

WEST DUNBARTONSHIRE COUNCIL
Council Offices, Garshake Road, Dumbarton G82 3PU

31 May 2012

MEETING: EDUCATION AND LIFELONG LEARNING COMMITTEE

WEDNESDAY, 13 JUNE 2012 at 10.00 A.M.
MEETING ROOM 3
COUNCIL OFFICES
GARSHAKE ROAD
DUMBARTON

Dear Sir/Madam,

Please attend a meeting of the **Education and Lifelong Learning Committee** to be held in Meeting Room 3, Council Offices, Garshake Road, Dumbarton on **Wednesday, 13 June 2012 at 10.00 a.m.**

The business is as shown on the enclosed agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor P. McGlinchey (Chair)
Councillor G. Casey
Councillor W. Hendrie
Councillor D. McBride
Councillor J. McColl
Councillor M. McNair
Councillor J. Millar
Councillor J. Mooney
Councillor I. Murray
Councillor T. Rainey
Councillor M. Rooney
Councillor K. Ryall
Councillor H. Sorrell
Councillor M. Stewart (Vice-Chair)
Mrs B. Barnes
Mrs G. Doyle
Mr G. Hill
Mr B. Kirk
Miss E. McBride
Ms J. McDaid
Miss S. Rennie

All other Councillors for information

Chief Executive
Executive Director of Corporate Services
Executive Director of Educational Services
Executive Director of Housing, Environmental & Economic Development
Director of West Dunbartonshire Community Health and Care Partnership

EDUCATION AND LIFELONG LEARNING COMMITTEE

WEDNESDAY, 13 JUNE 2012

AGENDA

1. APOLOGIES

2. DECLARATIONS OF INTEREST

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

3. PRESENTATION ON EDUCATIONAL SERVICES

A presentation will be given by the Executive Director of Educational Services on the range of work carried out by Educational Services.

In this respect, submit report by the Executive Director providing information on this presentation.

4. HER MAJESTY'S INSPECTORATE OF EDUCATION: REPORT ON CHILDREN'S HOUR NURSERY

Submit report by the Executive Director of Educational Services informing of the inspection of Children's Hour Nursery by Her Majesty's Inspectorate of Education (HMIE) and the subsequent report published by HMIE on 11 April 2012.

5. INTEGRATED INSPECTION BY THE CARE COMMISSION AND HM INSPECTORATE OF EDUCATION: FOLLOW-THROUGH REPORT ON BRIGHT BEGINNINGS

Submit report by the Executive Director of Educational Services informing of the follow-through inspection of Bright Beginnings, one of the Council's Partnership Nurseries, carried out by West Dunbartonshire Council's Quality Improvement Service, and of the report published in April 2012.

6. HER MAJESTY'S INSPECTORATE OF EDUCATION: REPORT ON FOLLOW-THROUGH INSPECTION OF LEVENVALE PRIMARY SCHOOL

Submit report by the Executive Director of Educational Services informing of the follow-through inspection of Levenvale Primary School by the Quality Improvement Team of Educational Services and the subsequent report published by West Dunbartonshire Council in 2012.

7. HER MAJESTY'S INSPECTORATE OF EDUCATION: REPORT ON FOLLOW-THROUGH INSPECTION OF ST. MARY'S PRIMARY SCHOOL (CLYDEBANK)

Submit report by the Executive Director of Educational Services informing of the follow-through inspection of St. Mary's Primary School, Clydebank, by the Quality Improvement Team of Educational Services and the subsequent report published by West Dunbartonshire Council in May 2012.

8. HER MAJESTY'S INSPECTORATE OF EDUCATION: REPORT ON ST. PETER THE APOSTLE HIGH SCHOOL

Submit report by the Executive Director of Educational Services informing of the inspection of St. Peter the Apostle High School by Her Majesty's Inspectorate of Education (HMIE) and the subsequent report published by HMIE on 29 May 2012.

REPORTS FOR DECISION

9. STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

Submit report by the Executive Director of Educational Services providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

10. CURRICULUM FOR EXCELLENCE IMPLEMENTATION PLAN – PROGRESS

Submit report by the Executive Director of Educational Services providing a progress check on West Dunbartonshire's Implementation Plan for Curriculum for Excellence (CfE).

11. LIBRARIES & MUSEUMS SERVICE UPDATE

Submit report by the Executive Director of Educational Services:-

- (a) advising of the recent expansion and current progress within the revised Libraries & Museums Service;
- (b) informing of achievements and forthcoming initiatives within Libraries & Museums; and
- (c) recommending that the Libraries & Museums Section is re-named 'Libraries & Cultural Services'.

12. SCOTTISH SURVEY OF LITERACY AND NUMERACY 2011 (NUMERACY)

Submit report by the Executive Director of Educational Services informing of the results of the numeracy survey undertaken in Scottish schools and published in March 2012, the full publication being attached as Appendix 1 to the report.

REPORT FOR NOTING

13. SCOTTISH EDUCATION AWARDS 2012 AND TIMES EDUCATION SUPPLEMENT AWARDS 2012

Submit report by the Executive Director of Educational Services informing of the schools and individuals from West Dunbartonshire which have been short listed for the 2012 Scottish Education Awards and the 2012 Times Educational Supplement Awards.

For information on the above agenda please contact Scott Kelly, Committee Officer, Legal, Democratic and Regulatory Services, Council Offices, Garshake Road, Dumbarton G82 3PU. Tel: (01389) 737220.
Email: scott.kelly@west-dunbarton.gov.uk

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Presentation on Educational Services

1. Purpose

- 1.1** The purpose of this report is to inform Members of a presentation by the Executive Director of Educational Services which will be the first item on the agenda of the new Education and Lifelong Learning Committee.

2. Background

- 2.1** There are several new members on the Education and Lifelong Learning Committee following the recent local government elections, some of whom may not be fully aware of the range of work carried out within Educational Services.
- 2.2** Although there was a briefing session for elected members on 29 May, not all members could attend and the lay members of the committee (3 church representatives, 2 parents and 2 teachers) were not involved in the briefing session.

3. Main Issues

- 3.1** The presentation will last around 15 minutes and will cover the following areas:
- departmental structure, including senior staff, numbers and types of establishments and support services;
 - scrutiny arrangements, including membership of the Committee and the role of Education Scotland;
 - 5 key priorities over the coming years; and
 - time for questions.

4. People Implications

- 4.1** There are no personnel issues.

5. Financial Implications

- 5.1** There are no financial implications.

6. Risk Analysis

- 6.1** There are no risks arising from this report.

7. Equalities Impact

7.1 There is no impact on equalities.

8 Strategic Analysis

8.1 The presentation will demonstrate that Educational Services has identified key priorities which will help the Council to deliver fit for purpose education.

8. Conclusions and Recommendations

8.1 Committee is asked :

- to note the content of the presentation; and
- to ask the Executive Director of Educational Services any questions which may arise from it.

Terry Lanagan
Executive Director of Educational Services
Date: 15 May 2012

Persons to Contact: Terry Lanagan, Executive Director of Educational Services, Council Offices, Garshake Road, Dumbarton, G82 3PU. Telephone: 01389 737301, e-mail: terry.lanagan@west-dunbarton.gov.uk

Appendix: None

Background Papers: None

Wards Affected: All

West Dunbartonshire Council

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Her Majesty's Inspectorate of Education: Report on Children's Hour Nursery

1. Purpose

- 1.1 To inform Members of the inspection of Children's Hour Nursery by Her Majesty's Inspectorate of Education (HMIE) and the subsequent report published by HMIE on 11 April 2012.

2. Background

Children's Hour Nursery, one of the Council's Partnership Nurseries, was inspected as part of a national sample of pre-school education and the subsequent report published by HMIE 11 April 2012. The inspection covered key aspects of the work of the Centre. It evaluated:

- How well children learn and achieve
- How well the pre-school centre supports children to develop and learn
- How well the pre-school centre improves the quality of its work

Responses to questionnaires issued to all parents and staff were analysed. The inspection report is available at <http://www.hmie.gov.uk/> and a copy is attached as appendix 1.

3. Main Issues

- 3.1 Members will note that HM Inspectors found the following key strengths:

- Well-behaved, motivated children who are keen to learn.
- Staff's development and use of children's assessment profiles to ensure progress in children's learning and development.
- Caring staff who interact well with children to meet their individual needs.
- Manager's leadership of improvement.

- 3.2 Members will note the evaluations of the indicators of quality used in this inspection procedure.

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good
The curriculum	good
Improvement through self-evaluation	good

3.3 The inspector discussed with staff and the education authority how the nursery could continue to improve. The following was agreed:

- Continue to develop the curriculum in line with Curriculum for Excellence.
- Continue to develop self-evaluation and monitoring procedures to ensure continuous improvement in the quality of children's learning.

4. Personnel Issues

4.1 There were no personnel issues.

5. Financial Implications

5.1 There were no financial implications.

6. Risk Analysis

6.1 An action plan will be prepared to take forward the recommendations made in this report.

7. Equalities Impact Assessment (EIA)

7.1 There are no equalities issues arising from this report.

8. Strategic Assessment

8.1 The information from this report demonstrates that the children at Children's Hour are benefiting from good quality learning experiences which will be a strong foundation for their future.

9. Conclusions and Recommendations

9.1 HM Inspectors were confident that the centre's self-evaluation processes were leading to improvements. As a result, they will make no further visits in connection with this inspection. The local authority will inform parents about the centre's progress as part of the authority's arrangements for reporting to parents on the quality of its centre.

9.2 The committee is invited:

- (a) to note the contents of this report; and;
- (b) to congratulate the staff, parents and children of Children's Hour Nursery, for their achievements as recognised by HMIE in the report published on 11 April 2012.



Terry Lanagan,
Executive Director of Educational Services

Person to Contact: Laura Mason, Head of Service, Department of Educational Services, Council Offices, Garshake Road, Dumbarton G82 3PU
Telephone No: 01389 737304
E-mail: laura.mason@west-dunbarton.gov.uk

Appendix: Copy of HMIE report on Children's Hour Nursery

Ward Affected: Ward 4

11 April 2012

Dear Parent/Carer

Children's Hour Nursery
Clydebank

Recently, as you may know, I visited and inspected your child's pre-school centre. Throughout our visit, I talked to parents and children and I worked closely with the head of centre and staff. I wanted to find out how well children were learning and achieving and how well the pre-school centre supported children to do their best. The head of centre shared with me the pre-school centre's successes and priorities for improvement. I looked at some particular aspects of the pre-school centre's recent work, including outdoor play and literacy across learning. As a result, I was able to find out how good the pre-school centre was at improving children's education. I would now like to tell you what I found.

How well do children learn and achieve?

I found that children are learning and achieving very well. In all playrooms children are happy and secure and have good relationships with the adults who care for them. Babies have fun during 'messy play type' activities, and enthusiastically carry out actions to familiar songs. Toddlers enjoy playing with dolls in the house corner. Babies and toddlers are developing a keen interest in books. A few toddlers pick out their favourite books to share with staff. They join in enthusiastically at different parts of a familiar story. Older toddlers and children aged three to five share and play well together in the same playroom. Older children are very helpful and kind as they play with younger children. Children aged three to five are enthusiastic and motivated by their learning experiences. For most of their time in nursery, they make choices about the resources they want to play with. A few children display a keen interest in playing with trains and building tracks together. New approaches in planning help to capture children's interests effectively. Children now have opportunities to talk about and plan their learning with staff. This has resulted in children becoming more interested and involved in their learning. Children are becoming more independent and are given more responsibility. They confidently take on roles such as helping to prepare snack and recycling different materials in their playroom. Through their eco and sustainable work, children are learning to care for the environment and are working to achieve green flag status from Eco-Schools Scotland. Children are very well behaved and this is promoted effectively by staff using the rainbow reward chart. Children proudly talk about their achievements as they share their learning folders with their friends and adults. Parents are encouraged to contribute information about children's achievements at home.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

Children aged three to five are making very good progress in developing their literacy skills. They listen well to adults and carry out simple instructions. A few children need more support to listen during large group activities. Children talk confidently to their friends and adults. They enjoy opportunities to talk about their own experiences such as holidays. Staff build on children's early interest in books. Children choose to look at books by themselves and a few children use the internet to choose and read different books. They are learning about the features of books such as illustrator, author and title. Older children display a very good understanding of rhyming words. They use their early writing skills in their play. They make lists and make good attempts at writing their name. Staff recognise that they now need to provide more challenging and relevant opportunities to develop children's writing skills. Children are making very good progress in developing their numeracy and early mathematics skills. Children are learning how to display information using different kinds of graphs. They use their counting skills as they record daily rainfall. Commendably, staff encourage children to record this information on a graph using the computer.

How well does the pre-school centre support children to develop and learn?

The nursery supports children very well to develop and learn. Staff are kind and caring and interact positively to support children in their play. They know children well and a key worker system supports this effectively. Staff make good use of *Pre-birth to Three* guidance to help plan learning experiences for children aged three and under. They ensure children's individual developmental and care needs influence their planning. Younger children are provided with a good range of natural materials to explore. This helps develop their curiosity well. Younger children would benefit from accessing art and craft type activities more readily. Staff working with children aged three to five have been developing their curriculum in line with the principles of Curriculum for Excellence. They provide an increasingly responsive curriculum which is now taking forward children's interests and ideas. For example, this has supported small groups of children to come together to learn and deepen their knowledge of their particular interests in trains. Staff provide good opportunities for children to develop their skills in literacy and numeracy across their learning. Staff need to continue to develop children's investigative and problem-solving experiences to extend children's thinking skills further. Children enjoy play in their outdoor area each day. Although space in the garden is limited, staff organise the area well to develop children's learning across the curriculum. Children grow vegetables and plants in their nearby allotment. Staff understand their responsibilities in supporting children who need extra help in their learning. Transitions from home to the nursery and from room to room are well thought out and tailored to meet the needs of individual children. Parents appreciate how well their children are supported as they move into different rooms. Staff work hard to build good links with primary schools to help children make successful transitions to P1.

How well does the pre-school centre improve the quality of its work?

Staff work well together, reflect on experiences offered to children each day and make changes to improve the quality of learning. The views of children and parents are taken account of to help improve the work of the nursery. Parents appreciate that their ideas and suggestions are valued and taken forward by the nursery. Staff have introduced new approaches to track children's progress across the curriculum. This is helping staff to challenge and support children appropriately. It would now be helpful for staff to come together with other early years colleagues to share and develop a common understanding of assessment. A new manager has been in post for six months and she is already leading significant improvements in the nursery. She has recently implemented new approaches to monitor and evaluate the work of the nursery. She uses staff's interests and skills well to support new developments. The nursery benefits greatly from the very good support it receives from the local authority. Staff are very receptive to this guidance and support, and

this is helping the nursery to improve. Staff have recently visited local nurseries to share and discuss good practice in planning children's learning. Through the manager's and staff's commitment to improvement and with the ongoing very good support from the local authority, this nursery is well placed to continue on its journey to excellence.

Our inspection of your pre-school centre found the following key strengths.

- Well-behaved, motivated children who are keen to learn.
- Staff's development and use of children's assessment profiles to ensure progress in children's learning and development.
- Caring staff who interact well with children to meet their individual needs.
- Manager's leadership of improvement.

I discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what I agreed with them.

- Continue to develop the curriculum in line with Curriculum for Excellence.
- Continue to develop self-evaluation and monitoring procedures to ensure continuous improvement in the quality of children's learning.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The head of centre and local authority will inform parents about the pre-school centre's progress as part of the arrangements for reporting to parents on the quality of the pre-school centre.

Jackie Maley
Managing Inspector
11 April 2012

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=10598&type=1>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre*(2)². Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

Here are the evaluations for **Children's Hour Nursery**

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the pre-school centre

The curriculum	good
Improvement through self-evaluation	good

At the last inspection that was conducted by the Care Inspectorate (Social Care and Social Work Improvement Scotland, SCSWIS), there were three recommendations. All recommendations have since been addressed.

A copy of the full letter is available on the Education Scotland website

www.educationscotland.gov.uk or by clicking this link

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=10598&type=1>.

¹ This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

² *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007,
<http://www.hmie.gov.uk/documents/publication/catcseey.pdf>

West Dunbartonshire Council

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

**Subject: Integrated Inspection by the Care Commission and HM
Inspectorate of Education: Follow-Through Report on Bright
Beginnings**

1. Purpose

- 1.1** To inform Members of the Committee of the follow-through Inspection of Bright Beginnings, one of the Council's Partnership Nurseries, carried out by West Dunbartonshire Council Quality Improvement Service, and of the report published in April 2012.

2. Background

- 2.1** Bright Beginnings inspection report was presented to committee in February 2009. An action plan was prepared following the inspection to address the 2 main points for action.
- 2.2** The Quality Improvement Service visited the nursery to evaluate the progress made in response to the main points for action. They visited playrooms, talked with staff and examined evidence relating to the development work that had been identified through the inspection. They also assessed the extent to which the nursery was continuing to improve the quality of its work. The final report is shared with all parents and carers and nursery staff.

3. Main Issues

- 3.1** Members will note that satisfactory progress has been made in relation to the first point for action. Good progress was made in the other point for action.
- Continue to develop arrangements for evaluating and monitoring the quality of provision.
 - Continue to develop staff skills in building on assessment information gathered to identify next steps in learning.
- 3.2** The Quality Improvement Team found that the nursery was making good progress overall. The manager was providing stable leadership and was a good role model. The manager knows the nursery well and is clear about what needs to be improved. She is well supported by enthusiastic and hardworking staff. The manager and West Dunbartonshire Council will prepare an additional action plan to continue the work in evaluating and monitoring the quality of provision. This plan will focus on providing a rigorous system to monitor the quality of learning and teaching.

With support the nursery is well placed to continue this work. This was having a positive impact on children's learning. The Quality Improvement Service will continue to support Bright Beginnings and ensure that the improvements achieved to date continue.

4. People Implications

4.1 This report has no implications for personnel.

5. Financial Implications

5.1 There are no financial implications in this report.

6. Risk Analysis

6.1 There will be no further reports in connection with the follow through inspection of Bright Beginnings published in April 2012.

7. Equalities Impact Assessment (EIA)

7.1 No equalities issues were identified in relation to this report.

8. Strategic Assessment

8.1 The information from this report demonstrates that the children at Bright Beginnings are benefiting from good quality learning experiences which will be a strong foundation for their future education.

9. Conclusions and Recommendations

9.1 The nursery has made good progress in relation to the recommendation of the initial inspection report and has demonstrated continuous improvement.

9.2 The committee is invited:

- a) to note the contents of this report;
- b) to congratulate the manager, senior nursery nurse, staff and children of Bright Beginnings, for their achievements as recognised by West Dunbartonshire Council Quality Improvement Service in the report published in April 2012.

Terry Lanagan,
Executive Director of Educational Services

Person to Contact: Laura Mason, Head of Service, Department of Educational Services, Council Offices, Garshake Road, Dumbarton G82 3PU
Telephone No: 01389 737304
E-mail: laura.mason@west-dunbarton.gov.uk

Appendices: Appendix 1 – Follow-through Inspection of Bright Beginnings

Background Papers: Integrated Inspection Report on Bright Beginnings

Ward Affected: Ward 6

1. The Inspection

Bright Beginnings Nursery was inspected in September 2008 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. In December 2008, the nursery prepared an action plan in agreement with West Dunbartonshire Council. The action plan indicated how they would address the main points for action in the HMIE report, within a two year period.

West Dunbartonshire Quality Improvement Service assessed the extent to which the nursery was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

2. Continuous Improvement

Within the last year the manager had returned from maternity leave. This had impacted positively on the capacity of the nursery to improve. As a result this is a positive report. The manager, senior nursery nurse and staff had worked as a team to take forward the recommendations contained in the report since she came back. Arrangements for evaluating and monitoring the quality of provision were at the early stages. Staff's skills in building on assessment information gathered to identify next steps in learning was developing very well.

With continuing stable management, the nursery is well placed to sustain and build on the improvements they had achieved.

3. Progress towards the main points for action

The initial inspection report published in December 2008 identified two main recommendations for improvement. This section evaluates progress made with each of the recommendations and the resulting improvements for children and stakeholders.

3.1 *Continue to develop arrangements for evaluating and monitoring the quality of provision.*

The nursery had made satisfactory progress towards meeting this point for action.

The manager, senior nursery nurse and staff were committed to improving the work of the nursery. Since returning from maternity leave the manager had built on and developed a range of methods to involve staff in evaluating the work of the nursery. She was using authority guidelines to support this work. However, the process of self-evaluation, involving all staff and stakeholders,

was at the early stages in becoming rigorous and systematic. The manager was encouraging staff to work as a team to evaluate the quality of their work, in order to improve learning outcomes for children. Informal feedback was given to staff on a range of activities for all age ranges; this included planning, staff/child interactions and the quality of children's portfolios. The manager worked closely with staff to monitor children's progress and learning experiences. She was a very visible presence in the nursery playrooms, for children, staff and parents. The staff team were beginning to reflect on how they were working; sharing good practice with each other. Staff should extend this practice to sharing with other nurseries and attend local authority training. They were beginning to consult children about the quality of resources and activities. Staff should use peer assessment to give each other feedback on the quality of their work and make improvements to learning and teaching through this. The manager should continue to develop the arrangements for monitoring and evaluating the quality of children's experiences.

3.2 Continue to develop staff skills in building on assessment information gathered to identify next steps in learning.

The nursery had made good progress towards meeting this point for action.

The manager, team leader and staff had worked very effectively to improve the quality of approaches to observing, planning, assessing and identifying children's next steps in learning. As a result staff used observations and assessment information to plan next steps in learning for children aged three to five, very well. Staff met regularly to discuss children's progress to ensure they were meeting individual children's learning needs. Through high quality, individual children's portfolios, progress in learning was recorded systematically for three to five's. These planning procedures demonstrated the high standard of children's learning experiences. Children's individual portfolios also celebrated achievements in learning very well. Children were involved in planning their own learning; guided by staff using *Talking and Thinking Floor Books* – Responsive Planning. Staff's skills in using *Talking and Thinking Floor Books* were developing. Staff used learning intentions and success criteria very effectively when planning for children's learning experiences. They used questioning appropriately to extend learning and to add depth to the children's experiences. Staff were very good at encouraging and praising children; providing feedback about their learning and reinforcing their *Golden Rules*. Planning for babies and toddlers was influenced by the children's interests. Staff working with under-three's should focus on learning; more detailed observations should also take place, in line with Pre-birth to Three national guidance. Staff working with three to fives should continue linking what they have learnt about assessment and planning to Curriculum for Excellence. Focusing on the work they are beginning to do on tracking and reporting on children's learning.

4. Capacity for Improvement

Overall, the nursery was making good progress with their action plan. The manager knows the nursery very well and is clear about what needs to be improved. The manager leads the nursery team well and is providing stable

leadership. She is also a good role model for staff in the playrooms. She is well supported by enthusiastic and hardworking staff. The manager and West Dunbartonshire Council will prepare an additional action plan to continue the work in evaluating and monitoring the quality of provision. This plan will focus on providing a rigorous system to monitor the quality of learning and teaching. With support the nursery is well placed to continue this work.

5. Conclusion

With support from West Dunbartonshire Council Quality Improvement Service, Bright Beginnings had worked effectively to meet the recommendations of the HMIE report. Staff had improved the quality of assessment, planning and next steps in children's learning experiences. The staff team had been involved in the implementation of the action plan and had worked to support the manager to undertake the recommendations. With support the nursery will continue the improvements achieved to date.

Terry Lanagan
Executive Director of Educational Services
March 2012

West Dunbartonshire Council

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee 13 June 2012

Subject: Her Majesty's Inspectorate of Education: Report on Follow-through Inspection of Levenvale Primary School

1. Purpose

- 1.1** To inform Members of the follow-through inspection of Levenvale Primary School by the Quality Improvement Team of Educational Services and the subsequent report, published by West Dunbartonshire Council in 2012.

2. Background

- 2.1** Levenvale Primary School HMIE inspection report was published in September 2009. An action plan was prepared following the inspection to address the three main points for action:
- Continue to share good practice in learning and teaching in order to better meet the needs of all learners and ensure a challenging pace of progress.
 - Continue to involve staff, parents and children more actively in the life and work of the school.
 - Build on the good practice within the school to develop leadership at all levels.
- 2.2** The Quality Improvement Team visited the school to evaluate the progress made in response to the main points for action. They visited classes, talked with staff and examined evidence relating to the development work that had been identified in the school's Action Plan. They also assessed the extent to which the school was continuing to improve the quality of its work. The final report is shared with all parents and carers and school staff and is attached to this report as Appendix 1.
- #### **3. Main Issues**
- 3.1** Members will note that in relation to the main points for action overall good progress had been made. The school had also made good progress in planning for continuous improvement.
- 3.2** Overall, the Quality Improvement Team found that the school had a focus on sharing good practice in order to ensure depth, progression and challenge in learning. Staff, pupils and parents were involved in the life of the school and in decision making in the school. The school had raised its profile in the community and regularly appeared in the local press celebrating the success of the pupils. Leadership across the school had developed.

4. People Implications

4.1 This report has no implications for personnel.

5. Financial Implications

5.1 There are no financial implications in this report.

6. Risk Analysis

6.1 There will be no further reports in connection with the inspection of Levenvale Primary School published in September 2009.

7. Equalities Impact Assessment (EIA)

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

8. Strategic Assessment

8.1 Educational Services has a 100% positive record with HMIE reports. This is in line with the corporate priority to provide fit for purpose services.

9. Conclusions and Recommendations

9.1 The school has made good progress in relation to the recommendations of the initial inspection report and demonstrated continuous improvement.

9.2 Members are requested:

- (a) to note the contents of this report; and
- (b) to congratulate the head teacher, staff and pupils of Levenvale Primary School, for their achievements as recognised by the Quality Improvement Unit in the report published in May 2012

Terry Lanagan
Executive Director of Educational Services

Person to Contact: Laura Mason, Head of Service, Department of Educational Services, Council Offices, Garshake Road, Dumbarton G82 3PU
Telephone No: 01389 737304
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Appendices

Appendix 1 - Follow Through Inspection of Levensale
Primary

Wards Affected:

Ward 1

1. The Inspection

HM Inspectors (HMIE) published a report on standards and quality in Levenvale Primary School in May 2009. In September 2009 West Dunbartonshire Council in collaboration with the school prepared and published an action plan indicating how they would address the main points for action in the HMIE report.

West Dunbartonshire Council Quality Improvement Service assessed the extent to which the school was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

2. Continuous Improvement

The headteacher, principal teacher and staff had worked as a team to take forward the recommendations contained in the report. Planning had been improved resulting in an improvement in breadth and balance of the curriculum and in pupils' experiences. The staff had given careful consideration to national guidance in Curriculum for Excellence as they developed the curriculum in a way that challenged and engaged learners across the school. The profile of the school had been raised in the community as a result of parents and pupils being actively involved in the life of the school and the many positive articles about the school in the local press. Individual teachers had taken responsibility for areas for development and this had resulted in the development of leadership across the school. Parents were fully involved at all stages of development and were fully committed to the improvement agenda.

The school must now sustain and build on the effective developments achieved.

3. Progress towards the main points for action

The initial inspection report published in May 2009 identified three points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

The following areas for improvement were agreed with the school and education authority:

3.1 *Continue to share good practice in learning and teaching in order to better meet the needs of all learners and ensure a challenging pace of progress;*

The school had made good progress towards meeting this point for action.

The staff had effectively built on their previous good practice and had used the principles of a Curriculum for Excellence to guide their developments. The school used the assessment information to track progress and plan effectively to meet the needs of all pupils. Staff had worked together and had reviewed and developed areas such as active learning, co-operative learning and outdoor learning. This had resulted in a shared understanding across the school and quality learning experiences for pupils. Pupils could talk about their learning and what they need to do to improve. They talked enthusiastically about some of the experiences and opportunities that they were being given. Some children spoke about their involvement in self-assessment, in assessing their peers and in the targets that they were setting in their learning. The staff had training in Interdisciplinary Learning and were planning across the curriculum in an effective way. These lessons were making connections across learning for the children and challenging them in new ways.

The principal teacher managed support for learning and she had involved staff, parents, children and other agencies in setting appropriate challenging targets for children on staged intervention plans.

Effective shared planning by staff was ensuring that there was progression, depth and challenge across the curriculum. This is an area that the staff will continue to develop and evaluate.

3.2 Continue to involve staff, parents and children more actively in the life and work of the school.

The school had made very good progress towards meeting this action point.

The school established a learning committee of staff, parents and pupils and this had a direct influence on many areas of the school including an evaluation of the teaching styles that pupils enjoyed and found effective. The pupil council is strong and has a meaningful role in the school in taking forward the views of pupils and influencing change. The members of the pupil council and the members of the Eco committee take their responsibilities seriously and have a positive effect on the development of pupil voice across the school. Pupils are able to discuss their learning as well as their role in the broader life of the school. Pupils were the main influence on the use and development of the playground, and parents funded play equipment for the activities. They feel they are listened to and that appropriate actions take place. The display areas in the school are used effectively to show learning across the school and to ensure that pupils and parents get the information they need on the life of the school.

The pupil newsletter and the suggestion box are welcomed and appreciated by both staff and parents.

A parental survey carried out by the school indicated a high level of satisfaction on the structure of the school. Parent information activities include the showcasing of the curriculum in classes. Parents attend class assemblies and a variety of school activities including 'bring your parents to school night' and 'grandparents tea party'. This enables parents to be involved in the life of the school and to see the curricular developments in action in their children's learning. Parents were also involved in the review of homework.

There are good links with a number of local business and the local community. The schools 'No Limits' conference enables senior pupils to hear about some of the career choices available to them. This enables the children to raise their aspirations, to consider careers for themselves and to make the link between curricular areas and the world of work.

3.3 Build on the good practice within the school to develop leadership at all levels.

The school had made good progress towards meeting this point for action.

All the staff are involved in curricular developments, in collaborative planning and in professional dialogue and reflection. Staff within the school have led working parties on a number of curricular areas. Two members of staff are the schools Moderation Champions and have undertaken all the Local Authority training on assessment and moderation. They have led all the development in this area. Staff led the numeracy and literacy developments in line with West Dunbartonshire's guidelines. Staff have taken part in cluster developments in planning the curriculum, working with other teachers from local schools. The staff share good practice across the school. Most staff have visited other schools to look at good practice and help them reflect on their strengths and areas for development.

Capacity for Improvement.

The school had made very good progress across the points for action as outlined in this report. In addition they had developed the four capacities of a Curriculum for Excellence; - Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The work undertaken in developing Skills for life, learning and work were engaging young people and making them think about their learning and the skills they needed for the future. The learning and teaching was challenging and was at an appropriate pace. The assessment and moderation work that had started in the school was a good foundation for the development of this area in the future. Staff recognised their roles as leaders of learning and were contributing effectively to all plans and developments across the school. They were sharing practice and engaging in professional dialogue; this was ensuring consistency across the school. The school is well placed to continue this work.

4. Conclusion

With effective support from West Dunbartonshire Council Quality Improvement Service, Levenvale Primary School had responded well to the recommendations of the HMIE report. Pupils' attainment had improved. All staff had been fully involved in the development of the action plan and had worked hard to support the headteacher to undertake the recommendations within the agreed timescale. The school was well placed to continue the improvements achieved to date.

Terry Lanagan
Executive Director of Educational Services
May 2012

West Dunbartonshire Council

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Her Majesty's Inspectorate of Education: Report on Follow-through Inspection of St.Mary's Primary School (Clydebank)

1. Purpose

- 1.1** To inform Members of the follow-through inspection of St. Mary's Primary School by the Quality Improvement Team of Educational Services and the subsequent report, published by West Dunbartonshire Council in May 2012.

2. Background

- 2.1** St. Mary's Primary School HMIE inspection report was published in May 2010. An action plan was prepared following the inspection to address the three main points for action:

- Continue to take forward Curriculum for Excellence
- Build on examples of successful learning and teaching to ensure children's learning needs are being met fully
- Extend approaches to monitoring and evaluating the work of the school in order to raise attainment.

- 2.2** The Quality Improvement Team visited the school to evaluate the progress made in response to the main points for action. They visited classes, talked with staff and examined evidence relating to the development work that had been identified in the school's Action Plan. They also assessed the extent to which the school was continuing to improve the quality of its work. The final report is shared with all parents and carers and school staff and is attached to this report as Appendix 1.

3. Main Issues

- 3.1** Members will note that in relation to the main points for action very good progress had been made. The school had also made good progress in demonstrating continuous improvement.
- 3.2** Overall, the Quality Improvement Team found that the school had taken forward a Curriculum for Excellence in a way that ensured that learning and teaching met the needs of all pupils. That learning was challenging, engaging and active. There was a clear focus on raising attainment and achievement of all pupils. Self-evaluation had improved across the school and involved all members of staff.

4. People Implications

4.1 This report has no implications for personnel.

5. Financial Implications

5.1 There are no financial implications in this report.

6. Risk Analysis

6.1 There will be no further reports in connection with the inspection of St.Mary's Primary School published in June 2010.

7. Equalities Impact

7.1 No equalities issues were identified in relation to this report.

8. Strategic Assessment

8.1 Educational Services has a 100% positive record with HMIE reports. This is in line with the corporate priority to provide fit for purpose services.

9. Conclusions and Recommendations

9.1 The school has made very good progress in relation to the recommendations of the initial inspection report and demonstrated continuous improvement.

9.2 Members are requested:

- (a) to note the contents of this report; and
- (b) to congratulate the head teacher, staff and pupils of St.Mary's Primary School, for their achievements as recognised by the Quality Improvement Unit in the report published in May 2012

Terry Lanagan,
Executive Director of Educational Services

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Appendices

Appendix 1 - Follow Through Inspection of St Mary's
Primary, Duntocher

Wards Affected:

Ward 4

1. The Inspection

HM Inspectors (HMIE) published a report on standards and quality in St Mary's Primary School in June 2010. In October 2010 West Dunbartonshire Council in collaboration with the school prepared and published an action plan indicating how they would address the main points for action in the HMIE report within a two-year period.

West Dunbartonshire Council Quality Improvement Service assessed the extent to which the school was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

2. Continuous Improvement

The headteacher and staff had worked very effectively to take forward the recommendations contained in the report. The school had improved the breadth and balance of the curriculum, increased the challenge to pupils and improved the learning experiences. The staff had used national guidance to support the developments and had embedded 'Assessment for Learning' strategies in all stages across the curriculum. There had been improvement in active learning. The learning opportunities in classes increased the challenge and enjoyment for all pupils. All pupils received 2 hours Physical Education in line with national recommendations. Monitoring and tracking of attainment by all teachers had developed in a rigorous manner and was informing planning for individuals, for classes and at a strategic level across the school. The staff worked in a collegiate way to ensure that they supported each other and shared standards. Staff and children have high expectations and work hard to ensure that they meet these expectations. Parents were fully involved at all stages of development and were fully committed to the improvement agenda.

The school was now well placed to sustain and build on the effective developments achieved.

3. Progress towards the main points for action

The initial inspection report published in June 2010 identified three points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

The following areas for improvement were agreed:

3.1 *Continue to take forward Curriculum for Excellence.*

The school had made very good progress towards meeting this point for action.

Teachers displayed a very good knowledge and understanding of the experiences and outcomes of a Curriculum for Excellence. They were using these in their planning and in recording and reporting children's progress.

Staff had a clear understanding of the purpose and principles of Curriculum for Excellence and these were influencing their work.

There was clear evidence that learning experiences were closing the gap, raising attainment and achievement and preparing young people for the future. Achievements of young people were widely celebrated within the school, with parents and the local community.

Staff had a clear understanding of Interdisciplinary Learning and how to apply learning in a new context. Children were being given a broad range of learning experiences within a real life context, this was evident in the work done on financial education in the school. Activities in mathematics were relevant and challenging. Staff were using technology to deliver learning and children were confident using a wide range of technology.

3.2 Build on examples of successful learning and teaching to ensure children's learning needs are being met fully.

The school had made very good progress towards meeting this action point.

As a result of the work undertaken in the school all teachers were confident, reflective, informed practitioners. Learning was of a high standard and met the needs of pupils. All pupils, including more able pupils, were appropriately challenged by learning activities in the class. There was some good learning outdoors taking place and the school has plans to extend these opportunities. Support for learning was good, well planned and effectively monitored. The learning assistants were an important part of the school team working alongside teachers to deliver an appropriate curriculum to all children. There was a good pace of learning across the school; lessons are brisk but appropriately paced. Assessment for Learning was embedded and many examples of good practice can be seen in the school as a result of the strong consistency of approach to learning and planning. Staff discussion and development work has led to more focussed planning of learning and improved pupil- teacher dialogue. Targets were set with all children and were regularly reviewed to ensure progress and, where necessary, support. The school has used the authority tracking tool effectively to track, plan and evaluate learning. Staff have taken part in the authority 'Sharing the Standard' activities, allowing them to look at progress across curriculum and measure the impact of the improvements across the school. The school has reviewed many curricular areas including, literacy, numeracy and art. The improvements made have led to more motivating, high quality experiences for children and have increased the confidence of staff.

3.3 Extend approaches to monitoring and evaluating the work of the school in order to raise attainment.

The school had made very good progress towards meeting this action point. A strong emphasis had been put on dialogue with children about their learning. This had been very effective in monitoring progress and for identifying the improvement agenda for the school. Staff were clear about their responsibilities. Effective self-evaluation procedures had been put in place and had resulted in raising attainment. Feedback to staff on classroom observation focussed on learning and teaching.

Robust tracking and monitoring of progress was used to improve planning. Reporting to parents had improved as a result of the improvements in monitoring and evaluation.

Teachers understood the use that they could make of self-evaluation to support further improvements. The school had a joined-up approach to improvement that was consistent and effective. Staff were committed to acting on the results of self-evaluation. All staff reflected on current practice and evaluated new developments. They had leadership roles and they used appropriate and effective self-evaluation procedures to gather evidence and plan for improvements in their areas of responsibility. Self-evaluation for improvement was embedded in the practice of all staff.

Capacity for Improvement.

The school had made very good progress across the points for action as outlined in this report. They had developed the curricular areas of a Curriculum for Excellence and ensured that the young people have opportunities to build confidence through their many achievements. Attainment has been raised across the school and an ethos of high expectations and support was moving the school forward in its 'Journey to Excellence'. Self evaluation and reflection on the quality of work was embedded in the practice of all staff. Parents, pupils and staff had a strong commitment to the school. The strong involvement of staff in curricular developments in the school had ensured continuous improvement in learning and teaching based securely in meeting the needs of the child. The school is well placed to continue this work.

4. Conclusion

With effective support from West Dunbartonshire Council Quality Improvement Service, St Mary's Primary School had responded well to the recommendations of the HMIE report. Staff had improved pupils' attainment. All staff had been fully involved in the development of the action plan and had worked hard to support the headteacher to undertake the recommendations within the agreed timescale. The school was well placed to continue the improvements achieved to date.

Terry Lanagan
Executive Director of Educational Services
May 2012

West Dunbartonshire Council

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Her Majesty's Inspectorate of Education: Report on St Peter the Apostle High School

1. Purpose

- 1.1** To inform Members of the inspection of St Peter the Apostle High School by Her Majesty's Inspectorate of Education (HMIE) and the subsequent report published by HMIE on 29 May 2012.

2. Background

- 2.1** In March 2012, St Peter the Apostle High School was inspected as part of a national sample of secondary education. The inspection covered key aspects of the work of the school. It evaluated:

- how well young people learn and achieve,
- how well the school supports young people to develop and learn, and
- how well the school improves the quality of its work.

The evaluations consider

- pupils' learning and achievement,
- the curriculum and meeting learning needs,
- how well staff worked with others to support young people's learning,
- how well staff and pupils were actively involved in improving their school community,
- did the school have high expectations of all young people and
- did the school have a clear sense of direction?

- 2.2** Her Majesty's Inspectors examined pupils' work and interviewed pupils, staff and parents. The inspection report is available at <http://www.hmie.gov.uk/> and a copy is attached as Appendix 1.

3. Main Issues

- 3.1** Members will note that HM Inspectors identified key strengths within the school, in particular:

- the ethos of the school as a community of faith with mutually supportive relationships which encourage young people to learn and achieve very well;
- young people who are ambitious and proud of their school;
- the innovative and dynamic work of staff across the school in leading school improvements;
- the school's work with a wide range of partners to meet the needs of young people;
- the outstanding leadership of the head teacher in building St Peter the Apostle High School into a vibrant learning community.

3.2 Members will note the evaluations of the indicators of quality used in this inspection procedure:

QI 1.1 Improvements in performance	Very Good
QI 2.1 Learners' experiences	Good
QI 5.1 The curriculum	Very Good
QI 5.3 Meeting learning needs	Very Good
QI 5.9 Improvement through self-evaluation	Excellent

3.3 These evaluations are recognised as a positive report in relation to the target on school inspections in the Single Outcome Agreement. This report is particularly strong. St Peter the Apostle High School is a less than three years old and therefore the evaluations represent a very significant achievement for the school community.

3.4 The Inspectors have agreed the following agenda for continuous improvement with the school and the education authority:

- build on the good practice in learning and teaching to help young people develop as successful and independent learners;
- continue to take forward the very effective work in developing the curriculum.

4. People Implications

4.1 This report has no implications for personnel.

5. Financial Implications

5.1 The improvement agenda will be financed by the school's delegated budget as appropriate.

6. Risk Analysis

- 6.1** During the inspection aspects of innovative practice were identified which HMIE would like to explore further in order to share with others.

7. Equalities Impact Assessment (EIA)

- 7.1** No equalities issues were identified in relation to this report.

8. Strategic Assessment

- 8.1** The HMIE report provides evidence of the high quality service provided to young people by the school.

9. Conclusions and Recommendations

- 9.1** Within 1 year of the date of publication, parents and carers will be informed by the Council of the progress made by the school in its agenda for continuous improvement. Elected members will also be informed about the innovative practice shared with others by HMIE.
- 9.2** The Committee is invited:
- (a) to note the contents of this report; and;
 - (b) to congratulate the head teacher, staff, parents and young people of St Peter the Apostle High School, for their achievements as recognised by HMIE in this outstanding report published on 29 May 2012.

Terry Lanagan,
Executive Director of Educational Services

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Appendices: **Appendix 1:** Copy of HMIE report on St Peter the Apostle High School

Background Papers: None

Wards Affected: Ward 5

29 May 2012

Dear Parent/Carer

**St Peter the Apostle High School
West Dunbartonshire Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and young people and we worked closely with the headteacher and staff. We wanted to find out how well young people were learning and achieving and how well the school supported young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including interdisciplinary learning and partnership working. We also looked at the school's approaches to supporting young people, self-evaluation and distributed leadership. As a result, we were able to find out how good the school was at improving children's education.

How well do young people learn and achieve?

Overall, young people learn and achieve very well. Most young people enjoy learning at school and value the range of experiences that help them develop skills for learning, life and work. Relationships across the school community are very positive and young people feel very well supported in their learning. They feel safe and well cared for and are treated fairly. They respond very well to opportunities to work together in groups and willingly share ideas and learn from each other. Young people's views are regularly sought and influence a range of work in the school. Teachers make the purpose of lessons clear but young people would benefit from more feedback on their own learning to help them take greater responsibility for their progress. This would help young people become more independent in their learning.

Young people are achieving very well in a range of sporting, cultural and citizenship activities. They are developing important skills and gaining confidence as they participate in a wide variety of activities and clubs offered by staff and partners of the school. Young people have enjoyed success at local and national level in both team and individual sporting events. Many perform in musical events and participate in the school show. At all stages, young people take a pride in their school and actively promote the school's strong Catholic ethos. Young people in S6 have responded very positively to the Caritas programme and play a strong role in the spiritual life of the school and its community. Across the school, young people develop their understanding of global citizenship by supporting local and international charities and through the school's well established exchange links with a school in Tanzania.

Young people respond well to opportunities to develop their leadership skills. They represent their peers on year group forums and on the pupil council, organise school events such as the mini Olympics and Christmas Fair and act as guides and buddies to younger pupils. The school celebrates young people's achievements well. Across S1 and S2 achievements are monitored and tracked by the school. Young people set themselves targets and regularly review their progress.

At S1 and S2 most young people are making good progress in their broad general education. They are developing well their literacy skills across their learning. From S4 to S6 in most measures, young people's attainment is in line with national averages. In the two years since the school was established there are clear signs of improvements in attainment at S4 and S5. There are some examples of individual young people attaining very well. The school is successful in supporting young people to move on after school and most moved to employment, training, further or higher education.

How well does the school support young people to develop and learn?

Within its caring and inclusive learning community, young people across the school are very well supported to develop and learn. Most teachers plan tasks and activities well to meet the needs of young people. They have high expectations for all learners and provide extensive opportunities to support learning in and beyond school hours. Young people appreciate this and the commitment shown by teachers to help them succeed. Pupil support staff have regular conversations with young people to discuss their progress and achievements. The school has a very effective approach to quickly identify, and act to resolve, any barriers to learning. Young people with a wide range of additional needs are very well supported by close collaboration between the school and many partner services. The pupil support team work very effectively with staff across the school to support young people's social, emotional and learning needs. As a result of this range of successful approaches those who require support are making good progress and achieve well.

Staff have worked with young people, parents and partners to develop a curriculum to meet the needs of a wide range of learners and to take close account of Curriculum for Excellence. The work with primary schools to develop the 'Swinging Sixties' transition project has helped young people transfer with confidence to secondary school. New courses in S1 and S2 offer a variety of learning approaches which help young people develop their knowledge and skills. Staff are working together to help young people make more links in their learning. The curriculum from S3 to S6 provides a wide range of courses leading to certification at various levels. New courses, including Skills for Work courses, are continuously being developed to respond to the needs of young people. The school works very effectively with a wide range of partners, across public, business and voluntary sectors to broaden the range of opportunities available in the curriculum.

How well does the school improve the quality of its work?

The school has very effective approaches to evaluate and improve the quality of its work. Staff are highly committed to using self-evaluation to improve the quality of young people's learning and achievements. They use a wide range of effective

approaches to gathering and using evidence for improvement. The school has a rigorous approach to reviewing the results from SQA qualifications. The headteacher and depute headteachers work with principal teachers to draw up action plans for raising attainment which are regularly reviewed. The setting, monitoring and tracking of 'aspirational targets' for young people is further supporting this work. Almost all staff are involved in the extensive range of *Connected for Excellence* working groups. They are very effective in taking forward school improvements. Teachers across the school take on many leadership roles and support the professional development of colleagues both in school and beyond. Together, all this work has built St Peter the Apostle High School into a professional learning community striving for continuous improvement. The headteacher is highly respected by staff, parents and young people. He has provided strong and highly effective leadership to build a new school community that is ambitious for young people. He is very well supported by the depute headteachers and collectively they provide strong strategic leadership for taking forward the school aims of helping all young people achieve their potential in each aspect of their development.

This inspection of your school found the following key strengths.

- The ethos of the school as a community of faith with mutually supportive relationships which encourage young people to learn and achieve very well.
- Young people who are ambitious and proud of their school.
- The innovative and dynamic work of staff across the school in leading school improvements.
- The school's work with a wide range of partners to meet the needs of young people.
- The outstanding leadership of the headteacher in building St Peter the Apostle High School into a vibrant learning community.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Build on the good practice in learning and teaching to help young people develop as successful and independent learners.
- Continue to take forward the very effective work in developing the curriculum.

What happens at the end of the inspection?

We are very satisfied with the overall quality of provision. We are very confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Carol McDonald
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=12084&type=3> .

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Peter the Apostle High School

Improvements in performance	very good
Learners' experiences	good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school

The curriculum	very good
Improvement through self-evaluation	excellent

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=12084&type=3>.

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, <http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf>.

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire - Update

1. Purpose

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

2. Background

- 2.1** The Strategy to Raise Attainment and Achievement in West Dunbartonshire was agreed by the Education and Lifelong Learning Committee in September 2011. A further recommendation was agreed that a report on progress with the implementation of the Strategy should be presented to every Education and Lifelong Learning Committee as a standing item. This is the fourth such update.

3. Main Issues

- 3.1** Each update report to Education and Lifelong Learning Committee has highlighted specific action taken during the short time span between Committee meetings.

3.2 Masterclasses

West Dunbartonshire held a series of Masterclasses in April. These special classes were designed to enhance the support which is already made available to young people as they prepare for exams. The Raising Attainment teachers worked with the Quality Improvement Service (QIS) and individual schools to identify pupils who would benefit from this support. Classes were offered in English, Maths, History, Geography, Chemistry and Physics. The focus of the classes was exam preparation and technique. Teachers were selected and venues organised at each end of the authority. The evaluations for the innovative Masterclasses are overwhelmingly positive and are included as Appendix 1 of this report.

3.3 Raising Attainment Teachers in Secondary Schools

The Raising Attainment Teachers were originally seconded for a period of 9 months. Following discussion with Head Teachers it has been agreed to extend these secondment opportunities for a further academic session.

The focus for the next element of their work will involve specific support from QIS on literacy and numeracy within and across all subject areas. Curriculum for Excellence policy states that literacy and numeracy is the responsibility of all teachers and not just English and Maths teachers.

3.4 Sharing Good Practice

Work is on-going to ensure that good practice identified by the QIS and through HIME Reports is shared across the 5 secondary schools. Further information on the detail of this will be brought to a future committee.

- 3.5** In the report on the HMIE inspection of Our Lady and St Patrick's High School, also presented to the Education and Lifelong Learning Committee, it was noted that the school should share its good practice both locally and nationally. The Head Teacher of Our Lady and St Patrick's High School has agreed to work with the authority to support improvement across the secondary sector in West Dunbartonshire.

3.6 Raising Attainment Across Sectors

The Scottish Government and ADES have produced a small booklet, "Raising Attainment". This has been issued to every teacher in Scotland and poses questions for reflection, discussion and action. It is attached for Members as appendix 2.

- 3.7** Head Teachers in primary schools have been divided into "Family Groups" of schools with similar socio-economic profiles to support similar schools to develop strategies to raise attainment. They are currently involved in visiting each other's schools to look at quality assurance, assessment, learning and teaching. They will then share their findings and plan improvement accordingly.
- 3.8** West Dunbartonshire's survey of reading and maths using standard assessment is taking place between 14 and 24 May 2012. This will apply to children in P3, P7 and S2 and will provide an authority wide picture of performance. The findings of this survey will be reported to a future meeting of this Committee.
- 3.9** The Baseline Assessment which has been in use for a number of years in West Dunbartonshire's nursery and primary 1 cohorts has been reviewed and a new version has been piloted. This will be fully implemented in the coming session.
- 3.10** There has been a review of QIS/School Improvement process. This has been refreshed to align with new approaches being used by HMIE. This Improvement Framework will build on schools' self-evaluation processes and will have clear links to change and improvement.

4. People Implications

- 4.1** There are no personnel issues emerging as a result of this report.

5. Financial Implications

- 5.1** The costs of the Strategy to Raise Attainment and Achievement have been agreed by Education and Lifelong Learning Committee in September 2011 and will be met from within existing budgets.

6. Risk Analysis

- 6.1** Failure to implement an authority-wide strategy to raise attainment will disadvantage our young people and may become a reputational risk to the Council.

7. Equalities Impact Assessment (EIA)

- 7.1** No equalities issues were identified in relation to this report.

8. Strategic Assessment

- 8.1** The Council has identified four main strategic priorities for 2011/2012, namely Social & Economic Regeneration, Financial Strategy, Asset Management Strategy, and Fit for Purpose Services.
- 8.2** Raising expectation and aspirations with our young people will ultimately lead to regeneration. Investing in their future is fundamental to the values of our Council. Our staff are our most valuable resource and they have the skills to improve outcomes for young people. Success in improving attainment and achievement will impact positively on Educational Services and West Dunbartonshire Council.

9. Conclusions and Recommendations

- 9.1** The Education Service and Lifelong Learning Committee is recommended to:
- (a) note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire; and
 - (b) seek a further update for the Education and Lifelong Learning Committee at its next meeting.

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Appendices: Appendix 1 - Masterclass Evaluations
Appendix 2 - Raising Attainment Booklet

Background Papers: None

Wards Affected: All wards

Masterclass Evaluation

Please tick relevant subject

Total evaluations 100

English	X
Maths	
History	
Geography	
Chemistry	
Physics	

1. Did the session match your expectations?

Yes	97%	No	
-----	-----	----	--

Please give some detail.

Better understanding of close reading
 Interesting expanded on important information
 Surpassed expectations
 Excellent
 Increased knowledge on sitting exam
 Helped with essay structure
 Very detailed and well prepared lesson
 Extremely helpful
 Exceptional
 Excellent teacher

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	94%	1%	1%
Improved understanding of paper structure	85%	7%	3%
Increased confidence	79%	4%	11%
Better prepared for exam	91%		3%

3. Would you attend a masterclass in the future?

Yes	98%	No	
-----	-----	----	--

4. Do you have any suggestions for improvement?

Perhaps real examples of poems used for exams, instead of completely different poem would help much better
 Maybe different teachers running the classes so that the students focus on the actual poem they have actually studied
 Have more sessions earlier in year

Masterclass Evaluation

Please tick relevant subject:

Total evaluations 82

English	
Maths	X
History	
Geography	
Chemistry	
Physics	

1. Did the session match your expectations?

Yes	98%	No	
-----	-----	----	--

Please give some detail.

Covered past papers was helpful
 'Was awesome guarantee I'll be back'
 Structure was good
 Learned about common errors
 Techniques that will help in exam
 The mind maps were helpful
 Very helpful and covered areas I struggled with
 'Very useful, less chance I'll fail/possibly might even pass'
 Useful revision going over past papers

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	96%	1.5%	1.5%
Improved understanding of paper structure	89%	5%	2.5%
Increased confidence	72%	8.5%	17%
Better prepared for exam	88%	2.5%	6%

3. Would you attend a masterclass in the future?

Yes	100%	No	
-----	------	----	--

4. Do you have any suggestions for improvement?

More time to work through questions
 Shorter more focused sessions

MASTERCLASS EVALUATIONS

Please tick relevant subject:

English	
Maths	
History	
Geography	
Chemistry	X
Physics	

1. Did the session match your expectations?

Yes	91%	No	*9%
-----	-----	----	-----

Please give some detail.

Relevant and Useful
Beneficial
Learned new stuff to exams
Helped with exam techniques including covering common mistakes
Good advice with problem areas in exams
Interesting and helpful and helped settled some nerves
Was reported to be boring but infact was very interesting and helpful.
Good resources and tips on what markers are looking for
Gave new ways to study
*It surpassed expectations
Could have been more questions demonstrated

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	90%	4%	6%
Improved understanding of paper structure	86%	8%	6%
Increased confidence	83%	9%	8%
Better prepared for exam	94%	2%	4%

3. Would you attend a masterclass in the future?

Yes	100%	No	
-----	------	----	--

4. Do you have any suggestions for improvement?

More sessions covering other subjects
Sessions running throughout the year covering different aspects of course
More time for worked examples
Longer sessions or more days
Cover exam questions and answers with more time

MASTERCLASS EVALUATIONS

Please tick relevant subject:

English	
Maths	
History	
Geography	
Chemistry	
Physics	X

1. Did the session match your expectations?

Yes	95%	No	5%
-----	-----	----	----

Please give some detail.

Was more focused as a small number showed up, so got to share answers and thoughts
 Helped more than expected
 More aware of how to answer certain questions
 Covered a range of topics
 Better understanding of what markers are looking for.
 Very Effective
 'Beast' – brilliant.

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	84%	2%	14%
Improved understanding of paper structure	92%	4%	4%
Increased confidence	67%	10%	21%
Better prepared for exam	84%	2%	12%

3. Would you attend a masterclass in the future?

Yes	93%	No	5%
-----	-----	----	----

4. Do you have any suggestions for improvement?

Longer Sessions
 More sessions over the week covering content

MASTERCLASS EVALUATIONS

Please tick relevant subject:

English	
Maths	
History	X
Geography	
Chemistry	
Physics	

1. Did the session match your expectations?

Yes	95%	No	5%
-----	-----	----	----

Please give some detail.

Helped improve labelling of areas in essays
 Helped to understand essay structure
 Helped my confidence in answering paper 1
 Much better than expected
 More detailed and knowledgeable
 Helped with analysis
 Now feel better prepared and improved studying techniques
 Very helpful, in particular with the marking schemes
 Good time management and planning tips

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	100%		
Improved understanding of paper structure	100%		
Increased confidence	79%		11%
Better prepared for exam	100%		

3. Would you attend a masterclass in the future?

Yes	100%	No	
-----	------	----	--

4. Do you have any suggestions for improvement?

Longer Sessions

MASTERCLASS EVALUATION

Please tick relevant subject:

English	
Maths	
History	
Geography	X
Chemistry	
Physics	

1. Did the session match your expectations?

Yes	97%	No	3%
-----	-----	----	----

Please give some detail.

Things explained clearer using different techniques
 I feel more confident
 Was a reminder of things I had forgotten
 Mind Maps were good help
 Good information on how to answer questions
 Was much better than expected
 Good details of revision material and resources
 Went over topics I was unsure of

2. Please indicate which statements below best describe how you feel now.

	Yes	No	Don't know
Improved exam skills/techniques	94%	3%	
Improved understanding of paper structure	94%	6%	
Increased confidence	97%		3%
Better prepared for exam	100%		

3. Would you attend a masterclass in the future?

Yes	100%	No	
-----	------	----	--

4. Do you have any suggestions for improvement?

It could have had more time to go over more areas
 Longer Sessions to cover more material

Raising attainment



curriculum for excellence



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The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

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Raising attainment

Why focus on raising attainment for all?

Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.

Every part of our education system has a part to play. The early years are crucial, laying the foundations for future learning and development, moving through to school and beyond.

As a teacher, you are central to raising attainment in Scotland. We have achieved a lot, but we can build on our strengths, and the improvements we are making through Curriculum for Excellence ensure that we can firmly embed a culture of continuous improvement. One outcome of this must be to address the link that exists between relative disadvantage and lower attainment. Together we can ensure Scotland's education system is delivering improved life chances for all of our children and young people.



What raises attainment?

To raise attainment we need to make strong progress at each stage of learning. By ensuring that every child is progressing well at all ages, by maintaining the pace of progress and by consistently building confidence, you can help to further improve the opportunities for all of our children and young people.

We have many successful learners being taught by lots of great teachers across Scotland. The following six approaches to raise attainment will be recognisable to you, and are based on practitioners' experience of how to make a real difference to learners' levels of attainment. The questions aim to support reflection on practice and should help to stimulate thinking and discussion and then lead to action.

This advice is intended to act as a point of reference, and it sits within a wider range of information and resources on raising attainment that you may also find useful. You can find out more in the 'What next?' section below.



Increasing the ambition, aspiration and expectations of every child and young person

- How clearly do I set high aspirations for every learner, every day?
- In what ways do I communicate these aspirations with the learner, parents/carers and colleagues?
- How can I ensure that all of my learners become self-motivated to achieve the highest level of attainment they can?
- How effectively do I feed back to learners about their successes and areas for development in a way that allows them to gain confidence in their ability to learn?
- How do I “take action early” and intervene appropriately when attainment levels should be better?



Delivering excellent learning and teaching in every classroom, every day

- How do I know what excellent teaching is?
- How inspiring are my lessons?
- How often do I take time to reflect on the quality of my teaching?
- How frequently do I ask for and receive feedback on my own practice?
- How do I share experiences with and seek to learn from other colleagues?
- In what ways have I recently explored opportunities to develop my professional skills and knowledge?
- Are there more opportunities I can access through my school and education authority to network and share experience/ practice within and across schools?



Developing effective leadership at all levels

- How well do we as a school collectively create, share and expect the highest levels of behaviour, attitude, attainment and ambition for every learner?
- How do we track every learner's progress and intervene when attainment appears to be dipping?
- How do we as a school create a culture which actively supports improved outcomes for all learners?
- Does every learner have a strong and lasting one-to-one support relationship with at least one member of staff?
- How do we ensure that leadership capacity is developed through leadership programmes, local networks and/or working across schools?
- How do we hold ourselves accountable for the progress of each and every learner?



Engaging family and the wider community

- How well do I work with individual parents/carers to help them to support their child's learning through shared high expectations and motivation to achieve?
- How inclusive and proactive is my strategy for enabling parents/carers to engage with me and the school? Is it working?
- How effectively do I look for opportunities to engage the wider community in order to enrich learning experiences, and raise motivation and aspiration amongst my children and young people?

Focusing on literacy and numeracy as platforms on which to build future learning

- How am I ensuring essential literacy and numeracy skills run through all aspects of learning?
- How do my colleagues and I work together to encourage a focus on literacy and numeracy?



Using information intelligently to understand progress

- How well do I track each individual learner's progress? In what ways do I advise and coach them on their learning, and does each learner understand the progress they are making and need to make?
- What are the sources of information that I use to understand progress? Am I confident that these are robust, fit for purpose, and the best available? Are we developing robust approaches to quality assurance and moderation?
- How well does my school use benchmarking information intelligently to learn and to support the identification of strengths and areas for improvement in school performance?



Raising attainment

What next?

Find out more about what we can all do to raise attainment and what the next steps are, so that together we can achieve a significant improvement in the life chances of all our children and young people.

Access the support and resources you need at

www.educationscotland.gov.uk

Find out what excellent practice looks like at

www.journeytoexcellence.org.uk

Join the discussion and share your views and experiences at

www.engageforeducation.org/attainment





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APS Group Scotland
DPPAS12813 (03/12)

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West Dunbartonshire Council

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Curriculum for Excellence Implementation Plan - Progress

1. Purpose

- 1.1** To provide members with a progress check on West Dunbartonshire's Implementation Plan for Curriculum for Excellence (CfE).

2. Background

- 2.1** The development of Curriculum for Excellence has been in discussion and consultation for a number of years. August 2010 saw the arrival in S1 of the first cohort of pupils to be directly affected by CfE.
- 2.2** Building the Curriculum 3 was published late in 2008 and described the curriculum framework and the entitlements for all children and young people.
- 2.3** Building the Curriculum 4 was published early in 2009 and described the development of skills for learning, skills for life and skills for work.
- 2.4** The curriculum outcomes and experiences were published in June 2009 and all teachers received a copy of all of the curriculum descriptors for every level of attainment.
- 2.5** Building the Curriculum 5 was published in January 2010 and described the assessment framework providing advice on aligning curriculum, learning and teaching and assessment.
- 2.6** Educational Services have supported all aspects of Curriculum for Excellence and it has been given the highest priority in improvement plans across all our schools and services

3. Main Issues

- 3.1** The Implementation Plan brought to Committee in June 2011 has been reviewed. Appendix 1 provides a note of the progress made on each of its actions.
- 3.2** Schools across West Dunbartonshire have made excellent progress in developing Curriculum for Excellence and this work has been mentioned in HMEe reports and has attracted attention in national education press.
- 3.3** Building the Curriculum 3 detailed six entitlements for our learners and there is an expectation that we will report on progress within each of the entitlements.

3.4 The Quality Improvement Team have worked with link schools to develop and share best practice. They will continue to be a crucial force in the on-going drive for improvement and implementation.

3.5 Education Scotland will publish an updated plan and timeline by the summer. West Dunbartonshire's plan will be amended to reflect the key priorities detailed therein.

4. People Implications

4.1 There are no personnel issues connected to this progress report.

5. Financial Implications

5.1 The costs associated with implementation will be met by existing budgets.

6. Risk Analysis

6.1 The West Dunbartonshire Implementation Plan was aligned to the national implementation timelines. Very good progress has been made to date.

7. Equalities Impact Assessment (EIA)

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

8. Strategic Assessment

This report and progress update (appendix 1) reflects a positive impact on service provision. West Dunbartonshire's continuing record of 100% positive HMle Reports is testament to the fact that we deliver Fit for Purpose Services.

9. Conclusions and Recommendations

9.1 The Curriculum for Excellence Implementation Plan will be monitored regularly and reviewed.

9.2 The Committee is invited:

- (a) to note the contents of this report;
- (b) to request that an updated Implementation Plan is brought to the next meeting of Education and Lifelong Learning Committee.

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Appendices: Appendix 1 - Progress Plan

Background Paper: Curriculum for Excellence Implementation Plan

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL

CURRICULUM FOR EXCELLENCE

**IMPLEMENTATION PLAN
(2011 - 2013)**

Entitlements for all Children and Young People

(Building the Curriculum 3 - a framework for learning and teaching)

- a coherent curriculum from 3 - 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

		All children and young people are entitled to experience			
		A coherent curriculum from 3 - 18			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Progress at June 2012	
Strategic group	Re-establish the Curriculum for Excellence Steering Group to direct the development of a coherent curriculum 3-18 across school in West Dunbartonshire.	HoS (Quality) QIM	August 2011 Progress review May 2012	Action achieved. Group will continue, review membership.	
Learning and teaching	Develop and implement guidance and expectations in relation to Transitions 3-18 with a focus on learning journeys across key strategies.	HoS (Quality) QIM Early Years Officer ESO, Senior Phase	June 2011 Progress review Dec 2011 and May 2012	Action achieved. Develop further CPD opportunities across sectors.	
Strategic group	Develop support materials for professional learning opportunities based on the principles of 'Teaching Scotland's Future and the management board paper on professional development Feb 2011.	QIO - Health and Wellbeing QIO/ESO - CPD	June 2011 Progress review October 2011	Development of 'Teaching Scotland's Future continues. Scottish Leadership Development Programme. Teaching Learning Communities. Review PRD.	
Strategic group	Increase opportunities for staff to work in collaboration with partners across sectors and agencies.	QIM (QIS), QIM (Support)	August 2011 Progress review May 2012	CPD as identified at 2 above.	

		All children and young people are entitled to experience			
		A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Progress at June 2012	
Strategic Group	Confirm plans for Broad General Education in 5 secondary schools.	QIM (QIS)/HoS QIOs ESOs	June 2011 Progress review Oct 2011	Further work required. Self-Evaluation exercise planned.	
Learning and teaching	Continued application of the WDC learning and teaching policy to ensure that teaching is based on experiences and outcomes and promotes depth and breadth in learning.	QIM (QIS)/HoS QIOs ESOs	Ongoing	Action will continue.	
Learning and teaching	Develop and establish curriculum links from P6 - S1 - S2	QIM (QIS)/HoS QIOs ESOs	Aug 2011 Dec 2011 Feb 2012	Action will continue.	
Learning and teaching	Review and implement literacy and numeracy policy 3-18.	QIM (QIS) QIOs ESOs	Aug 2011 Feb 2012	Action will continue to develop explicit policy papers for literacy and numeracy. Raised Standards in literacy and	
Learning and teaching	Further develop exemplification to support progressive skill	QIM (QIS) QIOs	Ongoing		

	developments in literacy and numeracy.	ESOs		numeracy at every level.
Learning and teaching	Review SSLN results and implement appropriate action to raise standards.	QIM (QIS) QIOs ESOs		Numeracy survey complete and presented to June 2012 Committee. Literacy survey will be presented as national results are published.
BTC5	Continue to implement NAR across all schools. Implement development opportunities across secondary schools to share standards and moderate. Maintain the roll out across primary schools.	QIM (QIS) QIOs	Ongoing	Good progress particularly in primary sector. This work is ongoing.
BTC5	Review and revise reporting formats.	QIM (QIS) QIOs HTs	Aug 2011 Dec 2011 Jan 2012	Action complete
Recording Achievements	Develop common systems to record achievement for all learners, 3-18. Monitor and advise on the developing E-profiles - particularly P7, S3.	QIM (QIS)HoS QIO - Curriculum and Assessment QIO - Technologies)	Aug 2011 Dec 2011 Feb 2012	Primary profiles being reviewed and final version agreed. Secondary S3 profiles - additional In-Service Day.
Learning and teaching	Provide opportunities to support staff to develop knowledge and understanding of society, the world and Scotland's place in it through interdisciplinary learning.	QIO - Curriculum QIOs ESOs	Feb 2012 May 2012	Principal Teacher supporting the development of this aspect of Curriculum for Excellence. To continue.

Learning and teaching	Explore opportunities to bring closer working between Arts and Music teams and BGE.	QIM/HoS ESO	Oct 2011 May 2012	Arts and music motivators are now working in a structured way to bring forward richer learning opportunities.
Strategic group	Prepare for transfer to Leisure Trust.	HoS Sports Development Active Schools Outdoor Education	June 2011 Oct 2011 Jan 2012	Action complete.
Technologies and GLOW	Develop a local authority learning policy related to ICT /GLOW across the curriculum to make learning more accessible and enjoyable.	QIM (QIS)HoS QIO - Technologies)	May 2012 ?	Draft strategy for consultation. On-going discussion with corporate colleagues to improve the infrastructure and to ensure that policies are fit for purpose.

		All children and young people are entitled to experience			
		A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Progress at June 2012	
Strategic group	Develop and implement an Authority wide strategy to raise attainment in secondary schools.	HoS QIM QIOs HTs	Aug 2011 - ongoing	Action ongoing and updates presented to each Education and Lifelong Learning Committee meeting	
Senior phase	Agree and develop models for Senior Phase which meet the needs of all learners and reflects Curriculum for Excellence principles.	HoS/QIM (QIS) (Support) QIO - Senior Phase QIOs	Ongoing Oct 2011 Dec 2011 Ongoing	Secondary HTs form the basis of the strategic group to develop and implement Senior Phase across West Dunbartonshire schools. 5 DHTs form the basis of operational development groups. Models are currently being developed which will enable greater curriculum choice to all learners. A consultation will take place next term at the request of Head Teachers to determine more efficient use of resources by	
Senior phase	Agree and develop models for the Senior Phase where all establishments offer a diverse range of provision and flexible pathways SCQF 1-7.	HoS/QIM (QIS) (Support) QIO - Senior Phase QIOs	Ongoing Oct 2011 Dec 2011 Ongoing		
Senior phase	Establish a Senior Phase planning group to produce proposals for cross - school approaches to providing a balanced curriculum - (vocational, enterprise and employability)	QIO/ESO - Senior Phase Support Services Colleagues DHTs/HTs	Sept 2011 Jan 2012		
Senior phase	Review arrangements for subject support and development of new qualifications.	QIM/HoS QIOs	Aug 2011 Oct 2011 Dec 2011 Ongoing		

Senior phase	Develop opportunities for joint CPD/professional learning opportunities with partners to develop a shared understanding of senior phase models and approaches.	QIO/ESO - Senior Phase Support Services Colleagues DHTs/HTs	Ongoing	realigning the school week. Improved arrangements to support the implementation of the new qualifications for 2014 are currently being developed .
Senior phase	Provide opportunities for schools to work in partnership with Colleges on their approach as receiving institutions.	QIO/ESO - Senior Phase Support Services Colleagues DHTs/HTs	June 2012	Representatives from Clydebank College work with our development groups and they attend our Senior Phase Conferences.

		All children and young people are entitled to experience			
		Opportunities for developing skills for learning, skills for life and skills for work			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Progress at June 2012	
Senior phase	Expand successful skills for work programme to include other West Dunbartonshire departments.	Skills for work group (sub group of Curriculum for Excellence Strategy)	2011-12	Action achieved.	
Senior phase	Expand vocational programme in order that all secondary schools can deliver aspects of the programme in house and across the 5 secondaries.	QIO ESO School Co-ordinators HTs	April 2011-13	Action achieved and will continue.	
Senior phase	Continue 'exit year employability experience opportunities.	Steering group	June 2012	This is now in place.	
Learning and teaching	Explore how staff review and develop approaches to learning and teaching in numeracy and literacy across the curriculum.	QIS	August 2011-12	Good progress and there are plans to continue this development.	
Learning and teaching	Confirm that the health and wellbeing experiences and outcomes include a range of opportunities to develop skills for working effectively with other people. Establish career planning.	QIS HoS PTs HTs	2012-13		

Learning and teaching	Provide opportunities for all young people to have appropriate Financial Education.	QIO school staff	January 2012	Financial Working Group is ongoing.
Learning and teaching	Continue to develop Co-operative learning opportunities in all schools.	QIS	Ongoing	Training programme has developed and is being delivered in each secondary school. Authority programme is ongoing.
Learning and teaching	Continue to develop opportunities for all young people to experience enterprising activities and promote an enterprising culture.	QIS school staff	Ongoing	
Learning and teaching	Develop partnership with employers	Steering group Hof S	2011-12	This will be carried forward to next Curriculum for Excellence Plan
Learning and teaching	Re-affirm the principles of skills for learning, life and work (BtC4) with particular reference to nursery/primary stages.	QIM ESOs QIOs	Dec 2011 March 2012	BtC4 - primary in place and will continue, next plan to include nurseries.

		All children and young people are entitled to experience			
		Opportunities to achieve to the highest levels they can through appropriate personal support and challenge			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Progress at June 2012	
Personal Support	To embed the principles of GIRFEC into support for learners and review existing practice.	Curriculum for Excellence implementation group/Support Services/Community Health and Care Partnership	Sept - Dec 2011	Good progress, actions will continue.	
Personal Support	To provide learners with personalised learning targets which are regularly reviewed by a lead professional who helps them plan next steps.	Quality Team Support Services All staff	Aug 2011	Evidence of good practice and will continue to next plan.	
Personal Support	To deliver high quality training to all staff in new or revised educational legislation.	QIM (QIS) QIM (Support)	As legislation is passed	Training plan in place.	
Personal Support	To support the needs of all learners through increased opportunities for personalisation and choice within their individualised curriculum.	HTs QIS/Support Services	Sept 2011 Onwards	Ongoing.	

Personal Support	To deliver effective integrated partnerships with key agencies to develop an inclusive relevant curriculum for vulnerable children and young people.	HoS QIO ESO	Ongoing	Ongoing.
Personal Support	To monitor and evaluate the performance of learners requiring additional support needs.	QIS/Support Services	Ongoing	Very good progress.
Parental Involvement	To further enhance the understanding of the Curriculum for Excellence framework through engaging with parental groups such as: Parents Strategy, Have Your Say and Parent Councils.	QIM (Quality) QIM (Support)	Ongoing	Ongoing action. Authority and establishment Parental Involvement Groups are in place. A further conference will be planned for next session.
Parental Involvement	Engagement timetable developed with parental groups to support the preparation and introduction of the P7 and S3 profile and senior phase model.	QIM (Quality) QIM (Support) QIO's	September 2011	Further work ongoing to include parents in development of Curriculum for Excellence

		All children and young people are entitled to experience			
		Opportunities to move into positive and sustained destinations beyond school			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Progress at June 2012	
Senior Phase	To review the opportunities for young people and the routes on offer to education, employment and training.	HoS/Support Services QIS 16+ Learning Choices Implementation Officer	Oct 2011	<p>The development of the 16+ Joint Agency Team to co-ordinate the work of agencies working in partnership to support young people into positive destinations.</p> <p>Through the auspices of the CPP, West Dunbartonshire Council is revising the Partnership Agreement with SDS to ensure quality of service delivery and to implement the Career Management Framework and My World of Work</p>	
Senior Phase	To provide resources for the authority to deliver its role in leading and coordinating sustainable delivery of 16+learning with a focus on MCMC group.	Inclusion Officer HoS 16+ Learning Choices Implementation Officer	Ongoing		
Learning and teaching	To develop more effective partnerships with the voluntary sector to enhance opportunities for a wider achievement.	QIM HoS QIM	Ongoing		
Senior Phase	To review the SDS partnership and the contribution of the partnership towards skills development.	HoS Area Manager SDS 16+ Learning Choices Implementation Officer	Dec 2011		

Key to acronyms

HoS	Head of Service
QIM	Quality Improvement Manager
QIS	Quality Improvement Service
QIO	Quality Improvement Officer
ESO	Education Support Officer
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
GIRFEC	Getting It Right For Every Child
CPP	Community Planning Partnership
SDS	Skills Development Scotland
MCMC	More Choices More Chances
BtC4	Building the Curriculum 4
PRD	Professional Review and Development
CPD	Continuing Professional Development
SSLN	Scottish Survey of Literacy and Numeracy
NAR	National Assessment Resource
BGE	Broad General Education
SCQF	Scottish Credit and Qualifications Framework

WEST DUNBARTONSHIRE COUNCIL

Report by Executive Director of Educational Services

Education and Lifelong Learning Committee: Date: 13 June 2012

Subject: Libraries & Museums Service Update

1. Purpose

- 1.1** To advise committee of the recent expansion, and current progress within the revised Libraries & Museums Service.
- 1.2** To inform committee of achievements and forthcoming initiatives within Libraries & Museums.
- 1.3** To recommend that the Libraries & Museums Section is re-named Libraries & Cultural Services.

2. Background

- 2.1** In December 2010, following extensive consultation including staff, Trades Unions, the Scottish Libraries & Information Council and others, an options paper was presented to the Education & Lifelong Learning Committee seeking approval to implement the recommended option in order to deliver effective best value services within the restructured Libraries and Museums Section.
- 2.2** Following approval by the Education and Lifelong Learning Committee in December 2010, there has been a thorough review and restructure of the Libraries & Museums section, formed through the amalgamation of the Libraries Section and the Culture Section. The aim of this review has been to deliver real service improvement on a sustainable basis in a difficult economic climate. The focus has been on enhancing service delivery and the use of venues, addressing inefficient uses of staff time and empowering staff to support the delivery of more dynamic services.
- 2.3** Over the last 12 months, additional services have joined the section; these include the Youth Music Initiative, The Stand Dance Project and the Education Development Support Unit. A chart outlining the revised areas of service delivery covered by the section is attached as Appendix 1.

3. Main Issues

Expansion of Libraries & Museums Section

- 3.1** The restructure of the section and amalgamation of services has included a revision of job profiles in consultation with staff and the Trades Unions.

These profiles empower staff at all levels to engage more fully in service delivery. This has been welcomed by staff and has resulted in a number of new projects, such as: frontline staff initiating and delivering children's art activities; 'knit & natter' groups; development of 'facebook for grandparents'; creation of a youth theatre; and day-time reading groups. The revised profile and consultation with staff at all levels has resulted in a change to working culture with staff enthusiastic to engage individually in improving service delivery. Consultation continues in the form of regular staff bulletins, an online suggestions box and forum, in addition to annual staff consultation events.

Achievements and forthcoming initiatives within Libraries & Museums

- 3.2** Evidence of the impact of this cultural change can be shown through the increased delivery, achievements and innovative methods of working developed by the revised service. These are the result of integrated methods of working, making best use of resources, innovative partnerships with other WDC services and external National Agencies such as Museums & Galleries Scotland, The Scottish Book Trust and Creative Scotland. In the last 12 months the service has attracted over £300k of external funding to assist with service enhancements. A prestigious strategic partnership has been established with National Galleries of Scotland. Talks are also well underway with an artist of national standing with a view to hosting a major retrospective of his work in June 2013. West Dunbartonshire Council Bookbug sessions with Pre 5 children now feature in the top quartile nationally. In addition the annual Booked! Festival and regular What's On Guide have grown in scale by 100% and 57% respectively with no additional budget. Further information on achievements and forthcoming initiatives is provided as Appendix 2.

Re-naming of the Libraries & Museums Section

- 3.3** The title Libraries & Museums no longer reflects the broad range of integrated service areas now forming this section; the nature of the service would be more accurately reflected by the title 'Libraries & Cultural Services'. The section comprises three teams which now incorporate services areas such as: Public Libraries; support services including Bibliographic Services and Reader Development; Museums and Heritage Centres; Arts Development; the Stand Dance Project; Quest Training Programmes; Youth Music Initiative and the Education Development Support Unit. The reshaping and expansion of the Libraries & Museum Section over the last year has resulted in a change in culture at all levels of the service, and an expansion and increase in service delivery areas, which are more accurately encompassed by the broader term Libraries & Cultural Services.

4. People Implications

- 4.1** There are no personnel issues identified as a result of this report.

5. Financial Implications

- 5.1** There are no financial implications within this report. All aspects of service delivery will be produced within existing budgets, and/or be enhanced through securing external funding.

6. Risk Analysis

- 6.1** There is no increased risk to the Council associated with the contents of this report.

7. Equalities Impact Assessment

- 7.1** There are no equalities impact issues raised as a consequence of this report.

8. Strategic Assessment

8.1 How will this help make best use of our money?

The amalgamation and review of services identified within this report have been approached in line with Best Value. A number of initiatives have achieved match funding through external agencies such as the Heritage Lottery Fund, Creative Scotland, The Scottish Book Trust and the Scottish Libraries & Information Council; thereby maximising the potential of WDC investment.

8.2 How does it make better use of our physical and human assets?

In addition to the resulting Best Value use of existing budgets and maximisation of external funding, the revised and amalgamated service aims to promote accessible service to all members of the community it serves, making best use of resources, utilising venues out of hours to maximise usage, and enhancing facilities through capital investment. New profiles written in consultation with staff and Trades Unions empower staff to be more fully engaged in service development and delivery making best use of their energy, skills and experience.

8.3 How does it change or impact on service provision?

The enhancement of Clydebanks Museum will result in a Museum and Gallery suitable for exhibitions from national and international institutions such as the National Galleries, which will appeal to local, national and international audiences, increase tourism and improve the museum's performance in Statutory Performance Indicator reporting. The integrated Libraries & Museums Service aims to promote events and activities which are at the heart of the community and promote accessibility to art and heritage. The integrated programme of events and activities being developed is a strategic initiative which makes best use of resources including staffing, with all areas of the service working together making best use of skills and resources.

9. Conclusion and Officer's Recommendation

- 9.1** The restructure and integration of the Libraries and Culture Sections has offered an opportunity to establish a revitalised portfolio of service which are both dynamic and sustainable. It has provided the opportunity to involve staff at all levels in developing the service with the aim of linking strongly with the community, enhancing service delivery in line with public demand, and being ambitious and inclusive in its aims for the future.

The Committee is invited to:

- a) note the recent expansion of the amalgamated Libraries & Museums Section, and current progress;
- b) note the achievements and forthcoming initiatives within Libraries & Museums as detailed in Appendix 2; and
- c) agree the change of name to Libraries and Cultural Services.

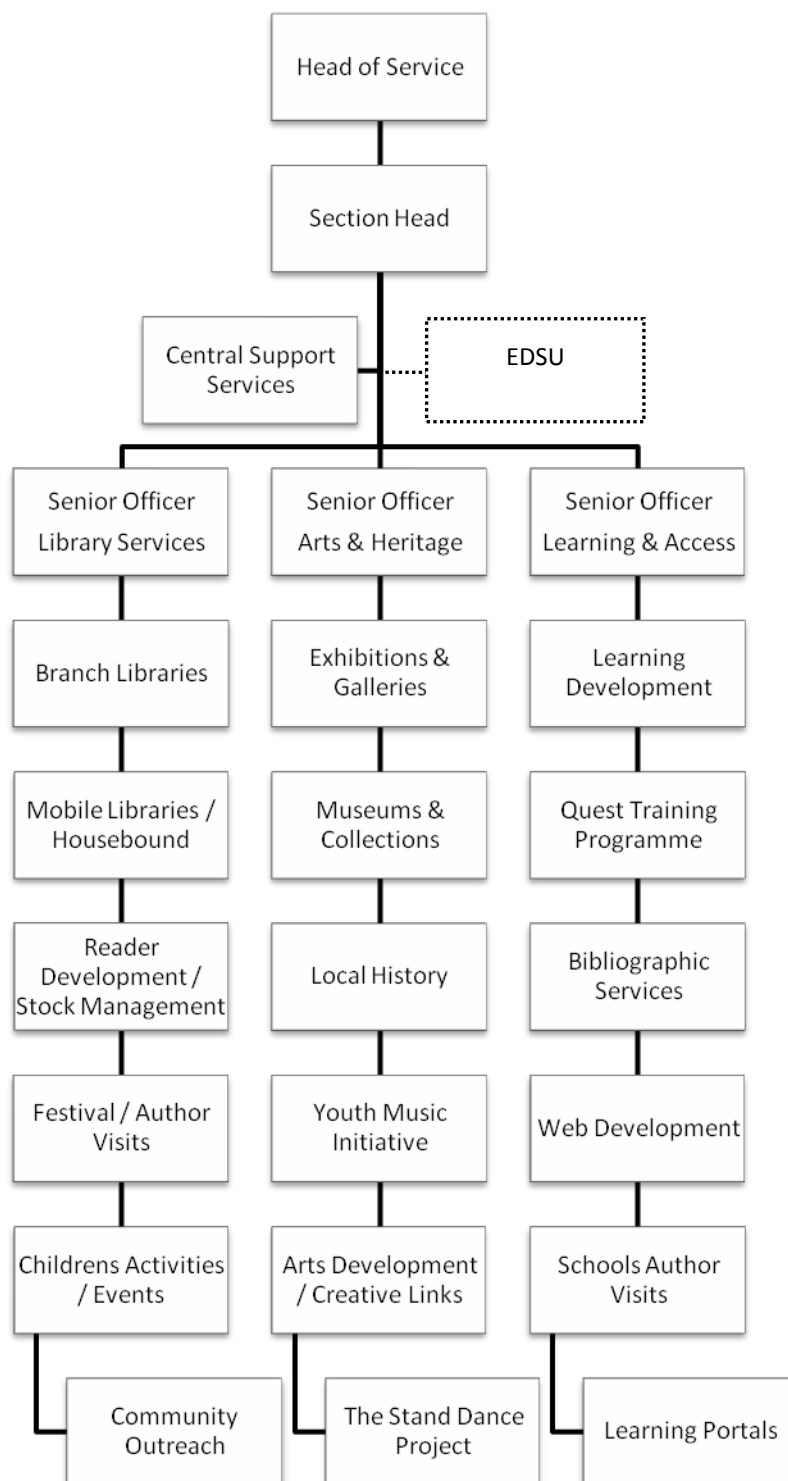
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Appendices Appendix 1 Revised Areas of Service Delivery
Appendix 2 Achievements and forthcoming initiatives in
Libraries & Museums.

Wards Affected: All Wards

Appendix 1. Libraries & Museums - Revised Areas of Service Delivery



Appendix 2. Libraries & Museums: Achievements & Forthcoming Initiatives.

A cultural change has been established within Libraries & Museums focussing on: making best use of resources, innovative partnerships, and a proactive approach to service development and engaging with customers. The positive impact of this more dynamic and inclusive approach can be evidenced by the range of achievements and forthcoming initiatives outlined in this appendix.

Achievements

- During the last year the service has attracted over £300k external funding from national agencies including the Heritage Lottery, Museums Galleries Scotland, The Scottish Book Trust and Creative Scotland.
- A prestigious strategic partnership has been established with National Galleries of Scotland (NGS), with West Dunbartonshire Council becoming NGS's selected "Partner in the West". This will result in NGS touring one national exhibition to West Dunbartonshire every year, in addition to providing access to major works from their collections, including contemporary art and Scottish Twentieth Century art for long or short term loan. In addition we are currently engaged in talks with a significant artist of national standing, with a view to hosting a major retrospective of his work at Clydebank Museum and Gallery in June 2013.
- Through funding awarded by the Heritage Lottery Fund, Creative Scotland and Museums Galleries Scotland; a major refurbishment of Clydebank Museum & Gallery is currently underway, with a high profile reopening planned for autumn 2012. The opening exhibition will be 'Scottish Twentieth Century Art', featuring classic works on loan from the National Galleries of Scotland.
- In the last 12 months the service has been awarded over £36k through the government's Digital Future scheme towards three projects to encourage increased digital participation, increased use of broadband, and improved public service. These projects are:
- *'Digital Diamonds'* – Aims to engage the public in access to digital equipment such as cameras and IT equipment, promoting these on loan via public libraries, with staff up-skilled to deliver training to public.
- *Ask Us About EBooks!* – This pilot project is being launched within branch libraries in June 2012 promoting public access to and use of E-books and E-Readers. This free service will allow library members to borrow from a selection of ebooks to read on their own ebook readers, laptops, phones and tablets.

- *'Cyberspace'* - Two 'Cyber Space' areas are being established in Dumbarton and Clydebank Libraries, enhancing public service through the provision of increased IT and public pcs and dedicated study / training space in these branches. In addition to supporting the service's lifelong learning training programme, these spaces reflect the commitment to the council's Learn Achieve Succeed initiative providing much needed study space for pupils and students.
- West Dunbartonshire is one of 2 authorities selected to host 'The Summer of Song' for National Bookbug week in June 2012. This event will take place in the Playdrome in Clydebank where we will work in partnership with Sports Development Team to deliver a mini Olympics for 400 children and parents.

Engaging with our customers

- An innovative customer service pilot is planned in Alexandria Library during 2012. This will include the removal of the traditional library counter, and the introduction of customer centric 'enquiry pods', staff engaged in floor-walking and delivery of first class customer service 'on the floor' rather than behind the desk. Modelled on best practice taken from a number of leading UK libraries, this pilot has been enthusiastically welcomed by staff with a number of branches 'bidding' for the pilot. We expect the pilot scheme to result in an increase in service usage, particularly return visits, requests & stock issues, all at the heart of library services.
- The section delivers Bookbug sessions in libraries aimed at pre- school children. Numbers have increased significantly this year with West Dunbartonshire featuring in the top quartile nationally. Due to the outstanding performance of Bookbug in West Dunbartonshire we have been chosen as one of 8 authorities participating in a national pilot in 2012/13 aimed at widening access and participation in Bookbug Sessions through Assertive Outreach. In this we will work intensively in areas of deprivation to train and partner staff from the third sector and parent volunteers to deliver Bookbug Sessions.
- A focus of the revised library service has been outreach engaging with schools and communities, as a result several libraries are already forging better links with local nurseries & pre-5 establishments, with regular visits to the libraries by groups of pre-5 children rising in numbers during 2011/12. The revised service has also included a review of the mobile library service resulting in increased service delivery in particular to those areas affected by branch closures. In addition a schools mobile library service is being trialled; this has been well received and is growing in demand.
- Further to public demand two new Heritage Centres have been established in Dumbarton and Clydebank Libraries, creating facilities for exhibitions on the history of the towns, temporary local exhibitions, study and local history research facilities.
Through these physical enhancements and proactive approach to service delivery and engaging customers, children's visits to Dumbarton heritage Centre rose by 137% whilst adults attending courses rose by 275%.

Working with the sections Learning Team Clydebank Heritage Centre has over the last years engaged with over 300 school pupils learning about their local heritage and linking this to the school curriculum.

- Public and staff consultation identified a need to engage teenagers more with the service. June 2012 sees the introduction of 'Teen Space' a dedicated teenage library in Dumbarton Library, making excellent use of previously unproductive space. 'Teen Space' will launch with representatives from local youth organisations & schools participating in a gaming evening. In addition links are being developed with the school's library service, currently librarians from public library service are liaising with school librarians to identify & source suitable study guides & papers to support secondary school pupils.
- Demand for access to pcs and in particular free internet access in library learning portals continues to grow. Like for like comparison of branches across 2010/11 and 2011/12 shows an overall increase of 8% usage this year. Every branch library hosts a learning portal including public access pcs and training session for the public such as; Computers for beginners, Set up and use email Set up and use Skype. In 2012 we have improved and increased the number of public pcs in all branch libraries, in addition to providing dedicated training and study space.

Events & Festivals

- Libraries & Museums Booked! Festival of Words offers a popular and inclusive programme of visiting authors and speakers such as Richard Holloway, Sheena McDonald and Christopher Brookmyre. The Booked! Festival programme has increased in size in 2012 being twice the size of that in 2011. In addition the latest Libraries & Museums What's On guide for May – Aug 2012 is 57% bigger in terms of events and activities than at the same period in 2011. This has been made possible with the support of staff, and a more proactive approach to developing the service and engaging with customers.
- Learning plays a growing part in work being developed across the service with Curriculum for Excellence (CfE) embedded in many areas of delivery. Initiatives include using Library archives and Museum objects as resources for an experiential WWI literacy project, working with local primary schools and historian/author Allan Burnett. Development of schools packs link local history and CfE and engage pupils with their rich local heritage. Public library and schools author visits in 2012 have included Children's Laureate Julia Donaldson, Pam Wardell and illustrator from DreamWorks Gary Erskine. In addition we have developed 'family learning' events such as Turkey Red Textile Workshops in branch libraries, encouraging parents to learn with their children through joint activities linked to art, literacy and history.

Service Expansion

During the last 12 months Libraries & Museums has expanded to include:

- The Stand Dance Project
 - Creative Links (art & education)
 - The Youth Music Initiative (working in local schools).
 - Education Development Support Unit (EDSU)
- This has involved a review of these services resulting in revised job profiles, the production of 3 years development programmes and an increase in delivery. In the last few months 'Dimension', our boys' dance project has been selected to represent the country performing in London's West end later this year. A popular and much needed Youth Theatre has been established meeting weekly in Alexandria Library. A programme of school workshops and concerts has been initiated with Scottish Opera. In addition, The Stand Dance Studio will move this summer to Our Holy Redeemer Primary School offering enhanced facilities to the school pupils and the promotion of an accessible community dance programme.
- In summer 2012 the department's Education Development Support Unit (EDSU) will join the service. This will be facilitated by a service review in consultation with staff and schools, with the aim of revitalising the service, encouraging joint working, making best use of resources and tailoring high quality learning opportunities and resources linked with Curriculum for Excellence.

WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Scottish Survey of Literacy and Numeracy 2011 (Numeracy)

1. Purpose

- 1.1** To inform Members of the Education and Lifelong Learning Committee of the results of the Numeracy Survey undertaken in Scottish Schools and published in March 2012. The full publication is attached as appendix 1.

2. Background

- 2.1** The Scottish Survey of Literacy and Numeracy (SSLN) will take place annually across Scotland's schools.
- 2.2** It is designed to give a detailed picture of performance which is Scotland wide. The numeracy survey was undertaken in 2011 and the literacy survey will be conducted in 2012.
- 2.3** The results of the SSLN are not detailed at authority level; nevertheless we can learn lessons for continuous improvement for West Dunbartonshire's numeracy strategy.

3. Main Issues

- 3.1** The following points detail the key findings of the SSLN report.
- About 76 per cent of P4 pupils were performing well or very well in numeracy at first level; at P7 about 72 per cent of pupils were performing well or very well at second level; and at S2 about 42 percent of pupils were performing well or very well at third level.
 - The percentage of pupils not yet working within their respective levels in numeracy was less than one per cent in P4, about two per cent in P7 and about 32 per cent in S2.
 - Boys tended to outperform girls in numeracy at P4 and P7, with the difference negligible in S2.
 - Deprivation appeared to affect performance most in S2. S2 pupils living in areas with lower levels of deprivation were twice as likely to be performing well or very well as pupils living in areas with higher levels of deprivation.

- Pupils were generally more successful with tasks assessing data and analysis and time. Tasks assessing measurement and fractions, decimal fractions and percentages were found to be more challenging for learners.
- The vast majority of pupils said they enjoyed learning, although the strength of agreement reduced among older pupils. Over 90 percent of pupils agreed that what they were learning would be useful to them outside school.
- Pupils were less likely to receive feedback on performance and improvement in S2 than in P4 and P7.
- Teachers reported high levels of confidence in delivering the Curriculum for Excellence (CfE) numeracy experiences and outcomes, with generally over 95 per cent of primary and secondary maths teachers very or fairly confident. The one exception was the area of ideas of chance and uncertainty, where primary school teachers reported the least confidence. This was also the area of least confidence amongst secondary non-maths teachers.
- Over 90 per cent of primary school teachers and over 80 per cent of secondary school teachers reported they were very or fairly confident that they can improve learning using the CfE experiences and outcomes for their area.

3.2 In West Dunbartonshire we have recently conducted standard assessment in literacy and numeracy at stages P3, P7 and S2.

3.3 The results of these assessments will be collated and presented to a future meeting of the Education and Lifelong Learning Committee. This will give members a picture of performance in literacy and numeracy at authority level. It will also enable the Service to focus in on the aspects most in need of improvement.

4. People Implications

4.1 There are no personnel issues associated with this report.

5. Financial Implications

5.1 There are no financial consequences associated with this report.

6. Risk Analysis

6.1 The Quality Improvement Service will continue to develop the strategy for numeracy to ensure successful outcomes are achieved for children and young people.

7. Equalities Impact Assessment (EIA)

7.1 There are no equalities input issues raised as a consequence of this report.

8. Strategic Assessment

8.1 This report will feed into the Service priorities to raise attainment and achievement and to implement Curriculum for Excellence.

9. Conclusions and Recommendations

9.1 The Education and Lifelong Learning committee is recommended to:

- (1) note the contents of this report; and
- (2) receive further information regarding West Dunbartonshire's progress in literacy and numeracy.

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Executive Director of Educational Services

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Appendices: Appendix 1 - Scottish Survey of Literacy and Numeracy 2011 (Numeracy)

Background Papers:

Wards Affected: All

Statistics Publication Notice

Education Series

ISSN 1479 - 7569

Scottish Survey of Literacy and Numeracy 2011 (Numeracy) Highlights from Scotland's Results

28th March 2012

AN OFFICIAL STATISTICS PUBLICATION FOR SCOTLAND

We would like to thank the 11,000 pupils and their teachers
in the 2,250 schools who took part in SSLN 2011

Full results are available from www.scotland.gov.uk/ssln

About 76 per cent of P4 pupils were performing well or very well in numeracy at first level¹, at P7 about 72 per cent of pupils were performing well or very well at second level and at S2 about 42 per cent of pupils were performing well or very well at third level.

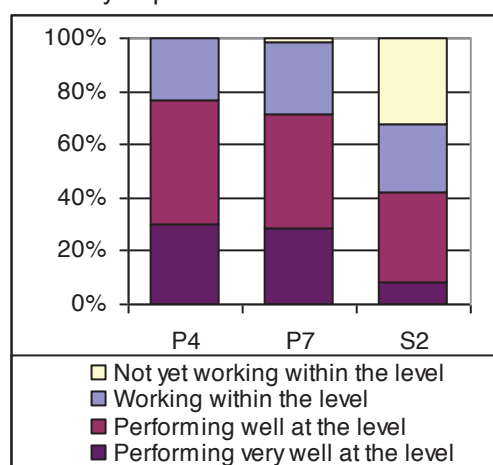
The percentage of pupils not yet working within their respective levels in numeracy was less than one per cent in P4, about two per cent in P7 and about 32 per cent in S2.

Boys tended to outperform girls in numeracy at P4 and P7, with the difference negligible in S2.

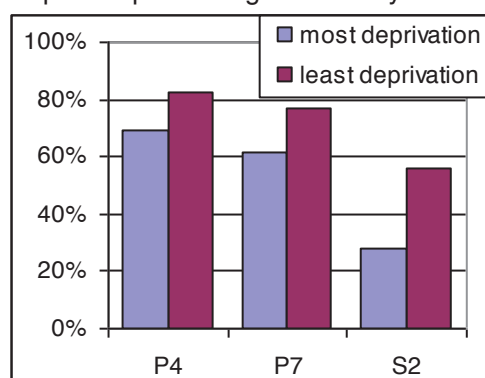
Deprivation appeared to affect performance most in S2. S2 pupils living in areas with lower levels of deprivation were twice as likely to be performing well or very well as pupils living in areas with higher levels of deprivation.

¹ For definitions of curriculum levels, see the Education Scotland [website](http://www.education.scot.nhs.uk)

Summary of performance



Proportion performing well or very well.



Pupils were generally more successful with tasks assessing *data & analysis* and *time*. Tasks assessing *measurement* and *fractions, decimal fractions & percentages* were found to be more challenging for learners.

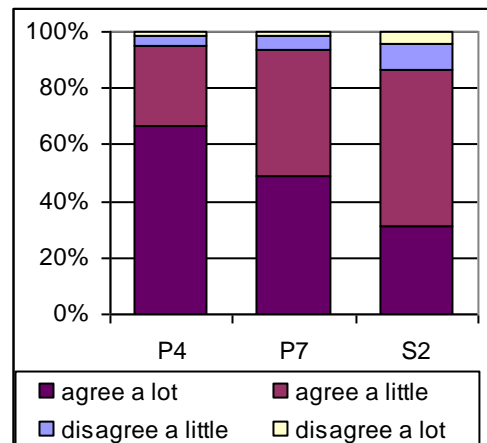
The vast majority of pupils said they enjoyed learning, though the strength of agreement reduced among older pupils. Over 90 per cent of pupils agreed that what they were learning would be useful to them outside school.

Pupils were less likely to receive feedback on performance and improvement in S2 than in P4 and P7.

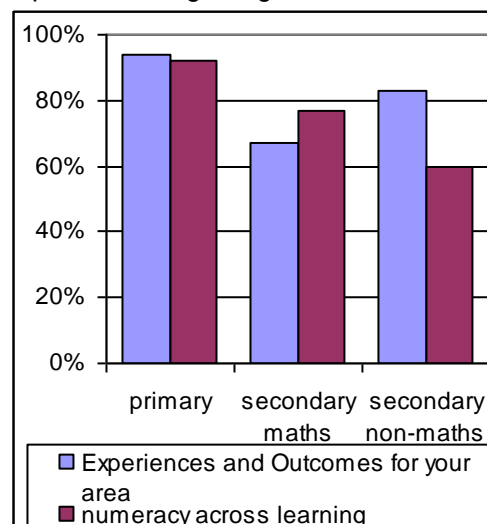
Teachers reported high levels of confidence in delivering the Curriculum for Excellence (CfE) numeracy experiences and outcomes, with generally over 95 per cent of primary and secondary maths teachers very or fairly confident. The one exception was the area of *ideas of chance & uncertainty*, where primary school teachers reported the least confidence. This was also the area of least confidence amongst secondary non-maths teachers.

Over 90 per cent of primary school teachers and over 80 per cent of secondary school teachers reported they were very or fairly confident that they can improve learning using the CfE experiences and outcomes for their area.

Pupils: proportion who agree with the statement "I enjoy learning"



Teachers: proportion confident they can improve learning using...



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Chapter 1: Introduction

1.1: What is the SSLN?

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which monitors national performance in literacy and numeracy in alternate years, for school children at P4, P7 and S2. It will also provide information which will inform improvements in learning, teaching and assessment at classroom level.

Approximately 11,000 pupils participated in the survey, which took place in May 2011. The survey consisted of a set of written and practical assessments and a pupil questionnaire, with a further questionnaire completed by about 5,200 teachers. The assessments used in the survey were designed to assess the wide range of knowledge, skills, capabilities and attitudes across learning identified in the Curriculum for Excellence (CfE) [experiences and outcomes](#). They were designed to reflect the CfE requirements that pupils have achieved breadth, challenge and application of learning. The pupil questionnaire collected information on factors that are likely to affect learning, such as pupil attitudes and experience in class. The teacher questionnaire collected information on teachers' experience of delivering numeracy across the curriculum.

Following publication of the Experiences and Outcomes on 2 April 2009, Curriculum for Excellence was increasingly adopted in primary schools from August 2009 and formally rolled out in all secondaries from August 2010. This initially covered S1 only for the 2010/11 year, continuing upwards as the initial cohort progresses through secondary school years. The S2 cohort assessed in the 2011 survey (which was carried out in May 2011) was therefore not following Curriculum for Excellence. However, the survey provides a national performance benchmark on numeracy skills, and assesses skills which pupils should be experiencing as part of good learning and teaching practice.

The SSLN replaces the Scottish Survey of Achievement (SSA) which ran from 2004 to 2009. The SSLN has been developed to support assessment approaches for Curriculum for Excellence, and so results are not comparable with the SSA. The guidance for assessment for CfE is set out in [Assessment for Curriculum for Excellence: Strategic vision and key principles](#), published in September 2009 and in [Building the Curriculum 5: A Framework for Assessment](#) and its supporting suite of publications, first published in January 2010. The SSLN has been under development since 2009, with new assessment materials being trialled in schools throughout this period.

The SSLN is undertaken as part of a partnership between the Scottish Government, Education Scotland, the Scottish Qualifications Authority and local authorities.

1.2: How was the survey carried out?

Unlike many previous assessment surveys, all schools were asked to participate in the survey, ensuring that the demand on each school was minimised. The required sample size of about 4,000 pupils per stage, selected at random, was achievable with two pupils per stage (P4 and P7) in primary and twelve pupils per stage (S2) in

secondary. Weighting was then applied to the data to account for the fact that the sampled pupils were representing different numbers of pupils in different schools.

Both publicly funded and independent schools were included. Special schools and schools with fewer than two or five pupils (at primary and secondary respectively) per stage were excluded, and resulting school participation rates for returning pupil assessments were over 90 per cent among publicly funded schools and just under 50 per cent among the independent sector. Weighting was also applied to adjust for non-response.

Pupils completed two booklets, each lasting about an hour, as well as taking part in a pupil teacher interactive assessment covering three tasks involving mental maths, estimation and measurement.

Tasks were either specifically developed for the SSLN by practising teachers and assessment experts, or, where previous SSA tasks were used or revised, these were re-assessed against CfE levels and experiences and outcomes. The assessments were constructed to include tasks with different degrees of challenge and across the range of [topics within numeracy](#) set out by the curriculum at each level.

Pupils were assessed at the following Curriculum for Excellence levels:

- P4 First level
- P7 Second level
- S2 Third level

In contrast to the Scottish Survey of Achievement, the SSLN did not assess pupils against other levels. So, for example, although pupils in P4 may be reported as “performing very well at the first level”, it is possible that some may be achieving many of the second level tasks as well; however, the SSLN does not capture this information. The principles of Curriculum for Excellence are clear, however, that the curriculum levels are not a barrier to pupils' progress in learning. In progressing through a level, though, pupils must demonstrate breadth and depth of learning and be able to apply their learning in different and unfamiliar contexts.

1.3: Interpretation of SSLN results

As in all sample surveys, since the SSLN is based on a sample of pupils rather than on the whole population, the results shown are estimates. That is to say there is an element of uncertainty within the results because the pupils sampled may not reflect the population exactly. To give a scale to this uncertainty, confidence intervals are produced to show the range of values within which one can be reasonably confident that the actual value would lie if all pupils were assessed. Ninety-five per cent confidence intervals for the main national estimates were calculated and were a maximum of \pm two percentage points. This means that the true value of each estimate is likely to lie within two percentage points either side of the given estimate. Margins of error for subsets of the data (by gender, deprivation) are slightly larger. Where appropriate, confidence intervals are represented on charts by short lines to help demonstrate this level of uncertainty. Standard error data for the results, used to calculate these confidence intervals, are provided in the data tables.

The marks of participating pupils have been grouped into categories for ease of reporting. These categories refer to performance in the survey and are not meant to be used for general classroom reporting of performance. The following table gives the summary categories used for each performance level in the SSLN. For example, pupils correctly answering 75 per cent of tasks are described as “performing very well at the level”. The assessments are designed to cover the full range of the curriculum at a given level, and so such a pupil might be expected in general to achieve at least 75 per cent of all tasks at their level. Pupils described as working within a level can achieve some of the outcomes expected for their age-group, but they are still working on achieving the others.

Percentage of tasks successfully completed in the SSLN	SSLN reporting category
75 per cent or more	Performing very well at the level
50 per cent or more, but less than 75 per cent	Performing well at the level
P4: less than 50 per cent, but more than 9 per cent P7: less than 50 per cent, but more than 19 per cent S2: less than 50 per cent, but more than 34 per cent	Working within the level
P4: 9 per cent or less P7: 19 per cent or less S2: 34 per cent or less	Not yet working within the level

These levels were set in consultation with Education Scotland, SQA and teachers, based on an analysis of the tasks involved in the assessment. The differing cut-off scores between “working within the level” and “not yet working within the level” were determined by estimating the number of marks that could potentially be obtained in the assessment using only skills acquired at the previous level. There were more tasks in S2 which used second level skills, and relatively few P4 tasks which used early level skills.

1.4: How will the findings be used?

The results of the 2011 SSLN will be used in line with the survey’s three main objectives. These are:

- To monitor and report nationally on achievement in numeracy at the P4, P7 and S2 stages. The 2011 results will establish a baseline for future monitoring of numeracy achievement over time.
- To identify areas of numeracy strengths and weaknesses among pupils in Scotland to help inform policy initiatives and learning and teaching practices.
- To gather information and report nationally on pupils’ and teachers’ experience of learning and teaching numeracy, along with their views about this experience.

Learning and teaching resources have been developed by Education Scotland from the SSLN survey findings. This information is made available to teachers, schools and authorities to support and inform learning and teaching practice in the classroom. The resources are available on the following Education Scotland website www.educationscotland.gov.uk/sslresource, with further materials becoming available over the next months.

The survey contains a huge amount of data which cannot be summarised in this publication. Further analysis of the performance data, as well as the full set of pupil and teacher questionnaire results, are published in data tables alongside this publication. You are encouraged to look through these tables to obtain a full picture of the findings. The data will be further analysed over the coming months. The analysis contained in this report seeks to highlight the key messages and give a flavour of the range of analysis possible.

1.5: Further information

Further information on the SSLN, including more complete data tables and technical information about the survey, is available from www.scotland.gov.uk/ssl

There is a range of other reliable information on the performance of Scotland's school pupils.

Scotland participates in the OECD's triennial Programme for International Student Assessment (PISA) survey. This assessment is carried out by 15 year-olds in over sixty countries, including all OECD countries, and as such is a key international benchmark of performance. The results of previous PISA surveys are available at www.scotland.gov.uk/pisa

The Scottish Government also publishes analysis of SQA exam results and leaver destinations. The latest post-appeal data are available at www.scotland.gov.uk/stats/bulletins/00821

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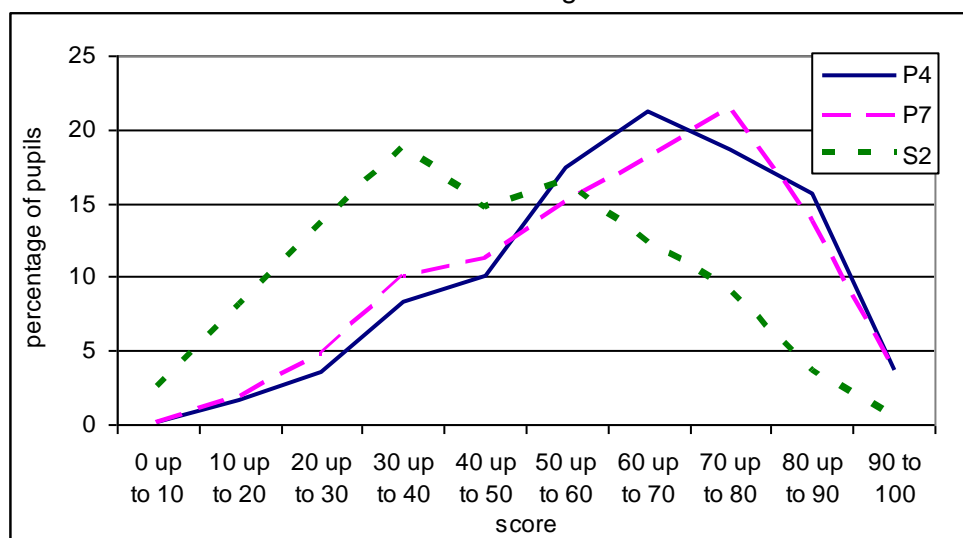
Chapter 2: Assessment of numeracy

The following analysis is taken from the results of pupils completing all three elements of the assessment (two written booklets and the pupil teacher interaction). Effective sample sizes on this basis were 3,679 in P4, 3,682 in P7 and 3,877 in S2. Results were weighted to account for different school sizes, the small number of non-participating schools and gender and deprivation differences between the sample and the population.

2.1 Overall distribution

Chart 2.1 shows the distribution of marks for each of the three levels assessed. The chart shows that at each level there was a broad range of marks. There were similar levels of performance in P4 and P7, with lower levels in S2. Half of pupils in P4 scored over 64 per cent, half of pupils in P7 scored over 63 per cent, and half of pupils in S2 scored over 44 per cent.

Chart 2.1: Distribution of scores in each stage



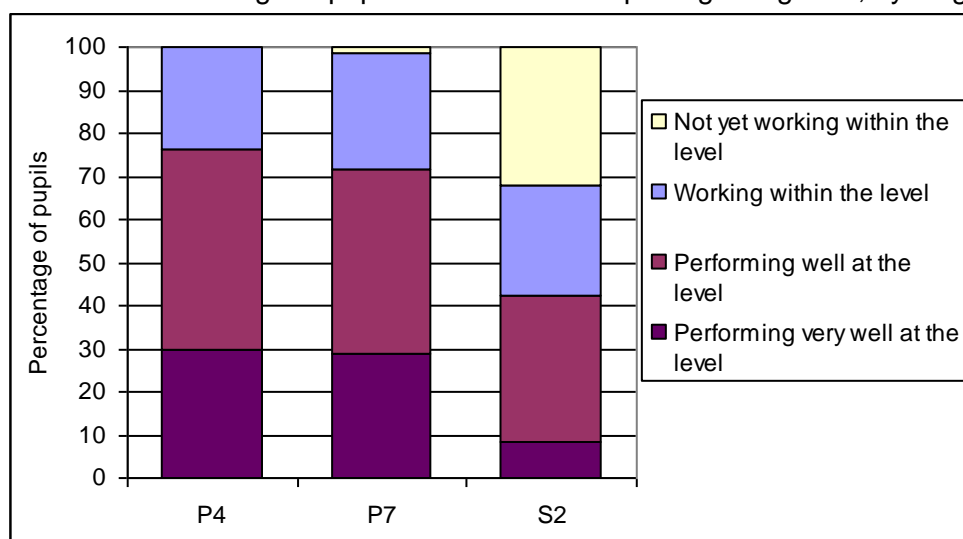
"0 up to 10" includes 0 and all values up to but not including 10, etc.

Chart 2.2 shows the estimated percentages of pupils in each of P4, P7 and S2 grouped into the four reporting categories defined in the introduction to this report.

At P4, an estimated 76 per cent of pupils performed "well" or "very well" i.e. they achieved at least 50 per cent when assessed against the experiences and outcomes of the relevant CfE level for their stage. At P7, about 72 per cent of pupils performed "well" or "very well" when assessed against the relevant CfE level for their stage. At S2, about 42 per cent of pupils performed "well" or "very well" when assessed against the appropriate CfE level for their stage.

The percentage of pupils who performed "very well", i.e. who got at least 75 per cent, is fairly constant between P4 and P7 at just under 30 per cent, but falls to about eight per cent at S2. Likewise, the percentage of pupils "not yet working within the level" appropriate for their stage is less than two per cent at P4 and P7, but rises to 32 per cent at S2.

Chart 2.2: Percentage of pupils in each of the reporting categories, by stage

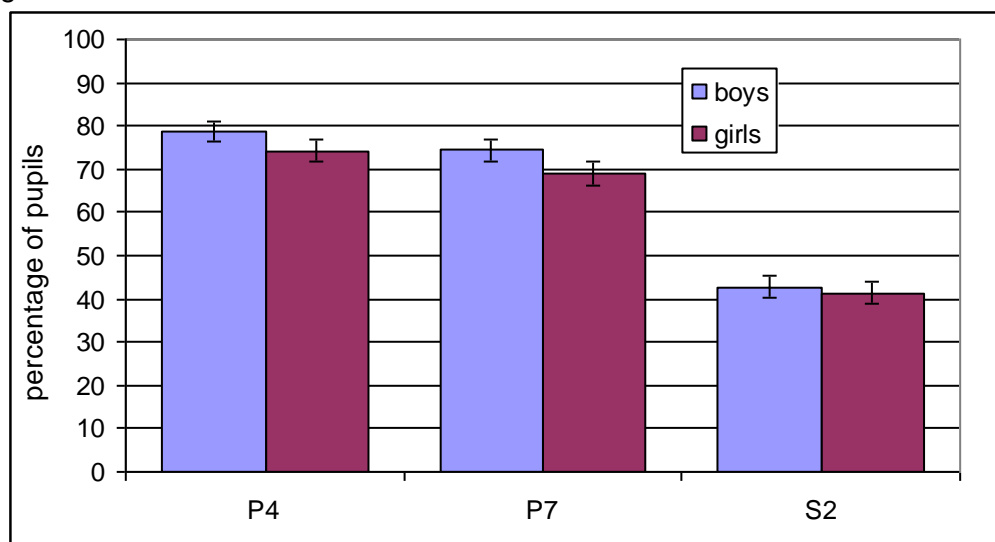


2.2 Attainment by Gender

In P4 and P7 boys outperformed girls, with about a five percentage point difference in the proportion of pupils performing “well” or “very well”. There was insufficient evidence of a difference in S2.

For both boys and girls, there was an underlying pattern of decreasing attainment relevant to the appropriate level for the three survey stages, with the largest drop evident between P7 and S2.

Chart 2.3: Percentage of pupils performing “well” or “very well” at the relevant level, by gender



2.3 Attainment by Deprivation

Pupils from areas of least deprivation¹ continue to have significantly higher attainment than pupils from the most deprived areas, at all stages. All differences are statistically significant except between areas of “middle” and “least deprivation” in P7. The largest differences between pupils of different deprivation categories are at S2, where 44 per cent of pupils from the more deprived areas were “not yet working within the third level”.

Chart 2.4 Percentage of pupils performing “well” or “very well” at the relevant level, by deprivation

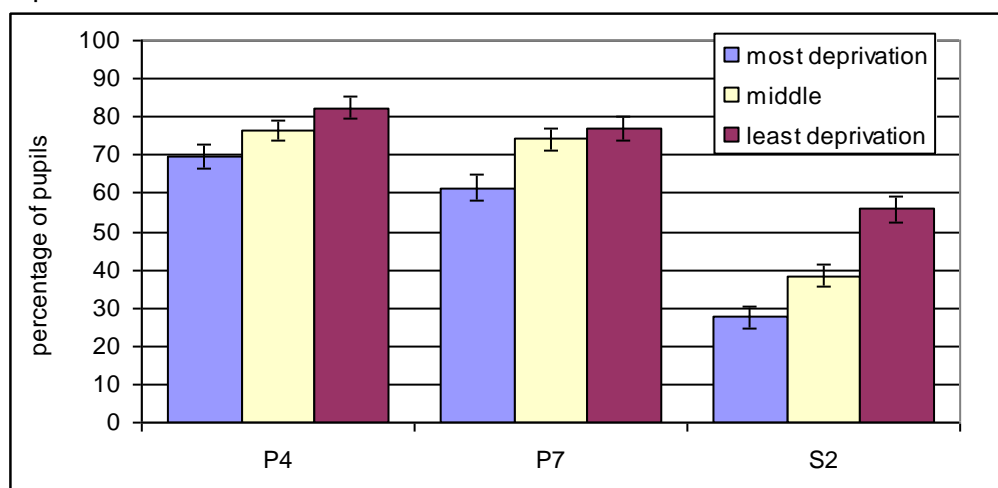
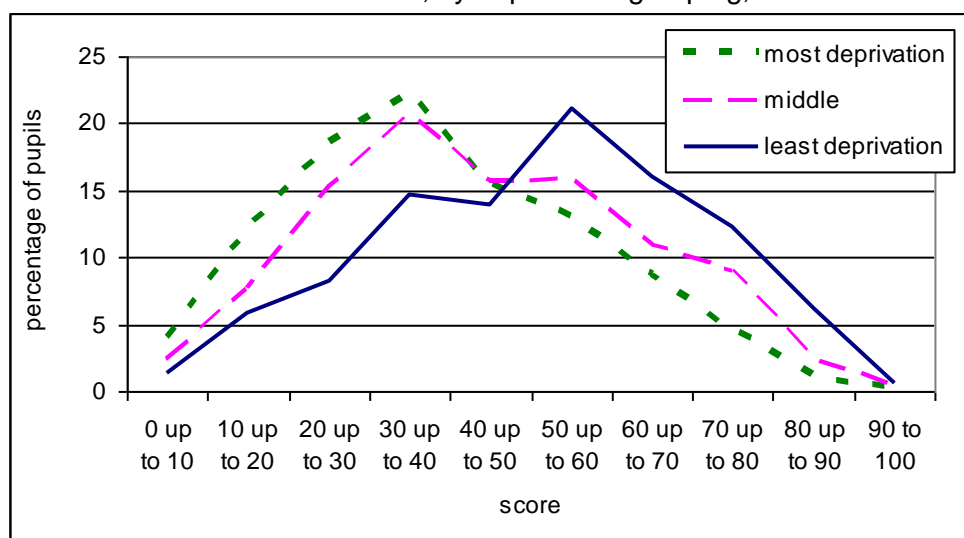


Chart 2.5 shows the profile of performance of S2 pupils from the three deprivation groupings. The charts for the other two stages are available in the data tables. The charts show that the “middle” group’s performance profile appears more similar to the areas of high deprivation.

Chart 2.5 - Distribution of scores, by deprivation grouping, S2



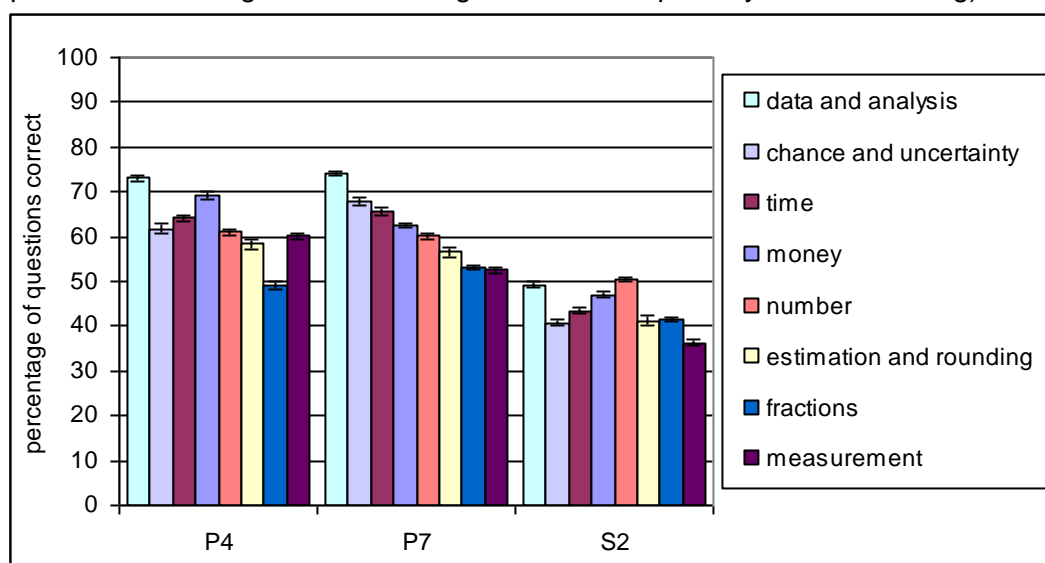
“0 up to 10” includes 0 and all values up to but not including 10, etc.

¹ Defined by the [Scottish Index of Multiple Deprivation 2009](#), based on where pupils live, not where they go to school. Data split into three groups, bottom 30 per cent, middle 40 per cent and top 30 per cent of datazones.

2.4 Attainment by type of task

Pupils at all stages gave the highest percentage of correct answers to questions where *data & analysis* was the main topic being assessed, together with *money* in P4 and *number & number processes* in S2. Items assessing *fractions*, *decimal fractions & percentages* and *measurement* appeared to be the most difficult. Learning and teaching resources aimed at the areas that pupils found the most challenging are being made available on the Education Scotland [website](#).

Chart 2.6: Percentage of correctly answered questions, by subject, sorted at P7 (whilst individual questions may have assessed pupils against multiple areas of numeracy, questions are categorised according to the *main* topic they were assessing)



Pupils attempted assessment booklets in three different formats. About 60 per cent of marks were from short individual questions, usually set within a specific context. About a quarter of marks were from a series of questions linked to stimulus datasheets, and the remaining marks were from pupil teacher interactions covering mental maths, estimation and one of money, measurement or chance and uncertainty.

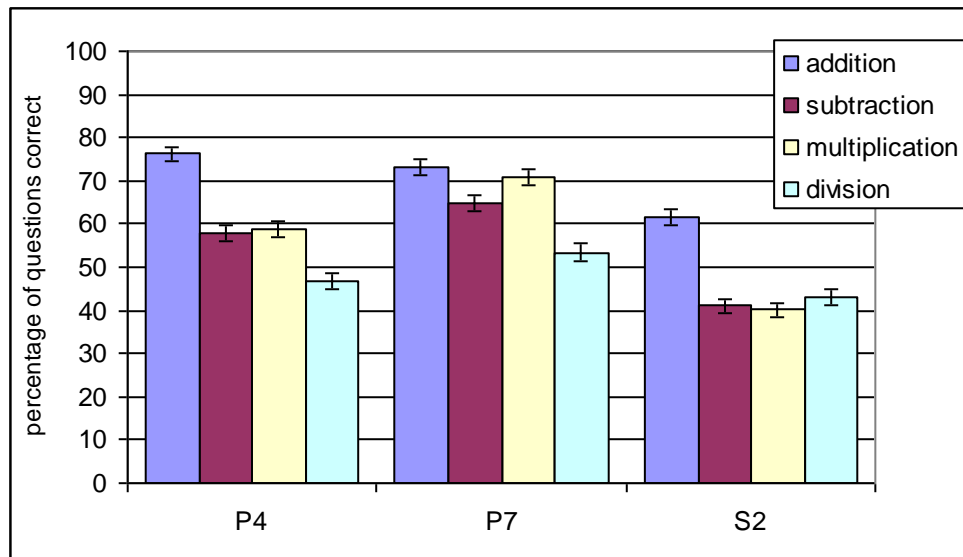
In all three stages pupils generally found the short questions the most challenging, with 60, 58 and 44 per cent of tasks successfully completed in P4, P7 and S2 respectively. In P4, pupils were most successful in the linked stimulus tasks, with a 68 per cent success rate, in P7 there was little difference between the stimulus tasks and the interactions, while in S2 pupils were most successful with the interactions, achieving 49 per cent of tasks.

2.5 Mental Maths

As part of the pupil teacher interaction element of the survey, each pupil attempted four questions in mental maths, one for each of addition, subtraction, multiplication and division. Two questions were asked using prompt cards so that pupils could see the figures written down while not writing anything down themselves, and two were asked without the pupil being able to see the numbers. There was also a mixture of questions set in context and not set in context.

Overall pupils successfully completed 60 per cent of mental maths tasks in P4, 65 per cent in P7 and 46 per cent in S2. This was fairly similar to the success rate of tasks in the rest of the survey. The following chart shows the success rate for each operator.

Chart 2.7 Percentage of correctly answered questions in mental maths, by operator and stage



Although higher performance may have been expected where pupils could see mental maths questions written down (compared to when they were not able to see the numbers), no clear pattern of this was shown in the results. This may have been due to more challenging questions being selected for having written prompts. Further analysis of this issue will be carried out in due course.

Chapter 3: Pupil questionnaire

All pupils participating in the SSLN were asked to complete a questionnaire. The questionnaire focused on factors that are likely to affect learning, such as pupil attitudes and experiences in class.

As with all sample surveys, there are margins of error around the results. The size of these vary but, for example, the first statistic mentioned below (62 per cent in P4 for “listen to the teacher talk to the class...”) has a 95 per cent confidence interval of ± 2.1 per cent. Standard error data for these calculations are provided in the data tables. Results are weighted to account for different school sizes, the small number of non-participating schools and gender and deprivation differences between the sample and the population. “Don’t know” responses were generally excluded.

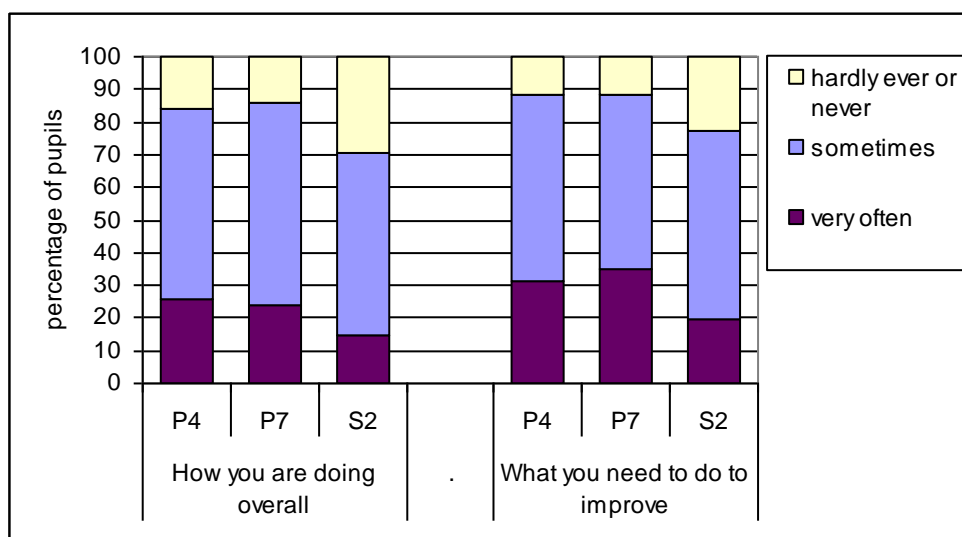
3.1 Activities in school

Pupils were asked how often they participate in a range of activities in their class. Full results are available in the data tables. The activities in which the highest percentage of pupils reported they participated “very often” were “listen to the teacher talk to the class about a topic” (62 per cent in P4 and 64 per cent in both P7 and S2) and “work on your own” (between 55 and 61 per cent).

Pupils were also asked about their teachers’ practices. The most commonly reported teaching practices being undertaken “very often” were “tell you what you are going to learn before you start” (89 per cent in P7) and “encourage you to work hard” (84 per cent in P7). Fairly similar proportions of pupils reported that teachers go too slowly as too fast – about ten per cent reporting that teachers did this “very often” in each case.

Pupils were also asked how often someone in school talked with them about their learning. The chart below illustrates the results. Over a quarter of pupils in primary stages reported that they received feedback on performance and improvement “very often”, but this reduced in secondary.

Chart 3.1: How often does someone in school (e.g. class teacher/head teacher) talk with you about...?

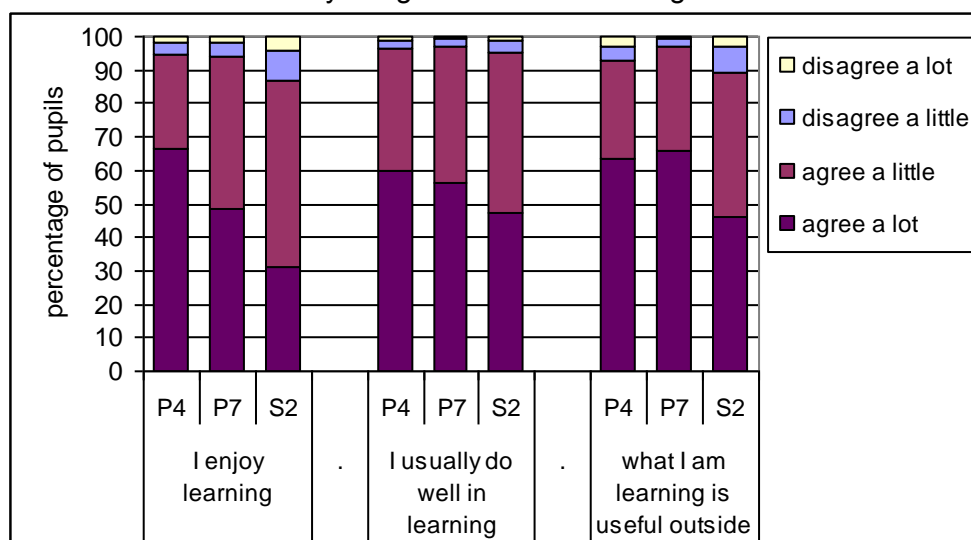


3.2 Attitudes to learning

Pupils were asked a series of questions about their attitude towards learning in general, including how much they enjoy it, what use they think it is, and whether they think they are good at learning.

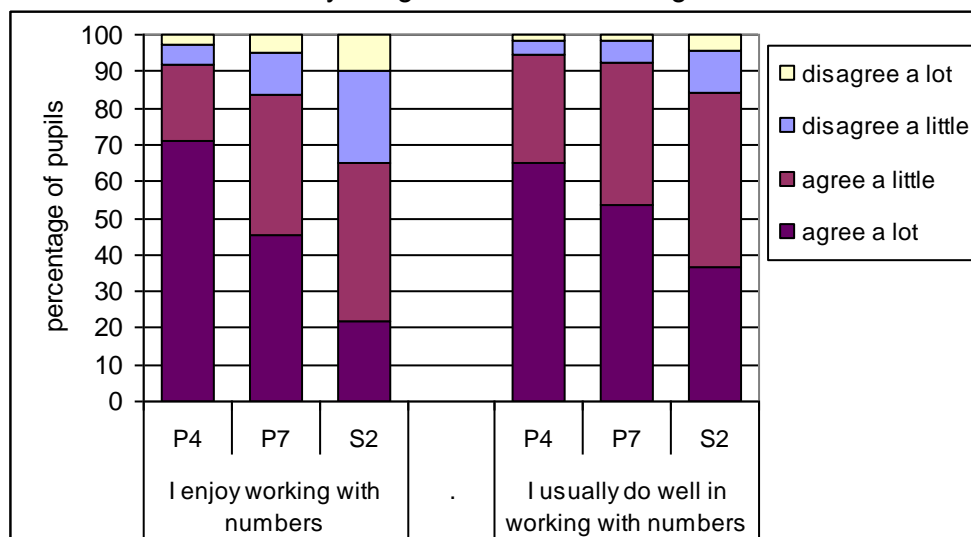
Full results are provided in the data tables, but chart 3.2 illustrates the answers to three of the questions. Enjoyment of learning remained very high throughout the survey stages, though the strength of this agreement reduced in P7 and further in S2. The proportion of pupils reporting that they usually did well remained steady, with just over a half agreeing “a lot” and most others agreeing “a little”. Over 60 per cent of P4 and P7 pupils and over 45 per cent of S2 agreed “a lot” that what they were learning would be useful to them outside school. This rises to around 90 per cent if pupils agreeing “a little” are also included.

Chart 3.2: How much do you agree with the following...?



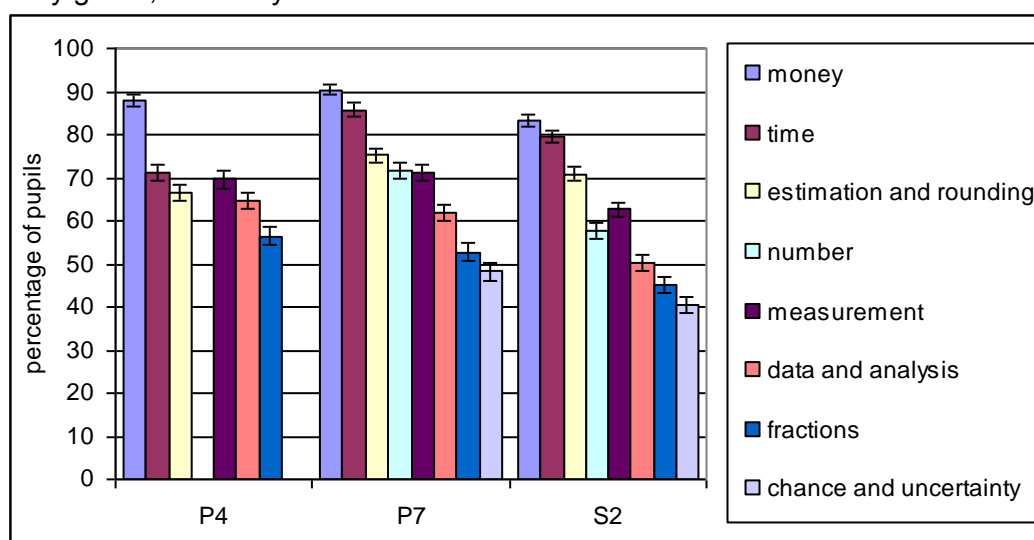
Pupils were also asked about their attitude towards working with numbers. Again full results are available in the data tables, but chart 3.3 illustrates similar patterns to learning in general, but with slightly lower levels of enjoyment and confidence.

Chart 3.3: How much do you agree with the following...?



Pupils were also asked about how good they thought they were in each of the different areas within numeracy. The following chart shows the proportion answering “very good” or “good”. The subjects are ordered according to performance at P7. *Ideas of chance & uncertainty* and *fractions, decimal fractions & percentages* were consistently reported as the areas where fewest pupils thought they were good, while *time* and *money* were generally the most favoured.

Chart 3.4: How good do you think you are at the following...? Percentage saying “good” or “very good”, sorted by P7.



P4 pupils were not asked about *ideas of chance & uncertainty* and were asked about the four *number* operators (addition, subtraction, multiplication and division) separately.

3.3 Activities outwith school

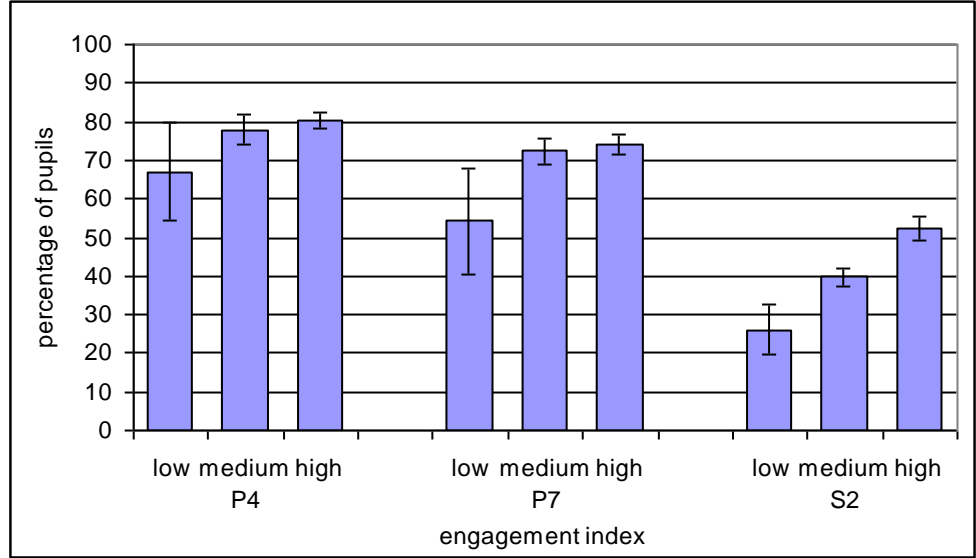
Pupils also reported on their activities outwith school. Around 30 per cent of pupils at each stage were involved in a group or club in the area where they live. Between 49 per cent (P4) and 78 per cent (S2) use the internet “very often”, while between 40 and 50 per cent of pupils play a musical instrument at least sometimes. Homework was reported as being done “very often” by higher proportions of P4s than S2s, though this may be due to different expectations of what is considered “very often” by pupils in each of these stages.

3.4 Links between attitudes and attainment

As in many other surveys, the SSLN results showed evidence of a strong linkage between attitudes to learning and performance. When pupils enjoy work they tend to work better, which then makes work more enjoyable – a virtuous circle.

To show these links, indices can be created from the three different groups of attitudinal questions. The indices created cover engagement, confidence, and views on usefulness. These indices take the form of a combined score for each group of attitudinal questions, with pupil scores for each reflecting their attitude across the range of questions included within each index. Chart 3.5 illustrates the link between the engagement index (covering five questions on attitude to learning in general) and performance. The biggest drop in pupil performance as engagement level decreased was in S2.

Chart 3.5: Percentage performing “well” or “very well”, by index of engagement and stage.



Please see data tables for further details on the calculation of the engagement index.

Overall the drop in performance in S2 is reflected in pupils’ views of how good they are (see Chart 3.3). The results showed some evidence of a difference between pupils’ views of their performance in the different areas of numeracy and their actual performance. To illustrate this, the following chart shows the difference, in order of decreasing size, between the proportion of correct answers in each area and the proportion of pupils saying they thought they were “good” or “very good” in that area. We would not expect these values to be equal, but the relative differences may be of interest. For example, in each stage pupils performed considerably better in *data & analysis* than they thought. Primary school pupils also generally performed better in *chance and uncertainty* than their levels of confidence, or those of their teachers (see Chart 4.1), might predict.

Chart 3.6: Difference in order of scale between percentage of correct answers and percentage of pupils saying they thought they were “good” or “very good”, by topic.

P4		P7		S2	
view	performance	view	performance	view	performance
money	data and analysis	money	data and analysis	money	number
number	money	time	chance and uncertainty	time	data and analysis
time	time	estimation and rounding	time	estimation and rounding	money
measurement	number	number	money	measurement	time
estimation and rounding	measurement	measurement	number	number	fractions
data and analysis	estimation and rounding	data and analysis	estimation and rounding	data and analysis	estimation and rounding
fractions	fractions	fractions	fractions	fractions	chance and uncertainty
		chance and uncertainty	measurement	chance and uncertainty	measurement

Chapter 4: Teacher questionnaire

The teacher questionnaire was distributed to all P4 class teachers in half of primary schools, and all P7 teachers in the other half of primary schools. In secondary schools questionnaires were given to two S2 maths teachers and two S2 teachers in each of four other broad curriculum groupings (“science & technology”, “social studies, religious and moral education (RME) & health & wellbeing”, “expressive arts & languages” and “additional support needs (ASN)”). There were three versions of the questionnaire (primary, secondary maths, secondary non-maths) though many of the questions were consistent across the three versions.

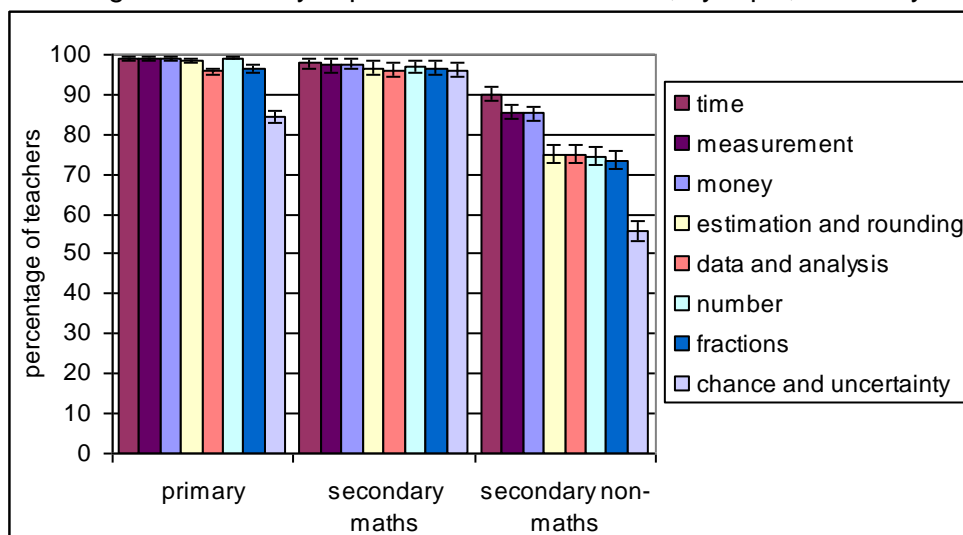
It should be noted that introduction of the Curriculum for Excellence in secondary schools started with S1 in 2010/11 and this will continue upwards as that cohort progresses through the stages. The secondary school teachers answering the 2011 questionnaires were therefore yet not following the Curriculum for Excellence with their S2 classes. However the survey still acts as a benchmark of their views and experiences.

As with all sample surveys, there are margins of error around the results. The size of these vary but, as a rule of thumb, for primary and secondary non-maths teachers they are generally about \pm one to two percentage points. For secondary maths teachers and three of the four secondary non-maths teacher groups, they are about \pm two to four percentage points, with about five percentage points for additional support teachers. Standard error data for these calculations are provided in the data tables. The data were weighted to account for school size and non-response.

4.1 Teaching numeracy across the Curriculum

In terms of the different topics within numeracy, primary school and secondary maths teachers reported very high levels of confidence in delivering the numeracy curriculum. Levels were lower among secondary non-maths teachers, though amongst these the results varied between teachers of “science and technology” and “expressive arts and languages”.

Chart 4.1: Percentage of teachers reporting they were “very confident” or fairly confident” in delivering the numeracy experiences and outcomes, by topic, sorted by non-maths.



Amongst non-maths teachers, *ideas of chance & uncertainty*, and to a lesser extent *fractions*, *number processes*, *data & analysis*, and *estimation & rounding* were the areas about which they felt least confident, with *ideas of chance & uncertainty* also scoring lower amongst primary school teachers.

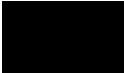
Primary and secondary non-maths teachers were asked how well they could integrate the numeracy experiences and outcomes into different areas of the curriculum. The following graphics summarise the responses. Amongst both groups of teachers, sciences and technologies were the areas where teachers saw most scope for inclusion of numeracy teaching, with expressive arts, languages and religious and moral education the most difficult.


Chart 4.2: How well can the following skills be integrated into teaching the various curriculum areas? Primary teachers, average response.


	express. arts	health & wellbeing	language	RME	sciences	social studies	technol.
estimation and rounding							
number and number processes							
fractions, decimal fractions and percentages							
money							
time							
measurement							
data and analysis							
ideas of chance and uncertainty							

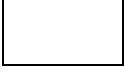
Chart 4.3: How well can the following skills be integrated into your curriculum area? Secondary non-maths teachers, average response.

	arts	ASN	humanities	science
estimation and rounding				
number and number processes				
fractions, decimal fractions and percentages				
money				
time				
measurement				
data and analysis				
ideas of chance and uncertainty				

 already fits well as vital to area

 fits in easily

 fits in but a bit forced

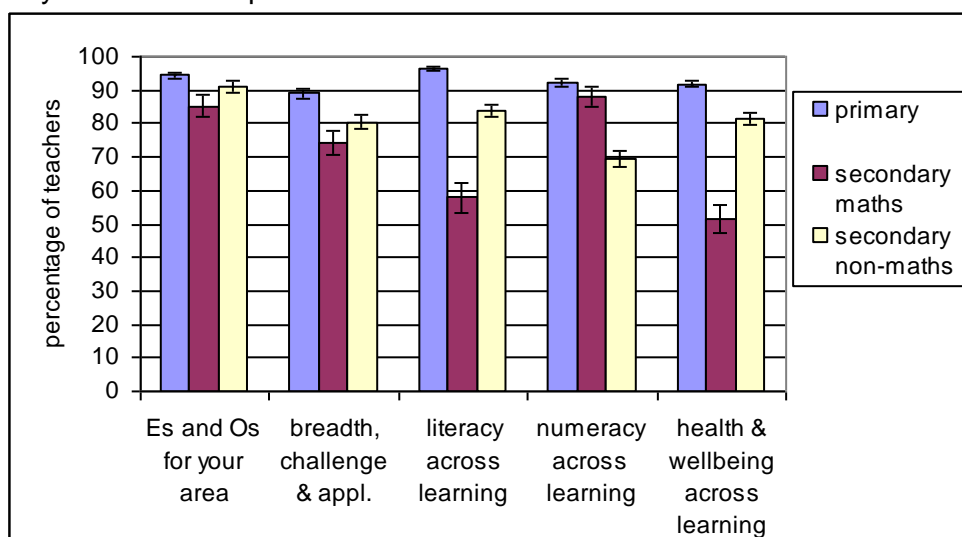
 difficult to fit, no relevance

Secondary non-maths teachers were also asked how often they found opportunities to reinforce pupils' numeracy skills. Their responses reflected the above graphics, with 84 per cent of additional support teachers and 82 per cent of science and technology teachers reporting they could do so at least most weeks, compared with 35 per cent of expressive arts and language teachers.

4.2 Aspects of Curriculum for Excellence

Teachers were asked about their levels of confidence with understanding various aspects of Curriculum for Excellence. The highest rates were in primary schools. Between 85 and 95 per cent of teachers were confident they understood the experiences and outcomes for their area, but about 20 per cent of secondary school teachers said they were not confident they understood the concepts of breadth, depth and challenge. Primary school teachers were more confident about literacy, numeracy and health & wellbeing across learning, with maths teachers reporting lower levels of confidence about literacy and health & wellbeing across learning.

Chart 4.4: Proportion of teachers reporting they were “very confident” or “fairly confident” that they understood aspects of Curriculum for Excellence.



Teachers were also asked how confident they were that they could improve learning using each of these aspects. The results showed similar patterns to the above, with about 94 per cent of primary teachers and about 81 per cent of secondary teachers reporting they were “very confident” or “fairly confident” that they can improve learning using the CfE experiences and outcomes for their area. About 60 per cent of secondary non-maths teachers were confident that they could improve learning using the experiences and outcomes for numeracy across learning.

4.3 Classroom activities and resources

Teachers were asked how often pupils in their classes spend time doing a range of activities. Full results are available in the data tables but the activities which the highest percentages of teachers reported pupils undertook on “most days” were “being taught with the whole class together”, “working quietly on their own” and “talking about what they are learning in pairs or in groups”. Over a half of primary

teachers also reported “discussing everyday uses of what they are learning” with pupils most days, with 85 per cent “finding out by exploring or investigating” and 36 per cent “working outside the classroom” at least most weeks.

Primary and secondary maths teachers were asked about the numeracy resources which they make use of. The most commonly used resources were commercially produced materials (e.g. textbooks/software packages), Curriculum for Excellence experiences and outcomes, and interactive whiteboards.

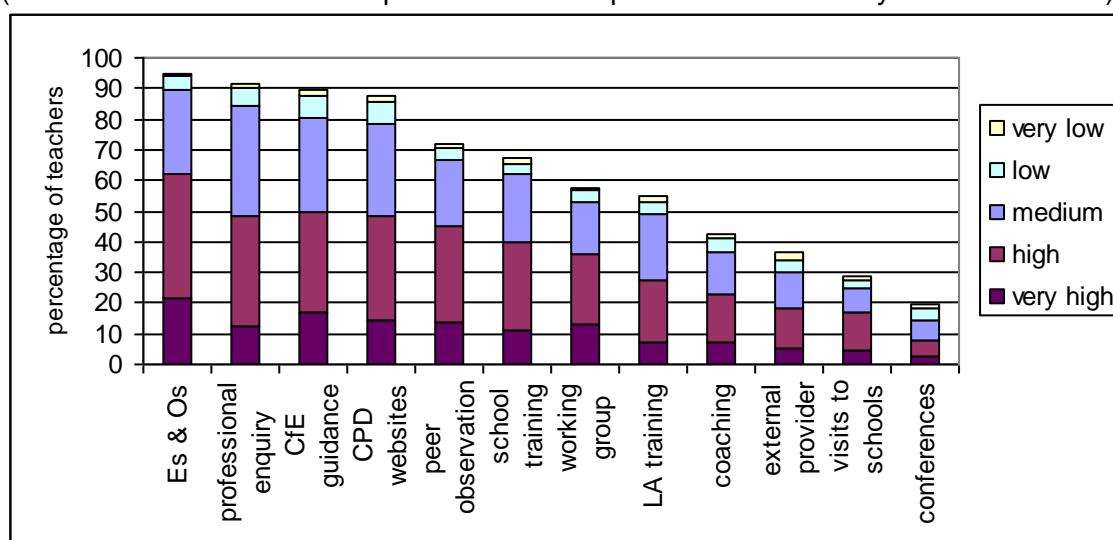
4.4 Professional Development

Teachers were asked how often they had taken part in various forms of continuing professional development (CPD) in the last twelve months and, if they had, how useful they had found it. The CPD related to CfE numeracy experiences and outcomes only, which explains why secondary non-maths teachers returned lower participation rates than others.

Amongst primary school teachers and secondary maths teachers the most frequently used forms of CPD were reading and discussing the numeracy experiences and outcomes with colleagues, professional enquiry through reading/personal study and reading and discussing the CfE guidance/exemplifications with colleagues. About 40 per cent had taken part in coaching/mentoring, and 28 per cent of primary and 12 per cent of secondary maths teachers had taken part in visits to other schools to observe good practice.

Chart 4.5: CPD activity in numeracy in last twelve months, with level of impact.
Primary school teachers.

(see data tables for full descriptions and for responses for secondary school teachers)



The activities with the highest rating for level of impact were reading and discussing the numeracy experiences and outcomes with colleagues, peer observations and membership of working groups, with over 60 per cent of those participating rating their impact as “high” or “very high” amongst primary school teachers and over 50 per cent among secondary maths teachers.

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WEST DUNBARTONSHIRE COUNCIL

Report by the Executive Director of Educational Services

Education and Lifelong Learning Committee: 13 June 2012

Subject: Scottish Education Awards 2012 and Times Education Supplement Awards 2012

1. Purpose

- 1.1** The purpose of this report is to inform Members of the schools and individuals from West Dunbartonshire which have been short listed for the 2012 Scottish Education Awards and the 2012 Times Educational Supplement Awards.

2. Background

- 2.1** The Scottish Education Awards, sponsored by the Daily Record and the Times Education Supplement Scotland, are the major awards in the field of Education in Scotland. For the 2012 awards, there were over 600 nominations from all over Scotland. The awards ceremony will be held in the Glasgow Hilton Hotel on 12 June.
- 2.2** The Times Educational Supplement Awards (TESAs) are the major UK awards for Education. These awards tend to be dominated by English schools. The 2012 awards ceremony will be held on 6 July in the Park Lane Hilton in London.

3. Main Issues

Scottish Education Awards 2012

- 3.1** 21 establishments or individuals from West Dunbartonshire Council were nominated for the 2012 Scottish Education Awards. Of these, the following 8 progressed to the second stage and were short listed:

<u>Nominee</u>	<u>Category</u>
St Peter the Apostle HS	Aiming High Award (for an alternative curriculum for young people on the autistic spectrum)
St Joseph's PS	Aiming High Award (for their Families and Schools Together (FAST) Programme)
Sharon Lockhart (Catering Manager, Bonhill PS)	Educational Supporter of the Year (for her work Experience Programme in the school kitchen for P7 children)

St Peter the Apostle HS	Enterprise & Employability Across Learning Award - Secondary (for work led by the school's Enterprise Group which embeds Enterprise Education across the curriculum)
Our Lady and St Patrick's HS	Global Citizenship Award (for the school's work generally on Global Citizenship, with specific links to a partner school in Kenya)
Charles Rooney (HT, Our Lady & St Patrick's HS)	Headteacher of the Year
Hugh Scullion (DHT, Our Lady & St Patrick's HS)	Lifetime Achievement Award
Iain Ellis	Parents as Partners in Learning Award (for his work in Knoxland PS and Dumbarton Academy Parent Councils, his work as Chair of the WDC Parental Involvement Strategy Group and his work as Chair of the National Parent Forum)

- 3.2** Of the 8 short listed nominees, the following 3 were successful in reaching the final (there are 3 finalists in each category).

St Joseph's PS	Aiming High Award
St Peter the Apostle HS	Enterprise & Employability Across Learning Award – Secondary
Iain Ellis	Parents as Partners in Learning Award

This is the first time that West Dunbartonshire has had 3 finalists in the Scottish Education Awards

- 3.3** As part of the assessment process, each of the finalists received a visit from the judges. All finalists attend the awards ceremony on 12 June.

Times Educational Supplement Awards 2012

- 3.4** Our Lady and St Patrick's High School has reached the final of these awards in 2 categories: Secondary School of the Year and Headteacher of the Year (Charlie Rooney). This follows the publication earlier this year of an outstanding HMIE report on the school, in which the school received 3 evaluations of Excellent and 2 of Very Good, making it one of the best inspection reports of any secondary school in Scotland.
- 3.5** 6 representatives of the school will travel to London for the awards ceremony on 4 July.
- 3.6** For a Scottish school to reach the final of this UK competition in two categories in the same year is a remarkable achievement.

4. People Implications

- 4.1 There are no personnel issues.

5. Financial Implications

- 5.1 Educational Services will cover the cost of transport for the 6 representatives of Our Lady and St Patrick's High School to attend the TESA ceremony in London. The total cost is approximately £700.

6. Risk Analysis

- 6.1 There are no risks arising from this report. A strong showing for West Dunbartonshire in these awards enhances the Council's reputation.

7. Equalities Impact Assessment (EIA)

- 7.1 There is no impact on equalities.

8 Strategic Assessment

- 8.1 Recognition of the work of Educational Services through such awards schemes is a further indication that we are delivering fit for purpose services.

8. Conclusions and Recommendations

- 8.1 Committee is asked :
- to note the success of West Dunbartonshire Council in the 2012 Scottish Education Awards and TESAs;
 - to congratulate the schools and individuals concerned; and
 - to note that an oral update will be provided to Committee on the performance of the West Dunbartonshire finalists at the Scottish Education Awards on 12 June.

Terry Lanagan
Executive Director of Educational Services

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Appendix: None

Background Papers: None

Wards Affected: All