

## Educational Services

Standards and Quality Report

2012 / 2013

West  
Dunbartonshire  
COUNCIL

## Foreword

As Executive Director of West Dunbartonshire Council's Educational Services, I am pleased to commend to you this report on the Standards and Quality of educational provision in West Dunbartonshire for the period from August 2012 to June 2013.

The report is structured around the department's five objectives for 2012/13. Despite the extremely challenging economic climate and the fact that the Council was required to make significant savings in order to deliver a balanced budget, Educational Services can provide evidence of significant improvement and progress across a wide range of measures. Listed below are some of our key achievements, further details of which can be found in the pages which follow.

- very good progress across schools and early years establishments in the ongoing implementation of Curriculum for Excellence
- improved pupil attainment in most measures at SCQF levels 3-7, although further improvements will be targeted in future years
- a continuation of our record of 100% positive HMIE inspections in our schools and EECCs
- innovative approaches to improving levels of literacy and numeracy
- a range of initiatives aimed at promoting and recognising wider achievements in young people.
- continued reduction in the number of days lost because of temporary exclusions from school

- innovative approaches to Continuing Professional Development (CPD) at a time when CPD budgets are under pressure
- continued progress in the modernisation of the schools' estate
- innovative practice in relation to outdoor learning, Eco Schools and the ongoing development of Glow
- participation in a range of modernising initiatives aimed at improving self-evaluation across the authority
- a range of initiatives aimed at improving health and wellbeing, including emotional wellbeing, in young people, including PATHS, the FAST programme, Nurture Groups, Seasons for Growth, Rights Respecting Schools and the Sports and Physical Activity project
- initiatives to continue improvements in the Early Years Framework and CPD opportunities for staff
- improved joint working with a wide range of partners on the Children's Services agenda and the roll-out of Getting it Right for Every Child
- work by Libraries and Cultural Services to improve family health and learning
- innovative work in the promotion of wider achievement through a range of sporting and outdoor activities, music, dance, drama and the visual arts.

Our aim in 2013/14 will be to build on the successes of the past year, and particularly to continue to implement Curriculum for Excellence successfully; to continue to improve levels of attainment and achievement in all our young people; to

support our most vulnerable young people and families; to roll out the GIRFEC agenda; to work even more closely with partners in the area of Children's Services; and to deliver innovative and cost efficient services for the benefit of the people of West Dunbartonshire and to develop a new strategic plan for the regeneration of the school and nursery estate.

This represents a challenging but exciting agenda.

I hope you will enjoy reading, in the pages which follow, details of the past year's achievements. I would like to take this opportunity to express my thanks to the staff, parents, community and, of course, the learners, without whom none of this could have been achieved.



A handwritten signature in dark ink that reads "Terry Lanagan". The signature is fluid and cursive, with a long horizontal stroke at the end.

Terry Lanagan  
Executive Director of Educational Services



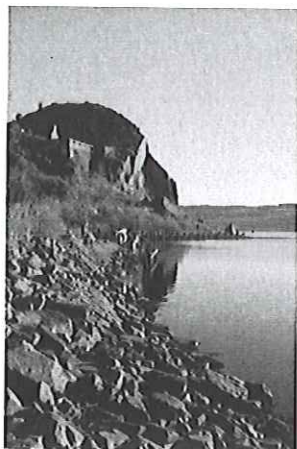
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## 1. Context



West Dunbartonshire Council (WDC) in 2012 had an estimated population of 90,340 which is 1.7% of the Scottish population; in land area, it is the fourth smallest council in Scotland.

The projected trend in the Council's population continues to be downward. Between 2010 and 2035 the population of West Dunbartonshire is projected to fall by 6.8%, with the number of children in the 0-15 years range projected to fall by 14.4%. In

contrast, this age group in Scotland within the same period is projected to increase by 3.2%.

Poverty and low income continue to be issues in parts of West Dunbartonshire. The claimant unemployment rate recorded for WDC in June 2013 was 10.8% which places West Dunbartonshire as the Local Authority with the 5<sup>th</sup> highest rate of unemployment across Scotland. The figure for Scotland nationally at this time was 7.8%.

At Education Authority level we compare ourselves with five other Education Authorities with similar socio-economic characteristics.

The five Education Authorities considered to be similar to West Dunbartonshire Council are:

- Clackmannanshire
- Inverclyde
- Midlothian
- North Ayrshire
- Renfrewshire

The economic profile is reflected in the fact that school pupils' free meal entitlement levels in West Dunbartonshire have consistently been at the third or fourth highest levels of the 32 Scottish Local Authorities. They are generally around 6-8% higher than the national average for primary school and 5-9% higher than the national average in secondary schools.

In 2012/13 there were 12,129 pupils in West Dunbartonshire primary and secondary schools, similar to the previous year's figure of 12,130. The number of children registered in local authority and partnership pre-school education in 2012/13 was 1826.

The Education Authority has responsibility for the following:

Sector	Number of Establishments	Number of Pupils <sup>[1]</sup>
Early Education and Childcare	21	1826* [2]
Primary	34	6780
Secondary	5	5349
Special schools / units	3	183
Libraries	7	n/a

\* includes children placed in Partnership Nurseries

Staff type		Staff numbers (Full time equivalents)
Teachers [2]	primary	416
	secondary	429
	special	41
Support Staff* [1]	primary	243
	secondary	125
	special	49

\* please note the support staff figures include all support staff detailed in the published Scottish Government document

[1] Scottish Government (2012), Summary statistics for schools in Scotland 3: 2012 edition. Available at: <http://www.scotland.gov.uk/Publications/2012/12/2355/0>. Accessed on the 19th December 2013.

[2] Scottish Government (2013), Summary statistics for schools in Scotland 4: 2013 edition. Available at: <http://www.scotland.gov.uk/Publications/2013/12/4199/24>. Accessed on the 19th December 2013.

## 2. Commitment and aims



The Education Service Plan 2012/17 is closely aligned to the Single Outcome Agreement (SOA) for 2011/14, the Community Plan 2007/17 and the Council's Corporate Plan 2012/17.

### Corporate Vision

The Council's vision for West Dunbartonshire is shaped by partnership:

**We will improve prosperity and inclusion for all citizens, deliver better and more efficient services, and improve West Dunbartonshire as a place to live, work and visit.**

### Educational Services Vision: Learning for Life

To enable everyone in West Dunbartonshire to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

now, and throughout their future lives.

To achieve this vision, the department is committed to:

- Create and deliver courses, activities and events which will motivate and excite learners
- Develop innovative ways to support learning
- Value diversity, promote equal opportunities and foster inclusion
- Promote partnership and community participation
- Value achievement and celebrate success
- Continually reflect on and aim to improve the quality of our services.

This highlights our commitment to working with the community to maximise the opportunities available to all citizens of West Dunbartonshire. It is the Council's firm belief that a good education is the passport to increased opportunities and a better life.

A core part of our commitment to the citizens of West Dunbartonshire is to enable the successful and efficient delivery of integrated children's services. This is achieved by aligning all departmental strategic and operational activities to the seven vision statements for children and young people, as devised by the Scottish Government and included in the West Dunbartonshire Integrated Children's Service Plan (ICSP).



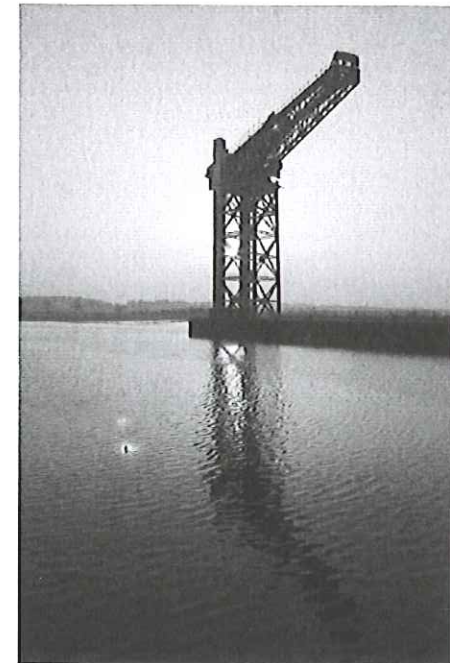
### 3 Structure of the report

The report has been structured to provide a comprehensive picture of the performance of Educational Services and a list of developments planned for the future.

Due to the diversity of services delivered by the department, performance is measured across a range of measures and by HMIE who conduct an independent inspection of our services for the Scottish Government. The most recent (2009) HMIE inspection report is accessible on the Education Scotland website.

The format of the report is structured around the six objectives agreed for the department in 2010/11, the actions implemented to achieve them and how we performed against them. A section detailing what we plan to improve over the period 2012/17 is included.

The report includes a statistical supplement which provides a full explanation of performance in a graphical format, comparisons against other local authorities, and a full list of our educational establishments and services which have been subject to external inspection by HMIE.



## 4.1 Objective 1: Raise attainment and achievement

### What actions did we take to achieve our objectives?

- Develop Masterclasses and Supported Study Activity across secondary schools
- Develop the capacity of all educators to support young people in raising their attainment and achievement
- Expand learning opportunities for all ages across libraries and cultural services establishments
- Identify and implement opportunities for wider achievement
- Implement improvement plans for literacy and numeracy
- Implement programme of 'Leadership for Learning' visits
- Promote and share best practice across all schools

### Raising attainment and achievement

There are strategies in place to support the raising of attainment and achievement at all levels. Secondary schools analyse their performance in examinations and formulate action plans to address underachievement.

Reviews of school performance are discussed at annual meetings with senior management and the Directorate Team.

Extensive analysis is carried out and shared with school management. Departments are encouraged to share good practice both within and across schools.

#### Performance at SCQF Levels 5, 6 and 7

Performance in S4 at Scottish Credit and Qualifications Framework (SCQF) level 3 showed a slight increase. There was a rise in attainment at SCQF level 4 and a slight drop at SCQF level 5. Attainment at level 3 and 4 was in line with our comparator authorities.

In S5, attainment at 3 or more awards at level 6 and at 5 or more awards at level 6 continued to improve. Attainment at both levels is above our comparator authorities.

In S6 there was no change in both 3 or more and 5 or more



awards at level 6, remaining at the high level reached the previous year. Likewise, there was no change in 1 or more awards at level 7.

All of our schools have demonstrated that they can achieve at least

comparator standards in almost all measures. All schools have demonstrated that they can achieve results at least in line with national average (NCD 5 or 6) in at least one measure. Notably, 4 schools have achieved national average in at least



three measures, with one school exceeding national standards in all of the 11 measures.

The socio-economic profile of West Dunbartonshire means that any performance which is around national or comparator average is a strong performance. Overall, authority performance shows consistent strengths in attainment at level 3 in fourth year and steady improvement in 3+ and 5+ level 6 in fifth year. Last year's strong performance in sixth year has been maintained. Performance in 5+ level 5 in S4 remains a challenge.

Graphical explanation of performance at secondary school stages is available in Appendix 1, Figures C, D and E. Please note the data presented is pre-appeal data which may show some increase once the appeals are granted or rejected.

#### **Masterclasses and Supported Study**

Masterclasses for Higher candidates undertaken in the previous session had proved to be immensely popular with all staff and pupils involved. Therefore, the number of Masterclass subjects offered was increased from 6 to 10. Masterclasses took place at St Peter the Apostle High School and Vale of Leven Academy during the Easter holidays and were co-ordinated with school supported study sessions for Higher to avoid overlap.

There was a high uptake for Masterclasses with over 500 pupils attending from across the five secondary schools with strong attendance from S6 pupils. Pupils commented very positively on the value of their experience. The Masterclasses have contributed to the significant improvement in S6 Higher results across the authority.

#### **Wider achievement**

Pupils from WDC have demonstrated success in a wide variety of other qualifications which contribute to wider achievement. A significant and increasing number of our pupils are taking vocational courses in a wide variety of areas, including construction, motor vehicle engineering, hospitality, hairdressing, early education and childcare, sport and recreation, beauty and photography.

In addition, a wide range of non-SQA accredited qualifications has been achieved, including:

- ASDAN Awards
- Duke of Edinburgh Awards
- Forest Schools
- Mark Scott Foundation Award
- Saltire Awards
- Sport Leadership and other awards.



#### **Good Practice in opportunities for wider achievement: Employer engagement breakfast**

In May 2013 employers were invited to attend an Employer Engagement Breakfast. The aim was to celebrate successful working partnerships with local employers and to share opportunities of how others could become involved with learning in schools and with young people.



Employers and pupils shared their experiences. They showed how they worked and learned together in a variety of contexts through participation in enterprise activities, as a Young Enterprise Advisor or as part of the Employability Skills Programme.

Representatives' from Asda Clydebank, Robertson Construction, O2 Connected World, Aggreko UK and Polaroid UK co-presented with young people from primary and secondary schools across the authority.



The employers were eager to share the benefits and rewards they had gained while working with the young people. The young people explained how they had been involved with employers and had improved areas such as their interpersonal skills, technical skills, and ability to communicate clearly and with confidence. Some young people explained that their experiences had helped them with the next steps of their educational journey.

The feedback from those who attended was very positive, many employers finding the presentations of the young people interesting and inspiring. A number of those who attended came forward to obtain more information and subsequently are working with teachers and young people offering a wider choice of opportunities for pupils to experience achievement.

### **Leadership for Learning Programme**

Each October, the Director of Educational Services and his senior team, together with a head teacher from another secondary school spend a full day in each of the Council's 5 secondary schools. These "Leadership for Learning" visits focus on the most recent set of SQA examination results and on the schools' strategies to raise attainment.

Further discussions with the head teacher, the school's Senior Management Team, Raising Attainment Teachers, Principal Teachers, senior pupils and others focus on areas of strength and areas where improvement is required. The Senior Team use this opportunity to witness raising attainment strategies in practice. An Action Plan is produced by each school and the authority following the visit. These Action Plans are subsequently reported to the Educational Services Committee.

### **Literacy and Numeracy**

Children's progress within Curriculum for Excellence is assessed using a range of strategies. Assessment is absolutely integral to the learning and teaching process. In West Dunbartonshire we are committed to the individual learning journey of each child. The assessment of each child incorporates what they can say, make, do and write across the curriculum.

The authority piloted Standardised Tests in Numeracy and Literacy at P3, P7 and S2 in May 2012 as an approach to support evidence of learning progress. Standardised tests continued in May 2013 with pupils tested in P3, P5, P7 and S2.

In these assessments, West Dunbartonshire pupils were benchmarked against a group of pupils chosen from schools across the UK whose performance was representative of a



national standard. This is referred to below as the national benchmark. The assessments produce standard age scores for pupils which give an indication of how each pupil is performing compared to other pupils of the same age across the UK.

Baseline assessment is already in place in nursery and P1 classes and the results are used to inform improvement planning and to support next steps in children's learning. The new baseline measures for literacy and numeracy at P3, P5, P7 and S2 will be used to focus on specific areas requiring improvement across West Dunbartonshire. For a graphical explanation of performance in Standardised Tests see Appendix 1, Figure L.

Further scrutiny of the mathematics scores will be undertaken to determine specific areas of learning requiring support and improvement, with discussions taking place between the Quality Improvement Service and Head Teachers to plan for improvement.

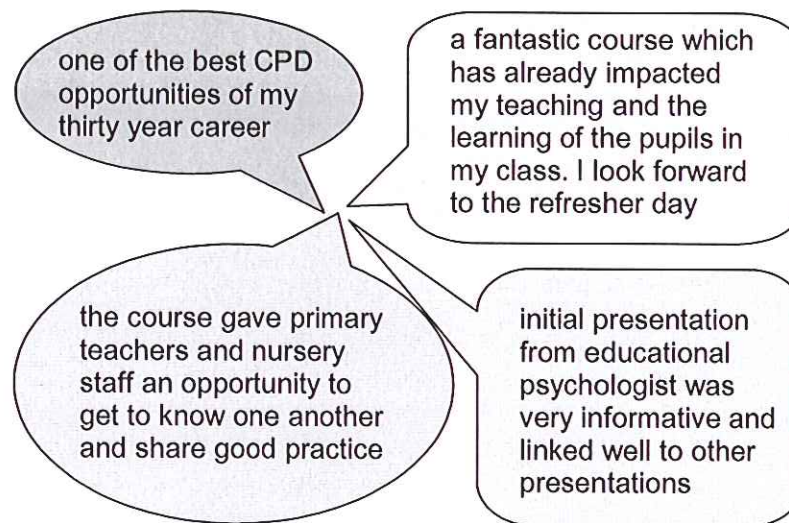
### **Staff development**

A range of professional learning opportunities were provided to support staff in raising attainment and achievement. The provision included classroom practice, additional support needs, leadership for learning and other associated skills such as Outdoor Learning.

The authority's commitment to cooperative learning continued with two "academies" being run by an expert trainer. Cooperative learning is central to raising attainment, with its strong international research base and it supports the promotion of inclusion through the development of social skills.

Education supported the development of literacy skills in the classroom through a literacy training programme targeting Early Years and primary staff teaching Early Level. This was focused on the transition from early years. This was delivered by Psychological Services and members of the Quality Improvement Team.

Figure 1: Positive comments about the CPD opportunities provided during 2012-13.



Skills in teaching reciprocal reading were developed through the "literacy hub". This involved working with partner authorities to share good practice and to jointly develop materials. The resulting training was widely accessed by primary teachers.

A training course was provided on "learning difficulties in the upper primary". This was provided through Psychological Services and focused on effective literacy approaches for children experiencing difficulties. This helped teaching staff to explore phonics, spelling, reading and writing through presentations and workshop activities.

Succession planning and aspiring leadership development was supported as part of a package of training events aimed at primary teachers in the early years of their careers. This provision fed into a personal learning plan and included career development and application skills; self-evaluative activity; and development of improvement planning skills. A number of the participating staff have since progressed into middle and senior management roles.

Within Secondary, the Aspiring Deputes Programme provided opportunities for Principal Teachers to network with senior school or central staff in a planned programme addressing typical leadership skills. Seven members of staff benefited from this programme, with two already having entered senior management in our schools.

### **Sharing good practice**



Practice was shared among primary schools from similar communities through the continuation of the "family group" Head Teacher meetings. Each of the four family groups worked on a specific aspect of raising attainment within their

community settings. A key aspect of this work was the inter-visiting among all the family group schools to learn about and challenge each others' work. These groups met regularly throughout the year.

Primary stage teachers came together for a twilight session to develop and share practice. The agenda for this shared development session came from teachers' own priorities within the wider raising attainment agenda.

To support Primary 7 teachers in creating informative and motivating Personal Profiles to inform the transition process, a professional learning session was run by the Quality Improvement Team. Teaching staff were able to share developing practice and benefit from guidance and support in this area.



## Expand opportunities for learning in libraries and cultural services

### Library based programmes

The Bookbug programme aimed to use Library services in an early interventionist approach to combat health and learning inequalities, break the cycle of poverty, develop employment skills and improve social outcomes. Libraries aimed to use this programme to become more accessible to all residents and to redevelop services to reflect the widest possible range of learner needs.



The service secured £15K of external funding, which it used to train staff in nationally recognised programmes, such as the Solihull Approach to parenting, Mellow Bumps, Baby Yoga and Baby Massage. We established partnerships

with Health Visitors to take part in the Triple P parenting course and Arts colleagues sourced ante-natal yoga teachers and devised storytelling sessions for children aged 3 to 5 years.

As part of the enhancement of Early Years provision in Public Libraries a new programme 'Storytime' has been launched for 3-5 year olds for whom previously there was no provision. The majority of parents (89%) reported that their child would benefit from participating in Storytime sessions as a follow on from Bookbug Sessions. This provides strong evidence to

support the development of this new programme, with an additional 67 places now available.

Continued qualitative and quantitative surveys monitor and improve services. A further survey of parents will be carried out in Spring 2014 to determine the impact of the enhanced and expanded partnership programmes.

### Good practice in learning in libraries and cultural services: Improving Family Health and Learning in Libraries

Bookbug took place in 8 branch libraries, situated in all areas of the authority. The programme aimed to support family learning, health and children's literacy. It used an approach based on user consultation and formed key partnerships to provide health information, child literacy and skills development, whilst supporting parents to establish productive relationships with their children in a progressive, comprehensive programme ranging from pre-birth through to secondary school.

The programme has the following, more specific aims:

- to ensure that expectant parents understand that stress can inhibit in utero growth and brain development and provide opportunities for the acquisition of relaxation techniques
- to ensure that parents understand the importance of developing effective reciprocal relationships with their babies and young children
- to empower parents to develop their child's communication and literacy skills confidently.



- to use repetition and variety to stimulate brain development
- to contribute to raising attainment at school, leading to employment and economic capital
- to work with parents of older children who are experiencing communication difficulties to develop new ways of relating to each other
- to ensure that parents needing more support are signposted to relevant services



Since this enhancement Bookbug places for 0 to 3yrs have increased from 144 to 215 weekly places.

Parents whose child/children attended Bookbug session were surveyed in March 2013. The vast majority of parents rated Bookbug Sessions very highly with 97% of parents rating sessions as either excellent or very good. Importantly, 100% of parents also reported that sessions encouraged them to sing and read with their child at home and 99% have noticed an improvement in their child's communication and confidence, a key outcome of the programme.

### **Instrumental Music Service**

The Senior Wind Band had another successful year. The band gained a Silver Award at the National Concert Band Festival in November and a Silver Plus Award at the Scottish Band

Festival in December. Our Lady and St Patrick's Wind Band performed at the Glasgow Music Festival. The Ukulele Orchestra opened the Tapestry Conference this year and also performed at the SQA Star Awards. The innovative Funk Skool took part in the National Final of Music for Youth Performance in George Square, Glasgow as part of "Glasgow Loves Christmas."

Individual students achieved success with 80 students passing exams in Guitar / bass at Standard Grade, Higher and Advanced Higher and 8 woodwind pupils passed Associated Board of the Royal College of Music (ABRSM) exams this year, two with Merit passes and one with Distinction.

The authority's Music Technician raised external revenue of £4560 through external musical instrument repairs and has repaired instruments belonging to WDC, saving the department £15,437.

All participants in the Instrumental Music Service are expected to aim to play in authority bands and musical ensembles. In addition, many of them belong to school bands, to which Musical Instructors contribute heavily, if they do not lead themselves.

The school band meets weekly after school or at lunch times and perform at the end of term services, prospective parents evenings as well as in the Authority school concerts. Authority and school bands give the children the experience of playing with other people of different ages and levels of ability, breaking down barriers between ages and schools, as well as different academic ability. Confidence and team work are key outcomes of the Instrumental Music Programme.

The use of external examinations in music, by the ABRSM, gives children something to aim for with their individual practice, and contributes to their sense of achievements and wellbeing when they see their hard work and practice producing results.

High profile public events such as "Glasgow Loves Christmas", the "SQA Star Awards" and National Concert Band Festivals showcase the work of the authority and the hard work of staff. Several students this year have been accepted onto national or regional orchestras and ensembles, including the West of Scotland School's Wind Band, which in 2013 saw the highest number of West Dunbartshire pupils ever accepted.

Several pupils have been accepted into higher education to study music at Glasgow University, The Royal Northern College of Music. Several players were accepted into Junior Programmes at the Conservatoire.

All of these programmes further musical study as players encounter other musicians and ways of working, breaking down barriers, facilitating teamwork and developing musicianship to high levels.

### How did we perform against our objectives?

What did we measure?	What was our target?	How did we perform?
Average tariff score of lowest performing 20% of pupils in S4	62.5	77
5 or more SQA awards @ SCQF level 5 or better (by end S4) (%)	31.5	33.0
3 or more SQA awards @ SCQF level 6 or better (by end S5) (%)	24.4	19.5
5 or more SQA awards @ SCQF level 6 or better (by end S6) (%)	21.4	20.0
1 or more SQA awards @ SCQF level 7 or better (by end S6) (%)	11.9	13.0
Percentage of school leavers into positive destinations (%)	92	91
Percentage of educational establishments receiving positive inspection reports	100	100



For a graphical explanation of performance at secondary school stages see Appendix 1, Figures C, D and E; for attendance and exclusions for both primary and secondary school see Figures F, G, H and I.

## 4.2 Objective 2: Implement Curriculum for Excellence (CfE), Getting it Right for Every Child (GIRFEC) and The Early Years Framework

### What actions did we take to achieve our objectives?

- Build teacher learning communities in partnership with Tapestry
- Continue to support parents and families through early intervention and health awareness
- Create a West Dunbartonshire Pre-5 Framework and strategy that will support the development and implementation of a coherent system for improvement and self-evaluation of all aspects of pre-5 and which will reflect the national agenda



- Develop a highly skilled pre-5 workforce and continue to develop effective leadership in the service
- Develop and implement a strategy to support all schools

and early year centres to embed GIRFEC practice and principles into the daily life of the school and wider community

- Develop and implement a sustainable and viable plan for the Outdoor Education Service which includes support for outdoor learning across the curriculum
- Develop and implement arrangements for the New Qualifications
- Develop and implement Performance Review Development and Continuous Professional
- Development programmes in line with 'Teaching, Scotland's Future'
- Develop and implement strategies for literacy and numeracy taking account of the Scottish Survey for Literacy and Numeracy
- Develop Senior Phase curriculum models to meet the needs of all learners
- Implement revised opportunities for young people across the arts and culture
- Implement the 'Rights Respecting Schools' programme more fully in all educational establishments



- Improve learning transitions across sectors by enhancing cluster activity
- Improve learning, teaching and assessment through 'Sharing the Standard' (3-18)
- Improve the outcomes for children through a coherent approach to play and outdoor learning
- Organise and prepare Educational Services for the implementation of the new Children's Services legislation
- Review and implement strategy for Health and Wellbeing as a responsibility for all
- Review parental Involvement Strategy to improve all aspects of work with parents
- Review the School Libraries Service in partnership with the Public Libraries Service

## **Curriculum for Excellence (CfE): Learning Communities**

### **Curriculum and Qualifications**

A steering group of senior managers was established to develop and implement the new qualifications. It includes representatives from each secondary school and liaises with the SQA Centre Liaison manager at regular intervals.

Schools made good progress aligning their implementation plans with SQA timelines and planned to introduce qualifications at a time which best suited their needs. All schools will offer the new S4 qualifications next session in line with their curriculum plans. Pupils will be entered for National 3, 4 or 5 qualifications depending on their demonstrated achievement within the broad general phase.

The authority identified verifiers to be trained by SQA and to contribute to the overall quality assurance systems in schools. These verifiers will establish consistency across the authority and will implement the 'sharing the standard' approach.

### **Teacher learning communities**

In response to the Donaldson Report 'Teaching Scotland's Future' and new initiatives from the General Teaching Council Scotland (GTCS) a Steering group was formed to refresh the Professional Review and Development (PRD) process for teaching staff.



WDC volunteered to become involved in the Pilot process being undertaken by the GTCS. This helped get the process right for WDC staff a year prior to it being a requirement for all teaching staff in Scotland.

All promoted and centrally based staff were trained in Coaching to enhance the professional dialogue aspect of PRD. In order to make this approach sustainable Lead Coaches

were appointed and trained and have been employed in delivering subsequent training. Central staff then delivered training on aspects of The Donaldson Report in schools as requested by Head Teachers.

In partnership with the Tapestry organisation, Educational Services organised a conference to introduce Teacher Learning Communities into schools. Dylan William (International researcher and trainer in approaches to classroom assessment and questioning) was the main speaker of the day.

Staff benefited from his research and experience in Assessment for Learning. Subsequent to this event representatives from the five Secondary schools met with Tapestry leaders and undertook training in the area which they then passed onto colleagues in schools. These training sessions took place at lunchtimes, after school and on INSET days.

**Good practice in early intervention: Reciprocal Teaching: Raising Attainment through Higher Order Skill Development**

A Reciprocal Teaching approach was implemented in pilot schools from early stages onwards, with assessment from P3 to P7. This approach uses a discussion between teachers and pupils to help pupils read and understand a section of text.

Staff, who had trained, observed positive practice at St Ronan's Primary and received extra coaching sessions. Staff shared resources, including West Dunbartonshire's 'Reading Routes', developed impact measures and progress was

monitored, tracked and evaluated focusing on pupil attainment and teacher confidence.

The key outcomes included:

- improved pupil reading comprehension and higher order skill development
- greater professional dialogue and collegiate working; and
- improved teacher knowledge, understanding and confidence regarding the teaching of reading.

**Transitions**

The majority of our young people and parents had a positive transition experience; pupils felt valued and respected, while parents felt well informed. Examples of good practice were identified in the transition from early years to primary which could be used to support a continuous model of parental engagement at key points of transition.

Each cluster showed a commitment to transition with strategies used to support planning for curriculum continuity and progression, plus sharing the standard. A wide range of processes are used to plan and record the wider achievement of pupils. Learner profiling is used by establishments to support engagement of stakeholders in planning the learner journey.



### **Good Practice examples in cluster transition working**

An example of very good practice is the work in Clydebank High School with curriculum working groups for all subjects involving primary and secondary staff. Staff evaluated provision, produced plans for improvement and met regularly. Dumbarton Academy Cluster delivered a cohesive approach to transition in maths and numeracy. Collaboration on curricular content at P7 into S1 has enabled support matched to the level of need for groups and individuals. Shared approaches to curriculum planning and assessment lead to a reduction in the number of children moved between groups at the start of S1. Review of planning for progression and curricular content across the cluster facilitated dialogue about levels of expectation for attainment in P7.



### **Health and wellbeing**

A Health and Wellbeing Strategy Group was established between January and April 2013 to produce a departmental Health and Wellbeing Strategy. The strategy was finalised and approved by the Education Committee in May 2013.

Others areas of health and wellbeing where work has been carried out included the following:

- The PEER substance misuse programme is embedded in one secondary school, CHS, and is being taken forward in OLSP during 2013-2014

- Roots of Empathy was run in ten primary schools with funding for five programmes coming from the Scottish Government, with the other five funded by the authority
- A Physical Education (PE) Investment Action Plan was completed that secured the funding for a seconded PE lead Officer who started in post at the start of May 2013
- A review was undertaken of curricular resources to support schools in the delivery of Relationships, Sexual Health and Parenthood. This was completed and distributed to all schools in January 2013
- A pilot schedule of focused Health Visits to four early years establishments was completed between April and June 2013.

### **Rights based learning**

Examples of good practice in delivering a Rights Based Learning Blog was identified in early education centres and schools. Practice was filmed and placed on an Education Scotland Glow Blog. Centres featured then offered an open day for interested staff to visit to see the work in action, ask questions and gather resources. More information can be found on the blog link:

<https://blogs.glowscotland.org.uk/glowblogs/ClydeRights/>

### **Outdoor learning**

Over the session the authority held varied opportunities for staff to help deliver play and outdoor learning. The authority focused on the application of CfE principles to ensure children receive outdoor learning in a variety of outdoor contexts, including how to plan and use the outdoor environment to provide imaginative learning and teaching.



WDC held a conference on outdoor learning which gave examples of the opportunities available in the council area, including Forest Schools, Outdoor Cooking and Storytelling in the Outdoors. An information day was held on the environmental award scheme, the John Muir Award, to enable practitioners to find out about the award, gain ideas and share good practice and get some ideas for taking learning out of the classroom.

These learning opportunities encouraged staff and made them more confident to make use of the outdoors as part of the CfE experience for learners.

The children from Lennox Early Education and Childcare Centre (EECC) were actively involved in their community helping to make it a better place to live. They designed posters to inform the local community about vandalism and the impact this had on them. The children confidently told others of the purpose of recycling, composting, litter collection, planting and saving energy.

Through involvement in the wider community the children developed a sense of belonging. Their voice was listened to; their views were respected in accordance with Article 12 of the U.N.C.R.C. They developed an understanding of what it is to be young citizens for example, by taking civic pride in their community through their contributions to the anti fouling campaign, anti - vandalism posters, The Keep Scotland Tidy campaign, The Community Garden and numerous fundraising activities.

Community projects taken forward resulted in the nursery being awarded first prize at West Dunbartonshire Council's 'Amazing Things Awards'.

Lennox EECC children staff and parents continually updated and renovated the outdoor learning environment to provide a rich and exciting outdoor learning environment. Children were consulted and



asked to make decisions. They took great pride in their nursery outdoor environment; caring for plants and wildlife. Lottery funding and prize money enabled the nursery to install a large gazebo, chute and wooden train to further enhance the environment for learning. Children looked after their environment and were beginning to show a sense of moral awareness.

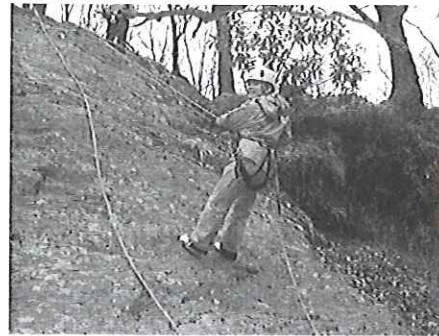
Children were offered challenging learning experiences in a safe, secure environment where they became successful learners, confident individuals, effective contributors and responsible citizens. At Ferryfield EECC children's wellbeing benefited greatly from their Forest School experience. There was an emphasis on observing nature as children learned to explore, respect and appreciate the natural world and the uses of natural materials found in the forest, meadows and by water.

Children independently set their own boundaries which allowed them to be responsible for assessing risks. Children's self-esteem and confidence grew, through the mastery of small achievable tasks. For example, they were encouraged to move away from close adult interaction, learning to become more responsible for each other and themselves, working in teams and respecting each other. Children learned to follow rules and standards of behaviour in order to be safe. They



learned techniques to master the use of full-sized tools, building dens and small controlled fires, understanding their purpose and safety procedures.

During this period the Outdoor Education Service (OES) delivered the first ever Outdoor Learning Conference in close partnership with Education Scotland (ES) and the National Park. This was well attended by both



primary and secondary staff and Community Learning and Development (CLD) and had guest speakers from ES, Health and Safety Executive (HSE) and the National Parks Outdoor Learning Steering Group. The conference had a Market Place which had representative stalls from John Muir Award, Eco Schools, Duke of Edinburgh, and examples of best practice from WDC schools.

The OES have also delivered two staff training weekends and a Basic Expedition Leader course for secondary school staff.

The WDC Outdoor Learning Steering Group met several times in order to initiate the process of an Outdoor Learning Strategy.

### **Parental Involvement**

Communication with parents and establishments was identified as a priority. As such, a focus group was established involving all sectors to review the 2006 Parental Involvement Strategy and produce relevant guidelines. Also, relevant

stakeholders were identified to work together to ensure more "joined up" working in awareness raising on the Parental Involvement Strategy across the authority.

Finally, Scottish Parent Teacher Council training was provided for parents, which included: Parent Council Essentials, Communications, Role of Office Bearers, Social and Fundraising and PVG training.

### **School Libraries**

Initial meetings have been held with Head Teachers and School Library staff advising the aims to review the school's Library Service and identify integrated methods of working across the schools and public Library services.

Benefits will include integrated Library Management Systems, reduction in costs relating to books purchases and coordinated learning programmes.

The review has been delayed following the departure from the service of the existing Senior Officer Library Services. A Section Head for Libraries & Information Services will be appointed in May 2014. A priority for this post will be to carry out this review at the earliest opportunity.

**Good practice in learning opportunities for young people in arts and culture: A Passion for Colour: Jolomo the Retrospective**

The Culture team secured the opportunity for West Dunbartonshire to host this prestigious national exhibition. They worked with the artist over a period of 12 months to produce an exhibition which included 140 artworks representative of his 40 year career. This included liaising with galleries, collectors from across the UK, as well as working with Jolomo's business partners and WDC Corporate.

This project resulted in a unique exhibition, achieving national recognition and attracting 20 000 visitors to the newly refurbished Clydebank Town Museum & Gallery from 14 June to 21 September 2013. The exhibition was visited by 1000 local school children offering a unique opportunity to physically experience artwork of the highest quality free of charge



The learning programme provided included delivery of guided tours, pupil workshops and teacher previews. The team also produced audio visual displays and a book to support the exhibition. Finally, they devised a Glow library showing online video clips of the artist discussing his work for schools pre and post their visit.

In addition, the team secured external funding to produce an exceptional learning pack for all local schools supporting delivery of CfE. The learning pack was linked to CfE outcomes

at each stage and provided teachers guidance on practical sessions in the classroom pre and post visit. The CfE outcomes linked to the pack included those in Expressive Arts, Health and wellbeing and Literacy and English. This pack was identified as outstanding by the Cabinet Minister for Culture and External Affairs.

Customer feedback was of the highest standard and reflected the quality of the product and the high level of customer service delivered by Arts & Heritage staff. All visitors (100%) rated the exhibition as "very good" or "excellent" and all visitors found museum staff friendly and approachable. While, 99% of visitors said that they would recommend the exhibition to friends.



## Early Years Framework



The authority developed a pre-five Framework and strategy that supported a coherent system for improvement and self-evaluation by reviewing the current system for improvement and self-evaluation to reflect the national agenda.

Pre-five inspection reports were positive. All centres and partnership nurseries use the WDC Self-evaluation Support Pack, along with Child at the Centre to evaluate all

aspects of service. Every centre and partnership nursery has an improvement plan which reflects national and local authority priorities. Almost all WDC centres are evaluating their service by reporting on Standards and Quality and all partnership centres are reporting on Standards and Quality.

The strategy used to support is being reviewed and necessary changes have been identified in line with the restructure of Educational Services.

These changes have meant that almost all parents receive a Standards and Quality Report and parents, children and staff are consulted about centre improvements.

### Staff development

As part of the commitment to our nurseries we continued to train and develop the highly skilled workforce present in WDC. The Early Years section offer training through the workforce development budget to undertake this, so staff in the local

authority and partner nurseries can undertake CPD training to keep their skills up to date.

There is also funding for staff to undertake a degree in Childhood Studies, which is a requirement for all Heads of Centre for their Scottish Social Services Council registration. All of our Heads of early years centres have either completed their degree or in the process of completion. This is all part of the plan to develop effective leadership in our centres.

The authority offered SVQ training to all staff in the private and voluntary sector for both Early Years and out of school care to enable them to become registered with the SSSC.

## **GIRFEC: Support to children and families**

The authority used the 2012-13 session to continue to embed GIRFEC within the work of the department.

### **Implementation of GIRFEC and Children Services legislation**

During the 2012/13 session the authority reviewed and redesigned the Staged Intervention process in line with GIRFEC principles and the Practice Model. The review included all sectors/services and establishments.

To improve delivery training was provided on the process across all sectors, to all establishments and support services, while Support Services was trained to further support establishments. To accompany the training electronic versions of paperwork was made available including on Glow and the intranet. Finally, specific training is planned for 2013/14 and being designed to support the use of the practice model.

The impact of these actions means that all stakeholders are now following GIRFEC principles through the staged intervention procedures. Overall, there is a greater understanding of GIRFEC principles for all and a greater focus through the new procedures on outcomes for children.

Educational Services began to organise and prepare for the implementation of the new Children Services legislation. This included: representation on local and national groups and committees to ensure the authority was abreast of developments; contribution to multi-agency working groups within the council to take forward training, policy and procedures; the Involvement of key educational services in developments to them to support establishments; and

awareness raising sessions with all sectors and services in education.

This preparation work ensured that staff are aware of the Children's Services Bill and proposals and are already implementing changes through the staged invention process. The new procedures and processes made parents, children and young people more aware.

### **Nurture groups**



Nurture groups aim to support vulnerable children who have social, emotional and/or behavioural difficulties and help them to form secure attachments with others. Eight primary schools in the authority have nurture classes and training continued for staff in these

schools, including business meetings and evaluations to ensuring nurture group practice remains faithful to nurture group values and principles and to promote sharing good practice.

An evaluation was carried out across eight primary schools, with one cohort being followed over one year and a second cohort being followed over two years. Teacher ratings were collected that looked at pupil stress, behaviours, attention, social difficulties, emotional distress and helping behaviour. Evaluations are promising, with pupils in nurture groups showing positive benefits across a number of the indicators and achieving scores nearer to typical scores. This work will



continue in order to examine whether gains are maintained when pupils are no longer within a nurture group.

### **Promoting Alternative Thinking Strategies (PATHS)**



The PATHS programme aims to develop children's emotional awareness of themselves and others and how to manage their emotions. The programme continued to run in ten nurseries and was successfully implemented in six primary schools, including training, supporting and mentoring of staff. Packs were provided to an additional four primary schools and a forum was established for the exchange of ideas and resources to support implementation.

Evaluations from staff indicate positive benefits for children's confidence and self-esteem, and that they felt valued and secure. Parents also benefited from the programme through home link activities that increases involvement in their child's development. Feedback collected from pupils at one primary school was 100% positive with comments demonstrating that children enjoyed taking part in the programme.

### **Families and Schools Together (FAST)**

The Families and Schools Together (FAST) Programme has the ability to build social capital in communities, i.e. to help and support parents so their children become responsible citizens. It is a universal programme open to all families with children aged from 3 to 8 years. In 2013 a new stage in the development of FAST saw two schools complete their second

cycle of FAST. Eight West Dunbartonshire primary schools and their associated early years' centres have now participated in FAST.

A major strength of FAST is its ability to keep parents engaged throughout the eight weeks of the programme. It is particularly successful in engaging parents who may not usually participate in school events. As a result of this parental engagement, parents form better working relationships with school staff and staff report an increase in pro social behaviour. Overall, data demonstrated improved relationships between parents and their child, between parents and teachers, and between parents and other parents.

### **Solihull approach**

The Solihull Approach is based on the concepts of containment, reciprocity and behaviour management and supports the authority parenting strategy that emphasises the importance of nurturing children, and reinforcing attachment and resilience. Initial training and follow up has been provided to over 200 early years staff that gives them a clear understanding of the importance of attachment theory on child development and relationships.

Feedback following initial training emphasised the practical nature of the approach and how it would directly impact on work done with children and their families, including complex cases. Evaluations after follow up sessions highlighted ways in which staff had improved their own practice, this included an increase in listening to the parents' story, reflecting on own behaviours using the Solihull Approach and on more appropriate responses to children's behaviours by seeking out underlying reasons for their distress.

## Attendance and Exclusions

Since 2006, when the Council's exclusions were amongst the highest in Scotland, there has been an increased use of reports analysing individual exclusions statistics including:

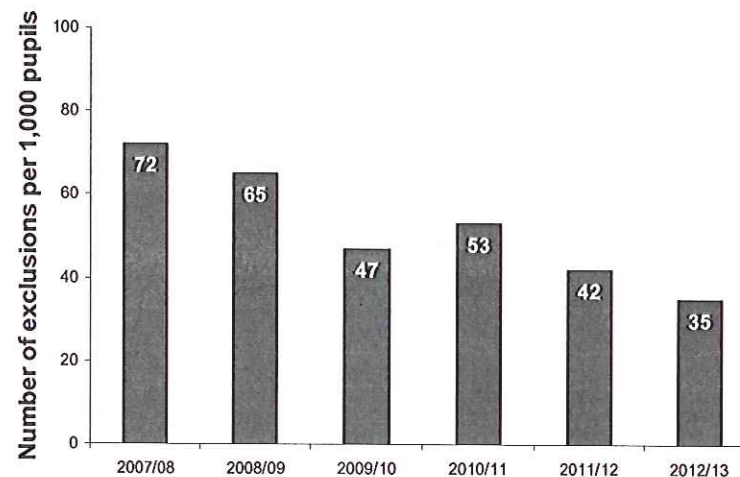
- the use of trends and benchmarking of each schools' performance
- hot spot times of the year for each school
- identifying patterns of excluding for individual members of senior staff.

Each secondary school operates an effective Joint Agency Team (JAT) which coordinates the multi-agency team around the young person to ensure that schools are putting into place early and effective strategies. Primary schools continue to work hard to provide flexible and nurturing responses for children with additional support needs. The impact of this work is clear from the exclusion figures (Figure A).

While 2010/11 exclusions showed an increase compared to the previous year, figures from 2012/13 show a continuation of the long term trend of a steady decline.

West Dunbartonshire Council's Exclusion Guidelines have been reviewed to reflect the Scottish Government's policy guidelines entitled Included, Engaged and Involved, and as a result of this the length of any single exclusion for looked after and accommodated children was reduced to 4 days.

Figure A: Number of exclusions from 2007/08 to provisional numbers for 2012/13.



Within Education, the MAC (multi-agency consultation) Group meets on a regular basis to offer advice, share good practice and make recommendations for young people whom schools, through their Staged Intervention and JAT procedures, have identified as requiring additional support. The group tries to ensure that as many vulnerable young people as possible have the opportunity to remain in their mainstream school by supporting schools to access appropriate alternative curricular packages which adequately address the needs of individuals. Where this is not appropriate the group will forward information to the Education / Social Work Liaison Group for discussion regarding an alternative placement.



### How did we perform against our objectives?

What did we measure?	What was our target?	How did we perform?
Percentage of primary and secondary schools achieving Eco-Schools Green Flag Award (%)	50	48
Percentage of schools with a pupil council (%)	100	100
Primary Attendance (%)	94.9	95.5
Secondary Attendance S1-S5 (%)	91.4	91.0
Pupil Exclusion (days lost per 1,000 pupils)	58	35
Percentage of schools with a parent council (%)	-	95
Percentage of key tasks from PE Investment Action Plan completed (%)	20	20

What did we measure?	What was our target?	How did we perform?
Percentage of pupils referred to the Reporter to the Children's Panel (%)	1	0.14
Percentage of the resident population who are borrowers from public libraries (%)	20.5	22.0
Number of Library visits per 1,000 population	6529	6900
Number of visits to/uses of council funded or part funded museums per 1,000 population	280	113
Number of school-business links	-	192

### 4.3 Objective 3: Improve self-evaluation processes and systems

#### What actions did we take to achieve our objectives?

- Establish working groups to prepare for Validated Self-Evaluation
- Implement a service-wide data gathering system and timetable to inform improvement planning
- Implement the Strategic Leadership Development Programme
- Organise and implement opportunities to share good practice across all services and establishments

#### Self-Evaluation and improvement planning



Self-evaluation is an integral part of the improvement of the authority. During the 2012-13 session the authority prepared for the Validated Self-Evaluation (VSE) process to be undertaken in early 2014. As part of the VSE

process the authority established working groups to take the process forward.

Initial work on VSE highlighted a need to implement a service-wide data gathering system and timetable to inform improvement planning. During 2012-13 work was carried out to assess good practice and was expanded to include methods employed in gathering evidence, and other forms of data, to support ongoing self evaluation. As part of the improvement planning timetables Education Service Planning days are now a regular part of the calendar for senior staff members.

#### Strategic Leadership Development Programme

The work of the strategic Leadership Development Programme (SLDP) team culminated in our Leadership Framework which was agreed by Educational Services Committee in 11 September 2013.

The framework details a range of professional learning activities for leadership improvement. Educational Services CPD team will plan a programme to support leaders and aspiring leaders to take part in these opportunities.

SLDP Phase 3 team will concentrate on raising attainment/improving learning. Refreshed approaches to raising attainment will be established with Head Teachers.



## 4.4 Objective 4: Implement ICT Strategy for learning technologies

### What actions did we take to achieve our objectives?

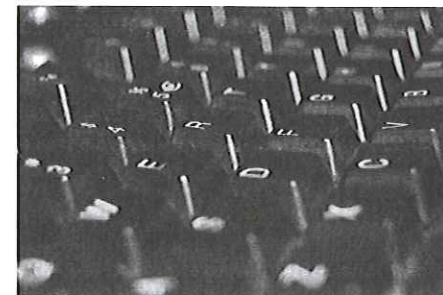
- Agree and implement Educational Services ICT Strategy
- Preparation of Educational Services for the implementation of GLOW Futures (2014)
- Secure budget to improve the ICT infrastructure

### Technology in Education

During this year the authority developed a draft Education ICT Strategy. Our vision is clear that, "all learners and educators in West Dunbartonshire Council should have equal access to a range of ICT opportunities, to allow them to make the most of their talents and achievements, in a manner conducive to a 21st Century approach to education and learning".

There are many factors needed in order to achieve this vision and the Council made a commitment to invest over £4million in IT modernisation. Over the past year, the authority has given significant time to articulate our business requirements. This process has led to a greater insight into areas of best practice and opportunities for improvement, ensuring we provide a great platform on which to develop Learning and Teaching.

During the coming year the authority will use the information gained and work closely with other Council departments to further develop our ICT strategy.



### Glow - The Future

Our authority is the least engaged with Glow of all Scottish local authorities. Therefore, Glow does not meet requirements of our users and needs to change. In October 2012 the schools were canvassed on what they would like to see from Glow. The feedback received was very clear and as such the New Glow will have a social media look and feel. There is a national update to Glow currently underway and we plan to launch the new version, including our own changes, at the same time.

### How did we perform against our objectives?

What did we measure?	What was our target?	How did we perform?
Library users as a percentage of the resident population (%)	10	12.2
Library computer use: times that terminals are used per 1000 population	1240	1182



## 4.5 Objective 5: Continue regeneration of education estate

### What actions did we take to achieve our objectives?

- Develop the ongoing political engagement with elected members
- Develop the revised 5-10 year strategic plan for schools' estate
- Identify funding sources
- Update all condition, suitability and occupancy surveys.

Regeneration of the schools estate remains a high priority for Educational Services and the Council.

Work was ongoing throughout 2012/13 to revise the strategic plan for the regeneration of the primary schools estate with the intention of presenting specific proposals to the Education Services Committee in 2013/14. There was ongoing engagement with elected members about the political, financial and social implications of future schools' regeneration. Also, with the exception of one recently opened primary school and Early Education and Childcare Centre, all condition, suitability and occupancy surveys were completed by June 2013.

As part of the 10 year Capital Programme approved by Council in February 2013, funding was secured for the following projects:

- Primary Schools Estate: £10m per annum for new primary school projects from 2017 onwards
- Our Lady and St Patrick's High School: £22.5m (£14m from the Scottish Government and £8.5m from the Council's Capital Programme.
- Bellsmyre schools/EECC campus: £9.13m (£8.711m from the Council's Capital Programme and £0.600m from the Scottish Future Trust's Enabling Fund
- Kilpatrick Secondary building: £8.15m, all from the Council's Capital Programme

No statutory consultation was required in 2012/13. However, permission to proceed to statutory consultation on the Our Lady and St Patrick's and Bellsmyre projects was agreed by the Educational Services Committee in May 2013 and permission to proceed with the Kilpatrick project was secured at the same meeting.

Therefore, preparations were begun for statutory consultation on the Our Lady and St Patrick's and Bellsmyre projects under terms of the Schools (Consultation) (Scotland) Act 2010, to be carried out towards the end of 2013.

## 4.6 Educational Services: Objectives and Actions 2013/14

<b>Educational Services Objective 1: Raise Attainment and Achievement</b>
Develop Masterclasses and Supported Study Activity across secondary schools
Develop the capacity of all educators to support young people in raising their attainment and achievement
Expand learning opportunities for all ages across libraries and cultural services establishments
Identify and implement opportunities for wider achievement
Implement improvement plans for literacy and numeracy
Implement programme of 'Leadership for Learning' visits across schools, nurseries, libraries and the Outdoor Education Service
Promote and share best practice across all schools





**Educational Services Objective 2:  
Implement Curriculum for Excellence (CfE),  
Getting it Right for Every Child (GIRFEC)  
and The Early Years Framework**

Build teacher learning communities in partnership with Tapestry

Develop and implement a strategy to support all schools and early year centres to embed GIRFEC practice and principles into the daily life of the school and wider community

Develop and implement a sustainable and viable plan for the Outdoor Education Service which includes support for outdoor learning across the curriculum

Develop and implement arrangements for the New Qualifications

Develop and implement Performance Review Development and Continuous Professional Development programmes in line with 'Teaching, Scotland's Future'

Develop and implement strategies for literacy and numeracy taking account of the Scottish Survey for Literacy and Numeracy

Develop Senior Phase curriculum models to meet the needs of all learners

Implement revised opportunities for young people across the arts and culture

Improve learning transitions across sectors by enhancing cluster activity

Organise and prepare Educational Services for the implementation of the new Children's Services legislation

**Educational Services Objective 2:  
Implement Curriculum for Excellence (CfE),  
Getting it Right for Every Child (GIRFEC)  
and The Early Years Framework**

Review and implement strategy for Health and Wellbeing as a responsibility for all

Review parental Involvement Strategy to improve all aspects of work with parents

Review the School Libraries Service in partnership with the Public Libraries Service

### **Educational Services Objective 3: Improve Self Evaluation Processes and Systems**

Establish working groups to prepare for Validated Self-Evaluation

Implement the Strategic Leadership Development Programme

### **Educational Services Objective 4: Implement ICT Strategy for learning with Technologies**

Agree and implement Educational Services (Draft) ICT Strategy

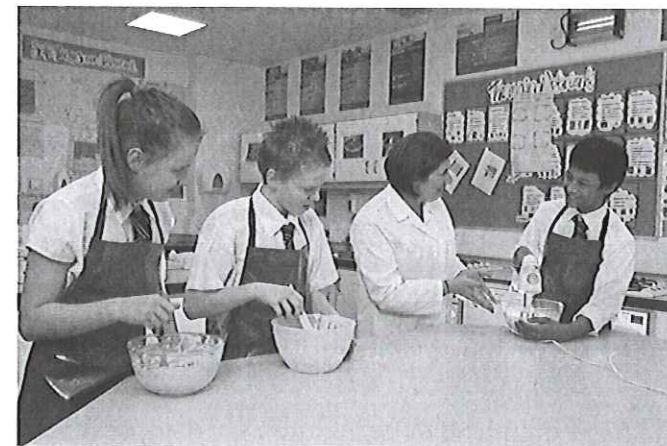
Preparation of Educational Services for the implementation of GLOW Futures (2014)

Secure budget to improve the ICT infrastructure

### **Educational Services Objective 5: Continue Regeneration of the Education Estate**

Develop the revised 5-10 year strategic plan for schools' estate

Update all condition, suitability and occupancy surveys

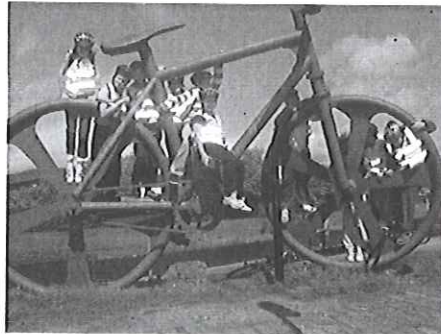




## 5 Summary

This Standards and Quality Report provides robust evidence that Educational Services continue to deliver positive outcomes for young people and their families in West Dunbartonshire across a wide range of measures. These achievements are particularly noteworthy at a time of continued economic and financial challenges and during a period of very significant structural reorganisation within the department.

The raising of levels of attainment and achievement for all learners remains our number one priority. There is strong evidence to show that the innovative strategies which we have implemented over recent years in this area are beginning to have a measurable positive impact. There is also evidence to show that all establishments are very much attuned to the raising attainment and achievement agenda and have ambitious aspirations for the young people in their charge.



Our commitment to inclusion is illustrated by our continuing strong performance in terms of the percentage of young people moving on to positive post school destination and by the continued reduction in the number of temporary exclusions from school.

We remain committed to a further improvement in these figures in the coming years.

The principles of GIRFEC continue to become more deeply embedded in the work of establishments and of the department as a whole. A very clear national focus on the importance of early years is reflected in the innovative work being carried out in Early Education and Childcare Centres and the early stages of primary school across West Dunbartonshire, with a particular focus on providing targeted support for children from the most vulnerable families.

Our schools and nurseries continue to show strong commitment to the development of Curriculum for Excellence. The implementation of effective strategies to develop literacy, numeracy and health and wellbeing in all young people is a key aspect of this work. As the first cohort of young people makes the transition from the broad general education to the senior phase, we aim to deliver a 3-18 curriculum which is appropriate to all learners regardless of aptitude or ability.

As we prepare for Validated Self Evaluation (VSE) early in 2014, we have focussed closely on our self evaluation policies and procedures. Of course, self evaluation is not an end in itself but rather is an important means of ensuring continuous improvement and better outcomes for young people.

Learning with technology remains an important strand of the work of Educational Services. Although we still have a distance to travel in the delivery of 21<sup>st</sup> century learning,

2012/13 saw the beginning of a number of initiatives which will lead to the delivery of a more technologically advanced Educational Service across all schools and EECCs.

In terms of the Schools Estate, the Council's commitment to the construction of a new Our Lady & St Patrick's High School, a new Kilpatrick Secondary building and a new co-located primary and Early Education campus in Bellsmyre represents another leap forward in the transformation of our educational buildings. By the summer of 2016, all secondary pupils in West Dunbartonshire will have moved to new buildings over a seven year period, a significant achievement for a small local authority. The next challenge is to achieve similar strides forward in the transformation of the primary school estate.

As we move forward, it is essential that the new departmental structure delivers a joined-up, cohesive service. Schools and nurseries cannot deliver high quality education on their own and the roles played by other aspects of Educational Services, such as Library and Cultural Services, Psychological Services and the Outdoor Education Service will be crucial in achieving positive outcomes for young people.

Similarly, we must continue to develop our already strong partnerships with colleagues in Social Work, Health, Housing, the voluntary sector and the business sector to deliver high quality services for young people and their families. We must also work in partnership with parents, communities and of course with young people themselves in developing a common and ambitious agenda leading to improved outcomes for all. By doing so, Educational Services can make a significant contribution to the delivery of one of the Council's strategic aims: to improve outcomes for children and young people.



## 6 Further information

The following websites will provide more information.

Education Scotland - who support quality and improvement in education.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

Scottish Schools Online – a searchable directory of all schools in Scotland.

<http://www.educationscotland.gov.uk/scottishschoolsonline/index.asp>

Inspection Reports available on Education Scotland website

<http://www.educationscotland.gov.uk/inspectionandreview/reports/index.asp>

School and education data on the Scottish Government website.

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Parentzone which offers help and advice to parents.

<http://www.educationscotland.gov.uk/parentzone>

Parent Councils – more information on parent councils and their role in schools.

<http://www.educationscotland.gov.uk/parentzone/getinvolved/index.asp>

Scottish Parent Teacher Council which offers help and advice to parents.

[www.sptc.info](http://www.sptc.info)

## 7.1 Feedback

If you would like to discuss any aspect of the Standards and Quality Report, or require more copies, or would like the document in a language other than English or in Braille, please contact West Dunbartonshire Educational Services by writing to:

Educational Services  
Policy, Performance and Improvement  
Council Offices  
Garshake Road  
Dumbarton  
G82 3PU

T: 01389 737309

F: 01389 737348

E: [education.centralregistry@west-dunbarton.gov.uk](mailto:education.centralregistry@west-dunbarton.gov.uk)

W: [www.west-dunbarton.gov.uk/education-and-learning](http://www.west-dunbarton.gov.uk/education-and-learning)

## 7.2 Glossary and abbreviations

ABRSM	Associated Board of the Royal College of Music
CLD	Community Learning and Development
CfE	Curriculum for Excellence
CPD	Continuous Professional Development
EECC	Early Education and Childcare Centre
ES	Education Scotland
GIRFEC	Getting it Right for Every Child
HMIE	Her Majesty's Inspectorate of Education
HSE	Health and Safety Executive
ICSP	Integrated Children's Service Plan
ICT	Information/Communications Technology
NPA	National Progression Award
OES	Outdoor Education Service
PAThS	Promoting Alternative Thinking Strategies
SCQF	Scottish Credit and Qualifications Framework
SOA	Single Outcome Agreement
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualifications
UNCRC	United Nations' Convention on the Rights of the Child
WDC	West Dunbartonshire Council
FAST	Families and School Together
VSE	Validated Self Evaluation



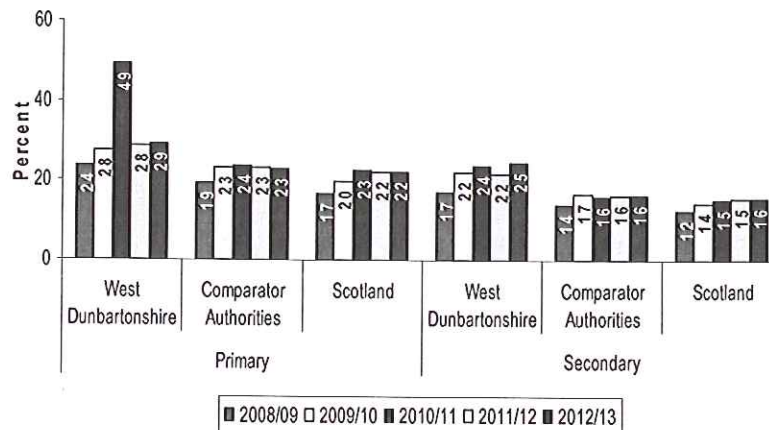
## 8.1 Appendix 1: Statistical Supplement

### Free School Meals

Figure B shows that the percentage of West Dunbartonshire pupils entitled to free school meals remains high when compared to the national or comparator authority averages. This is demonstrative of the continuing high levels of deprivation faced by school pupils in the council area.

The figure in primary and secondary schools has increased slightly compared to session 2011/12, while remaining static in our comparators and nationally.

Figure B: Percentage of pupils entitled to free school meals



### Attainment at SCQF levels

Scottish Education Authorities' performance in national examinations (examinations listed in Table 1 below) has been reported to the public for a number of years now. Within West Dunbartonshire, at both Authority and school level, there is the most rigorous scrutiny of performance in these examinations.

Pupils' performance in SQA examinations is measured by Scottish Credit and Qualifications Framework (SCQF) levels. This has been created to bring together all Scottish mainstream qualifications into a single unified framework. Our performance in the SCQF measures is shown in Figures C, D and E.

Table 1: SCQF levels

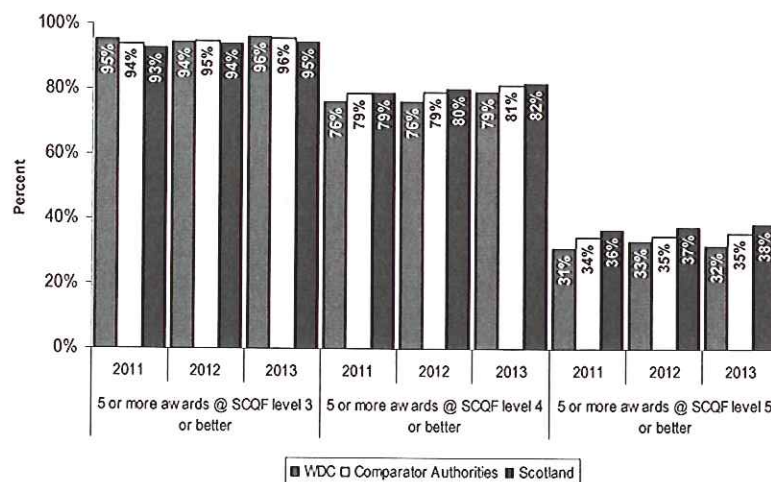
Level 7	Advanced Higher at grades A-C, Scottish Baccalaureates, SVQ 3
Level 6	Higher at grades A-C, Skills for Work Higher, NPA Level 6, NC Level 6, SVQ 3
Level 5	Intermediate 2 at grades A-C, Skills for Work Int 2, Standard Grade at 1-2 (Credit), NPA Level 5, NC Level 5, SVQ 2
Level 4	Intermediate 1 at grades A-C, Skills for Work Int 1, Standard Grade at 3-4 (General), NPA Level 4, NC Level 4, SVQ 1
Level 3	Access 3; Skills for Work Access 3, Standard Grade at 5-6 (Foundation), NPA Level 3, NC Level 3

West Dunbartonshire is level with comparator authority but above national average figures for the measure '5 or more awards at SCQF level 3 or better by end of S4'. The measure has increased by 2% in the past year to 96%.

We are below both comparator authority and national average figures for the measure '5 or more awards at SCQF level 4 or better by end of S4'. This measure has increased by 3% in the past year.

We remain below the comparator authority and national averages for '5 or more awards at SCQF level 5 or better by end of S4', and this measure has declined by 1% in the last year to 32%.

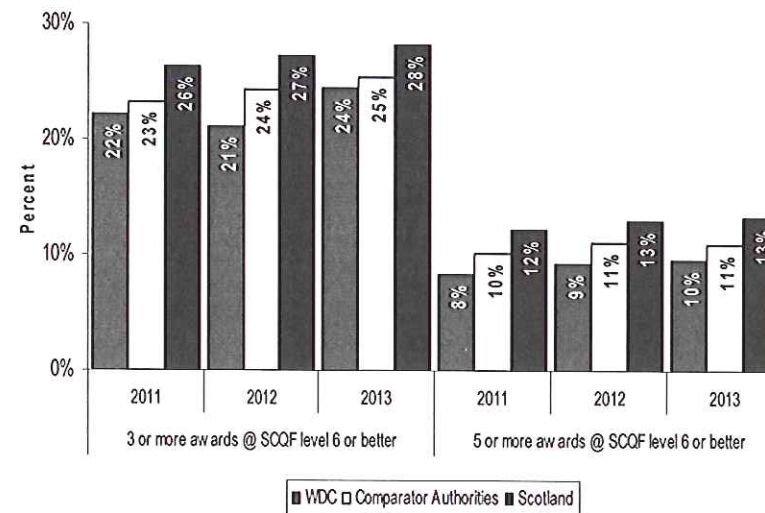
Figure C: Percentage of pupils achieving SCQF performance measures by the end of S4



For '3 or more awards at SCQF level 6 or better by end of S5', we remain below the comparator authority and national averages. This figure increased by 4% in 2013 to 24%.

For '5 or more awards at SCQF level 6 or better by end of S5', we are below the comparator authority and national averages, although we have improved by 1% to 10%.

Figure D: Percentage of pupils achieving SCQF performance measures by the end of S5 (based on the relevant roll at S4).



For '3 or more awards at SCQF level 6 or better by end of S6', are below our comparator authorities and the national average. The figure has remained level at 34% in the past year.

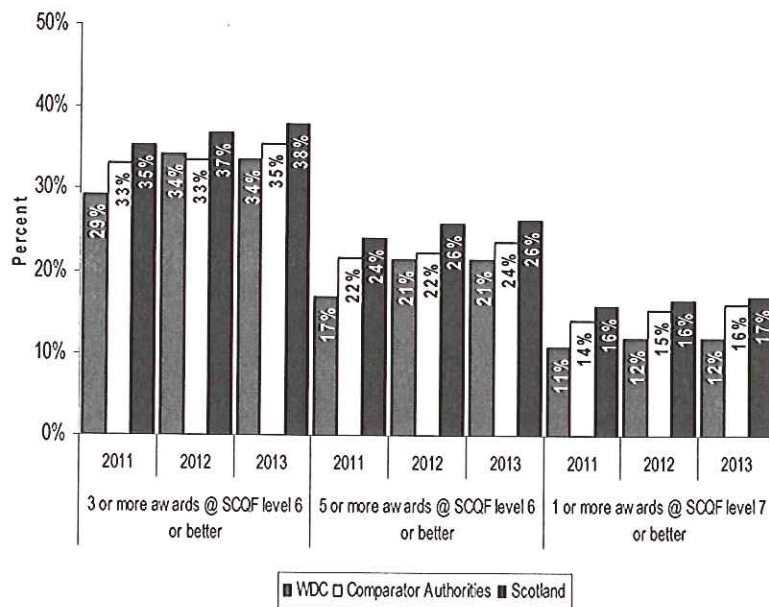
For '5 or more awards at SCQF level 6 or better by end of S6', we are below the comparator authority and national averages.



This measure has also remained level compared to the previous year at 21%.

For '1 or more awards at SCQF level 7 or better by end of S6', we are below the comparator authority and national averages. This measure has remained level in the last year to 12%.

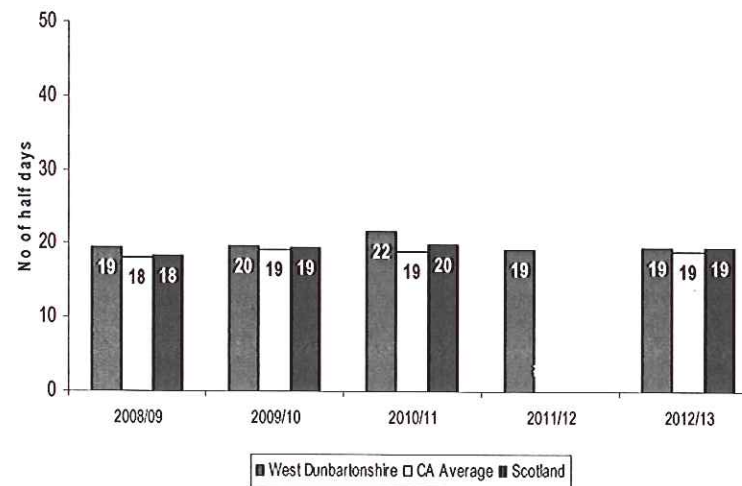
Figure E: Percentage of pupils achieving SCQF performance measures by the end of S6 (based on the relevant roll at S4).



## Absence and exclusion

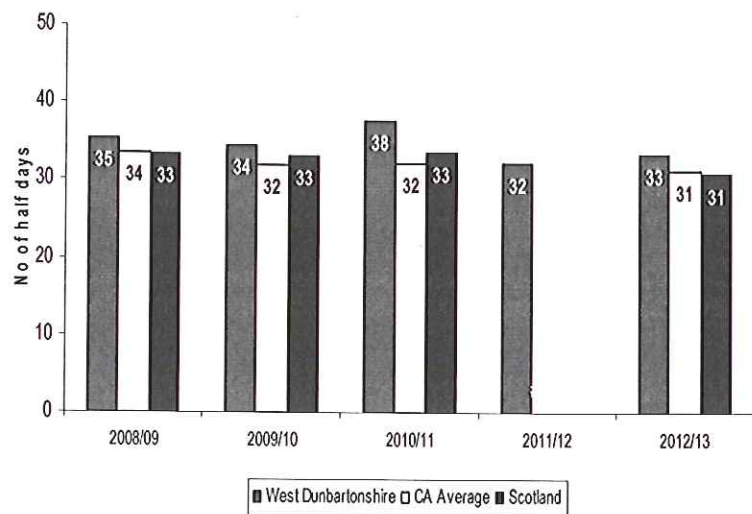
In the primary sector in 2012/13, our level of absence has remained the same since last year (Figure F).

Figure F: Average number of half days absence per primary pupil



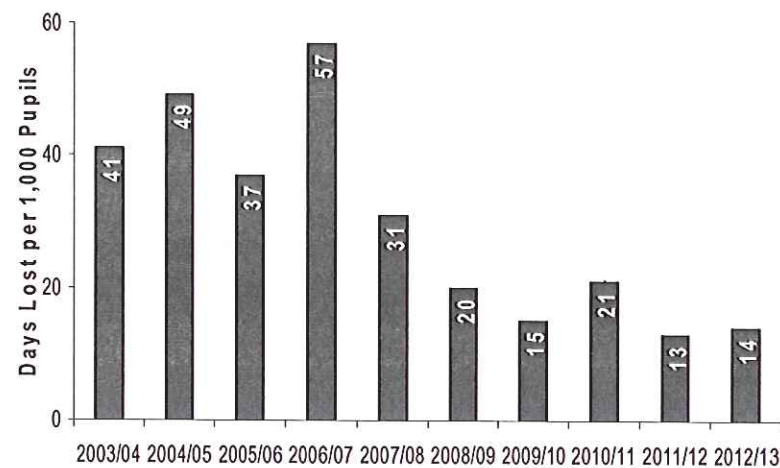
In the secondary sector in 2012/13, our level of absence has increased by one half day per pupil since last year (Figure G).

Figure G: Average number of half days absence per secondary pupil



School time lost due to exclusion of pupils from our primary schools has risen slightly in the past year (Figure H).

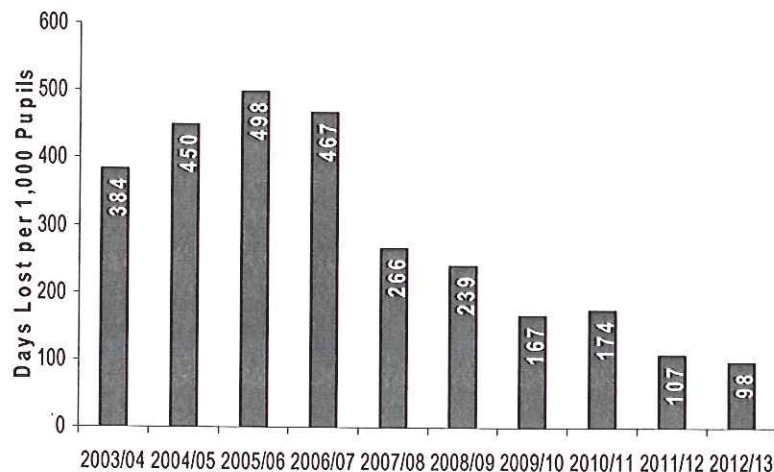
Figure H: Number of days in primary schools lost per 1,000 pupils through exclusion



School time lost due to exclusion of pupils from our secondary schools has continued to decline and now at its lowest level ever (Figure I).



Figure I: Number of days in secondary schools lost per 1,000 pupils through exclusion



## Standardised tests

Figure L shows the performance of West Dunbartonshire pupils by Mean Standard Age Scores for each tested stage in both Reading and Mathematics Standardised Tests compared to the national benchmarks for the same tests.

The high level messages emerging from the standard assessments indicate the following:

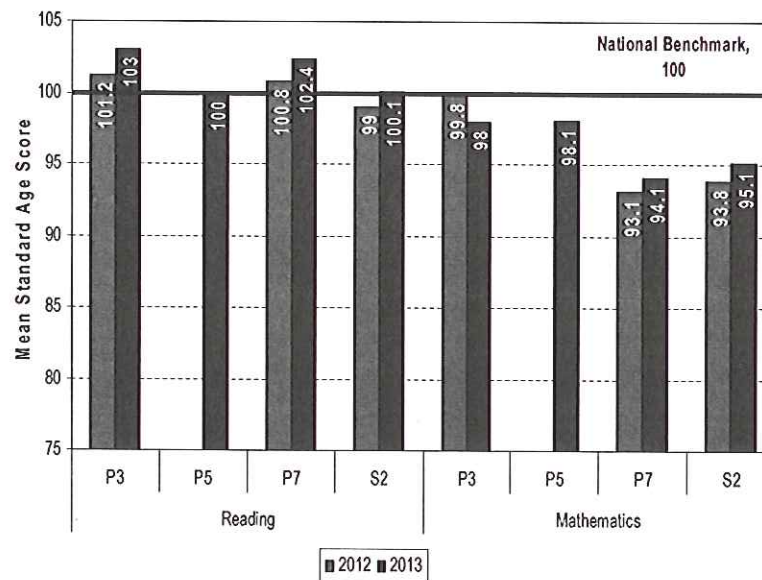
### Reading

- At P3, P7 and S2 West Dunbartonshire performed higher than the national benchmark; at P5 performance matched the national benchmark.

- P3, P7 and S2 all improved on the results from the same age groups in the previous year. The children tested this year are different from the children tested in 2012, and P5 was not tested in 2012.

### Mathematics

- P3, P5, P7 and S2 in West Dunbartonshire all performed below the national benchmark.
- P3 scored lower than the same year group in the previous year. P7 and S2 both improved on the results from the same year groups in the previous year, P5 was not tested in 2012.
- Figure L: Performance of West Dunbartonshire pupils in Reading and Mathematics tests



## 8.2 Evidence

The evidence for this report has been gathered from a range of sources:

- Analysis of attendance and exclusion data
- Educational Services' Statistics
- HMIE inspection reports during the period August 2012 to June 2013, comprising one primary schools and one Pre-5 establishments
- Libraries and Museums' Improvement Plan
- Libraries and Museums statistical analysis of figures, e.g. visitor, book issues, etc
- Monitoring and evaluation visits to schools
- Standards and Quality Report 2012/13 for Psychological Services
- Reports to Education and Lifelong Learning Committee
- School improvement plans and standards and quality reports
- Scottish Government Statistical Publications
- Service Plan 2012/17 including Local Improvement Objectives
- SQA exam results
- Social and Economic Profile 2012/13



### 8.3 School inspection reports 2012/13

The following departmental services have been subject to Education Scotland Inspection in 2012/13:

- EECCs and Partnership Nurseries
- Schools

Education Scotland evaluated the work of the services of the department against quality indicators using a six point scale.

Level	Descriptive Evaluation	Definition
Level 6	excellent	Outstanding or sector leading
Level 5	very good	Major strengths
Level 4	good	Important strengths with some areas for improvement
Level 3	satisfactory	Strengths just outweigh weaknesses
Level 2	weak	Important weaknesses
Level 1	unsatisfactory	Major weaknesses

The following inspection reports are based on inspections carried out between 01/08/2012 and 01/08/2013.

### Inspections 2012-13

Centre or School name / publication date	Quality Indicators				
	improvements in performance	children's experiences	meeting learning needs	the curriculum	improvement through self-evaluation
EECC - Nursery times by the River 16/01/2012	very good	very good	very good	good	very good
Primary - Gavinburn 18/06/2013	good	satisfactory	good	satisfactory	weak