capacity and the fact that sixteen years and above is recognised, through the grant of democratic rights, as an age of which individuals can be expected to understand and participate in significant decision making processes.
- 4.7** Given the implications for confidentiality in respect of potentially sensitive information, Council will need to consider whether, in the event of exclusion of press and public, such Members would require to be excluded from consideration of certain items.

- 4.8** When discussed at Educational Services Committee some concern was expressed over the appropriateness of the requirement of such members to participate in matters such as school closures where they are likely to be more vulnerable than other Committee Members to pressure and lobbying from individuals and pressure groups. Having considered the matter further, officers are of the view that when any matter which falls to be covered by a consultation under the Schools Consultation (Scotland) Act 2010, or any matter which may directly involve the management of their particular school, rather than more general educational matters or matters which effect all schools or particular stages of education, generically, they would require not to participate. This will require care in the construction of agendas but it is believed this can be accommodated without great difficulty.
- 4.9** While the Committee would offer Membership to the local members of the Scottish Youth Parliament, they are under no obligation to accept and in such circumstances, the position would remain vacant.
- 4.10** In terms of Section 124(2)(a) of the Local Government (Scotland) Act 1973, it is essential that any committee determining educational matters has at least half of its membership drawn from Members of the Authority. The Committee currently has three Church representatives, two Trade Union representative and two parent representatives. Were Council to agree to amend membership as recommended this requirement would still be met comfortably.
- 4.11** To alleviate Members' concerns regarding the responsibility placed on the young person an alternative to voting rights could be an option whereby the Scottish Youth Parliament members would only attend the Educational Services Committee as an observer. Members may wish to consider whether they would wish to consider such an approach as an alternative to the proposed model.

5. People Implications

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

6. Financial and Procurement Implications

- 6.1** There are no financial or procurement implications associated with this report.

7. Risk Analysis

- 7.1** It is considered that there is a risk that if such members of the Scottish Youth Parliament were to consider matters such as proposals under the School's Consultation (Scotland) Act 2010, they would be more vulnerable to inappropriate lobbying and pressure than other members of the Committee. The proposal to preclude such matters from their consideration as narrated in Paragraph 4.6 of the report is considered to address this risk and reflects the Council's Duty of Care to young persons.

8. Equalities Impact Assessment (EIA)

8.1 EIA conducted and included as Appendix 1.

9. Consultation

9.1 The Chief Education Officer consulted Legal Services and Finance in the preparation of this report.

10. Strategic Assessment

10.1 The inclusion of the Scottish Youth Parliament members will provide an additional level of scrutiny to the Education policies, which will accordingly assist the Council in delivering a fit for purpose education services.

Laura Mason
Chief Education Officer
10 January 2022

Person to Contact: Laura Mason – Chief Education Officer
Laura.Mason@west-dunbarton.gov.uk

Appendices: **Appendix 1** – Equality Impact Assessment

Background Papers: **Scottish Youth Parliament Membership of Educational Services Committee** – Educational Services Committee Report

Wards Affected: All Council Wards

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Scottish Youth Parliament
Lead Department & other departments/ partners involved:	Education, Learning and Attainment
Responsible Officer	Laura Mason – Chief Education Officer
Impact Assessment Team	Laura Mason – Chief Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 9 February 2022	End date: until reviewed
Who are the main target groups/ who will be affected by the PFD ?	Primary and secondary sector pupils within West Dunbartonshire
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	YES – The PFD will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child by allowing the youth representatives a voice and voting position (if aged 16 years or over) within the Educational Services Committee
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence
 Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.

Available evidence:

Consultation/ Involvement with community, including individuals or groups or staff as relevant	The inclusion of youth in democratic process is not unusual or contentious. Given the Council's Duty of Care in this context in relation to age and the necessary exclusion of the young people from certain matters of Council business, it was felt sufficient that consultation be conducted with the Education Services Committee only.
Research and relevant information	
Officer knowledge	Officers are aware of the significant voice, presence and impact of young people in both local and global matters. The inclusion of Scottish Youth Parliament members is seen as a positive contribution to the democratic process in West Dunbartonshire.
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	

Are there any gaps in evidence? Please indicate how these will be addressed

Gaps identified	Nothing identified
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation
 Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
Educational Services Committee	01.12.21	Discussion around the proposal and good debate with Members around the benefits and risks of having the Scottish Youth Parliament members join the Educational Services Committee	Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
			Cross cutting

Note: Link to Section 6 below Action Plan 9

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age	The inclusion of youth members will create fairer representation and allow broader opinion and debate on Council business		
Religion/ Belief			
Sexual Orientation			
Cross Cutting	The presence of members of Scottish Youth Parliamentarians on the Educational Services Committee will add an additional dimension to the Committee and will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child by allowing the youth representatives a voice and voting position (if aged 16 years or over) within the Educational Services Committee		

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	No major change is envisaged.
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:

Note: Link to Section 6 below Action Plan

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
Age Requirement		Recommendation that voting Scottish Youth Parliament members are required to be over the age of sixteen years.		Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
Exclusion of youth members from specific matters of Council business		Agreement reached on the recommendation that youth members be excluded from consideration of matters covered by consultation under the Schools Consultation (Scotland) Act 2010, or any matter, which may directly involve the management of their particular school.		Cross cutting
Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD				

Section 7: Monitoring and review		
Please detail the arrangements for review and monitoring of the policy		
How will the PFD be monitored? What equalities monitoring will be put in place?		
When will the PFD be reviewed?		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		
Section 8: Signatures		
The following signatures are required:		
Lead/ Responsible Officer:	Signature: Laura Mason – Chief Education Officer	Date: 17/1/22
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 17/1/22
Section 9: Follow up action		
Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date: