

Agenda



Educational Services Committee

Date: Wednesday, 6 June 2018

Time: 14:00

Venue: Committee Room 3,
Council Offices, Garshake Road, Dumbarton

Contact: Scott Kelly, Committee Officer
Tel: 01389 737220 scott.kelly@west-dunbarton.gov.uk

Dear Member

Please attend a meeting of the **Educational Services Committee** as detailed above. The business is shown on the attached agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor K. Conaghan (Chair)
Councillor J. Brown
Councillor I. Dickson
Councillor D. Docherty
Councillor J. Finn
Provost W. Hendrie
Councillor D. Lennie
Councillor C. McAllister (Vice Chair)
Councillor J. McColl
Councillor J. Millar
Councillor J. Mooney
Councillor M. Rooney
2 Vacancies
Mrs B. Barnes
Ms L. Bonnar
Mr G. Corrigan
Mr I. Ellis
Miss E. McBride
Miss S. Rennie
Ms J. Strang

All other Councillors for information

Strategic Director – Transformation & Public Service Reform
Chief Education Officer

Date of Issue: 24 May 2018

EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 6 JUNE 2018

AGENDA

1 APOLOGIES

2 DECLARATIONS OF INTEREST

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

3 MINUTES OF PREVIOUS MEETING 9 – 13

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 7 March 2018.

4 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 15 – 16

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 6 March 2018.

5 OPEN FORUM

St Martin's Primary School and Alexandria Schools' Estate

(a) Stephen Storrie, Chairperson, St Martin's Primary School Parent Council

We understand that officers have identified 21 options for the future educational provision in Renton, we the parent council of St Martins have proposed two options in fact the same two options which were proposed in 2015 in response to the then administration and education departments proposal to close St Martins and build a super school.

As the proposal to close St Martins in 2015 and move our children to a school which was deemed "unfit for purpose" investment in which "didn't give bang for the buck" by the former head of education Terry Lanagan in conjunction with the senior members of staff and the estates department, some of whom have drawn up the latest proposal in fact one of whom is leading the education department, how is it possible that after 3 additional years of neglect from the local authority that this building "miraculously" now is deemed as suitable for investment?

(b) Ann Carr, Renton

Even though St Martins school is in a state of disrepair, (responsibility for maintenance of which lies with the local authority) the educational attainment in our school is nothing short of astounding. This in part must be accredited to the teaching and other staff associated with our school and the personal pride and involvement all members of staff have with our children, but a major factor in the high attainment levels is due to smaller class sizes.

How is the education department going to assure parents and staff that their decision today will ensure that the educational attainment levels and the sense of community our children and staff members feel in their school will not only be sustained at their current level but will be enhanced for all children and staff members?

(c) Lynn Mcfetridge, Renton

As anyone can testify Renton has suffered from lack of major investment for decades from the local authority, infact without local people taking control of the local housing association I would hate to contemplate what our village would look like today.

The result of lack of investment is a village which is just beginning to recover from poor housing, lower than average income, closure of our library, nursery, community centre and what seems to be an annual crusade to close one of our two schools. If we go by all statements and literature circulated by the education department on their preferred option, (one of closure of St Martins and forcing children to be educated in Alexandria), then we will have the spectacle of half of the children and families who have had to live with this massive under investment being forced to drive or walk past the first piece of major investment in our village from the local authority in decades and attend a school deemed unfit for purpose in 2015, coupled with this there is a projected increase in numbers of inward migration to our village due to planning applications for new homes.

So taking this into account how does the committee feel that at a time of increasing number of families preparing to stay in our village many of whom will have no connection previously, how will children being forced to be educated outside of our village affect community continuity, cohesion and equality?

(d) Elizabeth Kelly, Renton

If as has been highlighted in every piece of literature and every statement which the education department has circulated, that officers preferred option will be closure of St Martins and the forcing of children to attend a school in Alexandria then there is both safety and financial implications to this proposal.

Adoption of this proposal will result in primary children being unable to walk to school as they would need to share a pavement beside a main road with young adults going to high school in the opposite direction, to cross at least three roads, two of which have no crossing lights, many grandparents being unable to pick children up after school, there is additional cost implications for parents through additional travel, there are implications on which careers parents are able to pursue due to grandparents or guardians being unable to collect their children and for those who are fortunate enough to have their own transport, traffic chaos in an already not fit for purpose traffic blackspot.

With this in mind how does the education department propose to address all of the above and ensure that our children arrive safely at the school and that an already less affluent area is not further financially burdened by a forced move of our childrens educational facility?

(e) Drew MacEoghainn, Renton

Catholic education in Renton predates the Scottish Education act of 1918, Renton has always been a village which prides itself on equality fairness and social responsibility, this was the manner in which the parent council of St Martins approached this process.

We have had an open meeting which saw 90 people in attendance, a questionnaire circulated which saw 90% returned, all of which agreed unanimously that the parents and pupils in Renton deserve a new build St Martins in our village, we also arranged a walk attended by over 100 people, whereas the education department has circulated letters, some of which they asked "children who could read, not to" due to the absence of an envelope, a survey which will not be considered here today due to it being declared "unsuitable" and one which "should have never been circulated", they've had to withdraw proposals from the last education committee due to lack of information being utilised in its deliberations on potential options for St Martins, disobeyed a direct instruction from this committee to consider all options and circulated a letter stating that the parents proposal for a new build St Martins was "not an option", how can this committee have any faith in the education department to deliver for you but more importantly for the people of Renton a paper which gives due consideration and a "professional" opinion the likes of which we have seen in the two dual campus schools already built in Balloch and Bellsmyre and assure us parents that the education department have given the 21 options fair consideration especially the two options submitted by the parent council and not what is the widely held belief just gone back to their old failed proposal and only considered the eradication of over 118 years of Catholic education in our village as the ONLY option?

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| 6 | ALEXANDRIA SCHOOLS' ESTATE | 17 – 28 |
| | Submit report by the Chief Education Officer providing an update in relation to Alexandria Schools' Estate. | |
| 7 | AUDIT SCOTLAND REPORT | 29 – 34 |
| | Submit report by the Chief Education Officer:- | |
| | <ul style="list-style-type: none"> (a) highlighting the recommendations contained in the Audit Commission Report in February 2018 on the expansion of early learning and childcare in Scotland; and (b) providing information on the progress of West Dunbartonshire Council's expansion plans to introduce 1,140 hours of Early Learning and Childcare (ELC) by 2020, specifically in relation to the recommendations for Councils contained in the report. | |
| 8 | STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE | 35 – 43 |
| | Submit report by the Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement. | |
| 9 | UPDATE ON THE INSPECTION OF THE PROGRESS MADE BY LOCAL AUTHORITIES IN IMPROVING LEARNING, RAISING ATTAINMENT AND CLOSING THE POVERTY RELATED ATTAINMENT GAP: WEST DUNBARTONSHIRE COUNCIL (INPLA) | 45 – 68 |
| | Submit report by the Chief Education Officer providing an update on the outcome of the inspection of the local authority which took place in December 2017. | |
| 10 | EARLY YEARS IMPLEMENTATION UPDATE | 69 – 89 |
| | Submit report by the Chief Education Officer providing an update on the plan for the expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council. | |

11 SUPPORTING POSITIVE OUTCOMES FOR LOOKED AFTER 91 – 141
CHILDREN AND YOUNG PEOPLE IN WEST
DUNBARTONSHIRE SCHOOLS

Submit report by the Chief Education Officer:-

- (a) informing of practices supporting positive outcomes for Looked After Children (LAC) and Young People in West Dunbartonshire schools; and
- (b) informing of the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.

12 WORKING WELL TOGETHER – ATTENDANCE 143 – 154
MANAGEMENT: 2017/18 ANNUAL RESULTS

Submit report by the Strategic Lead - People and Technology providing a detailed analysis of the annual attendance performance for 2017/18.

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in the Council Chamber, Clydebank Town Hall, Dumbarton Road, Clydebank on Wednesday, 7 March 2018 at 2.00 p.m.

Present: Provost William Hendrie and Councillors Jim Brown, Karen Conaghan, Ian Dickson, Diane Docherty, Jim Finn, Caroline McAllister, Jonathan McColl, John Millar, John Mooney and Martin Rooney, and Mrs Barbara Barnes, Mr Gavin Corrigan, Mr Iain Ellis, Miss Ellen McBride and Miss Sheila Rennie.

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer - Performance and Improvement; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Craig Jardine, Capital Investment Programme Manager; Geraldine Lyden, HR Business Partner; Susan Mullin, Transport Co-ordinator, Education, Learning & Attainment; Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillor Daniel Lennie and Ms Julia Strang.

Councillor Karen Conaghan in the Chair

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 6 December 2017 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 12 December 2017 were submitted and all decisions contained therein were approved.

OPEN FORUM

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

ALEXANDRIA SCHOOLS' ESTATE – UPDATE

A report was submitted by the Chief Education Officer providing an update in relation to the Alexandria Schools' Estate.

At the request of Councillor Rooney, there was submitted (tabled) and noted a copy of a letter from the Parent Council of St Martin's Primary School which related to the schools' estate.

Following discussion and having heard the Chief Education Officer and the Capital Investment Programme Manager in answer to Members' questions, Councillor Conaghan moved:-

That the Committee agrees:-

- (1) to note the plans for Renton Primary, Renton Language and Communication Base and a new Riverside Early Learning and Childcare Centre;
- (2) to note the retention of Riverside Early Years Learning and Childcare Centre on the existing site until a new Renton Primary, Language and Communication Base and Early Years Learning and Childcare Centre is opened in 2020; and
- (3) to note the people implications identified in section 5 of the report and the financial implications identified in section 6.

Councillor McColl asked Councillor Conaghan if she would be willing to accept the following as an addendum to her motion:-

Committee agrees that today's decisions do not exclude any option being considered for St Martin's Primary School and its pupils and agrees that the Committee reserves the right to amend the above plans at our June 2018 meeting.

Councillor Conaghan agreed to accept the addendum to her motion which Councillor McColl then seconded.

Following further discussion the motion, as amended, was agreed unanimously by the Committee.

SCHOOL TRANSPORT TENDERING PROCEDURES SESSION 2018/19

A report was by the Chief Education Officer:-

- (a) informing of the proposed timetable for the processing of tenders for mainstream home-to-school contracts and for the transportation of pupils with additional support needs; and
- (b) seeking approval to proceed with the proposed timetable in order to secure contracts for school transport for session 2018/2019, and up to session 2022/2023 where contracts are for 5 years duration.

Having heard the Transport Co-ordinator, Education, Learning & Attainment, in further explanation of the report, the Committee agreed:-

- (1) to give approval for the Chief Education Officer to proceed with the necessary arrangements to secure tenders for the transport of children with additional support needs for session 2018/2019 and beyond for contracts of up to 3 years duration;
- (2) the authorise the Chief Education Officer to make the necessary arrangements in liaison with Strathclyde Partnership of Transport (SPT) to renew mainstream contracts for session 2018/2019, and beyond for contracts of up to 5 years; and
- (3) that following the completion of the tendering process, any tenders received would be considered by the Tendering Committee.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE – UPDATE

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

Having heard the Senior Education Officer - Raising Attainment/Improving Learning, in explanation in further explanation of the report and in answer to Members' questions, the Committee to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

EARLY YEARS IMPLEMENTATION UPDATE

A report was submitted by the Chief Education Officer providing an update on draft planning for the expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

Following discussion and having heard the Chief Education Officer in further explanation of the report and in answer to a Member's question, the Committee agreed:-

- (1) to note the contents of the current updated version of Delivery Plan following original submission to Scottish Government on 29 September 2017; and
- (2) that a further update be provided to the Committee at the next meeting on 6 June 2018.

EDUCATION, LEARNING AND ATTAINMENT STANDARDS AND QUALITY REPORT 2016/17

A report was submitted by the Chief Education Officer informing of the publication of Education, Learning and Attainment's Standards and Quality Report for 2016/17 which can be found online at: <https://sites.google.com/ourcloud.buzz/sqr16-17/home>.

After discussion and having heard the Chief Education Officer and the Senior Education Officer - Performance and Improvement in further explanation of the report, the Committee agreed:-

- (1) to approve changes to the cycle of publishing Standards and Quality Reports to bring them close into line with the academic year;
- (2) to approve the proposals for the distribution of the Standards and Quality Report; and
- (3) otherwise to note the contents of the report.

EDUCATION, LEARNING AND ATTAINMENT DELIVERY PLAN 2018/19

A report was submitted by the Chief Education Officer presenting the 2018/19 Delivery Plan.

It was noted that, following the issue of the papers for the meeting, an erratum notice had been issued which contained a revised version of the report.

The Committee agreed to note the content of the 2018/19 Delivery Plan.

REGIONAL IMPROVEMENT COLLABORATIVE PLAN

A report was submitted by the Chief Education Officer providing an update on the progress of the Glasgow City Region Education Improvement Collaborative, known as the West Partnership, and the associated draft Regional Improvement Collaborative (RIC) plan which formed Appendix 1 to the report.

After discussion, the Committee agreed:-

- (1) that the progress of the West Partnership should be a standing item of business for future meetings of the Committee; and
- (2) otherwise to note the contents of the report.

WORKING WELL TOGETHER – ATTENDANCE MANAGEMENT: QUARTER 3 (1 OCTOBER TO 31 DECEMBER 2017)

A report was submitted by the Chief Education Officer providing detailed analysis on the attendance performance for Quarter 3.

After discussion and having heard the Chief Education Officer and the HR Business Partner in further explanation of the report and in answer to a Member's questions, the Committee agreed:-

- (1) to note the decrease in sickness of 0.03 FTE days lost (-1.8%) for teachers and an increase of 0.21 FTE days lost (8.5%) for support staff compared to the same period last year, as outlined in Appendix 1 to the report; and
- (2) to note the decrease in Council wide sickness absence of 81.12 FTE days lost (-3.1%) compared to the same period last year, as outlined in Appendix 2 to the report.

GENERAL SERVICES BUDGETARY CONTROL REPORT TO 31 JANUARY 2018 (PERIOD 10)

A report was submitted by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 January 2018 (Period 10).

The Committee agreed:-

- (1) to note a projected full year favourable revenue variance of £0.015m (less than 0.3%); and
- (2) to note a projected full year favourable capital variance of £7.666m (36.8% of budget) of which £7.821m relates to project re-phasing and £0.154m to an in-year overspend.

The meeting closed at 3.00 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held in Committee Room 3, Council Offices, Garshake Road, Dumbarton on Tuesday, 6 March 2018 at 2.05 p.m.

Present: Councillors Karen Conaghan, Caroline McAllister and John Mooney; Laura Mason, Chief Education Officer; Chris Smith*, Headteacher of Our Lady & St Patrick's High School; Geraldine Lyden, HR Business Partner; Linda McAlister, Education Support Officer; Michael Dolan and Campbell Lloyd (E.I.S) and Claire Mackenzie (SSTA).

*Note:- arrived later in the meeting.

Also

Attending: Euan Duncan, Professional Officer (SSTA) and Claire Cusick, Acting Senior Education Officer.

Apologies: Apologies for absence were intimated on behalf of Matthew Boyle, Gavin Corrigan, James Halfpenny, Karen Jakeman, Simon Simpson and Dawn Wilson.

Councillor Karen Conaghan in the Chair

CHAIR'S REMARKS

The Chair, Councillor Conaghan advised that Mr Euan Duncan, Professional Officer (SSTA) was present at the meeting to observe proceedings. The Chair also advised that Ms Claire Cusick, Acting Senior Education Officer was also present and would be replacing current member Matthew Boyle at future meetings of the Committee.

DECLARATIONS OF INTEREST

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

MINUTES OF PREVIOUS MEETING

The Minutes of the Meeting of the Local Negotiating Committee for Teachers held on Tuesday, 12 December 2017 were submitted and approved as a correct record.

REGIONAL IMPROVEMENT COLLABORATIVE PLAN

A report was submitted by the Management Secretary providing an update on the progress of the Glasgow City Region Education Improvement Collaborative, known as the West Partnership, and the associated draft Regional Improvement Collaborative (RIC) plan.

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

- (a) to note the progress of the Glasgow City Region Education Improvement Collaborative, known as the West Partnership;
- (b) to note the contents of the draft Regional Improvement Collaborative (RIC) Plan; and
- (c) otherwise, to note the contents of the report.

Note:- Chris Smith arrived during the introduction of and Councillors McAllister and Mooney left during discussion on the above item of business.

The meeting closed at 2.55 p.m.

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee : 6 June 2018

Subject: Alexandria Schools' Estate

1. Purpose

- 1.1** The purpose of this report is to update members in relation to Alexandria Schools' Estate

2. Recommendations

- 2.1** It is recommended that Committee

- 2.2** Notes the options appraisal at Appendices 1 and 2

- i) Agrees to undertake works on an interim basis to the existing St Martin's Primary to ensure that it continues to comply with Health and Safety requirements.
- ii) Proceeds as previously noted at Education Committee in March 2018, with plans for Renton Primary, Renton Language and Communication Base (LCU) and a new Riverside Early Learning and Childcare Centre and a refurbishment of St Mary's Primary.

- 2.3** Authorise the commencement of a procurement exercise (tender, direct award or a mini competition) for the appointment of a main contractor to deliver the New Build Renton Campus Proposal

3. Background

- 3.1** At its meeting of 7 March 2018 Educational Services committee agreed:-

- i) to note the plans for Renton Primary, Renton Language and Communication Base and a new Riverside Early Years Learning and Childcare Centre; and
- ii) to note the retention of Riverside Early Years Learning and Childcare Centre on the existing site until a new Renton Primary, Renton Language and Communication Base and Early Years Learning and Childcare Centre is opened in 2020.
- iii) that agreeing to the plans for Renton Primary, Renton Language and Communications Base and a new Riverside Early Years Learning and

Childcare Centre would not exclude any option being considered for St Martin's Primary.

- 3.2** Officers proposed to engage further with the parents / carers of St Martin's Primary and were asked to return to 6 June 2018 Committee with an expanded options appraisal regarding St Martin's.

4. Main Issues

- 4.1** The options appraisal has been carried out and is detailed at appendix 1. There are 11 options which show various permutations of what is available and considers each in relation to impact for St Martin's pupils. The options include the ideas put forward by the Parent Council of St Martin's.
- 4.2** The Education benefit for the options fall into 3 main categories hence the repetition in the appendices. The education benefits element has been extracted for ease of reference at Appendix 2.
- 4.3** Each option has been scored in terms of Financial assessment, Educational requirement, West Dunbartonshire's strategic objectives and statutory and regulatory issues.
- 4.4** The option with the highest scoring is the amalgamation of St Martin's and St Mary's; however, it is the clear and stated opinion of the parents that this option is unacceptable to them.
- 4.5** The Parent Councils of Renton Primary and LCU and St Mary's Primary have expressed their enthusiasm for the plans previously stated in relation to their schools and this work will now progress.
- 4.6** The Parent Council for Renton Primary has further stated that while they would welcome St Martin's pupils to Renton Primary they would not wish to have a separate St Martin's Primary as part of the campus.
- 4.7** St Martin's Primary building will have maintenance requirements carried out to ensure it continues to be a safe learning environment for pupils. This will include all health and safety requirements..
- 4.8** On completion of the works to St Mary's Primary and the relocation of Riverside Early Learning and Childcare Centre by the anticipated date of the end of 2020, the situation will be reassessed in line with the Schools' Estate Strategy at that time.

5. Options Appraisal

- 5.1** The options appraisal has considered both financial and non-financial issues.
- 5.2** The scoring methodology rates the aspects being considered on a 0 to 5 scale with 0 being the least favourable and 5 being the most favourable.

- 5.3** This options appraisal concludes that the most favourable option in this exercise would be to amalgamate St Martin's Primary and St Mary's Primary.

6. People Implications

- 6.1** There are no personnel issues associated with this particular report.

7. Financial and Procurement Implications

Financial

- 7.1** Members are asked to refer to Appendix 1 for the financial implications of each option.
- 7.2** The funding for the proposal is contained within the Capital Plan agreed at Council on 4 February 2015 and rephased on 5 March 2018 to accommodate the recommendations made to Education Services Committee on 7 March 2018

Procurement

- 7.3** Any future procurement exercise will be conducted in accordance with the agreed contract strategy, produced by the Corporate Procurement Unit in conjunction with Asset Management and Legal Services officers within the provisions of the Councils Standing Orders and Financial Regulations and the terms of the procurement route identified as detailed above.

8. Risk Analysis

- 8.1** Failure to address the Alexandria Schools' Estate will lead to pupils being taught in learning environments which will not facilitate the best outcomes for pupils and will cause reputational damage to the Council.

9. Equalities Impact Assessment (EIA)

- 9.1** An equalities screening has been carried out. The work to improve St Martin's Primary is consistent with the need to ensure that all pupils have equal opportunities to learn in a safe environment.

10. Consultation

- 10.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 10.2** Parent Council representatives and the head teacher were informally consulted on the plans.

11. Strategic Assessment

- 11.1** Efficient and effective frontline services that improve the everyday lives of residents.

Laura Mason
Chief Education Officer
Date:

Person to Contact: Laura Mason, Chief Education Officer, Council Offices,
Garshake Road, Dumbarton, T: 01389 737304,
Email: laura.mason@west-dunbarton.gov.uk
Craig Jardine, Corporate Asset Manager, Council Offices,
Bridge Street, Dumbarton, T: 01389 737829,
Email: craig.jardine@west-dunbarton.gov.uk

Appendices: Appendix 1 – Options appraisal
Appendix 2 – Parent Council Options

Background Papers: “Regenerating Learning” – Council, 13 August 2014

Wards Affected: Ward 2

WDC ASSET: St. Martin's Primary School, Renton
DATE OF ASSESSMENT: 27-Apr-18
APPRAISED BY: Chief Education Officer/Education Senior Leadership Team/Asset Management



	St Martin's PS - Maintenance & Repair Only Renton PS, Renton Language Unit and Riverside ELCC - New Build St Mary's Primary School - Refurbishment (A)	St Martin's PS and Riverside ELCC - Maintenance & Repair Only Renton PS and Renton Language Unit - New Build St Mary's Primary School - Refurbishment (B)	St Martin's PS - New Build on existing site Renton PS, Renton Language Unit and Riverside ELCC - New Build St Mary's Primary School - Refurbishment (C)	St Martin's PS and Riverside ELCC - New Build on existing site Renton PS and Renton Language Unit - New Build St Mary's Primary School - Refurbishment (D)	Riverside ELCC - New Build on existing site Renton PS, Renton Language Unit and St Martin's PS - New Build St Mary's Primary School - Refurbishment (E)	Renton PS, Renton Language Unit, Riverside ELC, and St Martin's PS - New Build on Renton Site St Mary's Primary School - Refurbishment (F)	Renton Language Unit, Renton PS, and St Martin's PS - New Build on current Renton Site Riverside ELCC to be relocated to Vale of Leven Academy St Mary's Primary School - Refurbishment (G)	Renton Language Unit, Riverside ELC, and Renton PS - New Build on current Renton Site St Martin's PS to be relocated to Vale of Leven Academy St Mary's Primary School - Refurbishment (H)	Renton Language Unit, Riverside ELC, and St Martin's PS - New Build on current Renton Site Renton PS to be relocated to Vale of Leven Academy St Mary's Primary School - Refurbishment (I)	Renton Language Unit, Riverside ELCC and Renton PS New Build on Current Renton Site. St Martin's relocate to St Mary's (J)	St Martin's PS - Modular Renton PS, Renton Language Unit and Riverside ELCC - New Build St Mary's Primary School - Refurbishment (K)	Comments - Refer to Appendix 2
1) FINANCIAL ASSESSMENT	To Be Ranked											
Revenue costs												
a) Revenue Costs	£2,435,394	£2,944,539	£2,596,477	£2,596,477	£2,985,232	£2,596,477	£2,985,232	£2,478,147	£2,542,290	£2,455,479	£2,944,539	
b) Backlog Maintenance	£1,640,000	£1,640,000	£850,000	£850,000	£850,000	£850,000	£850,000	£850,000	£850,000	£850,000	£850,000	
TOTAL REVENUE COST	£4,075,394	£4,584,539	£3,446,477	£3,446,477	£3,835,232	£3,446,477	£3,835,232	£3,328,147	£3,392,290	£3,305,479	£3,794,539	
RANKING POINTS (A) (SCORING FROM 0-10)	1	0	6	6	2	5	2	9	8	10	4	
Capital Costs												
a) Anticipated Capital Costs for Proposal -	£15,950,000	£15,950,000	£18,950,000	£19,700,000	£17,950,000	£18,050,000	£15,950,000	£15,950,000	£15,950,000	£15,100,000	£17,050,000	
RANKING POINTS (B) (SCORING FROM 0-10)	1	0	6	6	2	5	2	9	8	10	4	
2) Educational Benefit See Appendix 2 for further detail Range 0 - 5 score, 0 - No impact, 5 - Biggest impact												
a) Will the option lead to improvements in curriculum implementation?	1	1	2	2	3	3	3	2	2	4	1	
b) Will the option lead to improved outcomes for children?	1	1	3	3	3	3	3	3	3	4	1	
c) Will it improve the quality of learning and teaching?	1	1	2	2	2	2	2	2	2	4	1	
d) Will there be enhanced opportunities for wider achievement and broaden the range of opportunities to develop skills for learning, life and work?	2	2	2	2	2	2	2	2	2	4	2	
e) Will it enable learning and teaching to better meet the needs of learners?	2	2	2	2	2	2	2	2	2	4	2	
f) Will it enhance paired and group activities?	1	1	1	1	2	2	2	1	1	4	1	
g) Will it enhance opportunities for children who require additional support with their learning?	1	1	1	1	2	2	2	1	2	4	1	
h) Will it enhance professional learning, improvement planning, self-evaluation and build leadership capacity?	1	2	1	2	2	2	2	2	2	3	1	
TOTAL / 30	10	11	14	15	18	18	18	15	16	31	10	
RANKING POINTS (C)(SCORING FROM 0-10)	0	2	3	4	7	7	7	4	6	10	0	
3) WDC STRATEGIC OBJECTIVES Score will be determined on assessment of possible benefits to WDC scoring range from 0-5												
a) Priority 1 - Improve economic growth and employability.	3	3	5	5	5	5	5	5	5	5	5	
b) Priority 2 - Improve life chances for children and young people.	3	3	3	5	3	5	5	5	5	5	3	
c) Priority 3 - Improve care for and promote independence with older people.	0	0	0	0	0	0	0	0	0	0	0	
d) Priority 4 - Improve local housing and environmentally sustainable infrastructure.	0	0	0	0	0	0	0	0	0	0	0	
e) Priority 5 - Improve the wellbeing of communities and protect the welfare of vulnerable people.	5	5	5	5	5	5	5	5	5	5	5	
TOTAL SCORE	11	11	13	15	13	15	15	15	15	15	13	
RANKING POINTS (D)(SCORING FROM 0-10)	0	0	2	5	2	5	5	5	5	5	2	
4) STATUTORY AND REGULATORY ISSUES No Answer will Score 0 Yes answer will Score 5												
a) Health & Safety - Does the proposal comply with all Health & Safety issues with regard to access, walking routes, and protection of vulnerable groups?	5	5	5	5	5	5	5	5	5	5	5	
b) Regulatory - Does the proposal comply with Planning?	5	5	3	3	3	5	5	5	5	5	5	
c) Risk - Does the proposal deliver for August 2020?	0	0	0	5	5	0	5	0	0	5	0	
TOTAL SCORE	10	10	8	13	13	10	15	10	10	15	10	
RANKING POINTS (E)(SCORING FROM 0-10)	4	4	10	2	2	4	0	4	4	0	4	
OVERALL ASSESSMENT SCORING MAXIMUM 50	6	6	27	23	15	26	16	31	31	35	14	
OVERALL RANKING OF ASSESSED OPTIONS	9	10	4	6	8	5	7	2	2	1	9	

Challenge Questions	St Martin's Primary/St Mary's Primary - Amalgamation Option – (J)
a) Will the option lead to improvements in curriculum implementation?	<i>Yes - Having bigger groups of pupils at each level can stimulate pupils to achieve. Pupils realise that they are not isolated or different to other pupils when carrying out classwork or homework. The range of experiences in CfE can be delivered to larger groups at a similar stage as there are considerable numbers of pupils at the same level. Pupils become more competitive with each other when they are in large ability groups rather than on their own. There is also a breadth of opportunity across curricular areas with enhanced resources STEM Hub, Digital curriculum, outdoor learning, larger pool of staff expertise to support the national agenda of raised attainment in literacy and numeracy. There will be a more progressive and cohesive curriculum for 3-12 year olds across Early Years and Primary.</i>
b) Will the option lead to improved outcomes for children?	<i>Yes - Improved well-being with the possibilities of larger friendship groups. There will be more opportunities for group work and paired activities. Given the increased number of learning assistants there will be more opportunities for support groups. There are increased opportunities to promote HWB with a wider range of clubs and activities throughout the school day and year for pupils and families. There is a greater opportunity to offer a range of nurture and social and emotional supports facilitated by a wider range of staff and partners within and beyond the community. There is an increased capacity to respond to the interests and needs of individuals and groups.</i>
c) Will it improve the quality of learning and teaching?	<i>There are enhanced opportunities for peer collaboration, team teaching, co-operative learning & teaching and observing best practice. In a larger school with bigger number of staff there is a much larger pool of expertise than in a smaller school. Schools can have a range of specialisms from IT, Modern Languages, Sport, Music/Arts or Science based subjects and more with a staff of 15-20 rather than a staff of 4. The professional development of teaching and support staff can happen more readily in an establishment without relying on external help. You have greater flexibility to deploy a wider range of strategies for learning, teaching and assessment.</i>
d) Will there be enhanced opportunities for wider achievement and broaden the range of opportunities to develop skills for learning, life and work?	<i>Through a wider range of partners and parents there will be considerable opportunities to develop skills for literacy, numeracy, communication, problem solving, team work, employability, enterprise and citizenship.</i>
e) Will it enable learning and teaching to better meet the needs of learners?	<i>See option C above</i>
f) Will it enhance paired and group activities?	<i>With an amalgamated school, there will be larger numbers of pupils at the same ability level. This will enhance the opportunities for group and paired work by pupils. The range of experiences and outcomes within CfE can then be delivered to many more groups. This will also be enhanced by the increased number of</i>

	<i>support staff within the school which will increase the quality of the learning experience for pupils.</i>
g) Will it enhance opportunities for children who require additional support with their learning?	<i>Given that there would be larger numbers in a bigger primary school there are also larger numbers of support staff. This can have the dual benefit of more group work activities at each stage and also more individualised programs for pupils. As there are more staff, then more support can happen with more pupils. There is also the added benefit that more staff have a larger range of specialisms that can be shared with other staff to support children in the learning and can be readily shared across the school.</i>
h) Will it enhance professional learning, improvement planning, self-evaluation and build leadership capacity?	<i>Through the Improvement Plan there will be an ambitious agenda for change with a distribution of workload across a larger number of staff in one location rather than a fragmented approach. Staff can learn and lead from a wider range of staff. There will be a single focus for the leadership team on a single site making communication with the stakeholders more effective and efficient.</i>
Summary	<p align="center">St Martin's Primary/St Mary's Primary – Amalgamation</p> <ul style="list-style-type: none"> • As there would be a significant increase in the number of teaching staff and support staff there would be many opportunities to have access to specialist staff and coordinate group work and individualised programs for pupils in the school. • There could be significant improvements to the curriculum and staff could observe best practice in learning & teaching given the number of staff in the school. • Pupils would have access to new larger friendship groups both inside and outside the classroom.

Options Appraisal - Education Benefit – Category 2

Appendix 2

Challenge Questions	St Martin's Primary/Renton Primary – Co-location Options – E, F, G
a) Will the option lead to improvements in curriculum implementation?	<i>There would be very little improvement to the curriculum as St Martin's and Renton would have limited opportunities to share teachers and expertise. In addition to this, St Martin's is a Denominational Primary and this adds a unique dimension to the experience of the pupils in the school. While there may be additional resources for a new school, staff need access to training/expertise in order to capitalise on this. Collaborative planning of learning & teaching would not be facilitated with this model. As the 2 schools are vastly different in size (approx ratio of 1:3) there will be limited flexibility in accessing resources and shared space.</i>
b) Will the option lead to improved outcomes for children?	<i>There would be improved wellbeing with the possibilities of larger friendship groups at break times. There are increased opportunities to promote HWB with a wider range of clubs and activities throughout the school day and year for pupils and families. There would be some minor possibility of collaboration with specialist staff from the Language Unit.</i>
c) Will it improve the quality of learning and teaching?	<i>There would be some newer resources and an improved environment for more flexible learning experiences, however there is still the same small number of staff limiting the range of experiences and expertise. Opportunities for peer collaboration, team teaching, co-operative learning & teaching and observing best practice would remain limited as it would be a small number of teachers. In a larger school with bigger number of staff there is a much larger pool of expertise than in a smaller school. Schools can have a range of specialisms from IT, Modern Languages, Sport, Music/Arts or Science based subjects and more with a staff of 15-20 rather than a staff of 4. The professional development of teaching and support staff can happen more readily in an establishment without relying on external help. You have greater flexibility to deploy a wider range of strategies for learning, teaching and assessment with greater numbers of staff.</i>
d) Will there be enhanced opportunities for wider achievement and broaden the range of opportunities to develop skills for learning, life and work?	<i>Provision for this is limited in a small school setting. A wide range of partners and parents provide considerable opportunities to develop skills for literacy, numeracy, communication, problem solving, team work, employability, enterprise and citizenship. As the schools is not increasing in size then the opportunities for partnerships would stay the same.</i>
e) Will it enable learning and teaching to better meet the needs of learners?	<i>The two schools are joined but the chances for shared working would be limited. Although the schools are on the same site they will essentially operate as two stand-alone schools with very little shared planning. There will be little change to learning & teaching in this model as there will still be the same number of staff in each establishment.</i>
f) Will it enhance paired and group activities?	<i>As there are no changes to the number of staff available in the school, there will be no change as to what is currently on offer.</i>
g) Will it enhance opportunities for	<i>As the Language Unit is attached to St Martin's Primary there would be easier access on site for staff in St Martin's to dialogue</i>

children who require additional support with their learning?	<i>with staff from the specialist provision to support children's planning. There would be no increase in the number of support staff within St Martin's as the size of school has not changed.</i>
h) Will it enhance professional learning, improvement planning, self-evaluation and build leadership capacity?	<i>As there will be the same number of staff in the school as before, there will be no change to the processes involved in improving the school.</i>
Summary	<p align="center">St Martin's Primary/Renton Primary Co-location</p> <ul style="list-style-type: none"> • The number of staff and pupils would remain the same size, therefore there would be little or no changes to the curriculum or learning and teaching practices. • There would be improvements to shared resources but both schools would have to plan access to this. As Renton Primary is far larger there would be limited opportunities for St Martin's pupils to access resources. • Pupils would have access to larger friendship groups at break times. • St Martin's is a denominational school and Renton a non-denominational therefore there would be very limited opportunities to share and plan the curriculum. • There could be benefits to this setting depending on the addition of a nursery or Renton Language Unit. A nursery increases the benefits of the transition process to primary and the language unit offers access to specialist staff.

Challenge Questions	St Martin's Stand Alone Primary Model Option – A, B, C, D, H, I, K
a) Will the option lead to improvements in curriculum implementation?	<i>There would be very little improvement to the curriculum as St Martin's would have limited opportunities to share teachers and expertise. While there maybe additional resources for a new school, staff need access to training/expertise in order to capitalise on this. Collaborative planning of learning & teaching would not be facilitated with this model.</i>
b) Will the option lead to improved outcomes for children?	<i>A new building would provide a positive teaching environment for staff and pupils with some increase in opportunities for a range of learning experiences.</i>
c) Will it improve the quality of learning and teaching?	<i>Opportunities for peer collaboration, team teaching, co-operative learning & teaching and observing best practice would not change as it would be the same small number of teachers. In a larger school with bigger number of staff there is a much greater pool of expertise than in a smaller school. Schools can have a range of specialisms from IT, Modern Languages, Sport, Music/Arts or Science based subjects and more with a staff of 15-20 rather than a staff of 4. The professional development of teaching and support staff can happen more readily in an establishment without relying on external help. You have greater flexibility to deploy a wider range of strategies for learning, teaching and assessment. There would be some newer resources and an improved environment for more flexible learning experience however there is still the same small number of staff limiting the range of experiences and expertise.</i>
d) Will there be enhanced opportunities for wider achievement and broaden the range of opportunities to develop skills for learning, life and work?	<i>As it is the same small number of staff in a different location, there will be no change to the learning and teaching. If there are additional resources, then there may be a small change to learning and teaching but this is dependent on staff having access to training or other staff expertise.</i>
e) Will it enable learning and teaching to better meet the needs of learners?	<i>As it is the same small number of staff in a different location, there will be no change to the learning and teaching. If there are additional resources, then there may be a small change to learning and teaching but this is dependent on staff having access to training or other staff expertise.</i>
f) Will it enhance paired and group activities?	<i>As it is the same small number of staff in a different location, there will be no change to the learning and teaching. However, a new building would provide more opportunity for more flexible learning spaces for individual, pair and group activities.</i>
g) Will it enhance opportunities for children who require additional support with their learning?	<i>Provision would remain as is currently as there would be no change to staffing complement and expertise.</i>
h) Will it enhance professional	<i>Provision would remain as is currently as there would be no change to staffing complement and expertise.</i>

learning, improvement planning, self-evaluation and build leadership capacity?	
Summary	<p>Category 3 - St Martin's Stand Alone Primary Model</p> <ul style="list-style-type: none"> • The number of staff and pupils would remain the same size. There would be no changes to the curriculum or learning and teaching due to this. • If St Martin's Primary was to be sited next to Renton Language Unit or Riverside ELC then there would be small advantages in being able to access specialist staff in the Language Unit. Transition arrangements would improve as the nursery would be next to the primary as currently exists. • A new building would be a pleasant place to work in and new resources would be purchased but this on its own would have limited improvement to attainment. Staff would still require the expertise and training to make full use of the resources and there are too few staff for this to happen. • If St Martin's were to be sited next to Vale of Leven Academy there would be some access to specialist secondary staff but as St Martin's is a denominational school and the Academy a non-denominational school, then joint planning would be limited. It would be unlikely children would transfer to the secondary school after primary.

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services: 6 June 2018

Subject: Audit Scotland Report**1. Purpose**

- 1.1** To highlight the recommendations contained in the Audit Commission Report in February 2018 on the expansion of early learning and childcare in Scotland.
- 1.2** To provide information on West Dunbartonshire Council's progress of its expansion plans to introduce 1140 hours of ELC by 2020, specifically in relation to the recommendations for Councils contained in the report.

2. Recommendations

- 2.1** Members are asked to note the contents of the Audit Scotland report and the information provided in section 4 of this report around how the Council is dealing with the issues highlighted in the report

3. Background

- 3.1** On 15 February, the Accounts Commission issued a report on the Early Learning and Childcare (ELC) expansion plans in Scotland. The report highlighted "significant risks" surrounding the Scottish Government ambition to increase ELC from 600 hours to 1140 hours by 2020, particularly in relation to the funding requirement and the detailed planning required by the 2020 timescale. http://www.audit-scotland.gov.uk/uploads/docs/report/2018/nr_180215_early_learning.pdf

4. Main Issues

- 4.1** The report makes 12 recommendations: Six of these are for Scottish Government and six relate to activities by Local Authorities. This report provides information on West Dunbartonshire Council's response to each of the six recommendations for Councils. The Audit Scotland report highlights that the most significant risk facing the council is the lack of clarity on the level of revenue and capital funding it will receive to deliver the expanded model. Although not in the report the multi-year allocations were announced in May 2018 and are as follows for West Dunbartonshire:-

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	1.800

2020/21	8.717	2.100
2021/22	9.723	1.400

WDC are planning within these levels of funding to deliver the service required via the Early Years Strategy and subject to a separate report to this committee.

4.2 The report contains four key messages:

- a) Scottish Government has not taken time to fully evaluate the impact of the recent expansion in ELC to 600 hours in 2014 and has not considered alternative ways of expanding ELC to achieve the aim of improving outcomes for children and families.
- b) Funding ELC for 'part days' has limited impact on parents' ability to take up work, education or training.
- c) There are significant risks that Councils will not be able to meet the increased infrastructure and workforce demands, to enable delivery of 1140 hours by 2020.
- d) Scottish Government expects the costs to be about £840 million

The Early Years strategy is aware of the risks above and is planning accordingly to deliver the service required.

4.3 The report therefore makes six recommendations for Scottish Government and Councils to address the need to deliver 600 hours in line with national policy, and to progress with the planning for 1140 hours.

4.4 This report highlights the actions that West Dunbartonshire Council is taking in relation to these six recommendations.

4.5 Recommendation: Scottish Government and Councils should develop links between the increase in funded hours and programmes to support parents, at a local and national level, into work, training or study.

4.6 West Dunbartonshire have as part of their criteria for a ELC funded place that support be given to parents/carers who are in education/training or employment.

4.7 Recommendation: Scottish Government and Councils should provide clearer information for parents/carers to help them understand how funded ELC is provided locally.

4.8 West Dunbartonshire Council's website has been updated to include a new section on the Early Years expansion and the entitlement to parents/carers by August 2020. <https://www.west-dunbarton.gov.uk/schools-and-learning/early-years/ey-expansion/>.

- 4.9** An initial newsletter has been sent to every ELC, partner provider and primary school to update parents/carers on the forthcoming plans. As part of the planning, **West Dunbartonshire Council** has conducted two parent/carer surveys in June 2017 and March 2018 to assess preference on parent/carer requirements under the expansion plans.
- 4.10 Recommendation:** Councils should develop commissioning strategies for funded ELC that set out information on demand, capacity, cost, quality, flexibility and parental preferences.
- 4.11 West Dunbartonshire Council** has established a working group in response to the “Blueprint for 2020: The expansion of Early Learning and Childcare in Scotland” – Consultation Paper. The Group comprises a cross section of providers and LA staff to look at the implications of the proposals on the National Standard for all providers. This includes recommendations on the Funding Follows the Child model and The Living Wage commitment. The National Standard will set out criteria that must be met by all providers who deliver the funded entitlement and will create consistency across all providers in all local authorities. Local authorities will still negotiate and agree funding rates with providers at a local level but these rates must reflect national priorities including the payment of the living wage.
- 4.12** There has been regular discussion with, and on-going support from, the Finance Team in the Council in relation to this project and the possible models that are proposed.
- 4.13 Recommendation:** Scottish Government and Councils should urgently finalise and implement plans for changes to the workforce and infrastructure to address the significant risks of not being able to deliver on time.
- 4.14 West Dunbartonshire Council** has established the Early Learning and Childcare Project Board to oversee the delivery programme. There are dedicated work streams for infrastructure and workforce planning, that report to this Board. The Board has developed its expanded delivery model, and a programme of workforce planning and infrastructure works is already underway. This is subject to the multi-year funding announcement from Scottish Government in April 2018. The Board has already announced plans to begin a phased introduction of 1140 hours across 4 establishments from August 2018 and a further 15 establishments from August 2019. Currently, the only significant risk to the on-time delivery of 1140 hours across all establishments by 2020, is the level of funding.
- 4.15 Recommendation:** Scottish Government and Councils should collect better information on the cost of different models of ELC and their impact on children’s outcomes to allow them to better plan for the expansion.
- 4.16 West Dunbartonshire Council** has worked closely with other local authorities through the West Partnership and with the Scottish Government Delivery group to develop its delivery model. The Council has adhered to

Scottish Government direction in its capital and infrastructure planning to maximise the use of existing assets. The determination to open establishments in ways to help close the poverty related attainment gap, addresses the national and local ambition to provide more flexible services that address the needs of all families, particularly working families. The staffing model that supports this delivery model has been identified by Scottish Government as particularly cost efficient.

- 4.17 The impact of the Council's delivery model on children's outcomes will be evaluated over time.
- 4.18 There is already in place a model of quality assurance for our ELC centres and schools, to ensure a positive impact on children's outcomes. This is managed through the central team and the senior managers in our schools and centres.
- 4.19 **Recommendation:** Scottish Government and Councils should work with partner providers of both funded and non-funded ELC to understand the impact of decisions on the wider system of ELC and reduce the impact of unanticipated consequences for these providers.
- 4.20 **West Dunbartonshire Council** has established regular meetings with our partner providers. As a result of the discussions taking place at this group, the Council is seeking to increase the payment of the hourly rate to enable the payment of the living wage to staff in the sector. The high level of staff movement from the private sector to the local authority sector is a significant risk to the survival of some partner providers.
- 4.21 Similarly, the Council is also aware of the need to enable Partner providers to begin phasing the delivery of 1140 hours ahead of 2020 in line with the phased programme in place for the local authority provision.

5. People Implications

- 5.1 There are no direct people implications arising from this report, however there will be significant increased staffing numbers required to implement the Council's early years strategy - which is reported separately in another report to this Committee.

6. Financial and Procurement Implications

- 6.1 There are no direct financial or procurement implications arising from this report, however there will be significant increased investment required to implement the Council's early years strategy - which is reported separately in another report to this Committee.

7. Risk Analysis

- 7.1** There are risks in the delivery of the Scottish Government's policy on early years, and that these are recognised in the Audit Scotland report and reflected in the early years strategy reported elsewhere on the agenda for this meeting.

8. Equalities Impact Assessment (EIA)

- 8.1** An EIA has already been done on the expansion. There was no requirement to undertake another EIA for the purposes of this report as it is providing updates to Committee on the recommendations in the Audit Scotland Report and on the progress of the Early Years expansion plan.

9. Consultation

- 9.1** Legal Services, the Section 95 Officer and Head Teachers have been consulted in relation to the content of this report.
- 9.2** The wider consultation on the Early Years strategy is reported elsewhere on the agenda for this meeting.

10. Strategic Assessment

- 10.1** This Audit Scotland report aligns with the Council's Early Years expansion which will reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer
Date: 10 May 2018

Person to Contact: Paul Darroch, Council Offices, Garshake Road,
Dumbarton G82 3PU
Tel No: 01389 737685
e-mail: paul.darroch@west-dunbarton.gov.uk

Appendices: None

Background Papers: Early Learning and Childcare – Audit Scotland Report

Wards Affected: All Wards All

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: June 2018**

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

- 1.1** The purpose of this report is to update the Educational Services Committee on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

2. Recommendations

- 2.1** The Educational Services Committee is recommended to note:
- (a) the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

3. Background

- 3.1** In line with the Strategy to Raise Attainment and Achievement the Committee receives a regular report outlining progress against this strategic priority.
- 3.2** The Scottish Attainment Challenge was launched in 2015. As a challenge authority West Dunbartonshire has been involved in delivering projects targeted at the primary stages. The challenge projects target schools and local authorities with the highest concentration of pupils living in multiple deprivation to close the attainment gap. Additional funding has been allocated to secondary attainment projects with confirmation of funding announced in October 2016. The Attainment Challenge is part of the Government drive to 'Deliver Excellence and Equity in Scottish Education. The Scottish Attainment Challenge has a budget of £750 million over the next 5 years with West Dunbartonshire being one of nine local authorities in the first tranche for primary schools in August 2015. Over the course of the Scottish Attainment Challenge it is estimated that we will secure £4.240m for primary and £2.616m for secondary.
- 3.3** Pupil Equity Funding was launched in April 2017 as part of the Government's drive to provide targeted support for schools and authorities supporting children and young people in greatest need. The Pupil Equity Fund has a budget of £120m with West Dunbartonshire schools receiving £3,380,400.

The funding has been distributed on the basis of pupils registered as eligible for free school meals in primary one to third year in secondary.

4. Main Issues

4.1 Project implementation needs to be on track to ensure outcomes for young people and families are delivered. The progress of projects is rigorously monitored by Education Scotland and Scottish Government. In December 2017, Education Scotland and Audit Scotland inspected West Dunbartonshire's progress to deliver the outcomes of the Scottish Attainment Challenge. The inspection focussed on progress in three key areas: raising attainment, narrowing the poverty related attainment gap and improving learning. The inspection report was published on May 1st 2018.

4.2 Primary School Attainment Challenge Projects

4.2.1 Early Level Play and Learning

To ensure a continuous provision of child centred learning activities at the early stages, supporting children's cognitive, social and emotional development, a holistic approach to learning at the early stages is being applied. The task based approach, built into the training course, has supported participants have a deeper understanding of the pedagogy of play and Building the Ambition. Validation and improvement visits show that play based approaches are embedded across all schools. There are examples of very good practice in a number of schools and early years' centres. Monitoring the quality of practice in play based learning by the central team and attainment advisor is a key priority, as the majority of staff at the early stages are now trained in play based learning.

Expenditure on this project in 2017/18 was £252,209.

4.2.2 Literacy, Numeracy, Health and Wellbeing

Literacy

Training has been provided to almost all primary one and early stages teachers. The Word Aware initiative is underway in five early years' establishments – Clydebank, Kilbowie, Linnvale, St Eunan's and Whitecrook. Pre and post intervention data has been collected and analysed. A cohort of 13 staff, comprising 8 teachers and 5 early years' practitioners are currently taking part in the Incredible Years Teacher Classroom Management (IYTCM) programme. This is being delivered by two education psychologists with additional mentoring of staff provided by three trained WDC trainers.

Impact data from a further 148 pre-school aged children has demonstrated statistically significant effect on the vocabulary that they have been taught pre to post test. This statistically significant result was shown in the sample overall and for each of the five individual early years' establishments involved. Data on impact of Word Aware is now available for approximately 250 pre-school children. West Dunbartonshire's work in this area was published in March 2018 in a peer reviewed journal (Educational and Child Psychology, 35(1), March 2018) and on the Education Scotland National Improvement Hub

<https://education.gov.scot/improvement/documents/sac72-west-dunbartonshire-research.pdf>.

Maths and Numeracy

The 'Step Up' project which is focused on raising attainment in numeracy through creativity is in its second year. It involves 56 pupils from the St Peter the Apostle Learning Community. Of the pupils participating, 6% live in deciles 1 and 2, 27% in SIMD 3 and 11% in SIMD 4 and above. In November 2016 children completed the wellbeing assessment 'Myself as a Learner'. In November 2017 the children completed it again with positive trends emerging. The number of pupils feeling confident about doing tests has increased from 10% to 87%. However, there was a slight increase in 5% of the pupils expressing anxiety in maths. The children have been introduced to Tai Chi sessions they have reported that the breathing techniques practiced in Tai Chi help them to relax when they feel stressed.

Parents of pupils participating in the project have asked for more guidance on how to support their child's learning, including the use of home link materials. Parents asked for more opportunities to dialogue with staff about their child's progress. As a result a process for meeting and reporting to parents has been established.

Health and Wellbeing

Easter sports camps took place for a second year. These were delivered in:

- Skypoint for pupils from St Joseph's and Edinbarnet
- Bonhill CE Centre for pupils from Lennox and St Ronan's
- Vale of Leven Academy for pupils from Renton and St Martin's
- Vale of Leven Academy for pupils from Balloch, St Kessog's and Levenvale
- The Hub Clydebank for pupils from Kilbowie, St Eunan's and Linnvale

The camps are free to attend and are part of a wider strategy to support children living in poverty to experience active, fun activities during the holiday period. Following a successful pilot last Easter and summer an increased number of places at camps were provided. Camps were delivered to pupils from P1-3 and P4-5. All places were filled at the P1-3 camps with a reserve list required due to a demand for places. However, the camps for pupils in P4-5 were not as popular with a number of available places left. Therefore, it is proposed to open this camp up to children in P4-7. From the evaluative feedback that was returned 95.5% of children reported they really enjoyed the camp and 92.5% of children stated they would attend again. Feedback from a parental questionnaire was extremely positive with all returned feedback scoring 9 or 10 out of 10. One parent stated that it was "absolutely fabulous to have activities for children during school holidays, especially free of charge. West Dunbartonshire is not the most affluent area and many families cannot afford activity clubs so more would be welcomed".

Assessment and Moderation

West Dunbartonshire has rolled out a programme of professional development to our Education Leaders. This is the first year of the Scottish National Standardised Assessments (SNSAs). The initial phase of training focussed on SNSAs, and included use of the assessment platform, analysis and interpretation of the SNSA data reports.

Training on moderation examined how to use the Moderation Cycle on the National Moderation Hub from Education Scotland. This cycle outlines each stage of the moderation process and enables practitioners to develop a shared understanding of standards and expectations in the Broad General Education. Sharing standards will support consistency of practitioners' professional judgement both locally and nationally. The final phase will include the opportunity for establishments to participate in specific training on the components of the Moderation Cycle. This will be delivered by QAMSOs (Quality Assurance and Moderation Support Officers) who are teachers from each Local Learning Community (LLC) who have been trained nationally to support high quality moderation within our schools and LLCs. There is a QAMSO for reading, writing and numeracy for each Curriculum for Excellence level (early, first, second, third and fourth).

At a recent education meeting, leaders were trained in the delivery of Holistic Assessments as part of the model for moderation to be used in individual establishments and across LLCs. Practitioners from Dumbarton Academy and Clydebank High LLCs have already used this moderation model as part of an inter-authority moderation activity. It is planned that there will be future opportunities for practitioners to share use of the model in individual establishments and LLCs.

Expenditure on this project in 2017/18 was £590,535.

4.2.3 School Improvement Partnership Project (SIPP/CAR)

A working group consisting of headteachers, depute headteachers, principal teachers and class teachers meet twice per term to quality assure and review partnership projects being delivered across the authority. The group are currently organising a showcase event to be held on 20th June where school partnership teams will share their school based research projects on raising attainment and improving learning. Colleagues from Glasgow University will attend to learn about the successful work by teachers in West Dunbartonshire.

There are currently 10 early years' Collaborative Action Research (CAR) groups (approximately 34 people). All of our Early Learning and Childcare establishments are involved in these groups. They have completed introduction, data collection and lesson study training and this month they are completing lesson studies. The groups have met regularly and all project plans have been completed. The range of projects cover literacy, numeracy

and health and wellbeing, while the majority focus on parental engagement.

Expenditure on this project in 2017/18 was £291,292.

4.3 Secondary Attainment Challenge Projects

4.3.1 Multi Agency Hub Clydebank High School

The family opportunities team comprised of school staff and Working 4U staff have met and supported 16 families with a further 19 families referred for support. This service provides a personalised support model assisting parents to find pathways through their challenges and to seek opportunities for employment. The school now has direct links to two CAB officers and four local housing officers. The team are providing funding to support families to help with travel expenses, money until they get their first pay or access to privately funded training courses. Two free adult learning courses are being delivered in school, with 19 adults attending the ICT course and 12 attending the DIY course. These courses offer certified qualifications and two adults attending the course have recently gained employment.

Early indication of success, for the 41 pupils provided with targeted intervention, are an average increase of 7% in attainment numeracy levels, compared to an average increase of 3% for the rest of their peer group. Attendance for the pupils supported by the SAC projects has increased since August.

Since August 2017, 29 pupils have attended our alternative to exclusion support base. The school's exclusion figures have greatly improved compared to previous years, with 1% of our school roll excluded repeatedly (12 pupils). Ten of these 12 pupils reside in SIMD deciles 1 and 2. We will continue to do everything we can to include these pupils within our school community.

Our Lady and St Patrick's High School

School nurture staff, in partnership with Educational Psychology, are delivering a PATHS programme to targeted pupils in second year (S2). The intervention has had a noticeable impact on the attendance and behaviour of a number of the young people involved. To enable the school to deliver Mindfulness in the classroom, 15 members of staff are participating in training. OLSP are supporting their young people and their families to overcome disadvantage as a result of poverty. As part of this, all staff participated in training on the effects of poverty on our young people and their families.

Expenditure on this project in 2017/18 was £427,374.

4.3.2 Skills Academies

This school session, our Skills Academy development has continued to focus on widening the pathways available. From the original set of pathways, including Football, Dance, Greenpower Motor Engineering, Bike Maintenance, Construction, Hairdressing and Cosmetology, we are now developing an

additional set. In 2018/19 session we will be bringing Photography on stream, (both at Higher and BGE elective), Cake Decorating, Computer Gaming at National 4 and Travel and Tourism at National 3. We are also planning to bring Childcare qualifications on stream, however we are getting slow responses from partners on this, and we are stepping up efforts to try to make this possible for the new session. (The timetabling will be a challenge, as it has not been possible to include it in the current options process.) If we can get the programme running, we will still be able to modify timetables for a selected group of students for whom it is a stated career choice as the local economy has immediate opportunities on offer. Although it wasn't in our Easter update, we have also added an interesting elective for S2 and S3 students, called Design, Engineer, Construct. (DEC). This is a course run by a group of large businesses who provide industry links with major engineering and design companies to provide more realistic design challenges to engage students in thinking about the rewards available in these career paths. (Our partner business looks like being Cube Housing, based in Dumbarton). This has been an oversubscribed elective and we are tremendously excited by it. We are now in talks to introduce a music production technology programme in partnership with Skapade Studios; this will involve some money and expertise to pump prime within VOLA, so we still have significant challenges to overcome, however, a recent S2 taster day has established that there is strong interest in this pathway for our students.

Expenditure on this project in 2017/18 was £177,148.

4.3.3 Enhanced Broad General Education Dumbarton Academy

Young people have been working on an inter-disciplinary project linking the work they have been doing through numeracy and applying it in expressive arts, specifically art and music. Learners have been successful in applying their learning in an unfamiliar context.

St Peter the Apostle High School

Led by the excellence and equity co-ordinator, the S1 raising attainment team comprises 3 principal teachers each with a specific focus and on raising attainment in literacy and numeracy and improving health and wellbeing outcomes for a targeted group of 60 young people. Building upon extensive analysis of a range of data including observing learners in a variety of contexts, collaboration with subject teacher, quantitative data relating to performance in literacy and numeracy, a range of parent, staff and pupil surveys young people are experiencing a bespoke curriculum designed to suit their specific needs. This includes targeted interventions to improve reading, spelling and numeracy. Lead staff are currently undertaking nurture training and our nurture base increasingly provides a very positive learning environment for learners. Staff and young people recently participated in a week long residential experience on the Isle of Skye and will use this leadership development opportunity to continue to build resilience, confidence, independent learning and their capacity to lead others.

Expenditure on this project in 2017/18 was £230,204.

4.4 Pupil Equity Funding

West Dunbartonshire schools received £3,380,400 in April 2017. Expenditure in 2017/18 was £2.250m. with schools carrying forward £1.130m to be spent by July 2018. PEF funding for 2018/19 has been announced at £3,425,880. PEF panels are planned between May and June. Headteachers will meet with senior education officers to present a progress report and plan for session 2018/19. Senior officers will evaluate the impact of projects and plans on learning, attainment, exclusion, attendance and engagement with families and communities.

The attainment advisor assigned to West Dunbartonshire by Scottish Government is delivering a series of training sessions for headteachers, deputy headteachers and principal teachers on outcome focussed planning. This is to support continued improvement in the quality of planning interventions that link to clearly specified outcomes for attendance, attainment, exclusion and family engagement.

4.5 Attainment Programme

- 4.5.1** In March 2018 Scottish Government confirmed full funding allocation of £2,043,815 for primary and secondary attainment challenge projects. Between January and April, senior education officers and the attainment advisor conducted full day improvement visits to almost all primary schools and leadership for learning visits to 2 of our 5 mainstream secondaries. The area of focus monitored by officers was progress to improve learning, teaching and assessment to raise attainment and narrow the poverty related attainment gap.

A model of thematic review is being piloted in Our Lady and St Patrick's High School and St Peter the Apostle High School in June 2018. This review aims to take a deep look at progress in improving learning and narrowing the poverty related attainment gap for children and young people experiencing disadvantage due to poverty.

The West Partnership performance and improvement work-stream presented to the West Education Committee a report on the performance of the West Partnership in terms of attainment in the Broad General Education and Senior Phase. It was recognised that performance in more aspects is either at or above national average. However, school attendance is below the national average.

5. People Implications

- 5.1** A national project of this magnitude has staffing implications. We offer opportunities for leadership to experienced staff within Educational Services and provide new teaching positions across our Learning Communities.

In addition to teaching staff we require posts which align to Local Government Employees (LGE) terms and conditions including key workers, outreach workers and pupil and family support workers.

6. Financial and Procurement Implications

- 6.1** In March 2018 the final quarterly report on project progress and projected spend was submitted and this confirmed that the full grant award would be drawn down. The Scottish Government has reported positively on West Dunbartonshire's budget management as well as the efficacy of the projects.

7. Risk Analysis

- 7.1** Failure to implement an authority-wide strategy to raise attainment and secure improvement will disadvantage our young people and may become a reputational risk to the Council
- 7.2** The Committee will be provided with regular update reports advising of progress.

8. Equalities Impact Assessment (EIA)

- 8.1** There was no requirement to undertake an EIA for the purposes of this report as it is providing an update to Committee.

9. Consultation

- 9.1** In developing these proposals there has been consultation with Education Scotland, the Scottish Government, headteachers and parent councils.
- 9.2** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason
Chief Education Officer
May 2018

Person to Contact: Julie McGrogan, Senior Education Officer, Education, Learning and Attainment, Council Offices, Garshake Road, Dumbarton, G82 3PU

Telephone No: 01389 737316

Email: julie.mcgrogan@west-dunbarton.gov.uk

Appendices:

Background Papers:

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 6 June 2018**

Subject: Update on the Inspection of the Progress made by Local Authorities in Improving Learning, Raising Attainment and Closing the Poverty Related Attainment Gap: West Dunbartonshire Council (INPLA)

1. Purpose

- 1.1** The purpose of this report is to update the members on the outcome of the inspection of our local authority which took place in December 2017.

2. Recommendations

- 2.1** Members are requested to

- a) Note the contents of this report and the attached Appendix 1; and
- b) Congratulate the staff and centrally deployed staff for their hard work in delivering this service within the Authority.

3. Background

- 3.1** In December 2017, HM Inspectors and officers from Audit Scotland evaluated the Authority's Raising Attainment Strategy as well as the financial governance structures and management through which the service is delivered. West Dunbartonshire Council was selected as the first Council in Scotland to be inspected using the new model of inspection.

4. Main Issues

- 4.1** The inspection found that the Council is making very good progress with improving learning, raising attainment and narrowing the poverty-related attainment gap as detailed in Appendix 1.
- 4.2** The inspectors also expressed confidence in West Dunbartonshire to continue to make appropriate progress with this work and as a result, Education Scotland will make no further evaluative visits in connection with this inspection.
- 4.3** The key strengths of our work are identified as:

- Highly-effective leadership of the education service has resulted in a clear shared understanding of the local authority context and vision for improving the life chances for all children and young people.
- Staff and partners working effectively together provide a wide range of support for children, young people and families which is leading to improvements in literacy, numeracy and health and wellbeing.
- Many children, young people and families demonstrate a strong desire to positively engage in new projects and different ways of learning. As a result, they are increasing their achievements and developing skills for learning, life and work.
- A well thought-out strategic approach to career long professional learning is supporting practitioners to improve their practice through collaboration, engagement in research, critical reflection and skills development.
- Self-evaluation, underpinned by a robust governance framework, is an integral approach to continuous improvement.

4.4 The Inspection Team has highlighted that overall the attainment of children and young people in West Dunbartonshire Council is improving, with a significant increase in the attainment of young people living in SIMD areas 1 and 2 and that at S4 and by S5 and S6 young people in West Dunbartonshire schools are, overall, attainment better than young people with similar characteristics being educated in other areas of Scotland.

4.5 The report gives detail of the key areas for improvement. Members should note that the areas identified are the same as submitted by Educational Services in our self-evaluation:

- Continue to ensure self-evaluation provides clarity about which interventions add the most value to children's and young people's attainment and achievements and take steps to formalise exit or continuation strategies as appropriate.
- Further strengthen the information provided to the Educational Services Committee to enhance scrutiny by elected members through, for example, an increased focus on actual progress against planned activity.
- Building on the current good practice, improve planning with parents, carers and children and young people to ensure they are fully involved in discussions and decisions which effect their learning.
- Monitor the workload and impact on headteachers and central staff, including in human resources, procurement and finance, of their work related to the Scottish Attainment Challenge and Pupil Equity Fund to ensure there is capacity to continue providing the required levels of administrative and other support.

5. People Implications

5.1 There are no people implications arising from this report which brings information to Educational Services Committee.

6. Financial and Procurement Implications

- 6.1** The evidence from the inspection demonstrates that West Dunbartonshire Council is effectively using the additional resources to improve learning, raise attainment and narrow the poverty related attainment gap.

7 Risk Analysis

- 7.1** Sound governance and scrutiny of SAC/PEF plans by Scottish Government and West Dunbartonshire Council are regular features of our processes.

8. Equalities Impact Assessment (EIA)

- 8.1** An equalities screening has been carried out and there are no issues at this time arising from this report.

9. Consultation

- 9.1** Legal Services, the Section 95 Officer and Head Teachers have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** The report supports the Council's strategic priority to reduce inequalities for the people of West Dunbartonshire.
- 10.2** The INPLA shows clear evidence that West Dunbartonshire Council is discharging its statutory responsibilities.

Laura Mason
Chief Education Officer
Date: 1 May 2018

Person to Contact: Laura Mason, Chief Education Officer, Council Offices,
Garshake Road, Dumbarton G82 3PU
Tel No: 01389 737304
e-mail: laura.mason@west-dunbarton.gov.uk

Appendices: Appendix 1 - INPLA Inspection Report

Background Papers: EIA Screening

Wards Affected: All Wards

Inspection of local authorities

How well is West Dunbartonshire Council improving learning, raising attainment and closing the poverty-related attainment gap?

1 May 2018

Introduction

In 2017 we introduced a new model of inspection of local authorities which we piloted with West Dunbartonshire Council over the week beginning 11 December 2017. HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the education service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. These are the aims of the [Scottish Attainment Challenge](#), a key Scottish Government programme introduced in 2015. Within this programme, West Dunbartonshire Council is one of nine [Challenge Authorities](#).

As part of this inspection, we used the same framework to evaluate the contribution of the educational psychology service to the Scottish Attainment Challenge in West Dunbartonshire Council. Our findings on this aspect are included throughout this report.

The Attainment Scotland Fund has a total budget of £750 million over the period from 2015-16 to 2020-21. As a Challenge Authority, West Dunbartonshire Council is allocated a significant proportion of this funding. The money is being directed to support the excellence and equity agenda. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas. This report is our findings on the progress West Dunbartonshire Council is making and the capacity of the council to continue to make appropriate progress with this work. Whilst we worked in partnership with others to gather the evidence that underpins this, the report and the judgements in it belong solely to Education Scotland. Throughout the report when you see text that is underlined you can click on this text to get further information from the web pages owned by West Dunbartonshire Council, Scottish Government or Education Scotland. We hope you will find this useful.

The [framework](#) for this inspection includes quality indicators which enable us to evaluate aspects of leadership and management, self-evaluation and improvements in performance. We use our evidence to answer two questions:

1. How effective is the education service's use of data to target, select and evaluate the impact of initiatives?
2. How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

As a result, we are able to make an overall judgement about the extent to which West Dunbartonshire Council is improving learning, raising attainment and closing the poverty-related attainment gap.

Context

The education service in West Dunbartonshire Council is responsible for the education of around 12,000 school age pupils in mainstream education establishments and for 187 school age pupils who are based outside of mainstream education. The strategic lead for education across the council is the Chief Education Officer. Education is delivered through:

21 Council managed early learning and childcare centres

10 partner providers of early learning and childcare

33 primary schools

5 secondary schools

2 schools for children and young people with additional support needs

1 programme for young people whose needs are not being met by mainstream secondary schools

Four senior education officers and one principal educational psychologist each lead a function of the service: children's services; raising attainment; performance and improvement; workforce and professional learning; and, the educational psychology service.

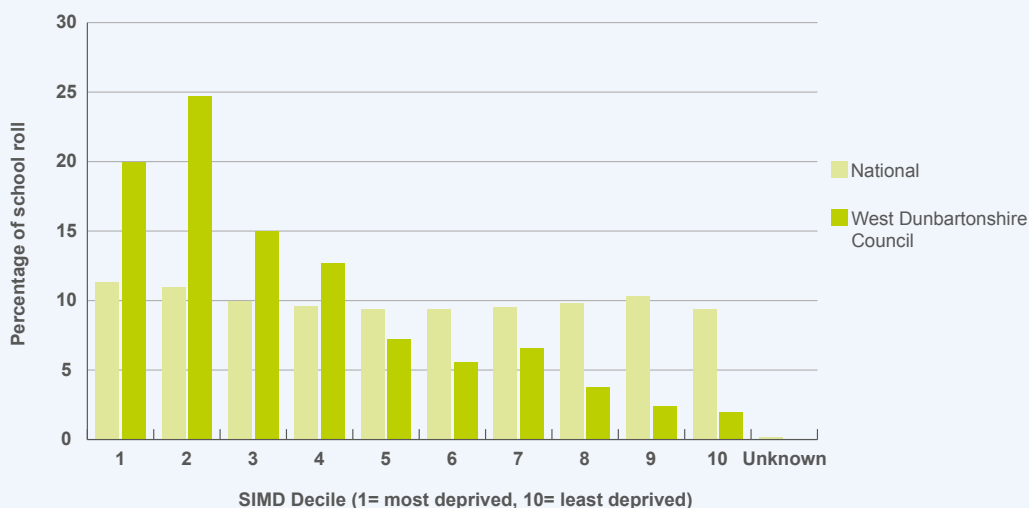
As illustrated later in this report, West Dunbartonshire Council has a specific [Educational Services Committee](#) whose role is to scrutinise the performance of the education service. A coherent [Raising Attainment Strategy](#) approved by the Educational Services Committee in 2012 set a clear vision for the education service and provided a strong foundation from which the current commitment to excellence and equity has grown. This is enabling the local authority to effectively grasp the opportunities provided by the introduction of the Scottish Attainment Challenge and more recently [Pupil Equity Funding](#). These initiatives are supporting the local authority to achieve a deeper, broader reach of the key aspects that were previously built into its own raising attainment strategy. West Dunbartonshire Council's [Improvement Framework](#) supports a shared understanding amongst staff at all levels of the expectations and quality assurance approaches to ensure a high-quality education service. In August 2017, a revised version of that framework was launched. It includes a strengthened focus on building capacity and quality assurance of leadership, learning and teaching, data management and parental engagement. This continuous and sustained focus on improving learning and raising attainment for all over a period of more than five years is an important factor which underpins the current successful approach to promoting improvement and change in West Dunbartonshire Council's education service. More recently, the [Education, Learning and Attainment Delivery Plan 2017-18](#) is very well aligned to national and local priorities.

Click on this link to find out more about about West Dunbartonshire Council's [Education, Learning and Attainment Delivery Plan 2017-18](#).

It provides detailed information about the structure, achievements, priorities, budgets and performance of the service. This will help you to understand more about how the council's plan for education aligns with national and local priorities.

The Scottish Index of Multiple Deprivation (SIMD) provides information about pupils in Scotland's schools. It tells us what percentage of pupils live in the most deprived and in the least deprived areas of each council. From the graph below you can see that just under half of all pupils in West Dunbartonshire Council schools live in the areas of highest deprivation categorised as SIMD 1 and 2. This is well above the national average. The percentage living in SIMD areas 3 and 4 is also above the national average.

Percentage of pupils on the West Dunbartonshire Council roll in September 2016 living within SIMD deciles 1 (most deprived) to 10 (least deprived), all sectors



The Attainment Scotland Fund in West Dunbartonshire Council

Primary schools

Between 2015-16 and 2017-18, the education service in West Dunbartonshire Council has been able to draw down from the Scottish Government a total of £3.2 million to support improving learning and teaching and raising attainment in primary schools. Between 2015-16 and 2017-18 the education service spent a total of £3.3 million on Scottish Attainment Challenge initiatives in primary schools. The education service expects to draw down funding of £908,000 from Scottish Government in 2018-19 to fund Scottish Attainment Challenge initiatives. This would mean that the local authority will have benefitted from total funding of £4.1 million from the Attainment Scotland Fund for primary schools. In the first year of the funding the grant was not announced until the end of June 2015 which meant that projects were not able to be fully started until well into the autumn term of that school year. As funds became available, the education service moved quickly to put projects in place and in the first year drew down £780,000 of the original £1.02 million bid.

Building on previous improvement work, West Dunbartonshire Council is using Scottish Attainment Challenge funding to support four specific aspects of learning to improve outcomes for children and young people: [early level play and learning and family support](#); [transition from primary to secondary in mathematics](#); [the school improvement partnership programme](#); and, [improving science, technology, engineering and maths project](#).

“ We are incredibly ambitious for all our children. ”

primary headteacher

Secondary schools

Funding for secondary schools began in the 2016-17 financial year. Between 2016-17 and 2017-18 West Dunbartonshire Council has been able to draw down in excess of £1.1 million from the Attainment Scotland Fund. Between 2016-17 and 2017-18 the education service spent a total of £1.1 million on secondary initiatives. The education service expects to draw down further funding of £862,000 from the Scottish Government in both 2018-19 and 2019-20 to support improving learning and teaching and raising attainment in secondary schools. This would mean that the local authority will have benefitted from total funding of £2.8 million from the Attainment Scotland Fund for secondary schools. In the first year of the secondary programme, the grant was not confirmed until the autumn term and this impacted on the plans put forward by the Challenge Authorities in general. As a result, West Dunbartonshire Council drew down £353,000 of the original £646,000 bid. The education service has identified three core areas of work to be taken forward as a result of this funding; the development of [a multi-agency hub](#); [improving secondary literacy and numeracy](#); and, [the introduction of skills academies](#). A number of

these initiatives, including the work of the family learning and multi-agency hubs have been supported by educational psychology posts funded directly through the Attainment Scotland Fund.

Scottish Attainment Challenge funding for primary and secondary schools will continue until 2020-21. Where initiatives are delivered in partnership, consideration must be given to long term sustainability. Given the council's predicted budget gap over the next three years it may be difficult for such initiatives to continue to be funded solely from education budgets.

The Pupil Equity Fund was introduced in 2017-18 and forms part of the £750 million Attainment Scotland Fund which will be invested until 2020-21. In 2017-18, a total of £3.4 million has been provided to headteachers in West Dunbartonshire, however, it is estimated that only £2 million of this will be spent in 2017-18 with the rest being carried forward into 2018-19. The council is aware of the Scottish Government expectation that, other than in exceptional circumstances, Pupil Equity Funding should be spent within the current academic year. Timely, appropriate support from areas such as finance, procurement and human resources have been planned to ensure headteachers spend this funding appropriately.

How effective is the education service's use of data to target, select and evaluate the impact of initiatives?

The education service makes very good use of data to target improvement initiatives funded through the Scottish Attainment Challenge and Pupil Equity Funding. Overall, strong self-evaluation at all levels has resulted in evidence-based targeted interventions to secure improvement in learning, raise attainment and close the poverty-related attainment gap. A wide range of well organised and accessible data exists across West Dunbartonshire Council which staff at all levels and in varying roles use very effectively to evaluate and plan their work. Staff gather and use a wide range of qualitative data very effectively to ensure the clear focus on improving learning. A range of quantitative data is increasing as projects develop. The local authority is aware of the need to continue to develop this.

Defining the poverty related attainment gap in West Dunbartonshire Council

Since 2012, the local authority has used standardised assessments and aspects of Insight to define the poverty related attainment gap. Due to the high number of children and young people in SIMDs 1-2, the local authority measures the gap in attainment between SIMDs 1-2 and 3-10.

The educational psychology service has strengthened its use of data to better target its interventions and demonstrate impact. Staff, in their varying roles across the education service have clear, well-analysed data focused on improving outcomes for children and young people in SIMD 1-2. As a result, almost all staff are well aware of the local context and challenges for many children, young people and families in their care and are increasingly skilled in developing and delivering interventions which make a positive difference.

The local authority structure of local learning communities facilitates strong collaborative planning for professional learning which is highly valued by staff in varying roles. Within each learning community there is a supportive environment for discussion of data and improvement strategies. This is leading to an increasingly strong culture of distributed leadership and practitioner responsibility to improve outcomes in literacy, numeracy and health and wellbeing for all. In addition, high quality professional learning has significantly increased staff skills including in data analysis and effective pedagogy. Staff have deepened their understanding of the poverty related attainment gap. The growing use of collaborative action research is supporting staff to base developments on research, local and national policy and what is considered to be good practice. There is scope to increase the reach of this work so that more staff participate. Very strong and helpful [case studies](#) have been collated and shared across the local authority, including reporting on improvements in attainment. The word aware case study led by the educational psychology service provides evidence related to closing the vocabulary gap in the early years. The local authority's "data led – outcome focused" approach is leading to better informed projects and improved outcomes for children and young people.

Overall, the attainment of children and young people in West Dunbartonshire Council is improving. Local authority data indicates that most children and young people achieve appropriate levels in literacy and numeracy at P1, P4, P7 and S3. National attainment data indicates that most young people make very good progress from S3 into S4 in literacy and numeracy. At S4 and by S5 and S6 young people in West Dunbartonshire schools are, overall, attaining better than young people with similar characteristics being educated in other areas of Scotland.

The local authority continues to drive forward improvements in literacy, numeracy and, health and wellbeing for all children and young people. Across the broad general education and senior phase there is evidence that the local authority is making progress in narrowing its poverty-related attainment gap. In the senior phase the attainment of young people living in SIMD areas 3 to 10 is improving however, there is evidence of more significant improvement in the attainment of young people living in SIMD areas 1 and 2. Over recent years, sustained targeted approaches to improving numeracy have resulted in noticeable improvements in closing the attainment gap across the broad general education. Although attainment in literacy has been overall higher than attainment in numeracy, the local authority recognises the need to further improve children's and young people's attainment in literacy going forward. This is a focus of career long professional learning for staff and of a range of targeted initiatives working with children, young people and families.

Click on this link to find out more about the development of West Dunbartonshire Council's [Our cloud](#) environment which supports very good use of digital technology to enable sharing and interrogation of data, highly effective sharing of practice, networking, professional dialogue and education forums.

There is an extensive range of sound evidence-based interventions supporting improvement in children's and young people's health and wellbeing across the local authority. The very good use of evidence-based practice by the educational psychology service, combined with effective partnership working has supported a range of high-quality interventions selected to suit the West Dunbartonshire Council context. These include nurture, mindfulness, growth mindset and resilience. The [multi-agency hub](#) provides high levels of support for children, young people and families through a partnership approach which provides access to wide-ranging professional expertise. Pupil and family support workers provide highly-regarded targeted support for identified families which is already leading to increased attendance and achievement. Early qualitative data is promising regarding improved outcomes for children, young people and families. Although it will be some time before robust quantitative data can be used to measure the impact of these initiatives, the local authority has sound arrangements in place to achieve this through data being gathered at school, learning community and local authority level.

Click on this link to find out more about some of the range of high-quality interventions that are supporting children, young people and families across West Dunbartonshire Council. These include [nurture groups](#), [seasons for growth](#), [mindfulness and the Solihull approach in primary schools](#) and [a multi-agency hub](#).

**“ The expectation is that pupil voice
is at the heart of everything we do. ”**

Whilst staff articulate this commitment to learner participation very well, they are aware of the need to strengthen this further in practice within learning communities. There are a few strong examples of learner participation through children and young people being involved in the pupil self-evaluation programme. As a result, children and young people are increasingly confident that their views are valued by their school and by the local authority. Some children and young people can talk at length and with detail about the impact of local authority initiatives designed to support improvement in their learning and attainment. During the inspection, many children and young people told us that their confidence and resilience has grown as a result of the targeted support being offered to them.

Over the course of session 2018-19, the local authority plans to further develop learner participation in planning, and evaluating the impact of activities and improvements in their schools.

“ I wouldn’t be able to talk to you today if it wasn’t for nurture. ”

secondary school pupil

Over the last five years, attendance of primary school pupils has increased. In the current year the attendance of secondary school pupils has increased. However, attendance remains below the national average. The proportion of children and young people excluded from school has declined significantly and much faster than the national average. As a next step there would be merit in setting specific targets for improving attendance and monitor closely the progress towards these. Improvements in health and wellbeing outcomes for children and young people will be further supported by new local authority guidance on the delivery of the health and wellbeing curriculum. The local authority has committed to ensure this guidance is introduced for session 2018-19 and to work with partners to continue to develop approaches to measuring improvements in health and wellbeing for children and young people across West Dunbartonshire Council.

Click on this link to find out more about how West Dunbartonshire Council’s approaches to family learning which are very effectively supporting families across the local authority. These include: [Incredible Years](#), [Transition One](#), [Family Hub WOW project](#) and [‘St Ronan’s cooking club’](#).

“ At our outdoor project we did team-building, problem-solving, health and safety and fitness. It helped me feel confident and able to control my anger better. I feel more ready for high school. ”

P7 pupil

Across West Dunbartonshire Council families are increasingly engaged in learning. The local authority has a clear set of strategic aims relating to engaging families and communities. Digital technology is used very well to gather the views of parents and carers to support improvement planning. All schools have a parental and family engagement policy and there is strong evidence that these policies are supporting the development of innovative and effective parental engagement. A number of these initiatives are well supported by the educational psychology service.

Click on this link to find out more about how some West Dunbartonshire families benefitted from an [outdoor learning residential for children and parents/carers with school staff and partners](#).

Across the local authority, there are very good examples of family learning which are leading to accredited and meaningful outcomes for parents and carers. This is helping to improve the resilience and confidence in families and increase their ability to support children to learn. It would be helpful to develop a database which can be used to monitor the impact of these initiatives over the longer term. Staff develop very positive relationships with families, partners and the wider community. This increases the confidence of parents and carers to engage with the school and learning, leading to a better understanding of how to support their children's learning.

Through the parental and family engagement strategy parents are increasingly involved in a range of evaluative activities through structures such as Parent Councils, workshops, open mornings/afternoons, social events, or through many family learning initiatives. Parent Councils are involved in decision-making in relation to spending of a particular allocation of funds. The local authority recognises the need to continue to develop creative ways to capture the views of the wider parent forum in evaluating the quality of aspects of school life and participating in planning for improvement. Working with chairs of Parent Councils, there is scope to ensure broader representation on Parent Councils.

“ I’m able to help my wee boy understand his emotions and we’re trying out some of the behaviour management strategies at home now. ”

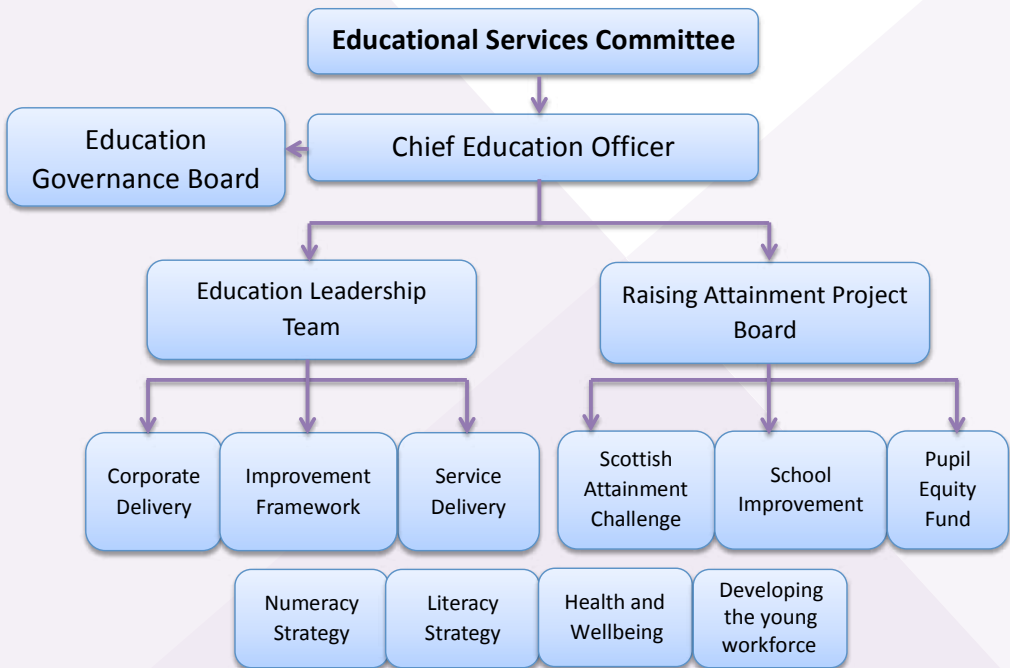
parent of child in P1

How effective is the education service’s leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

The Chief Education Officer and her team provide very effective leadership to the education service which is improving learning, raising attainment and narrowing the poverty-related attainment gap in West Dunbartonshire Council. There is a long-standing, clearly articulated vision and strategy for raising attainment within West Dunbartonshire Council.

The improvements are underpinned by a clear commitment to achieving the strategy, at an overall council level through to the school community. This ensures consistent clarity amongst all stakeholders of the relentless focus on improving life chances for all children, young people and families. A coherent governance framework in operation at all levels, provides clarity of both responsibility and accountability. Planning and management of interventions are also robust. The governance framework ensures appropriate methods for scrutiny and challenge and for the sharing of progress and successes with stakeholders. Through the work of the Educational Services Committee, elected members demonstrate strong commitment to continuous improvement of education in West Dunbartonshire Council. The clear strategic direction supports consistent clarity amongst all stakeholders. This is a significant strength which firmly underpins the local authority’s very good progress towards ensuring excellence and equity.

The policy decision-making structure for education in West Dunbartonshire Council



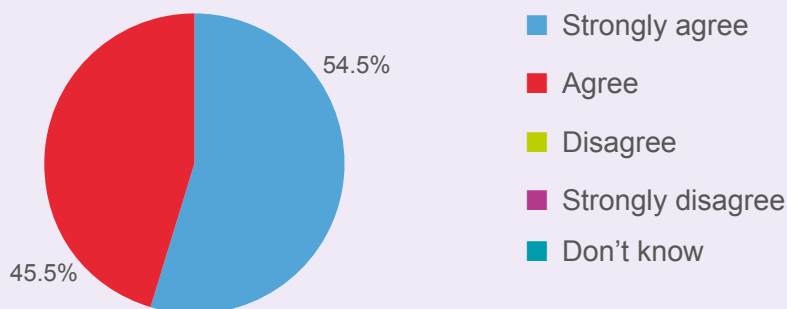
Over the five year period, since 2012, the local authority has successfully created very strong conditions, including winning the hearts and minds of practitioners working in schools, third sector organisations and other partner agencies, upon which to deliver excellence and equity. Key elements of the [raising attainment strategy](#) include a focus on:

- securing strong distributed leadership;
- increased parental involvement;
- high-quality professional learning and staff development;
- effective use of data; and
- increased partnership working.

This clear and comprehensive strategy effectively supports the education service delivery of the Scottish Attainment Challenge. The senior leadership team has successfully developed a culture of collective responsibility and a collegiate approach to improvement. Centrally-deployed staff, headteachers and Parent Council chairs who completed the pre-inspection questionnaires indicated high levels of confidence in education service senior managers. Additionally, in focus group discussions almost all stakeholders, including parents, partners and children and young people articulated praise and positivity about the quality of education and support delivered by schools and the education service more widely. Leaders at all levels demonstrate a collective deep understanding of the local context and the potential barriers to learning experienced by many children, young people and families.

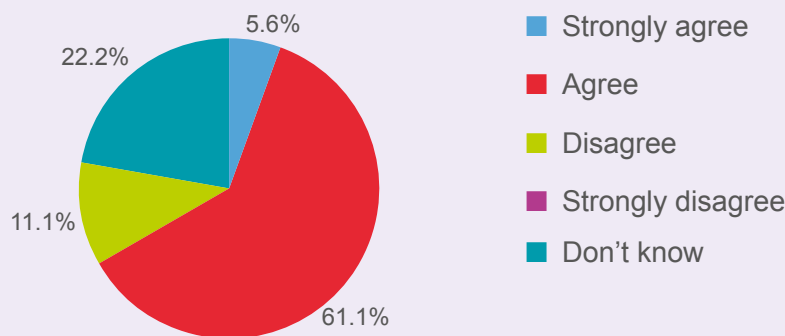
Pre-inspection questionnaire feedback from 22 centrally deployed education service staff

Senior managers have established a clear vision for the education authority which has been shared successfully.



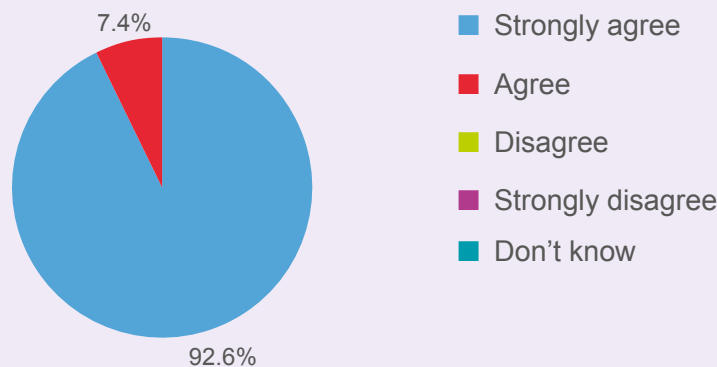
Pre-inspection questionnaire evidence from 18 Parent Council Chairs

The education authority is well led.



Pre-inspection questionnaire feedback from 27 headteachers

The senior management team and staff in the education authority show a high level of commitment to improving education.



Senior leaders, including elected members consistently promote and drive forward their vision of improved outcomes and increased life chances for all children, young people and families. Through the Educational Services Committee, senior leaders provide regular updates which ensure elected members have a good understanding of the priorities for education. The educational governance arrangements as outlined in the diagram on page 10 provide a sound basis for elected members to scrutinise education performance. The Educational Services Committee ensures valuable dedicated time for discussion of education including the council’s progress in raising attainment and closing the poverty-related attainment gap. During this inspection, we found consistent evidence of ways in which elected members provide support and challenge to the Chief Education Officer and the education leadership team.

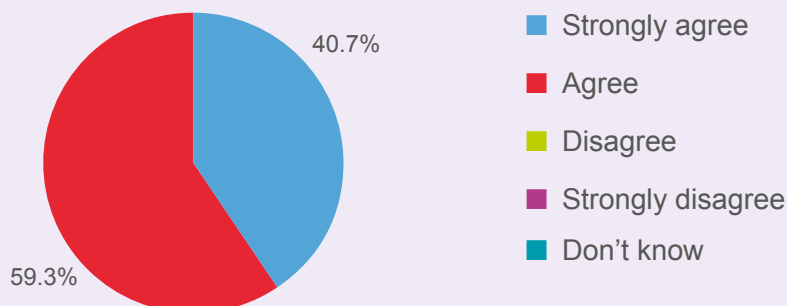
Leadership at all levels is a positive feature across the education service. The Chief Education Officer and her team have instilled confidence in staff across the council which underpins the success of Scottish Attainment Challenge and Pupil Equity Fund initiatives. Senior education officers, the principal educational psychologist and their teams have impacted positively on the quality of service delivered to children, young people and families. Headteachers rightly see themselves as senior

officers of the local authority. They contribute extensively to local authority decision-making. They promote collaborative working and leadership by practitioners in varying roles through forums such as the senior managers' network, education leaders' meetings and local learning community networks. Building on the previous [School Improvement Partnership Programme](#), the [school improvement trio](#) approach adopted across the local authority is encouraging and supporting effectively a significant number of practitioners and partners to engage in research and critical reflection which is improving learning and teaching. Headteachers are well aware of their accountability to the [Raising Attainment Project Board](#) for successful delivery of Scottish Attainment Challenge and Pupil Equity Fund initiatives. This includes a requirement that initiatives are outcomes-focused and data-driven. In almost all learning communities and establishments sound analysis of data informs improvement planning.

The local authority governance framework provides effective systems for financial management of projects. As funding from the Scottish Attainment Challenge and the Pupil Equity Fund has been introduced, the local authority has strengthened financial monitoring through the specific project boards which feed into the Raising Attainment Project Board. These boards actively ensure that all planned initiatives are aligned to the local authority Education, Learning and Attainment Delivery Plan with clear targets for improving outcomes for children and young people. Scottish Attainment Challenge and Pupil Equity Fund plans have been effectively integrated into the council's existing approach to closing the poverty-related attainment gap. These funds are being used to extend the reach and pace of existing and previously planned initiatives. This ensures the council's approach is coherent and aligned to the longer term strategic priorities. Headteachers have benefitted greatly from ongoing support from skilled central services such as [strategic procurement and human resources](#). Going forward, more formal training in procurement is planned to ensure value for money is a key factor within initiatives. Continuing to build the capacity of new and existing headteachers in this aspect of their work is important to ensure they make well-informed choices. As the budget for central resources becomes more challenging, the current level of support may not be sustainable. The local authority should monitor this closely.

Pre-inspection questionnaire evidence from 27 headteachers

The education authority has robust systems for managing finance to improve outcomes for learners.



Local authority arrangements for ongoing monitoring of Scottish Attainment Challenge and Pupil Equity Fund spending are overall sound. Internally robust monitoring and reporting arrangements ensure the education service has regular oversight of how and where the funding is being spent. Regular updates are provided to the Educational Services Committee on progress with the Scottish Attainment Challenge. To ensure transparency and enhance scrutiny, there is a need to improve the level of information provided to elected members to enable them to more fully critically assess the progress and outcomes achieved. It would be helpful to include, for example, more detail about actual progress against planned progress in all internal and external reports. Importantly, the education service has given some consideration to the longer term sustainability of the Scottish Attainment Challenge initiatives through building the capacity of existing staff. The council recognises the need to continue to strengthen its work on sustainability to ensure progress in closing the attainment gap is maintained. This should include conducting robust evaluations with partners to identify what is having the greatest impact on improving learning, raising attainment and closing the poverty-related attainment gap. There is a need to plan how these will be taken forward once the Scottish Attainment Challenge funding ends.

**“We try to protect the things
we know will make a difference.”**

principal teacher

The contribution of the West Dunbartonshire Educational Psychology Service to the Scottish Attainment Challenge

HM Inspectors are confident that the educational psychology service is making a very strong contribution to closing the poverty-related attainment gap in West Dunbartonshire Council, particularly in relation to health and wellbeing. The service has worked hard to respond and overtake the improvement actions outlined in the [Education Scotland Validated Self-evaluation report \(2015\)](#).

The educational psychology service recognises that it is now time to review their model of service delivery to take full account of the excellence and equity agenda, and the need for capacity building and sustainability. The educational psychology service has effectively supported the improvement of outcomes for children and young people's health and wellbeing and early literacy. They have made a strong start in the collation, synthesis and analysis of data to monitor the progress of learners and the effectiveness of interventions. The service, in partnership with the education service will continue to review and evaluate the effectiveness of their contribution to closing the poverty-related attainment gap.

To what extent is the education service improving learning, raising attainment and narrowing the poverty-related attainment gap?

West Dunbartonshire Council is making **very good** progress with improving learning, raising attainment and narrowing the poverty-related attainment gap. HM Inspectors are confident that the evidence and evaluation to date indicates the following strengths and aspects for development.

Strengths

- Highly-effective leadership of the education service has resulted in a clear shared understanding of the local authority context and vision for improving the life chances for all children and young people.
- Staff and partners working effectively together provide a wide range of support for children, young people and families which is leading to improvements in literacy, numeracy and health and wellbeing.
- Many children, young people and families demonstrate a strong desire to positively engage in new projects and different ways of learning. As a result, they are increasing their achievements and developing skills for learning, life and work.
- A well thought-out strategic approach to career long professional learning is supporting practitioners to improve their practice through collaboration, engagement in research, critical reflection and skills development.
- Self-evaluation, underpinned by a robust governance framework, is an integral approach to continuous improvement.

Aspects for development

- Continue to ensure self-evaluation provides clarity about which interventions add the most value to children's and young people's attainment and achievements and take steps to formalise exit or continuation strategies as appropriate.
- Further strengthen the information provided to the Educational Services Committee to enhance scrutiny by elected members through, for example, an increased focus on actual progress against planned activity.
- Building on the current good practice, improve planning with parents, carers and children and young people to ensure they are fully involved in discussions and decisions which affect their learning.
- Monitor the workload and impact on headteachers and central staff, including in human resources, procurement and finance, of their work related to the Scottish Attainment Challenge and Pupil Equity Fund to ensure there is capacity to continue providing the required levels of administrative and other support.

What happens next?

Education Scotland is confident that the evidence and evaluation to date indicates that West Dunbartonshire Council is making very good progress in improving learning, raising attainment and closing the poverty-related attainment gap. We are confident that the local authority's self-evaluation processes are robust and leading to improvements. As result we will make no further evaluative visits in connection with this inspection.

HM Inspectors
Education Scotland
1 May 2018

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330

E enquiries@education.scotland.gsi.gov.uk

www.education.gov.scot

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WEST DUNBARTONSHIRE COUNCIL**Report by Strategic Lead - Laura Mason, Chief Education Officer****Committee: Educational Services Committee: 6 June 2018**

Subject: Early Years Implementation Update**1. Purpose**

- 1.1** This report details an update of the plan for the expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

2. Recommendations

- 2.1** It is recommended that Committee:
- (i) Notes the contents of the current updated version of the Early Learning & Childcare Expansion Plan 2018 – 2020 (Appendix 1).
 - (ii) Committee asked to note that partner provider rates of funding increased from April 2018.
 - (iii) Agrees that a further update be provided to committee at the next meeting on September 2018.

3. Background

- 3.1** Members have previously been advised through regular reports to committee that The Scottish Government (SG) published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 Action Plan' in March 2017. The Blueprint sets out the SG's vision for the expansion of ELC provision across Scotland, underpinned by the principles of quality, flexibility, accessibility and affordability and to be fully implemented by academic year 2020/21. The blueprint also seeks to prioritise the delivery of high quality experiences for every child, in order to give children the best start in life and contribute to closing the poverty related attainment gap.
- 3.3** This local ELC offer has to meet with the underpinning principles of quality; flexibility; accessibility (choice) and affordability. These principles inform partnership working to ensure WDC meets the needs of children and families including partnerships with: Working4U; Early Years Scotland; and Families Outside. Early Years are also working with the Integrated Children's Service Partnership to undertake a strategic needs' assessment of children and families across WDC to ensure on going service design meets and supports future needs identified.

- 3.4** The scoping work has identified approximate costings in relation to both capital and revenue expenditure required for year one of implementation 2018/2019. The new model must be 'provider neutral' which is reflective of the SG ambition whereby local authority, private, partner and third sector providers collaborate to ensure a local offer which meets the strategic needs of children and families.
- 3.5** The WDC Early Learning & Childcare Expansion Plan 2018 – 2019 (Appendix1) has developed a service model for delivery of 1140 hours of high quality early learning and childcare which reflects, and is responsive to the needs of families. The plan includes actions for improvement: to ensure and plan for quality, workforce development including additional graduates, physical capacity/resources, process/technologies and administration changes and implementation of the delivery model. The plan makes full use of our existing assets and includes our partner provider provision. Progress of the plan will be reported through the milestones to the ELC Implementation Board.
- 3.6** As part of the national roll-out of 1140 hours by 2020/2021 the SG are currently consulting on a new Funding Follows the Child approach. This will prioritise and safeguard high quality provision, whilst enabling more choice for parents and carers. Through WDC's Early Learning & Childcare Expansion Plan 2018/2019 for expansion to 1140 hours we will ensure that we will provide high quality early learning and childcare for children regardless of whether children are in our local authority, partner provider nurseries or child minders. All Care Inspections of our early learning and childcare services and those of our partner providers must be evaluated as good or better. This ambitious outcome is reflective of the new National Standard for Funded Early Learning and Childcare Provision. The National Standard sets out the clear and consistent criteria that all providers who wish to deliver the entitlement will have to meet. This move towards a Funding Follows the Child approach and the introduction of the new National Standard is a significant change for parents and carers, providers and local authorities. The SG expectation is that local authorities will introduce this new, more progressive service model by 2020.
- 3.7.** The operating model to increase the current entitlement of 600 hours to 1140 hours will be phased in over three years. There will be full implementation in all of our nurseries, including with our partner providers by school session 2020/2021. In the first year of implementation, school session 2018/2019, a model of delivery which reflects the Scottish Government's recommendations for choice, accessibility and flexibility in geographical areas has been developed. This model is reflected in our plan for the Vale of Leven/Alexandria and Dumbarton areas, see Table 1. The rationale for choosing Vale of Leven/Alexandria: Ferryfield ELCC accommodated 0-5 year olds, this will become a 0-3 year old Hub in August 2018. The 3- 5 year old children that attended Ferryfield will take their entitlement at St. Mary's or Levenvale ELCCs. Both nurseries are in close proximity to Ferryfield. This will ensure that parents and carers have a choice of service which they can

access in their local community. Andrew B Cameron will reopen which will make best use of a purpose built facility which could cost more to repair if it remains unoccupied. Parents/carers of 3-5 year olds will also benefit from the flexibility of a nursery which opens 50 weeks in the Dumbarton area. There is currently no such facility in Dumbarton for 3-5 year olds. Vulnerable children in the Dumbarton area travel to Vale of Leven for a holiday placement. Clydebank ELCC and Lennox ELCC Faifley both offer holiday cover for vulnerable children in those areas.

Table1

ELCC:	Model of Operation:	Scheduled to open:
Levenvale 40 - 3-5 year olds	50 / 38 weeks 1140 hours	2018/2019
St Mary's Alexandria 40 - 3-5 year olds	38 weeks 1140 hours	2018/2019
Ferryfield 9 babies 35 - 2-3 year olds	50 / 38 weeks 1140 hours	2018/2019
Andrew B Cameron 60 - 3-5 year olds	50 / 38 weeks 1140 hours	2018/2019

4. Main Issues

- 4.1** The expansion plan is as comprehensive and complex as it is ambitious for ELC delivery in Scotland and therein, in WDC. The progress of the WDC Delivery Plan for the expansion will be monitored by the ELC Implementation Board, a sub group of the Schools Estate Management Steering Group. This forum will advise, underpin and guide the expansion in addition to providing committee cycle reports.

5. People Implications

- 5.1** There are significant implications for people and place in WDC. As previously reported to Committee in December 2017, a workforce plan has been developed and is included in the delivery plan for Education, Learning & Attainment. This will facilitate the increase in workforce resources to support the expansion plans and will continue to evolve as the plan is implemented. This includes providing an additional graduate in 11 settings with the highest levels of deprivation. Two Education Support Officers will be recruited to ensure that the quality of provision reflects the national standard.

6. Financial and Procurement Implications

- 6.1** The financial template submitted to the SG in February has been reviewed and used in deciding the multi-year funding allocation to this authority. The

multi-year allocations were announced in May 2018 and are as follows for West Dunbartonshire:-

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	1.800
2020/21	8.717	2.100
2021/22	9.723	1.400

The cost of our expansion plan for year one is within the budget allocated by the SG. Officers are currently reviewing the Early Years Expansion programme to ensure that plans for year two and three align with multi-year funding. The first year funding also includes an allocation for recruitment of 11 graduates. The revenue funds detailed are cumulative; the capital funds are granted annually.

- 6.2** Allocation of additional graduates in ELCs is part of the SG plan to improve attainment and close the poverty related attainment gap. We devised standard criteria on advice from the SG to allocate the additional graduates in West Dunbartonshire ELCs and partner provider nurseries. The plan has been agreed by the SG. Our year one funding includes the allocation for graduate recruitment. We allocated 1.0 FTE (one full time equivalent) additional graduate to ELCs based on the percentage of children in SIMD 1-2 and numbers of children. Following SG guidance we will not allocate any of the additional graduates over more than one ELC setting. This increase will enhance our current access to a teacher allocations ensuring that those nurseries which met the Standard Criteria will benefit from 1.0 FTE graduate. This will also meet with the SG guidance that no graduate will travel between centres or be allocated two centres. See Appendix 1, page 16.
- 6.3** The SG is committed to supporting local authorities and funded providers implement the Living Wage commitment as part of a positive approach to fair work practices. In order to work towards the service model required from our partner providers, WDC requires a sustainable funding rate. In order to do this, funding of commissioned places for 3-5 years olds should be increased to reflect the financially sustainable service model required as part of the new National Standard.
- 6.4** Rates paid to partner providers have remained unaltered since 2014/15. Committee is asked to note that partner provider rates of funding increased from April 2018. The rate for 2018/19 will be increased by 4% and backdated to 1 April 2018. This increase can be accommodated within the existing budget given current levels of demand.

7. Risk Analysis

- 7.1** The delivery of 1140 hours of ELC entitlement risks are as follows. The key risks are delays in delivery of infrastructure expansion; ensuring capital and

revenue funding is available for planned activity; recruiting and developing a skilled and committed workforce. We have an alternative delivery plan if infrastructure is not delivered on time at Levenvale. This will be a short term solution which will deliver 1140 hours at Linnvale ELCC; infrastructure changes will be required at Linnvale to deliver the 0-5 service that is planned but not for the current 3-5 service. Planning for the delivery of a skilled and committed workforce is overseen by the WDC Early Learning and Childcare Implementation Project Board. We are also working with West College Scotland to ensure that we have the numbers of trained staff required for increased service delivery. We have made use of our own existing assets as recommended by SG. We have adhered to guidance from the SG delivery group to develop our model of delivery, ensuring that capital and revenue funding is available.

8. Equalities Impact Assessment (EIA)

- 8.1** An EIA has already been done on the expansion. There was no requirement to undertake another EIA for the purposes of this report as it is providing an update to Committee on the expansion.

9. Consultation

- 9.1** Consultation with stakeholders in March / April 2018 indicated that the plan for 38 and 50 week early learning and childcare models is what parents and carers want. See Appendix 1 – page 15
- 9.2** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason
Chief Education Officer
June 2018

Person to Contact: Kathy Morrison Education Officer, Department of Education, Learning and Attainment, Council Offices, Garshake Road, Dumbarton, G82 3PU
Telephone No: 01389 737684
Email: kathy.morrison@west-dunbarton.gov.uk

Appendices:	Appendix 1 – Early learning & Childcare Expansion Plan 2018-2020
Background Papers:	<p>A Blueprint for 2020: Expansion of Early Learning and Childcare Consultation</p> <p>A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland</p> <p>Early Learning & Childcare Expansion Plan</p> <p>Next Steps - Analysis Report</p> <p>A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland 2017-18 Action Plan</p> <p>Early Learning and Childcare Expansion Planning Guidance for Local Authorities</p> <p>The Skills Investment Plan Prospectus</p> <p>Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland</p> <p>Educational Services Committee Report December 2017 – Early Years Delivery Plan</p>
Wards Affected:	All



Early Learning & Childcare Expansion Plan
Plan 2018 - 2020

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Summary of Discussion and ConsultationPage 15

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Ensuring Quality	Kathy Morrison	All Care inspections of West Dunbartonshire early years centres and partner nurseries are evaluated as good or better by Care Inspectorate inspections.	All inspections of early years centres are good or better by the Care Inspectorate.	All inspections of early years centres are good or better by the Care Inspectorate.	All inspections of early years centres are good or better by the Care Inspectorate
		The Quality standards are in line with the national quality standard.	Evidence through quality improvement framework.	Evidence through quality improvement framework.	Evidence through quality improvement framework.
		All Early Years staff including partners have access to quality professional learning through the CPD website.	Uptake of CPD by partner provider staff	Uptake of CPD by partner provider staff	Uptake of CPD by partner provider staff
		Self-evaluation processes are embedded to ensure outcomes for children and families.	Validation and Improvement visits to early years and partner provider centres provide effective support and challenge.	Validation and Improvement visits to early years and partner provider centres provide effective support and challenge.	Validation and Improvement visits to early years and partner provider centres provide effective support and challenge.
		Trio working improves leadership across West Dunbartonshire Centres and partner providers.	Trios are established to focus on improving leadership	Trios are established to focus on improving leadership	Trios are established to focus on improving leadership
		Early years child care officers take part in the aspiring leaders Leadership Programme.	Uptake of Leadership programme by early learning and childcare officers.	Uptake of Leadership programme by early learning and childcare officers.	Uptake of Leadership programme by early learning and childcare officers.
		Education support officers support challenge local authority centres and partner provider centres.	Validation and Improvement visits to early years and partner centres provide effective support and challenge.	Validation and Improvement visits to early years and partner centres provide effective support and challenge.	Validation and Improvement visits to early years and partner centres provide effective support and challenge.
		Children benefit from access to an Early stages teacher who are allocated to West Dunbartonshire nurseries and partner provider centres.	Sufficient staffing in place for Phase 1 establishments.	Sufficient staffing in place for Phase 2 establishments.	Sufficient staffing in place for Phase 3 establishments.
Improvement Actions 2018/19		<ul style="list-style-type: none"> Develop and implement professional learning programme for local authority and partner providers; Continue with improvement framework to challenge and support centres in closing the attainment gap; Continue with Trios to develop leadership capacity. 			

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Workforce Development Including Additional Graduate See Page 13, 14, 15	Kathy Morrison Geraldine Lynden EY Principal teacher	Centres implementing 1140 hours have appropriate leadership and staffing in place;	Promoted staff in pilot and new centres appointed. Early learning and childcare workers appointed.	Promoted staff in pilot and new centres appointed. Early learning and childcare workers appointed.	Promoted staff in pilot and new centres appointed. Early learning and childcare workers appointed.
		Leadership programme is developed for newly appointed heads	Delivery of appropriate training programme through experiential learning.	Delivery of appropriate training programme through experiential learning.	Delivery of appropriate training programme through experiential learning.
		10 Graduates appointed and allocated to qualifying centres	Suitably qualified graduates are recruited through the Scottish Government Graduate programme.	Suitably qualified graduates are recruited through the Scottish Government Graduate programme.	Suitably qualified graduates are recruited through the Scottish Government Graduate programme.
		Modern Apprentice Programme is in place.	6 Modern Apprentices to be appointed annually over the expansion period.	6 Modern Apprentices to be appointed annually over the expansion period.	6 Modern Apprentices to be appointed annually over the expansion period
		Pathways for school/college leavers into early years employment.	Programme with schools and colleges is developed.	Programme with schools and colleges is developed.	Programme with schools and colleges is developed.
Improvement Actions 2018/19	<ul style="list-style-type: none"> • Continue to expand the number of Modern Apprentices; • Recruit staff for new and expanding centres; • Support staff to undertake CLPL; • Work with Senior Phase staff to increase the provision for pupils interested in a career in the Care Industry (Early Years) 				

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Physical Capacity/Resources See Page 9, 10, 11, 12	Kathy Morrison Michelle Lynn Karen Docherty Joanne Thomson Joe Reilly	Deliver projects in centres identified for Phase 1 to 3 which offer flexibility within 1140 hours.	Phase 1 projects: Levensale ELCC Andrew B Cameron ELCC St Mary's ELCC (Alexandria) Ferryfield ELCC Kilbowie ELCC St. Eunan's ELCC Brookland partner provider	Ongoing – Phase 2 implementation	Ongoing – Phase 3 implementation
	Linda Dinnie	Identify key sites to be developed for use as Production Kitchens for delivery of lunches to ELC.	Kitchens identified and modified to become Production Kitchens.	Kitchens identified and modified to become Production Kitchens.	Kitchens identified and modified to become Production Kitchens.
	Teresa Devaney Lynn McLafferty	Guidelines for furniture and fittings required for new nursery centres	Implement a model for resourcing centres in Phase 1 establishments	Implement model in Phase 2 establishments	Implement model in Phase 3 establishments
	Jacqueline O'Donnell	Guidelines for curricular resources required for indoor and outdoor learning in new nursery centres.	Implement a model for resourcing centres in Phase 1 establishments	Implement model for resourcing centres in Phase 2 establishments	Implement model for resourcing centres in Phase 3 establishments
Improvement Actions 2018/19	<ul style="list-style-type: none"> • Joint work with Estates team to identify and deliver on new centres and expansion of existing centres - (Project Team) • Work with Facilities Management in upgrading kitchens to deliver the food requirements by Aug 2018 (Linda Dinnie/Linda Shaw) • Work with the Care Inspectorate to register new and existing sites for start of implementation. • Resource Phase 1 new and existing centres with curricular resources and furniture for August 2018. 				

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Process / technologies and admin change	Teresa Devaney Lynn McLafferty	Improved process for application for an early years place.	Online system for applications is used by parents. The allocation of places is streamlined.	The online system is efficient and easy for parents to use. The allocation of places is streamlined.	The online system is efficient and easy for parents to use. The allocation of places is streamlined.
		A revised charging system is implemented; Information is provided to parents in relation to charges.	A new charging policy is developed and implemented.	The new charging policy is more efficient.	The new charging policy is more efficient.
		There is clear communication to parents.	Information for parents is easily accessed.	Information for parents is easily accessed.	Information for parents is easily accessed.
		Implementation of the new funding follows the child model.	There is clear information issued to parents.	The system for the funding follows the child is developed.	The revised system of funding following the child is implemented.
Improvement Actions 2018/19	<ul style="list-style-type: none"> • New online application system is developed and implemented; • New charging policy is developed; • Information for parents is provided. 				

Actions	Lead	Outcomes	Milestones 2018/19	Milestones 2019/20	Milestones 2020/21
Implementation of Delivery Model See Page 9 - 15	Kathy Morrison Geraldine Lyden	Models of delivery for 1140 hour Early Learning and Childcare Centres are established across the 3 geographical areas in West Dunbartonshire.	Provision across Phase 1 centres in delivering 1140 hours in term time (38 week) and all year (50 week) models.	Provision across Phase 2 centres in delivering 1140 hours in term time (38 week) and all year (50 week) models.	All centres and partner providers delivering 1140 hours.
		Phasing of centres moving to 1140 hours delivery over a 3 year period.	Children receive 1140 hours in implementation centres.	Children receive 1140 hours in implementation centres.	Children receive 1140 hours in implementation centres.
		Flexible, affordable and accessible provision is provided for children and families.	The model of delivery provides flexible, affordable and accessible provision for parents in phase 1.	The model of delivery provides flexible, affordable and accessible provision for parents in phase 1.	The model of delivery provides flexible, affordable and accessible provision for parents in phase 1.
		Partner and voluntary sector providers have a delivery model and business plan for 1140 hours.	Engagement with partner providers in relation to the expansion ensures private and voluntary sector providers begin planning their delivery model and business plan.	Engagement with partner providers in relation to the expansion ensures private and voluntary sector providers begin planning their delivery model and business plan.	Engagement with partner providers in relation to the expansion ensures private and voluntary sector providers begin planning their delivery model and business plan.
		A workforce is in place to meet the needs of the new service delivery model of 1140 hours.	Engagement with staff in relation to changes to employment due to moves to extended year provision – Management Structure, Shift Patterns and extended day working.	Engagement with staff in relation to changes to employment due to moves to extended year provision – Management Structure, Shift Patterns and extended day working.	Engagement with staff in relation to changes to employment due to moves to extended year provision – Management Structure, Shift Patterns and extended day working.

<p>Improvement Actions 2018/19</p>	<ul style="list-style-type: none"> • Support provided to partner providers in relation to their business models for the delivery of 1140 hours; • Incorporate updated partner expansion into projections • Engage with Facilities Management to identify additional catering staff required for expansion to production kitchens. • Engagement and consultation with communities in relation to the new provision – 38 week or 50 week provision in the 1140 hours model of delivery. • Staff recruited for the new centres including promoted staff; • Provision of 1140 hours for eligible two and entitlement to three and four year olds in phase one centres: <ul style="list-style-type: none"> ○ Levenvale ELCC 50 weeks for 3-5 year olds ○ Andrew B Cameron ELCC 50 weeks for 3-5 year olds ○ St Mary's ELCC (Alexandria) 38 weeks for 3-5 year olds ○ Ferryfield ELCC 50 weeks for 0-3 year olds <p>See pages 9 - 10</p>
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Risks and Dependencies:

The main risk is the uncertainty in relation to the level of revenue funding to deliver the expansion;

There is a risk that the loss of income will be higher than anticipated.

There is a risk that it will not be possible to recruit sufficient numbers of suitably qualified staff; the workforce development programme aims to mitigate this;

There is a risk that the capital projects will not be completed within the required timescales and there will be a shortage of places in some areas;

Engagement with partner providers is important in order to mitigate the risk that they will not be able to provide the required number of hours;

Consultation and Engagement:

Google questionnaire

Public meetings

Newsletters

Union meeting

Partner Providers

See Page 15

Overview of EY 1140 Expansion Programme 2018 - 2021**Phase One – 2018 2019**

ELC	Timescale	Comment
Balloch ELCC	New service opened 19 February 2018	Completed.
St Mary's ELCC (A)	New Service opened 16 April 2018	Completed.
AB Cameron ELCC	2018-2019	Works have begun. Reopen 50 week centre. Implementation January 2019. CI visit TBA
Ferryfield ELCC	2018-2019	New 0-3 service. Work begins 30/04/18.
Levenvale ELCC	2018-2019	New Service-Work in school completed (CI visited site & ELC plans requested). Final works to commence following completion of St Mary's Alexandria. CI visit 16/04/18 August 2018 opening?
Clydebank OSC Lennox OSC Linnvale OSC	August 2018	Review carried out. Closure?

Phase Two 2019 - 2020

ELC	Timescale	Comment
Linnvale ELCC	2019-2020	Works instructed via DLO - CI visit TBA
Kilbowie ELCC	2019-2020	Phase one implementation 1140 hours. 38 weeks. CI visit TBA
St. Eunan's ELCC	2019-2020	Phase one implementation 1140 hours. New service 0-5. 50 weeks. CI visit TBA
Whitecrook ELCC	2019-2020	New 0-3 Service to replace Clydebank ELCC. CI visit TBA 50 weeks
Whitecrook PS class	2019-2020	New nursery class to replace Clydebank ELCC / Whitecrook ELCC 3-5 services. CI visit TBA 38 weeks
OLOL class	2019-2020	New service – 3-5 38 weeks
Dalmuir ELCC	2019-2020	3-5 service 38 weeks
Lennox ELCC (Faifley)	2019-2020	0-3 Service 50 weeks
Braehead ELCC	2019-2020	3-5 service 38 weeks

ELC	Timescale	Comment
Brucehill ELCC	2019-2020	3-5 service 50 weeks
Meadowview ELCC	2019-2020	0-3 service 50 weeks
Bellsmyle ELCC	2019-2020	3-5 service 38 weeks
Dalmonach	2019 -2020	3-5 service 38 weeks
Lennox ELCC Bonhill	2019 - 2020	3-5 service 38 weeks
Ladyton ELCC	2020 - 2021	0-3 service 50 weeks?

Phase Three 2020 - 2021

ELC	Timescale	Comment
Carleith class	2020 - 2021	3-5 service 50 weeks
St. Mary's class Duntocher	2020 - 2021	3-5 service 38 weeks
Edinbarnet class	2020 - 2021	3-5 service 50 weeks
Auchnacraig	2020 - 2021	3-5 service 38 weeks
St. Joseph's class	2020 - 2021	3-5 service 38 weeks
Gavinburn class	2020 - 2021	3-5 service 38 weeks
Dalreoch class	2020 - 2021	3-5 or 0-3 38 week service
Christie Park class	2020 - 2021	3-5 service 38 weeks
Gartocharn ELCC	2020 - 2021	0-5 50 weeks
Renton class	2020 - 2021	3-5 service 38 weeks
Riverside ELCC	2020 - 2021	3-5 service 50 weeks
Clydebank	2020 - 2021	Demolish

Implementation Centres 1140 Hours Phase One August 2018 (DRAFT)

Centre	Model	Approximate Costs (To be confirmed)	Comments
Levenvale (3-5)	50 week	£270,173	1140 hours from Aug 2018, shift system required.
St Mary's Alexandria (3-5)	38 week	£318,220	1140 hours (600 hrs from April 2018 + 1140 hours from Aug 2018).
Ferryfield (0-3)	50 week	Additional £33,132	1140 hours from Aug 18 - Operates on a fulltime basis and is already operational.
Ladyton (0-3)	600 hours	£8,000	Child minders – 2 children.
Dalmonach (3-5)	600 hours	£8,000	Child minders – 2 children.
Graduates	11 centres	£303,448	One FTE graduate for agreed centres – see SG approved plan

Implementation Centres 1140 Hours Phase One January 2019

Centre	Model	Approximate Costs (To be confirmed)	Comments
Andrew B Cameron (3-5)	50 week	£116,050	Capital funding available from January
		£1,211,171	

Note: Costs include staffing, property, supplies and services (costs for lunches to be added as well as additional staff).

Delivery Model – Lunch Cover

50 Week Centre Model: Levenvale, August 18, Andrew B Cameron January 19

Centre Opening/Closing	Number of Children	Children's A.M. session	A.M. Children's Lunch
7.30 – 6.00	40 or 60 5 or 7 staff	7.45 – 12.20	11.15 – 12.00
Centre Opening/Closing	Number of Children	Children's P.M. session	P.M. Children's Lunch
7.30 – 6.00	40 or 60 5 or 7 staff	1.00 – 5.35	1.15 – 2.00

NOTE: staff lunch 12.25 – 12.55

35 hour working week to include: team meetings, collaborative planning, planning and preparation, parents evenings

Weekly: one hour team meeting /collegiates, three hours planning and preparation, one hour collaborative

38 Week Centre Model in Schools:

Centre Opening/Closing	Number of Children	Children's Session	Children's Lunch
8.30 – 4.00	20 - 3 tables of 8 approx 3 staff	9.00 – 3.00.	11.15 – 11.45
	20 - 3 tables of 8 approx 3 staff		11.45 – 12.15

NOTE: staff lunch – 2 sessions: 11.15 – 11.45, 11.45 – 12.15

In this model we may not need staff cover

POTENTIAL STAFFING MODELS**St. Mary's Alexandria****40 FTE sessions, 38 weeks****Session entitlement 6 hours****Levenvale /Kilbowie/AB Cameron****40 am/pm spaces, 50 weeks****Session entitlement 4 hours 35 minutes**

Designation	Hours	Opening Hours	Designation	Hours	Shifts
Head teacher	FT	NA	Head teacher	FT	NA
Lead	FT	8.30 – 4.00	Lead Senior Practitioner	FT	7.45 – 3.15/ 10.30 – 6.00
ELCO	FT	8.30 – 4.00	ELCO	FT	7.45 – 3.15
ELCO	FT	8.30 – 4.00	ELCO	FT	7.45 – 3.15
ELCO	FT	8.30 – 4.00	ELCO	FT	7.45 – 3.15
ELCO	FT	8.30 – 4.00	ELCO	FT	7.45 – 3.15
ELCO	FT	8.30 – 4.00	ELCO	FT	7.45 – 3.15
ELCO (cover person for lunch, staff planning)	FT	8.30 – 4.00	ELCO	FT	3.00 – 6.00
ELCO Lunch cover Grade 3	3 hours	11.00 – 2.00	ELCO	FT	3.00 – 6.00
ELCO Lunch cover Grade 3	3 hours	11.00 – 2.00	ELCO	FT	3.00 – 6.00
Clerical	15 hours	?	ELCO	FT	3.00 – 6.00
			ELCO	FT	3.00 – 6.00
			ELCO (cover person for lunch, staff planning)	FT	9.00 – 4.30
			Lunch cover	3 hours	11.00 – 2.00
			Lunch cover	3 hours	11.00 – 2.00
			Clerical	15 hours	15 hours
			Children’s Sessions	Children’s Lunches	Staff Lunches
8.30 – 2.30	11.15 – 11.45	11.15 – 11.45	7.45 -12.20	11.30 – 12.00	12.20 – 12.50
9.00 – 3.00	11.45 – 12.15	11.45 – 12.15	1.00 – 5.35	1.00 – 1.30	
9.30 – 3.30	11.15 – 11.45				
Any combination of hours if numbers allow (flexibility)			Any combination of hours if numbers allow (flexibility)		

Collegiate Plan	Hours	Hours Required/Cover	Collegiate Plan	Hours	Hours Required/Cover
Planning	2 hours per week for all ELCOs	Cover person	Planning	2 hours per week for all ELCOs	Cover person
Team Meeting	1 hour per week	Around staff shifts – from 3.30 closure or around staff shifts e.g. stay late one evening by leaving early on a Friday	Team Meeting	1 hour per week	Around staff shifts e.g. stay late one evening by leaving early on a Friday
Collegiate Meetings	1 hour per month	As above.	Collegiate Meetings	1 hour per month	As above.
Parents' Evenings	2 per year 3 hours	As above.	Parents' Evenings	2 per year 3 hours	As above.
Tracking meetings	2 hours per month	Cover Person	Tracking meetings	2 hours per month	Cover Person
In service	As per calendar	NA	In service	As per calendar	NA
Actions	In Process	Completed	Actions	In Process	Completed
Care Inspectorate Certificate	✓	✓	Care Inspectorate Certificate	✓	
Building warrant	See Michelle	?	Building warrant	No	
Resources	✓	✓	Resources	Angela D	
Consultation – parents and staff	✓	✓	Consultation – parents and staff	Kathy, Paul, Lead	
Application forms updated	Kathy and Paul		Application forms updated	Kathy and Paul	
Children's hours	Lead/HT		Children's hours	Principal/Lead/HT	
Catering	FM		Catering	FM	
Cleaning	FM		Cleaning	FM	
Recruitment/ Interviews	KM/HT		Interviews	KM/Principal/Lead	
Budget	Joanne		Budget	Joanne	

Early Learning and Childcare Expansion Programme

Summary of Discussion and Consultation

As part of its planning for the forthcoming expansion in Early Learning and Childcare (ELC) to 1140 hours by 2020, West Dunbartonshire Council released an electronic parent/ carer survey. The survey aimed to gain views of parents/ carers in WDC on the following aspects of the expansion programme. The survey was sent to all parents of children who currently access childcare in our centres.

Summary of Findings

38 Week or 50 week model

- 47% of respondents indicated they would prefer a 50 week (all year round) place and the other 53% indicated they would prefer a 38 week (term time) place.

Delivery Model

- 23% would prefer a 38 week (term time) place from 9am -3pm
- 16% would prefer any 6 hour period between 8.30am and 4pm in a 38 week model.
 - eg 8.30am – 2.30pm/9am-3pm/10am – 4pm
- 51% would prefer to combine there hours to achieve some full days.
 - eg 8.30-4pm or 8am – 5pm
- 8% would prefer a morning or afternoon slot over 50 weeks
 - either 7.45 – 12.20pm or 1pm - 5.35pm
- The other 2% asked for a variety of combinations

Additional Childcare

- 56% of respondents indicated they would have to purchase additional hours over and above their entitlement

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 6 June 2018**

Subject: Supporting Positive Outcomes for Looked After Children and Young People in West Dunbartonshire Schools.

1. Purpose

1.1 The purpose of this report is to:

- a) inform elected members of practices supporting positive outcomes for Looked After Children (LAC) and Young People in West Dunbartonshire schools; and
- b) inform elected members of the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.

2. Recommendations

2.1 Members of the Educational Services Committee are asked to:

- a) note West Dunbartonshire Council's support practices and to
- b) West Dunbartonshire Council's Guidelines for Supporting Positive Outcomes for Looked After Children and Young People. (Appendix 1)

3. Background

3.1 Getting it Right for Looked After Children and Young (Scottish Government 2015) is a strategy built on the principles of Getting it Right for Every Child (GIRFEC) and reaffirms the commitment of improving outcomes for looked after children.

3.2 The Scottish Government is clear that "second best is not good enough for Scotland's looked after children and young people". Their report, Education Outcomes for Looked After Children 2016 highlights gaps in attainment and positive destinations between LAC and other children and young people. It notes that although there are signs of improvement in attendance, attainment and positive destinations, the gap between looked after children and other children is still too wide.

3.3 Corporate Parenting is defined in the Children and Young People (Scotland) Act 2014 as "the formal and local partnership between all services responsible for working together to meet the needs of looked after children, young people

and care leavers". West Dunbartonshire Council's (WDC) Corporate Parenting Strategy 2017-2020 details the Authority's commitment to looked after children. (Appendix 2)

- 3.4** WDC is committed to working together to improve outcomes for all our looked after children and young people. We believe that every child should have the best possible start in life to enable them to realise their potential. The quality of parenting that children receive is important in determining their future. As corporate parents we have a duty to ensure that the support and services we offer to out looked after children and young people meet their needs in all aspects of their lives.
- 3.5** The Scottish Care Leavers Covenant was launched in October 2015 and is a bold and committed promise to young people who have experience of the care system: *that they matter*. The Covenant was created by an 'Alliance' of stakeholders, to close the gap between policy and practice for care leavers. The Covenant supports the implementation of Part 10 of the Children and Young People (Scotland) Act 2014. This means supporting the 'aftercare' (advice, guidance and assistance) of care leavers transitioning into adulthood. The Covenant will support corporate parents to deliver changes in action and practice to bring improvement and consistency to the care of these young people. It offers clear guidance on how to meet the needs of young people who are often disadvantaged as a result of their care experiences. WDC has established a Corporate Parenting Champions' Board which provides care experienced young people opportunities to shape and change the future of care by contributing to the Improvement Plan.
- 3.6** All WDC schools play a key role in the educational, social and emotional development of all children. Curriculum for Excellence aims to enable all children to become responsible citizens, confident individuals, successful learners and effective contributors. Children's wellbeing is essential in developing these four capacities. Children and young people are at the centre of all assessment and planning to ensure that any difficulties or unmet needs can be addressed enabling them to be well supported in achieving their full potential whatever their circumstances. We ensure:
- every looked after child has a significant adult and a Lead Professional who will have key roles in coordinating a Child's plan
 - there is a single planning approach which will ensure early identification and support
 - that looked after children are fully involved in the assessment and planning processes through the Getting it Right for Every Child approach
- 3.7** Continuing planned staff development is integral to supporting and ensuring positive outcomes for looked after children and young people. West Dunbartonshire's Integrated Children's Services model ensures joined up and collegiate approaches to this.

- 3.8** The population of looked after children is constantly changing. Over the last seven years, numbers have continually risen. Trend analysis indicates an increase in placements with friends, family and purchased foster care and a decrease in placements at home and in Local Authority foster placements.
- 3.9** Latest published data on outcomes for LAC indicate that WDC LAC children are performing below their peers in all Scottish Credit Qualification Framework (SCQF) levels. The largest gap was by 16% at SCQF level 4 and smallest at level 3.
Data from standardised assessments in reading and maths for LAC at P3-7 indicates a clear difference in attainment at all levels. (Appendix3)

Senior managers in school and at central level manage and plan to address these gaps in a range of ways such as:

- robust tracking and monitoring at class and school level focussing on individual pupils; knowing their gaps and plans to address
- ensuring targeted and timely interventions using existing school resources such as support staff, supported study, mentors, buddies
- using Pupil Equity Funding where applicable to enhance supports and interventions; working with a range of partners
- consistent team around the child planning with parents, carers and partners; ensuring health and well-being are integral
- ensuring the pupil's voice is integral to the planning process
- supporting transitions to positive sustained destinations by targeted supports from our Senior Phase Team
- supporting sustained education post 16 by providing Educational Maintenance Allowance.

3.10 Positive sustained destinations

WDC Senior Phase Team target and support transition into positive and sustained destinations for LAC in conjunction with school staff and Skills Development Scotland. 80% of LAC achieved positive and sustained destinations in session '17-'18 compared to 93% of their peers. This will continue to be a focus in session '18-'19 with targets to improve participation rates and monitored by Senior Officers as part of on-going quality assurance procedures.

In comparison to other West Partnership Authorities, WDC LAC pupils are more successful in entering positive sustained destinations.

4. Main Issues

4.1 WDC resolves to work with a range of stakeholders, to ensure positive outcomes for Looked After Children and Young People. We ensure all of our schools and Early Education and Childcare Centers are clear about the steps they need to take to actively promote and monitor high quality learning experiences and attainment of looked after children. Guidance on improving educational outcomes for LAC clarifies approaches to be used. (Appendix 1)

4.1.1 Senior Leaders in educational settings are clear of their roles as corporate parents and in ensuring effective monitoring and impact of strategies and supports to ensure positive outcomes. This is clarified in guidance and our School Improvement model.

4.1.2 Every school and Early Years establishment has a Designated Senior Manager (DSM) for Looked After Children. The responsibilities of the DSM are detailed in Core Tasks for Designated Managers in Educational and Residential Establishments in Scotland (Scottish Government 2008)

5. People Implications

5.1 There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure appropriate staff training.

6. Financial and Procurement Implications

6.1 All activities related to the implementation of this policy are contained within Service Budgets.

7. Risk Analysis

7.1 If the Council is unable to ensure positive outcomes of looked after children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).

7.2 If the Council is unable to ensure positive outcomes for all children and young people then the reputational damage could be significant.

8. Equalities Impact Assessment (EIA)

8.1 The supports and guidance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

9.1 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report. Staff working with LAC have also been consulted.

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason

Chief Education Officer

Person to Contact:	Claire Cusick, Senior Education Officer Services for Children and Young People, Garshake Road, Dumbarton, G82 3PU (tel: 01389 737304) e-mail: claire.cusick@west-dunbarton.gov.uk
Appendices:	Appendix 1 – West Dunbartonshire Council's Guidelines for Supporting Positive Outcomes for Looked After Children and Young People. Appendix 2 – WDC Corporate Parenting Strategy Appendix 3 - Educational Outcomes for Looked After Children Appendix 4 - EIA
Background Papers:	Getting it Right for Looked After Children and Young (Scottish Government 2015) Table 1 LAC figures Core Tasks for Designated Managers in Educational and Residential Establishments in Scotland (Scottish Government 2008) Scottish Care Leavers Covenant
Wards Affected:	All Wards

West Dunbartonshire Council

Guidelines for Supporting Positive Outcomes for Looked After Children and Young People

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 - **Supporting Transitions**
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- 11. USEFUL Links**

1. Introduction

In West Dunbartonshire we are committed to working together to improve outcomes for all our looked after children and young people. We believe that every child should have the best possible start in life to enable them to realise their potential. The quality of parenting that children receive is important in determining their future. As corporate parents we have a duty to ensure that the support and services we offer to our looked after children and young people meet their needs in all aspects of their lives.

Schools and Early Education centres have a significant role in the early identification of problems and in promoting resilience among all children, especially those looked after, to help them cope with changes and challenges during difficult times.

The Scottish Government is clear that “second best is not good enough for Scotland’s looked after children and young people”. We know that we need to continue to work together to enable West Dunbartonshire’s looked after children and young people to achieve their full potential. These guidelines provide a basis for that work.

2. Why do some children become Looked After?

The reasons why children become Looked After are complex. The overwhelming majority are placed for care and welfare reasons with only a small minority becoming Looked After because of their own behaviour. Children and young people may be Looked After for short or long periods; some return home, some are adopted, and some remain Looked After for many years until they reach adulthood.

There are many reasons why children become looked After. Some have experienced neglect; some have experienced mental, physical or emotional abuse; some parents are unable to look after their children because of own substance misuse or poor parenting skills; some young people need time away from their birth family or community while a package of support is put in place to try to rebuild family relationships or their ability to function; some have complex disabilities and need to be placed in specialist residential schools; some have become involved in the youth justice system.

Looked after Children and young people are not a homogenous group with the same experiences or needs. They are individuals with their own personalities and needs. The one thing they have in common is that life has not been easy for them, and for most some aspect of their life circumstances has led a children’s hearing or a court deciding that some form of compulsory intervention is required. A small number become Looked After away from home through a voluntary agreement with their parents or Kinship carers.

3. Looked After at Home

A significant proportion of looked after children are looked after at home by their parents. Generally, these children and young people will have appeared at a Children’s Hearing. The Children’s Hearing will have made a legal supervision order resulting in the child becoming looked after.

The overall aim of a Supervision Order for a child or young person living at home is to promote beneficial change in their life while enabling them to live at home.

4. Looked After Away from Home

When a decision is taken that a child should become looked after, and remaining in their home is not considered appropriate, the local authority or Children's Hearing, or in some case the court, will look at alternative placement options.

These range from foster care to kinship care to some form of residential care. The decision on the type and length of placement will vary depending on the needs of the child.

The definition of looked after is contained in the Children (Scotland) Act 1995 (as amended). A child or young person (up to the age of 18) is looked after when he or she is:

- I. Provided with accommodation by a local authority under Section 25 of the 1995 Act;
- II. Subject to a compulsory supervision order or an interim compulsory supervision order, in terms of the Children's Hearings (Scotland) Act 2011;
- III. Living in Scotland and subject to an order in respect of whom a Scottish local authority has responsibilities, as a result of a transfer of an order to it under the Children (Reciprocal Enforcement of Prescribed Orders etc. (England and Wales and Northern Ireland) (Scotland) Regulations 1996.
- IV. Subject to permanence order made following an application by a local authority under section 80 of the Adoption and Children (Scotland) Act 2007 and where this order has not ceased to have effect.

Children can be looked after at home or away from home. Throughout this guidance the term looked after will be used to mean looked after at home and looked after away from home. The term child or children is used to signify children as well as young people, up to the age of 18, who are looked after.

5. What do we know about our looked after children in Scotland?

Over the last decade we have seen rising numbers of looked after children, peaking in 2012 and then starting to fall again. We have seen changes in the way they are accommodated, with more children being looked after by friends and relatives and fewer being looked after at home with parents. With an increased focus on early intervention, children have started to become looked after at younger ages. They are also ceasing to be looked after at younger ages. However, for children of all ages, the number of children looked after for more than three years has doubled since 2004.

Looked after young people tend to leave school at younger ages than other young people. Partly because of this, they tend to have lower levels of educational qualifications and are less likely to go on to positive destinations than other young people. The Scottish Government Report, Education Outcomes for Looked After Children 2016/16 tells us that:

- The attainment of looked after school leavers continues to be poorer than for school leavers overall
- Looked after leavers who were in foster placements and those with fewer placements had higher attainment
- Looked after school leavers are less likely to go into positive destinations, especially higher education
- Around a quarter of those looked after leavers who enter further education do not sustain this destination after nine months

- A lower proportion of children looked after for the entire school year achieve the CfE level relevant to their stage compared to all children
- Achievement of CfE levels is lowest for those looked after at home and in residential accommodation

There have been signs of improvement. Attendance and attainment in schools is improving and more looked after children are in positive destinations upon leaving school. However the gap between looked after children and other children is still too wide.

6. Looked after Children in West Dunbartonshire

Looked after children and young people in West Dunbartonshire make up less than 2.4% of the population of children and young people under the age of 18 years of age. As at 31st March 2017, there were 425 children and young people looked after by the local authority. This comprised of 384 children who were looked after in the community and 41 who were looked after away from home in another provision. The table below shows the placement types for those looked after. The population of looked after children is constantly changing, with approximately 110 children and young people becoming looked after each year and around 120 children and young people ceasing to be looked after each year.

Placement Type	Number of children
At Home with parents	109
Kinship Care	154
With Relatives / Friends	24
WDC Foster Care	49
Other Community	3
External Foster Care	34
WDC Children's Houses	20
External Residential Provision	21
With Prospective Adopters	11
Secure Accommodation	0

In West Dunbartonshire in 2015/16

- 90% of looked after school leavers have at least one SCQF level 3 qualification or better compared to 98% of all school leavers
- 80% of looked after school leavers have at least one SCQF level 4 qualification or better compared to 96% of all school leavers
- 80% of looked after school leavers entered a positive post school destination compared to 93% of all school leavers

(Educational Outcomes for Looked After Children 2015/16, Scottish Government)

7. Getting it Right for Every Child

7.1 Getting it Right for Looked After Children and Young (Scottish Government 2015)

is a strategy built on the principles of GIRFEC and reaffirms the commitment of improving outcomes for looked after children. The vision is to make Scotland the best place in the world for looked after children to grow up. The Scottish Government is committed to:

- Engaging early to support and build on the assets within families and communities to prevent children from becoming looked after where possible.
- Securing early permanence for as many as possible of those who do become looked after.
- Improving the wellbeing of children and young people who need to remain looked after, by narrowing the gap in outcomes between looked after children and other children.
- Supporting them to build the loving nurturing relationships they need, and providing high quality care and support to improve their wellbeing and enable them to reach their full potential.
- Providing high quality care, support and relationships to care leavers to allow them to feel in control of their lives and able to overcome the barriers they may face in adulthood.
- Doing all of this in a way that reflects the rights, needs, best interests and views of each child.

7.2 Schools play a key role in the educational, social and emotional development of all children. Curriculum for Excellence aims to enable all children to become responsible citizens, confident individuals, successful learners and effective contributors. Children's wellbeing is essential in developing these four capacities. By using the National Practise model we will put children and young people at the centre of all assessment and planning to ensure that any difficulties or unmet needs can be addressed enabling children and young people to be well supported in achieving their full potential whatever their circumstances. We will ensure:

- That every looked after child will have a Named Person and a Lead Professional who will have key roles in coordinating a Child's Plan and whom will make sure that there is clear communication across the child's network of support including links with parents and carers.
- That there is a single planning approach which will ensure that any difficulties are identified and support provided at the earliest possible stage.
- That looked after children are fully involved in the assessment and planning process through the Getting it Right for Every Child approach.

7.3 Named Person

The Named Person will:

- Act as the first point of contact for issues relating to the looked after child or young person.
- Record and share information appropriately, giving due attention to the principles of information sharing.
- Attend Child's Plan meetings
- Attend Children's Hearings

- Track, monitor and record successes, achievements and progress of the looked after child or young person.
- Provide support and guidance and coordinate their pastoral needs.
- Ensure that the child or young person is fully involved in the assessment and planning process.
- Ensure that educational progress, attainment and achievements are a core part of the Child's Plan.
- Ensure that all points of transition are well coordinated.

7.4 Lead Professional

In most cases Social Work will undertake the role of the Lead Professional for looked after children. The Lead Professional will:

- Liaise with the Named Person ensuring that they are aware of any issues that might impact on the child's behaviour and emotional wellbeing.
- Inform the Named Person of any change to the child or young person's circumstances.
- Coordinate the Child's Plan, ensuring that attainment and achievement is a core part of the plan.
- Ensure that in conjunction with the Named Person, the child or young person is fully involved in the assessment and planning process.

8 Corporate Parenting

Corporate Parenting is defined in the Children and Young People (Scotland) Act 2014 as "the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers".

Effective corporate parenting requires a commitment from all council employees, elected members and partner agencies and is an authority wide approach. Corporate Parenting responsibility does not lie solely with those services which work directly with looked after children and young people, but requires all departments to work together to achieve the best outcomes for them.

As responsible Corporate Parents, West Dunbartonshire Council has committed to the following for all children and young people who are, or who have been looked after in this authority:

Home: we will help our children and young people stay with their own families if this is possible but, if this is not possible we will provide good quality, stable placements where children and young people feel safe, valued and cared for by excellent carers.

Health: we will improve the health outcomes for our children and young people by providing them with accessible, timely and effective health interventions.

Education and Work: we will ensure that our children and young people will be given as much support as they need to do well in school and to move into the world of work or further education **successfully**.

Leisure: we will support and encourage our children and young people to enjoy as wide a range as possible of leisure, cultural, social and sporting activities to enable them to reach their full potential.

Listen: we will listen to our children and young people and take their views and experiences seriously.

Change: we will make positive changes to the lives of our care experienced young people.

9 West Dunbartonshire Corporate Parenting Strategy 2017-2020

Hyperlink will be available December 2017

10 Improving Educational Outcomes for Looked After Children

West Dunbartonshire Council ensures high quality learning experiences of looked after children by:

- Educating in a mainstream school, where possible.
- Using the flexibility provided by Curriculum for Excellence to provide a more customised curricular structure around their individual needs.
- Recording their wider achievements such as sporting or leisure awards.
- Ensuring that any problems are identified and support provided at the earliest possible stage.
- Ensuring where possible that they remain at their own school when moving to a new placement.
- Excluding only as a last resort and minimising the disruption to education caused by exclusion by providing ongoing education and support.
- Ensuring a planned approach to re-integrating excluded looked after children back into mainstream provision.
- Working with providers of alternative educational placements to ensure that there is an educationally rich environment and a relevant curriculum that allows children and young people to reach their full potential.
- Ensuring that we meet their Early Learning and Child Care entitlement.

10.1 Supporting Transitions

There are many points of transition for a looked after child or young person. Some are predictable, other transitions occur for a variety of reasons and through a number of circumstances:

- Home to Early Learning Child Care Setting (ELCC)ELCC setting (or home) to primary school
- Primary school to secondary school
- Leaving secondary school to further education, training or employment
- New school / new authority / new care placement

West Dunbartonshire Council supports looked after children to have positive experiences of transition by:

- Supporting schools, other relevant services, families and carers to work together to share clear plans for transition from one educational establishment to another. Or from school to college, training or work.
- Ensuring the effectiveness of post-school transition arrangements.

10.2 Responsibilities of the Educational Services Officers:

Education Managers and Officers will take a strategic lead in recognising and promoting the importance of the Educational Services contribution to improving the outcomes for looked after children through supporting their attainment, achievement and participation. They will also have an overarching responsibility for:

- Ensuring, wherever possible, that all looked after children have access to full time mainstream education provision and that where circumstances do require a change of placement, steps are taken to ensure continuity of education whilst a new placement is being identified.
- Ensuring that every school has a Designated Senior Manager for Looked After Children who will act as the school's point of contact for all issues relating to looked after children and young people.
- Ensuring that staff within schools and Educational Services have the capacity to engage as required with colleagues in Social Work, SCRA and other partner agencies in order to support and meet the needs of looked after children.
- Ensuring that all Educational Services staff have opportunities for personal learning and development to enhance their understanding of the complex issues, additional support needs and barriers to learning faced by some looked after children and young people, which can negatively impact on their ability to learn and achieve.
- Ensuring that the views of looked after children and their parents / carers are taken into account in decisions that affect them.
- Ensuring that efficient and effective systems are in place to monitor and analyse the attendance, exclusions and progress of looked after children.
- Ensuring that the progress of looked after children is included in any Improvement / Validation visits.

10.3 Responsibilities of Head Teachers or Heads of Establishment:

- Nominate a senior member of staff to be the Designated Manager for Looked After Children who will coordinate and monitor provision for all looked after children in the establishment. In primary schools and ELCC this will usually be the Head of the establishment. In secondary schools this will usually be the Depute Head Teacher with responsibility for Pupil Support.
- Ensure that the responsibility of the Designated Senior Manager is made known to all staff in the establishment.
- Ensure that the ethos in the establishment is supportive of the needs of looked after children.
- Ensure that staff in the establishment are aware that all looked after children are presumed to have additional support needs unless the authority can evidence that they do not require additional support to enable them to access education.
- Ensure that arrangements are in place to monitor the progress of looked after children is in place within the establishment.
- Ensure that the views of looked after children and their parents/carers are actively sought and taken into account in decisions that affect them.

Take account of advice and guidance within WDC Policy on Indiscipline and Exclusion in relation to the exclusion of a looked after child. (<http://intranet.west-dunbarton.gov.uk/media/1259/pp58-indiscipline-and-exclusion-procedures.pdf> Section 5)

10.4 Responsibilities of the Designated Senior Manager for Looked After Children (DSM)

Every school and early years establishment must identify a member of its senior management team to undertake the role of Designated Senior Manager for Looked After Children. The DSM holds a coordinating brief for all looked after children in their establishment. The responsibilities of the DSM are detailed in Core Tasks for Designated Managers in Educational and Residential Establishments in Scotland (Scottish Government 2008 <http://www.gov.scot/Resource/Doc/237892/0065324.pdf>)

In addition they will:

- Ensure that the ethos and support systems are supportive to the needs of looked after children and that staff are aware of the difficulties which can often impact on attainment, behaviour and attendance.
- Ensure that the educational needs of looked after children in their establishment are clearly identified, that the appropriate support / plan is in place, and that this plan is closely linked to the Child's Plan.
- Ensure that staff in the establishment are aware that all looked after children are presumed to have additional support needs unless the authority can evidence that they do not require additional support to enable them to access education.
- Promote high expectations for looked after children among school staff.
- Ensure that staff involved in the team around the child develop close working relationships with colleagues in Social Work, other agencies involved with the child or young person, and their parents or carers. This will ensure early identification of any potential problems and develop a support network for the child or young person that values and encourages learning.
- Ensure that the views of looked after children and their parents/carers are actively sought and taken into account in decisions that affect them.
- Monitor the attainment, achievement, attendance and exclusions of looked after children and young people in their establishment. See Appendix 1
- Take account of advice and guidance within WDC Policy on Indiscipline and Exclusion in relation to the exclusion of a looked after child.
- Ensure appropriate support is available in order to make a transition to a positive post school destination in collaboration with The Senior Phase team

11 USEFUL Links

GIRFEC

July 2017 Update: <http://www.gov.scot/Resource/0052/00523204.pdf>

Children's Rights: <http://intranet.west-dunbarton.gov.uk/media/7511/childrens-rights-policy-and-legislation.pdf>

We Can and must do better
<http://www.gov.scot/resource/doc/162790/0044282.pdf>

Core Tasks

<http://www.gov.scot/Resource/Doc/237892/0065324.pdf>

Corporate Parenting

Hyperlink TBA

Children's Scotland Act

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

Looked After and Learning: Improving the learning journey of looked after children (CELCIS)

<https://www.celcis.org/files/1714/4603/2627/Looked-after-and-learning.pdf>

Educational Outcomes for Looked After Children 2015/2016

<http://www.gov.scot/Resource/0052/00521222.pdf>

<http://www.gov.scot/Publications/2017/06/2978/downloads>



West Dunbartonshire's Corporate Parenting Strategy 2018 - 2021

(DRAFT) - UPDATED FEBRUARY 2018

Foreword

I am delighted to present West Dunbartonshire Council's second Corporate Parenting Strategy 2018-2021.

We have developed our Strategy in partnership with our care experienced young people, our staff and wider partners.

It is a great privilege to be a Corporate Parent and it is essential that both the Council and our partners fully embrace our responsibilities as Corporate Parents. We must ensure that the ways in which we work, and the decisions we make enhance the wellbeing and outcomes achieved by the care experienced young people we support.

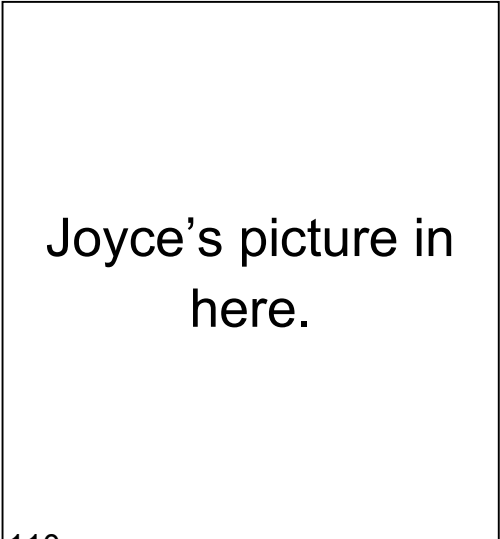
Care experienced young people tell us that to be successful they need people who are genuinely interested in, and care about, them, have high aspirations for them and who can offer continuity and stability. Young people need genuine caring support and encouragement at the appropriate times, giving them the opportunities to participate and achieve, but most of all they need to be listened to.

Arguably, there is nothing more rewarding than seeing care experienced young people, despite adversity in their lives, succeed and achieve.

As responsible parents we hold many strands of our children's lives; we care about their safety, their health, their education, their leisure interests, their friendships and their futures. We have continuous knowledge of our children's development, and what their particular talents, achievements and problems are. We listen and talk to our children so that we are aware of their needs and concerns and we can advocate with and for them.

As Corporate Parents it is our jobs to ensure that care experienced young people are offered nothing less than we would offer our own children. We must be committed to supporting young people whilst they are in our care and to prepare them as they leave home to ensure they have the right support, skills and knowledge to live full and independent lives.

Joyce White OBE
Chief Executive



Joyce's picture in
here.

Foreword

As care experienced young people, we support the contents of this Strategy and acknowledge the proposed commitment from our Corporate Parents.

We understand that the role of a Corporate Parent can be challenging, and can often be seen as 'a job, on top of your REAL job' but this should not be the case. Corporate Parents have a duty and a responsibility to ensure that they provide the best possible services to the young people who are in their care. Corporate Parents should have caring natures and strong moral beliefs which will assist with those duties and responsibilities ensuring that we receive the same level of care, love and support which would be shown to their own children.

For any Corporate Parent who is not a biological parent, we would ask that they show us the same level of care, love and support which they would show to those who mean the most to them in their lives.

Moving forward we will acknowledge their commitment to this strategy by continuing to ensure that we do our best to make you proud to be our Corporate Parents and that you take this pride personally, due to the level of support that you have given us.

Thank you.

On behalf of,

All young people @ West Dunbartonshire's Champions Board.





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1. Introduction

This strategy sets out West Dunbartonshire's responsibility as a Corporate Parent making sure that support is available to help our Looked After Children and Young People reach their full potential and have the same opportunities and advantages as children who are not looked after.

The overall aim of the strategy is to articulate the corporate responsibility of the whole council and the Community Planning partners through a commitment to new and established programmes and initiatives which reflect national and local policies and best practice.

'Corporate Parenting' is defined in the Children and Young People (Scotland) Act 2014 as: *"the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers"*.

For the first time, Part 9 of the Act names the 24 persons and public bodies who are considered to be Corporate Parents.

Effective corporate parenting requires a commitment from all council employees, elected members and partner agencies and it is an authority wide approach. Corporate Parenting responsibility do not lie solely with those services which work directly with Looked After Children and Young People, but requires **all** departments to work together to achieve the best outcomes for children and young people.

The [Scottish Care Leavers Covenant](#) was launched in October 2015 and is a bold and committed promise to young people who have experience of the care system: *that they matter*. The Covenant was created by an 'Alliance' of stakeholders, to close the gap between policy and practice for care leavers. The Covenant supports the implementation of Part 10 of the Children and Young People (Scotland) Act 2014. This means supporting the 'aftercare' (advice, guidance and assistance) of care leavers transitioning into adulthood.

The Covenant will support corporate parents to deliver changes in action and practice to bring improvement and consistency to the care of these young people. It offers clear guidance on how to meet the needs of young people who are often disadvantaged as a result of their care experiences.

In October 2016, Joyce White OBE, Chief Executive of West Dunbartonshire Council, endorsed and signed up to this Covenant on behalf of all Corporate Parents within West Dunbartonshire, and as a member of this we are dedicated to:

- Demonstrating our commitment to excellence by transforming practice, cultures and outcomes for all care leavers.
- Committing to uphold and promote the Covenant's principles within and across our Corporate Parenting remits and responsibilities.
- Supporting and implementing actions in the Agenda for Change to close the gap and realise our ambitions and aspirations for care leavers.



As responsible Corporate Parents, we commit to the following for all children and young people who are, or who have been, looked after in West Dunbartonshire.

Home: we will help our children and young people stay with their own families if possible but, if this is not possible, we will provide good quality, stable placements where children and young people feel safe, valued and cared for by excellent carers.

Health: we will improve the health outcomes of our children and young people by providing them with accessible, timely and effective health interventions.

Education and work: we will ensure that our children and young people are given as much support as they need to do well at school and to move into the world of work or further education successfully.

Leisure: we will support and encourage our children and young people to enjoy as wide a range as possible of leisure, cultural, social and sporting activities to enable them to reach their full potential.

Listen – we will listen to our children and young people and take their views and experiences seriously.

Change – we will make positive changes to the lives of our care experienced young people.



2. Strategy Aims and Outcomes

2.1 Strategy Aims

This strategy aims to improve the life outcomes of all West Dunbartonshire's looked after children and young people through the use of a holistic approach to delivery of services.

To achieve this, we promise to **RESPECT** our young people, and by doing this, we will:

- **Recognise** and celebrate the achievements of our young people.
- **Ensure** that there are regular consultations with young people and they are encouraged to participate in developing policies and strategies that directly affect them.

- **S**upport our young people to gain, and support them in sustaining, education, employment or training.
- **P**rovide our young people with the high quality care and support all young people are entitled to, appropriate to their individual needs.
- **E**nsure our young people see that we are ambitious to achieve positive outcomes, and encourage them in their efforts to reach their full potential.
- **C**ontinue to support young people in accessing appropriate health services and universal services, such as leisure and culture.
- **T**alk directly to our care experienced young people, to get to know them as individuals, and to build lasting and meaningful relationships.



2.2 Strategy outcomes

This strategy will support those working to provide better outcomes for our looked after children and young people.

This strategy will ensure that all corporate parents are **ACCOUNTABLE** in achieving the following outcomes:

- **A**ll elected members and senior officers of the Council will recognise and fulfil their corporate parenting responsibilities;
- **C**ouncil policies and strategies will reflect the needs of our looked after children and young people;
- **C**hildren and young people will have their life chances improved as a result of our commitment to corporate parenting;

- **Our** looked after children and young people will become confident individuals, effective contributors, responsible citizens and successful learners;
- **Useful** and meaningful information will be directly relayed to our children and young people, to ensure transparency and clarity;
- **No** care experienced young people will be exempt from having their corporate parents look after them;
- The health and wellbeing of looked after children and young people will be as good as other children and young people in West Dunbartonshire;
- **Attainable** outcomes will be specific, measurable, realistic and timely – this applies to measuring those outcomes achieved by our young people;
- **By** achieving these outcomes young people will develop skills for learning, life and work and achieve sustained positive destinations;
- **Looked after** children and young people will have opportunities to actively enjoy a wide range of cultural, social and leisure pursuits and activities;
- **Every** care experienced young person in West Dunbartonshire will have the opportunity to engage with their corporate parents.



3. The Looked After Children Review and Improvement Group (RIG)

The multi-Agency Looked After Review and Improvement Group exists in order to lead the direction for planning the development and delivery of integrated services for looked after children in West Dunbartonshire via a multi-agency action plan. In doing so, the lead group will promote the welfare and rights of children and young people who are looked after and ensure the role of the Corporate Parent is achieved across all agencies.

The work of the Group is committed to responding to the challenges faced by looked after children and is underpinned by the priorities of Getting it Right for Every Child (Scottish Government), “These are Our Bairns” (Scottish Government 2007) and The Children and Young People’s (Scotland) Act 2014.

The Looked After Review Group reports to the multi-agency Nurtured (Children and Families) Delivery and Improvement Group for Integrated Children’s Services.

The Group comprises of colleagues from:

- Social Work: Field Work & Residential Services
- Health

- Education
- Skills Development Scotland
- Housing
- Who Cares Scotland
- Y-Sort-it
- Working 4U



4. Getting It Right For Every Child

'Getting It Right For Every Child' (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach:

- **Is child-focused.**
It ensures the child or young person – and their family – is at the centre of decision-making and the support available to them.
- **Is based on an understanding of the wellbeing of a child.**
It looks at a child or young person's overall wellbeing – how safe, healthy, achieving, nurtured, active, respected, responsible and included they are – so that the right support can be offered at the right time.
- **Is based on tackling needs early.**
It aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.

- **Requires joined-up working.**

It is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing.

GIRFEC can be measured by *wellbeing* indicators. The term *wellbeing* can be described within the following 8 indicators (SHANARRI).

- **Safe:** protected from abuse, neglect or harm at home, at school and in the community.
- **Healthy:** having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
- **Achieving:** being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school, and in the community.
- **Nurtured:** having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- **Active:** having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.
- **Respected:** having the opportunity, along with parents or carers, to be heard and involved in decisions which affect them.
- **Responsible:** having opportunities and encouragement to play active and responsible roles in their schools and communities and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.
- **Included:** having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

4.1 Getting It Right for Looked After Children and Young People

Getting It Right for **Looked After Children and Young People** (Scottish Government, 2015) is a strategy built on the principles of GIRFEC, and reaffirms the commitment to improving outcomes for looked after children and laying out the vision for the future. This is not about a change of direction, but consolidates the aims that have become well understood within the sector over recent years, reaffirms ambitions and builds on work underway. It reflects the things that young people, practitioners and carers have said are important and rests on the best available evidence.

The approach is based on the United Nations Convention on the Rights of the Child (UNCRC) – which makes clear what children can expect from us and what our responsibilities are towards them. The UNCRC particularly sets out children's rights to care and protection where they are looked after or adopted, and their right to have their views heard.

Getting it Right for Looked After Children and Young People has a vision to make Scotland the best place in the world for looked after children to grow up. The Scottish Government is committed to:

- Engaging early to support and build on the assets within families and communities to **prevent** children becoming looked after where possible.
- Securing early permanence for as many as possible of those who do become looked after.

- Improving the wellbeing of children and young people who need to remain looked after, by narrowing the gap in outcomes between looked after children and other children. Supporting them to build the loving nurturing relationships they need, and providing high quality care and support to improve their wellbeing and enable them to reach their full potential.
- Providing high quality care, support and relationships to care leavers to allow them to feel in control of their lives and be able to overcome the barriers they may face in adulthood.
- Doing all of this in a way that reflects the rights, needs, best interests and views of each child.

The principles of Getting it Right for Looked After Children and Young People aims to have a care system where fewer children need to become looked after; where quicker decisions are made about permanence; where there is a substantial reduction in the number of children and young people on long-term statutory supervision; and where the outcomes for each child are improved.



5. Profile of West Dunbartonshire

5.1 Profile of our Area

With a population of around 90,000 West Dunbartonshire is one of Scotland's smallest local authorities. It is an area of geographical contrasts and diverse communities; from remote rural villages to the densely populated former industrial areas on the River Clyde. Almost half of the population live in Clydebank. The town of Dumbarton serves as the civic headquarters for the local authority and the Vale of Leven area attracts visitors to the Loch Lomond and Trossachs National Park. There is a strong sense of pride in the area's shipping heritage and tourist industry.

The changing demographic picture in West Dunbartonshire has led to increases in demand for specific services amongst a number of population groups including children and young people who require to be looked after.

The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying communities suffering from deprivation. The index divides Scotland into small areas, called data zones, each containing around 350 households. The most recent 2016 index identified

48 data zones as among the most deprived 20%, highlighting West Dunbartonshire as one of the most deprived areas in Scotland.

5.2 Profile of our Young People

Looked after children and young people in West Dunbartonshire make up less than **2.4%** of the population of children and young people under 18 years of age. As at **31 March 2017**, there were **425** children and young people looked after by the local authority. This comprised of **384** children and young people who were looked after in the community and **41** who were looked after away from home in another provision. The table below shows the placement types for those looked after. The population of looked after children and young people is constantly changing, with approximately **110** children and young people becoming looked after each year and around **120** children and young people ceasing to be looked after each year.

PLACEMENT TYPE	NUMBER OF YOUNG PEOPLE
LOOKED AFTER AT HOME WITH PARENTS	109
KINSHIP CARE	154
WITH RELATIVES/FRIENDS	24
WDC FOSTER CARE	49
OTHER COMMUNITY	3
EXTERNAL FOSTER CARE	34
WDC CHILDRENS HOUSES	20
EXTERNAL RESIDENTIAL PROVISIONS	21
WITH PROSPECTIVE ADOPTORS	11
SECURE ACCOMMODATION	0

6. Developing and Implementing the Corporate Parenting Strategy

West Dunbartonshire's Community Planning Partnership (CPP) is comprised of all statutory community planning partners, other key public sector partners, as well as voluntary, business and independent sectors. The development of this strategy is an opportunity to review CPP priorities and identify the direction of travel for the next three years.

West Dunbartonshire has well-established multi-agency partnerships which underpin our integrated approach to the planning and delivery of all children's services.

There is a clear reporting and accountability structure for the CPP Children's Services Plan through the Nurtured (Children and Families) Delivery and Improvement Group and the Community Planning West Dunbartonshire (CPWD) Management Board; linking closely to the Public Protection Chief Officer's Group, Child Protection Committee; Health and Social Care Partnership Integrated Joint Board and the Council's Education Services Committee (see table below).



7. Roles and Responsibilities

Chief Executive and Community Planning Partnership

The Chief Executive has an important leadership role in ensuring the delivery of our Corporate Parenting Strategy. The effectiveness of our corporate parenting will be scrutinised by the Community Planning Partnership which will ensure that there are mechanisms in place to monitor and report on the progress of our looked after children and young people and ensure that resources are available to help us fulfil our duties as corporate parents.

Champions Board

The introduction of our Champions Board is a significant step in our aim to '*ensure that there are regular consultations with young people and they are encouraged to participate in developing policies and strategies that directly affect them*'.

The Champions Board will initially allow for care experienced young people to meet with their corporate parents at fun events, such as team building days, go-karting, ten pin bowling, crazy golf and other social activities. This phase will encourage participation and will help corporate parents and care experienced children and young people to get to know one another and to start developing positive relationships. When these relationships are developed, the young people will have further opportunities to meet with their corporate parents and discuss issues which directly affect them, looking at ways of making significant changes to their care experiences.

Elected Members

As corporate parents, Elected Members take responsibility for promoting the highest standards of care for looked after children and young people and actively seek high quality outcomes for them. There should be a clear understanding by Elected Members of their role as corporate parents. They should be supported in their role and should have the necessary information available to ask key questions regarding the care, education, health and wider opportunities of our looked after children and young people. The Champions Board is a clear vehicle for dialogue between Elected Members and the children in their care.

Health and Social Care Partnership (HSCP)

West Dunbartonshire Health and Social Care Partnership aims to improve the health and well-being of West Dunbartonshire residents.

The HSCP are responsible for the planning and the delivery of high quality health and social care services to and with the communities of West Dunbartonshire. Our core values are protection, improvement, efficiency, transparency, fairness, collaboration, respect and compassion.

The lead responsibility for looked after children lies with Children and Families Services through various area based team services. A centralised Child Care Team also supports the needs of looked after children. These services ensure that the HSCP and the Local Authority fulfils its legislative duties towards looked after children, with the support of partners within, and outwith, the authority. The needs of looked after children are often diverse and complex, requiring supports that are timely, targeted and co-ordinated. Integrated Children and Families Services have a responsibility for ensuring that all looked after children have a comprehensive assessment and individualised care plan which sets out the particular needs of the child and allocates responsibility for fulfilling these needs within a reasonable timeframe.

Throughcare and aftercare services provide ongoing preparation and support for young people who have had care experience and who will be making the transition to live more independently. The start of this process is generally by way of relationship building between the young person and Throughcare team, at a stage well in advance of any planned move to more independent living.

The Corporate Parenting responsibilities of all staff within the HSCP are therefore vital, and are often seen by care experienced young people as being the 'main people' involved in their care.

Educational Services

Education is a fundamental entitlement, and often the key to better life outcomes. It is a universal service which must also provide targeted support for vulnerable children and young people. A

positive experience of education and the development of skills for learning, life and work can influence future success, engagement with society, health and well-being.

All staff in Educational Services have an important role as Corporate Parents. They have unique opportunities to support and guide children and young people through everyday interactions and relationships established over time. For some looked after children and young people, their time in nursery or school may be when they feel most supported, safe and valued.

To carry out their role as Corporate Parents successfully, staff have to understand the needs and experiences of looked after children and to work in partnership with others to provide timely, effective and proportionate interventions. Expectations must be high but support must take account of individual additional support needs making reasonable adjustments as appropriate.

Education staff have a role in encouraging children and young people to engage in cultural, social and leisure activities within the community. These wider experiences and opportunities for achievement can promote confidence and increase self-esteem.

Educational services and schools also have a responsibility to monitor, track and record the progress, achievements and engagement of children and young people who are looked after and to ensure appropriate targeting of resources to meet individual needs.

Skills Development Scotland (SDS) and Working4U work closely with our schools and other corporate parents to ensure that those young people nearing school leaving age have access to appropriate and relevant information, along with advice and guidance on how to take the next steps after leaving school.

Health Services

In West Dunbartonshire, the role of the Looked After and Accommodated Children (LAAC) Nurse is important in ensuring that our children and young people who are looked after are supported in accessing all local health services. Due to disruption in their lives, many looked after children and young people have had poorer health care than should have been the case.

Improving the physical and emotional health of care experienced young people is one of our highest priorities. The health of some of these young people may have been poorly attended to before entering the care system and we therefore have an obligation to address this deficit.

Young People in Mind (YPIM) and Children/Adolescent Mental Health Services (CAMHS) both play major roles in supporting the emotional wellbeing of our care experienced young people and also in supporting the staff and carers in understanding the challenges which they face. One of the key elements of the Care Plan review process is to address and assess any health needs of LAAC children and young people.

Housing Services

West Dunbartonshire Housing services takes its role as corporate parents seriously and shares the Scottish Governments' aim of ensuring that the best possible housing outcomes are secured for young people who have experienced the care system.

The Housing Service places the health, welfare and development of children and young people at the centre of the planning and delivery of services and has a strong record of partnership working

in terms of securing positive housing outcomes for young care leavers. To recognise this a “Leaving Care Protocol” between Housing Services and the Health and Social Care Partnership was developed in 2014 and this protocol has now been reviewed and updated along with the HSCP, taking into account The Children and Young People (Scotland) Act 2014 and the Care Leavers Covenant, to which West Dunbartonshire is a signatory, to sustain a tenancy or placement.

The Leaving Care Protocol recognises that care leavers are particularly vulnerable when making the transition to adulthood and are nationally over-represented in statistics relating to homelessness. As a good corporate parent, the Council aims to ensure that these young people have as good a chance as any other young person of making a success of their lives.

Our updated Leaving Care Protocol therefore has the following aims:

- No young person should have to become homeless on leaving care;
- A range of accommodation and support solutions will be made available to young care leavers on their move from care into interdependence and until their 22nd birthday, if involved with the Throughcare Team;
- The above provision will be based on the best interests of the young person, taking their views into account;
- The long term sustainability of suitable housing is the goal;
- This agreement reflects the aim of each party to strengthen existing services and joint working arrangements detailing the duties and responsibilities of each department as corporate parents;
- All parties are committed to working together to improve outcomes for young people who have been looked after and accommodated;
- Housing, Regeneration, Environment and Growth will ensure the provision of appropriate advice and assistance to young people leaving care in order to prevent homelessness and ensure transition to suitable accommodation;
- Every corporate parent should consider their contribution towards providing safe, secure, stable and nurturing homes for looked after children and care leavers. Part 10 of the Children and Young People (Scotland) Act increases the upper age which care leavers can request and receive ongoing advice, guidance and assistance from their 21st to 26th birthday.

This joint Leaving Care Protocol offers an integrated and co-ordinated service that aims to ensure that no care leaver will become homeless on leaving care or lack support to achieve independence and stability within the community. The protocol promotes the principle that care leavers will be provided with the securest form of tenancy available to them and will not routinely be provided with homeless accommodation.

Leisure and Cultural Services

Care experienced children and young people often suffer from low self esteem. Involvement in leisure or cultural services can be a way of helping our young people to become more confident individuals. Access to many activities and services can be difficult for these young people because of factors such as cost, a feeling of being excluded, a sense of being stigmatised, and not having

had any sort of experience of being part of these activities before. As Corporate Parents, we promote our leisure and cultural services and encourage our young people to participate by making the activities accessible. Passport to Leisure is the discounted access scheme operated by West Dunbartonshire Leisure's three main leisure facilities. By joining the scheme, members are entitled to discounted prices against a range of the activities on offer whenever they visit the Meadow Centre (Dumbarton), the Clydebank Leisure Centre (Clydebank) or the Vale of Leven Swimming Pool (Alexandria). As Corporate Parents we should ensure that our looked after children and young people and their families are encouraged to access these services and take part in this scheme.

Independent Organisations

Services within the independent sector are an important part of the corporate family. Communication between the Council and these services is vital and we must maintain robust and regular reporting procedures as well as recognising the various supports available to our care experienced young people and ensuring these are accessible.

Youth Justice Services

Some looked after children and young people become involved in anti-social and/or offending behaviour. This can range from occasional to persistent and sometimes serious offending. In dealing with offending behaviour the response from the Council and its partners should target both the offending and its impact, and the Council should also deal with the underlying issues which make young people vulnerable to this form of behaviour.

West Dunbartonshire is delivering a 'whole systems approach' to support early and effective intervention across children and young people's services across the community planning partners. The whole systems approach aims to achieve positive outcomes for some of our most vulnerable young people, helping them to fulfil their potential and become valuable contributors to their communities. By working together we aim to build more consistent approaches to preventing and reducing offending by children and young people. We are able to support those who offend with early and effective interventions and provide robust solutions for those who present the greatest risk.

The Concern Management Hub based at Dumbarton Police Office has been established in order to centralise the decision making process when identifying, assessing and managing threat and risk in relation to children and vulnerable adults. The Hub incorporates Crime Management, Early and Effective Intervention/Whole System Approach, Hate crime, Domestic Abuse, Adult and Child Protection. All referrals are received by the Hub and then referred to the respective agencies for continued enquiry or simply for their information. Our approach involves putting in place streamlined and consistent planning, assessment and decision making processes for young people who offend, ensuring they receive the right help at the right time and opportunities for diversionary activity and support.

This ethos of the whole systems approach suggests that many young people could and should be diverted from statutory measures, prosecution and custody through early intervention and robust community alternatives.

Children's Hearing System

Some looked after children in West Dunbartonshire have been subject to a supervision requirement by the Children's Panel. Panel members have a responsibility, along with the Council

to ensure that the assessed needs of these children and young people are fully met. Panel members must therefore have available to them a complete assessment and action plan which is up to date and is clear about what supports are necessary to achieve the required outcomes.

The Council and its partners are actively involved in training and in keeping panel members up to date with any new legislative, policy and practice developments.

Finance

Staff working within finance are unlikely to have direct contact with looked after children and young people, however the Corporate Parenting responsibilities within the Council mean that they are part of the processes and must take into account any decisions which directly affect those young people.

In the current financial climate it is clearly acknowledged that there is a need to ensure best value, however the best interests of the child or young person must be at the forefront of any decisions made.

Human Resources

As the largest employer in the area West Dunbartonshire Council has the potential to offer appropriate employment, placement and training opportunities to some care experienced young people who are making a move into employment. Working4U also provide the opportunities for Modern Apprenticeships for care experienced young people, as well as providing advice on other training opportunities and money advice.



8. Legislative Background/Context

8.1 Children (Scotland) Act, 1995

The term “looked after” was introduced in the Children (Scotland) Act, 1995 and is used to describe a child or young person for whom the local authority has a statutory responsibility. Looked After Children and Young People include children who are subject to a supervision order and live at home with their family as well as children who live with foster or kinship carers; in residential schools or care homes; in secure care or being supported in leaving care. Looked After

Children and Young People range from new born infants to young people in their late teens and beyond.

8.2 The Children & Young Persons (Scotland) Act 2014

On 27 March 2014, the Children and Young People (Scotland) Act 2014 (the Act) became law. Part 9 of the Children and Young People (Scotland) Act 2014 outlines a range of duties for corporate parents across Scotland. These duties aim to ensure the attention and resources of corporate parents are focused on the task of safeguarding and promoting the wellbeing of Scotland's looked after children and care leavers.

The duties signifying that corporate parents should **listen to the needs, fears and wishes** of children and young people, and **be proactive and determined** in their collective efforts to address these.

Every corporate parent is expected to fulfil these duties in their own way, consistent with their purpose and functions. These duties include:

- Being alert to matters which adversely affect the wellbeing of looked after children and care leavers;
- Assessing the needs of those children and young people for the services and support they provide;
- Promoting the interests of those children and young people;
- Seeking to provide opportunities which will promote the wellbeing of looked after children and care leavers;
- Taking action to help children and young people access such opportunities and make use of the services and support provided.

All corporate parents must prepare, publish and review a 'corporate parenting plan', which details how they will exercise their 'corporate parenting responsibilities' and other Part 9 (Corporate Parenting) duties. The Act encourages collaborative working between corporate parents to develop, enact and monitor plans.

Part 9 applies to all looked after children and care leavers. A child or young person is considered to be 'looked after' if they fall into one of the categories set out in Section 17(6) of the Children (Scotland) Act 1995, as amended by Schedule 2 of the Adoption and Children (Scotland) Act 2007.

These categories are:

- Subject to a Compulsory Supervision Order set by a Children's Hearing (including those on Home Supervision Requirements ('looked after at home')).
- Accommodated by a local authority under Section 25 of the Children (Scotland) Act 1995 (otherwise known as a 'voluntary agreement').
- Subject to a Permanence Order granted by a court.
- Subject to an order, authorisation or warrant made by the relevant authorities under chapters 2, 3 or 4 of Part II of the Children (Scotland) Act 1995.

A corporate parent's duties apply equally to all looked after children, regardless of the legal route by which they came into care or their placement type when in care.

A corporate parent's duties also extend to 'care leavers'. From April 2015 young people will be become 'care leavers' if they ceased to be looked after on their 16th birthday or at any subsequent time and they are entitled through the Children and Young People (Sc) Act 2014 to be provided with support up until they are 26.

The Scottish Government's statutory guidance on part 9 of the Children and Young People (Scotland) Act 2014 states that;

'Corporate parenting is not a task which can be delegated to an individual or team. Inclusion means that the whole organisation (or the staff who support the individual listed) is responsible for fulfilling the corporate parenting duties. The purpose and intention is to improve how organisations as a whole support looked after children and care leavers. Implementation must be led by senior management across all departments, regardless of their focus or function. Staff at all levels must understand their duties, and be supported and enabled to fulfil them. To achieve this, it is recommended that each corporate parent review their induction and staff development processes to ensure that adequate opportunities are provided for staff to learn about looked after children and care leavers, and the specific responsibilities of their organisation as a corporate parent. As corporate parenting is a corporate responsibility, an organisation's most senior corporate management will be held responsible for ensuring that the duties set out are met. Moreover, senior corporate management will be held accountable for an organisation's performance in respect to corporate parenting. Individuals involved in the governance of organisations (i.e. councillors and independent Board members) have a significant role in scrutinising the activity of senior management'.

We cannot therefore underestimate the importance of this strategy and the fact that our care experienced young people expect and deserve changes to be made by their corporate parents listening to what they have to say, and more importantly, for them to take action.



9. Next Steps

- The Corporate Parenting Strategy 2018 - 2021 to be agreed and move from its 'draft' stage to a live document.
- The Champions Board will be officially launched by April 2018 and care experienced young people will start the process of building strong and meaningful relationships with their Corporate Parents.

- Corporate Parents will be encouraged to embrace this opportunity to engage with care experienced young people through many fun and social activities.
- Ongoing training and support will be given to all Council staff as required.
- Each department within the Council will develop an action plan which ensures all staff are aware of their responsibilities as Corporate Parents.
- Regular Corporate Parenting events will allow for care experienced young people and Corporate Parents to get together in a more formal basis.
- Regular consultation will take place with our care experienced children and young people regarding their views on how well the Council fulfils its role as a Corporate Parent.
- This strategy will be reviewed every 3 years and updated as required.

10. Action Plan

- See attached action plan (to be finalised)



WDC LAC GL data 2012-17 synopsis

09.05.18

Main points to consider using GL data using average Standard Age Score:

- LAC children are small in numbers across WDC ranging from 15 to 47 in a stage and over the 6 years shown (2012-2017)
- LAC children and young people (CYP) perform less well than the non LAC CYP
- The difference between LAC and non-LAC CYP is evident at all stages (P3, P4, P5, P6, P7 and S2) and in all years (2012-2017)
- In **reading** the difference between LAC and non-LAC CYP in average standard age score varies from 2.0 to 12.5
- over the 6 years shown in **reading** the difference between LAC and non-LAC CYP is most often greater for P5 and S2
- in maths the difference between LAC and non-LAC CYP in average standard age score varies from 1.1 to 14.4
- in maths the difference between LAC and non-LAC CYP is less for P5 in all 5 years tested (2013-2017), when compared to reading for P5
- in maths the difference between LAC and non-LAC CYP is more mixed for P3 and P7, when compared to reading for P3 and P7
- in maths the difference between LAC and non-LAC CYP is less for S2 for 4 out 6 years, when compared to reading for S2

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

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

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Supporting Positive Outcomes for Looked After Children and Young People in West Dunbartonshire Schools
Lead Department & other departments/ partners involved:	Education, Learning and Attainment
Responsible Officer	Claire Cusick – Senior Education Officer
Impact Assessment Team	Claire Cusick – Senior Education Officer Alan Munro – Quality and Performance Officer
Is this a new or existing PFD?	New
Start date: 6 June 2018	End date: 6 June 2018
Who are the main target groups/ who will be affected by the PFD ?	Looked after children and young people in West Dunbartonshire Schools
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – The PFD highlights the Council’s work to ensure that looked after children and young people have the same opportunity as all other learners to transition into positive and sustained destinations in conjunction with school staff and Skills Development Scotland.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don’t know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence

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

Available evidence:

Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	

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

Gaps identified	
Measure to address these	

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

Section 3: Involvement and Consultation

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

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

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
			Cross cutting

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts			
Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			
Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
<i>Note: Link to Section 6 below Action Plan in terms of addressing impacts</i>			

Section 5: Addressing impacts

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

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

Give reasons:

Note: Link to Section 6 below Action Plan

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation

Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

Section 7: Monitoring and review		
Please detail the arrangements for review and monitoring of the policy		
How will the PFD be monitored? What equalities monitoring will be put in place?		
When will the PFD be reviewed?		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		
Section 8: Signatures		
The following signatures are required:		
Lead/ Responsible Officer:	Signature Claire Cusick	Date: 17/5/18
EIA Trained Officer:	Signature: Alan Munro	Date: 17/5/18
Section 9: Follow up action		
Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL

Report by Strategic Lead – People and Technology

Educational Services Committee: 6th June 2018

**Subject: Working Well Together - Attendance Management:
2017/18 Annual Results**

1. Purpose

- 1.1** The purpose of this report is to provide Committee with detailed analysis on the annual attendance performance for 2017/18.

2. Recommendations

- 2.1** It is recommended that Committee notes the below annual findings for reported absence in 2017/18:
- The decrease in sickness absence of 0.07 FTE days lost (1.3%) for teachers and an increase of 0.43 FTE days lost (4.7%) for support staff compared to last year as outlined in Appendix 1
 - The increase in Council wide sickness absence of 2,284 FTE days lost (4.87%) compared to last year as outlined in Appendix 2;
- 2.2** The Committee is further asked to note that future Working Well Together Reports will be submitted to this Committee on a bi-annual basis as opposed to quarterly with the first report for 2018/19 being due November 2018 which will report on absence from 1 April 2018 – 31 October 2018.
- 3. Background**
- 3.1** The Council is committed to improving attendance levels by setting ambitious targets to reduce days lost, supporting attendance at work and improving the health and wellbeing of all employees.

4. Main Issues

Annual 2017/18 Service Performance

4.1 In 2017/18, 11212.22 FTE days were lost due to sickness absence across Educational Services. This represents an increase of 1315.45 FTE days lost compared to the same period last year.

4.1.1 Table 4 below shows the annual results and compares to the same period last year, as well as identifying individual targets. Absence for each staff group is below the Council average of 10.67 FTE days lost per employee.

Table 4 – Council / Strategic Lead Targets (FTE days lost per employee)

Strategic Lead Area	Annual – 17/18 FTE	Annual – 16/17 FTE	Variance	2017/18 Target
Council Wide	10.67	10.47	+2%	7
Teachers	5.7	5.77	-1.3%	5
Support Staff	9.65	9.22	+4.7%	8.5

4.2 Absence Duration – Service Performance

Table 5 shows the duration profile and compares to the overall Council-wide duration profile. Long term absence accounts for approximately 71% of Council-wide absence for 2017/18, which is a significant change compared to the previous year. Educational services have seen the same swing away from short-term to long-term absence.

Table 5 – Absence Duration – Service performance

Annual	2016/17		2017/18	
	Short Term	Long Term	Short Term	Long Term
Council Wide	48.83%	51.17%	28.74%	71.26%
Teachers	56.20%	43.80%	41.58%	58.42%
Support Staff	56.34%	43.66%	35.58%	64.42%

4.3 Absence Reasons – Service Performance

4.3.1 Appendix 2 provides a detailed breakdown of the reasons for absence Council Wide and table 6 below shows the top 3 reasons for absence in 2017/18.

4.3.2 Compared to 2016/17, the top three reasons for absence Council-wide remain the same (i.e. Minor Illness followed by Acute Medical Conditions and Musculo Skeletal Injuries).

- 4.3.3** For teachers the same reasons are contained in the top three reasons, but in a different order. Minor illness is much more prominent representing 39.55% of absences, followed by Musculo Skeletal and Acute Medical.
- 4.3.4** Support staff also report a higher percentage of minor illness and personal stress remains higher than the council figure of 12.79%. To support employees, managers are offering employees access to the relevant support agencies such as Time for Talking, and other external agencies as required. A work stream, as part of the Employee Wellbeing Group, has also been established to assess employees understanding of Mental Wellbeing with a view to ascertaining any improvements in supports that may be required.

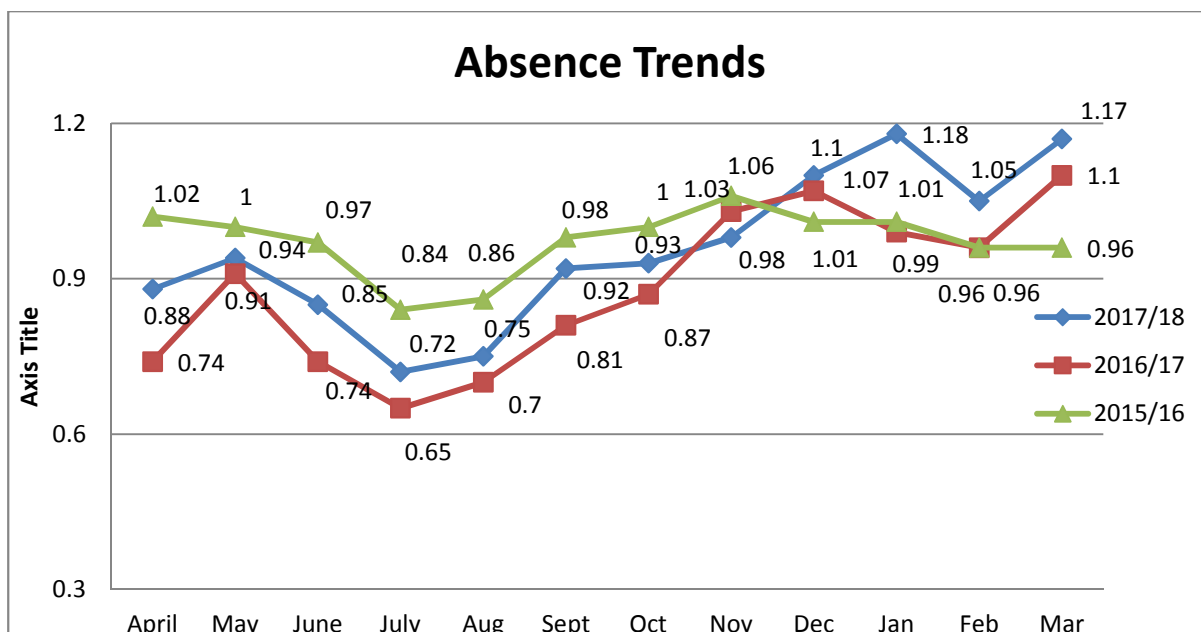
Table 6 – Reasons analysis – Service performances

	1		2		3	
	Reason	%	Reason	%	Reason	%
Council Wide	Minor Illness	22.24	Acute Medical Conditions	18.98	Musculo Skeletal Injuries	16.51
Teachers	Minor Illness	39.55	Musculo Skeletal Injuries	13.63	Acute Medical	12.41
Support Staff	Minor Illness	30.37	Stress Personal	17.65	Musculo Skeletal Injuries	12.63

Annual 2017/18 Council-wide Performance

- 4.4** Chart 1 below shows that, in 2016/17, the Council's absence performance improved by 11.3%. However, this was largely due to a positive performance in the first half of the year (in the latter half of the year, the performance deteriorated). 2017/18 followed the same trend as in previous years from April to October 2017 (showing deterioration in performance as compared to 2016/17, but still an improvement against 2015/16). Whilst November 2017 showed an improvement against each of the last two years, subsequent absence levels from December 2017 onwards showed a deterioration in performance against both 2015/16 and 2016/17, resulting in a final year-end position which represented a 1.9% increase against last year.

Chart 1



4.4.1 Table 7 (below) shows absence levels, for all services across the council, over the course of 2017/18, alongside corresponding year-end figures and associated year-end figures for 2016/17 to allow comparison.

FTE Days Lost Per FTE Employee														
Department/Service	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Year End 2017/18	Year End 2016/17
Strategic Management	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.40
Child Healthcare & Criminal Justice	1.37	1.35	1.27	1.39	1.23	1.22	1.40	1.22	1.43	1.64	1.29	1.41	15.22	13.26
Community Health & Care	1.70	1.70	1.47	1.69	1.64	1.70	1.66	1.61	1.86	1.94	1.69	1.80	18.68	18.77
Finance & Resources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.64
Mental Health, Addiction & Learning Disabilities	1.22	1.52	1.97	1.20	0.84	1.27	1.68	1.40	1.91	1.88	1.55	1.54	16.14	14.21
Strategy, Planning & Health Improvement	0.41	0.32	0.10	0.46	1.14	1.53	1.07	0.04	0.21	0.09	0.00	0.16	2.54	6.14
Health & Social Care Partnership	1.54	1.57	1.46	1.53	1.44	1.54	1.59	1.46	1.74	1.82	1.55	1.65	17.26	16.78
Environment & Neighbourhood	1.06	1.08	0.90	0.60	0.77	0.76	0.85	1.08	1.31	1.40	1.41	1.41	11.76	10.73
Housing & Employability	0.56	0.66	0.85	1.02	0.94	1.12	1.01	0.77	0.98	0.97	0.79	0.97	10.04	8.86
Regeneration	0.73	0.74	0.77	1.03	0.79	0.71	0.66	0.72	1.14	1.34	1.01	1.23	10.23	11.19
Regeneration, Environment & Growth	0.86	0.89	0.85	0.81	0.81	0.81	0.82	0.90	1.19	1.30	1.16	1.26	10.94	10.53
Communications, Culture & Communities	0.15	0.34	0.26	0.20	0.77	1.03	0.50	0.57	0.61	0.61	0.34	0.51	5.29	4.70
Education Learning & Attainment	0.77	0.91	0.72	0.23	0.50	0.92	0.90	1.09	0.90	1.00	1.08	0.98	9.65	9.22
People & Technology	0.45	0.43	0.36	0.31	0.12	0.40	0.73	0.40	0.47	0.47	0.28	0.75	5.16	3.55
Regulatory	0.46	0.53	0.68	0.71	0.43	0.52	0.46	0.45	0.47	0.52	0.28	0.30	3.75	6.23
Resources	0.44	0.44	0.57	0.42	0.53	0.79	0.65	0.70	0.55	0.87	0.56	0.54	7.66	9.63
Transformation & Public Service Reform (Excl. Teachers)	0.56	0.66	0.61	0.34	0.50	0.80	0.73	0.84	0.77	0.85	0.76	0.96	7.90	7.69
LOCAL GOVERNMENT EMPLOYEES TOTAL	0.97	1.03	0.96	0.88	0.90	1.03	1.02	1.05	1.21	1.30	1.14	1.29	11.83	11.60
Transformation & Public Service Reform (Teachers)	0.46	0.58	0.41	0.04	0.15	0.48	0.54	0.68	0.61	0.69	0.67	0.66	5.70	5.77
COUNCIL-WIDE TOTAL	0.88	0.94	0.85	0.72	0.75	0.92	0.93	0.98	1.10	1.18	1.05	1.17	10.67	10.47

* Year-end figures as at 31st March 2018. Monthly figures as previously reported.

Employee Wellbeing Group

- 4.5** The Employee Wellbeing Group continues to make progress through wellbeing initiatives, employee support mechanisms and joint working with trade unions and local partners to identify and address areas for improvement. Updates on progress are reported to Change Board on a monthly basis. Actions which have been completed since the last report to this Committee in February 2018, or which are currently being progressed, include the following:
- Following an audit on compliance with the provisions of the Attendance Management Policy, Strategic Leads were provided with detailed findings for their respective areas for local follow-up. A communication brief was issued to all managers to reinforce their responsibilities so that employees are encouraged to return to work as soon as possible in a structured supportive way, in particular ensuring that contact is maintained throughout the period of ill health, advice is sought in a timely manner and that return to work discussions are undertaken consistently.
 - As part of our commitment to encouraging and supporting employees to develop and maintain a healthy lifestyle, managers have been asked to liaise with the Leisure Trust with a view to arranging free fitness assessments for employees within the workplace, to alert them to possible health risks and signpost to other services as necessary. Campaigns have also been undertaken to encourage employees to participate in physical activity (including the offer of reduced Leisure Trust membership fees for employees) and to encourage smoking cessation.
 - This quarter the Council will commence a 12-month pilot provision of a Workplace Chaplaincy Service, supported by donation from the joint trades unions, which will complement the existing Time for Talking employee assistance programme. Initially based from 16 Church Street, the Chaplains will spend time in other Council locations over the coming months.
 - This quarter will also see the launch of a campaign to support employee financial wellbeing. This commenced in April 2018 with the introduction of a financial support services programme in partnership with Neyber (which includes access to a financial information hub and a savings and loan facility administered via Payroll deduction). The wider campaign will additionally signpost employees to services and information available from Working4U, Scotwest Credit Union and the Money Advice Scotland.
 - The Employee Wellbeing Group will now be focussing on a particular theme every quarter, with an initial focus on promoting positive mental wellbeing and a range of associated activities having been identified. Following a survey of employees to gather information in relation to their awareness and experience of existing supports in place for mental wellbeing, action is being taken to review the relevant sections of the intranet (ensuring that the content is cohesive and sign posts the workforce to the extensive resources already available). Furthermore, training for managers and employees on mental health has been procured (to be delivered to 100 people in the first instance). Work is currently being undertaken to identify areas/services with a high level of absence related to mental health with a view to the training being offered

there in the first instance. This will enable the effectiveness of the training to be closely measured and monitored.

5. People Implications

- 5.1** Effective and robust management of absence can have a positive impact upon employees, promoting early return to good health and work. The results for 17/18 indicate an improvement for teachers, while support staff still requires more focus to hopefully achieve improvement in this area. While levels remain below the Council average, neither staff group met their target for the year and the Council-wide picture saw an increase in absence levels compared to 2016/17.

6. Financial and Procurement Implications

- 6.1** Based on the estimated cost of a day's absence (£123 in 2017/18), table 8 provides the estimated cost of absence across the Council and Education, Learning and Attainment. This does not include any associated costs such as cover or overtime.

Table 8 – Cost of absence

Strategic Lead Area	2017/18 Total
Council	£6,051,552
Teachers	£613,061
Support staff	£766,041

- 6.2** There are no procurement implications.

7. Risk Analysis

- 7.1** There is a risk that managers do not fulfil their role and comply with the policy and in turn Council-wide absence continues to increase.
- 7.2** While it is evident in many instances that the necessary and proactive steps are being undertaken, such as early referral to occupational health, there is still a significant amount of work to do to continue to reduce absence.
- 7.3** Without maintaining and continuing to improve attendance there continues to be a risk of detrimental impact on service delivery, loss of productivity and reduced team performance.

8. Equalities Impact Assessment (EIA)

- 8.1** This report is for noting only, therefore no EIA is required. Any associated policies are subject to Equalities Impact Screening and Assessment if required.

9. Consultation

- 9.1** Consultation is on-going with trades unions in the main through the Wellbeing Group, the local Joint Consultative Committees, Employee Liaison Group and, for more strategic matters, through Joint Consultative Forum.

10. Strategic Assessment

- 10.1** Effective attendance management will support the Council's aim to make best use of both financial and human resources resulting in a positive impact upon service provision.

Victoria Rogers
Strategic Lead People and Technology
Date: 4th May 2018

Person to Contact: Geraldine Lyden
People & Technology

Garshake Road, Dumbarton
Tel: 01389 737312
Email: Geraldine.lyden@west-dunbarton.gov.uk.

Appendices:

Appendix 1 Education, Learning and Attainment
Annual 2017/18 Absence Summary

Appendix 2 Council Wide Annual 2017/18 Absence
Summary

Background Papers: None

Wards Affected: None

TABLE 1 - Headline Figure	Annual 2017-18	9.65	Annual 2016-17	9.22	Year on Year +/-	4.7%
		5.70		5.77		-1.3%

TABLE 2 - Days Lost per Employee

Team/Section/Service/Department		FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
			Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Support Staff	Collaborative Support Service	19.48	27.5	32.0	60.0	169.0	288.5	145.99	7.50
	Early Years HQ	5.03	0.0	9.0	5.0	101.0	115.0	52.65	10.48
	Education Central Mgmt	4.98	7.0	5.0	0.0	0.0	12.0	11.92	2.39
	Education Development	16.05	5.0	0.0	0.0	0.0	5.0	4.33	0.27
	Performance & Improvement	5.19	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Pupil Support	2.00	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Workforce / CPD	5.41	6.0	0.0	0.0	0.0	6.0	5.73	1.06
	Central Support Staff Total	58.13	45.5	46.0	65.0	270.0	426.5	220.63	3.80
	Psychological Services	12.96	12.0	0.0	13.0	24.0	49.0	47.71	3.68
	Psychological Services Total	12.96	12.0	0.0	13.0	24.0	49.0	47.71	3.68
	Technician Services	17.32	7.0	9.0	49.0	0.0	65.0	51.70	2.99
	Technician Services Total	17.32	7.0	9.0	49.0	0.0	65.0	51.70	2.99
	Schools & Nurseries - Central ASN Support	3.03	1.0	0.0	10.0	52.0	63.0	57.63	18.99
	Schools & Nurseries - Early Years	223.78	310.0	258.5	556.0	1,336.0	2,460.5	1897.11	8.48
	Schools & Nurseries - Primary Schools	185.05	222.5	201.0	392.5	1,661.0	2,477.0	1542.62	8.34
Education, Learning & Attainment - Support Staff Total	Schools & Nurseries - Secondary Schools	91.73	129.5	125.0	378.5	1,328.0	1,961.0	1431.16	15.60
	Schools & Nurseries - Special Schools & Units	53.10	148.5	56.0	198.0	1,184.0	1,586.5	979.43	18.45
	Schools & Nurseries - Support Staff Total	556.70	811.5	640.5	1,535.0	5,561.0	8,548.0	5907.94	10.61
	Education, Learning & Attainment - Support Staff Total	645.11	876.0	695.5	1,662.0	5,855.0	9,088.5	6227.98	9.65
Teachers	Central ASN Support Service	20.98	8.5	14.0	47.0	51.0	120.5	72.34	3.45
	Peripatetic	0.91	11.0	0.0	8.0	21.0	40.0	5.64	6.19
	Primary Schools	416.74	372.0	184.0	587.5	1,746.0	2,889.5	2307.89	5.54
	Secondary Schools	385.86	446.5	205.0	500.0	1,542.0	2,693.5	2244.60	5.82
	Special Schools & Units	50.43	53.5	35.5	87.5	237.0	413.5	353.76	7.02
Education, Learning & Attainment - Teachers Total		874.92	891.5	438.5	1,230.0	3,597.0	6,157.0	4984.24	5.70

TABLE 3A - Breakdown of Days Lost by Duration Category (Support Staff)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	876.0	9.64%
Short Term (4-5 days)	695.5	7.65%
Medium Term (6 days-4 weeks)	1,662.0	18.29%
Long Term (over 4 weeks)	5,855.0	64.42%
TOTAL	9,088.5	100.00%

Working Days Lost

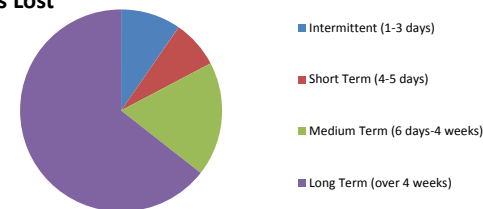
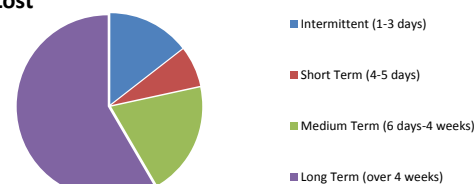


TABLE 3B - Breakdown of Days Lost by Duration Category (Teaching)

Duration	Working Days Lost	Percentage of Lost
Intermittent (1-3 days)	891.5	14.48%
Short Term (4-5 days)	438.5	7.12%
Medium Term (6 days-4 weeks)	1,230.0	19.98%
Long Term (over 4 weeks)	3,597.0	58.42%
TOTAL	6,157.0	100.00%

Working Days Lost



	<div>WDC Absence Statistics</div> <div>Department: Education, Learning & Attainment Period: Annual 2017-18</div>
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TABLE 4 - Absence Reasons

Team/Section/Service/Department		FTE Employees	Absence Reasons													Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employees
			Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress - Personal	Recurring Medical Conditions	Non Work Related Accident / Injuries	Work Related Accidents / Injuries	Mental Health	Acute Medical Conditions	Pregnancy Related Absence	Drink or Drug Related Condition	Stress - Work Related	Not Disclosed			
Support Staff	Collaborative Support Service	19.48	93.5	0.0	119.0	47.0	2.0	0.0	0.0	0.0	0.0	27.0	0.0	0.0	0.0	288.5	145.99	7.50
	Early Years HQ	5.03	9.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	0.0	0.0	101.0	0.0	115.0	52.65	10.48
	Education Central Mgmt	4.98	12.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.0	11.92	2.39
	Education Development	16.05	4.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	4.33	0.27
	Performance & Improvement	5.19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Pupil Support	2.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
	Workforce / CPD	5.41	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.0	5.73	1.06
	Central Support Staff Total	58.13	121.5	4.0	119.0	47.0	2.0	0.0	0.0	0.0	5.0	27.0	0.0	101.0	0.0	426.5	220.63	3.80
	Psychological Services	12.96	13.0	0.0	0.0	36.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	49.0	47.71	3.68
	Psychological Services Total	12.96	13.0	0.0	0.0	36.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	49.0	47.71	3.68
	Technician Services	17.32	21.0	0.0	6.0	0.0	8.0	16.0	0.0	0.0	14.0	0.0	0.0	0.0	0.0	65.0	51.70	2.99
	Technician Services Total	17.32	21.0	0.0	6.0	0.0	8.0	16.0	0.0	0.0	14.0	0.0	0.0	0.0	0.0	65.0	51.70	2.99
	Schools & Nurseries - Central ASN Support	3.03	53.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	63.0	57.63	18.99
	Schools & Nurseries - Early Years	223.78	865.5	63.0	138.0	398.0	70.5	70.0	78.0	298.0	232.5	69.0	39.0	139.0	0.0	2,460.5	1,897.11	8.48
	Schools & Nurseries - Primary Schools	185.05	850.5	39.0	326.5	448.0	52.0	199.0	115.0	0.0	398.0	0.0	0.0	49.0	0.0	2,477.0	1,542.62	8.34
	Schools & Nurseries - Secondary Schools	91.73	611.0	3.0	159.0	299.0	155.0	31.0	32.0	266.0	23.0	0.0	351.0	0.0	0.0	1,961.0	1,431.16	15.60
	Schools & Nurseries - Special Schools & Units	53.10	224.5	6.0	399.0	376.0	6.0	40.0	52.0	137.0	152.0	47.0	147.0	0.0	0.0	1,586.5	979.43	18.45
	Schools & Nurseries - Support Staff Total	556.70	2,604.5	111.0	1,022.5	1,521.0	283.5	340.0	276.0	467.0	1,048.5	139.0	186.0	549.0	0.0	8,548.0	5,907.94	10.61
Education, Learning & Attainment - Support Staff Total		645.11	2,760.0	115.0	1,147.5	1,604.0	293.5	356.0	276.0	467.0	1,067.5	166.0	650.0	0.0	0.0	9,083.5	6,227.98	9.65
Teachers	Central ASN Support Service	20.38	91.5	0.0	0.0	21.0	24.0	0.0	0.0	0.0	0.0	5.0	0.0	0.0	0.0	120.5	72.34	3.45
	Peripartur	0.91	9.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	40.0	5.64	6.19
	Primary Schools	416.74	996.5	68.0	551.0	268.0	125.0	28.0	0.0	0.0	248.0	218.0	0.0	387.0	0.0	2,889.5	2,307.89	5.54
	Secondary Schools	385.86	1,139.5	19.0	262.0	152.0	54.0	110.0	6.0	101.0	516.0	64.0	0.0	270.0	0.0	2,693.5	2,244.60	5.82
	Special Schools & Units	50.43	198.5	0.0	26.0	24.0	31.0	1.0	9.0	0.0	38.0	0.0	86.0	0.0	0.0	413.5	353.76	7.02
Education, Learning & Attainment - Teachers Total		874.92	2,435.0	87.0	839.0	465.0	234.0	139.0	15.0	101.0	764.0	335.0	0.0	743.0	0.0	6,157.0	4,984.24	5.70

TABLE 5A - Days Lost by Absence Category (Support Staff)

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	2,760.0	30.37%
Back Pain	115.0	1.27%
Musculo-skeletal Injuries	1,147.5	12.63%
Stress - Personal	1,604.0	17.65%
Recurring Medical Conditions	293.5	3.23%
Non Work Related Accidents / Injuries	356.0	3.92%
Work Related Accidents / Injuries	276.0	3.04%
Mental Health	467.0	5.14%
Acute Medical Conditions	1,067.5	11.75%
Pregnancy Related Absence	166.0	1.83%
Drink or Drug Related Condition	186.0	2.05%
Stress - Work Related	650.0	7.15%
Reason Not Disclosed	0.0	0.00%
TOTAL	9,088.5	100%

Working Days Lost

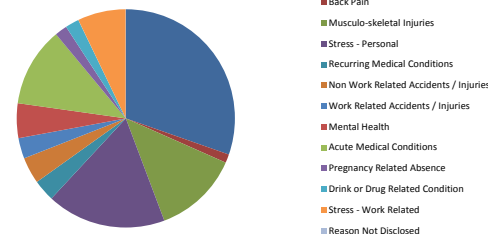


TABLE 5B - Days Lost by Absence Category (Teachers)

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	2,435.0	39.55%
Back Pain	87.0	1.41%
Musculo-skeletal Injuries	839.0	13.63%
Stress	465.0	7.55%
Recurring Medical Conditions	234.0	3.80%
Non Work Related Accidents / Injuries	139.0	2.26%
Work Related Accidents / Injuries	15.0	0.24%
Mental Health	101.0	1.64%
Acute Medical Conditions	764.0	12.41%
Pregnancy Related Absence	335.0	5.44%
Drink or Drug Related Condition	0.0	0.00%
Stress - Work Related	743.0	12.07%
Reason Not Disclosed	0.0	0.00%
TOTAL	6,157.0	100%

Working Days Lost

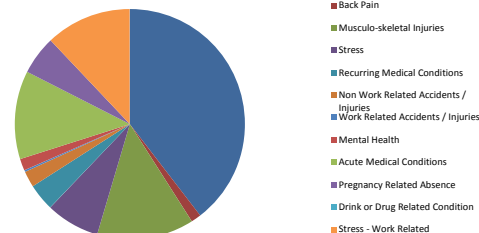


TABLE 1 - Headline Figure

Annual 2017-18

10.67

Annual 2016-17

10.47

Year on Year +/-

1.9%

TABLE 2 - Days Lost per

Department	FTE Employees	ACTUAL WORKING DAYS LOST				Total Working Days Lost	Total FTE Days Lost	Total FTE Days Lost by FTE Employees
		Intermittent 1-3 days	Short Term 4-5 days	Medium Term 6 days - 4 weeks	Long Term over 4 weeks			
Strategic Management	14.00	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Child Healthcare & Criminal Justice	239.37	207.0	140.0	485.0	3,188.5	4,020.5	3,644.31	15.22
Community Health & Care	751.40	789.5	581.0	2,643.5	14,976.0	18,990.0	14,038.14	18.68
Finance & Resources	4.50	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Mental Health, Addiction & Learning Disabilities	139.53	163.0	89.5	367.5	2,259.0	2,879.0	2,252.36	16.14
Strategy, Planning & Health Improvement	23.89	28.5	21.0	5.0	29.0	83.5	60.75	2.54
Health & Social Care Partnership	1,158.69	1,188.0	831.5	3,501.0	20,452.5	25,973.0	19,995.56	17.26
Environment & Neighbourhood	631.97	619.5	570.0	1,744.5	7,990.0	10,924.0	7,434.10	11.76
Housing & Employability	248.23	123.5	168.0	372.5	1,993.5	2,657.5	2,492.90	10.04
Regeneration	419.72	283.0	389.5	1,125.5	2,716.0	4,514.0	4,295.80	10.23
Regeneration, Environment & Growth	1,299.92	1,026.0	1,127.5	3,242.5	12,699.5	18,095.5	14,222.80	10.94
Communications, Culture & Communities	151.07	133.5	71.5	287.0	491.0	983.0	799.24	5.29
Education Learning & Attainment	645.11	876.0	695.5	1,662.0	5,855.0	9,088.5	6,227.98	9.65
People & Technology	98.55	52.0	27.0	118.0	376.5	573.5	508.39	5.16
Regulatory	95.20	43.5	19.0	93.5	313.0	469.0	356.80	3.75
Resources	274.79	205.5	143.5	457.0	1,744.5	2,550.5	2,104.60	7.66
Transformation & Public Service Reform (Excl. Teachers)	1,264.72	1,310.5	956.5	2,617.5	8,780.0	13,664.5	9,997.01	7.90
LOCAL GOVERNMENT EMPLOYEES TOTAL	3,737.33	3,524.5	2,915.5	9,361.0	41,932.0	57,733.0	44,215.37	11.83
Transformation & Public Service Reform (Teachers)	874.92	891.5	438.5	1,230.0	3,597.0	6,157.0	4,984.24	5.70
COUNCIL-WIDE TOTAL	4,612.25	4,416.0	3,354.0	10,591.0	45,529.0	63,890.0	49,199.61	10.67

TABLE 3 - Breakdown of Days Lost by Duration Category

Duration	Working Days Lost	Percentage of Lost Days
Intermittent (1-3 days)	4,416.0	6.91%
Short Term (4-5 days)	3,354.0	5.25%
Medium Term (6 days-4 weeks)	10,591.0	16.58%
Long Term (over 4 weeks)	45,529.0	71.26%
TOTAL	63,890.0	100%

Working Days Lost

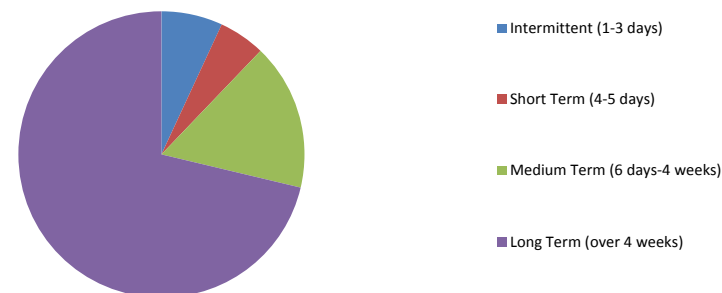


TABLE 4 - Absence Reasons

Department	FTE Employees	Absence Reasons													Total Working Days Lost	FTE Days Lost	Total FTE Days Lost by FTE Employees
		Minor Illness	Back Pain	Musculo-skeletal Injuries	Stress	Recurring Medical Conditions	Non Work Related Accident / Injuries	Work Related Accidents / Injuries	Mental Health	Acute Medical Conditions	Pregnancy Related Absence	Drink or Drug Related Condition	Stress - Work Related	Reason Not Disclosed			
Strategic Management	14.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Child Healthcare & Criminal Justice	239.37	898.0	49.0	602.0	159.0	897.0	36.0	119.0	144.0	751.0	36.0	0.0	329.5	0.0	4,020.5	3,644.31	15.22
Community Health & Care	751.40	2,148.0	1,049.0	3,583.5	3,193.0	1,420.5	208.0	218.0	1,329.0	3,734.0	388.5	1.0	1,717.5	0.0	18,990.0	14,038.14	18.68
Finance & Resources	4.50	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00
Mental Health, Addiction & Learning Disabilities	139.53	413.0	136.0	677.0	71.5	354.0	29.0	5.0	321.0	292.0	228.5	0.0	352.0	0.0	2,879.0	2,252.36	16.14
Strategy, Planning & Health Improvement	23.89	43.5	0.0	3.0	33.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	83.5	60.75	2.54
Health & Social Care Partnership	1,158.69	3,502.5	1,234.0	4,865.5	3,456.5	2,675.5	273.0	342.0	1,794.0	4,777.0	653.0	1.0	2,399.0	0.0	25,973.0	19,995.56	17.26
Environment & Neighbourhood	631.97	2,507.0	406.0	2,194.0	914.0	159.0	287.0	317.0	528.0	3,085.5	0.0	118.0	408.5	0.0	10,924.0	7,434.10	11.76
Housing & Employability	248.23	825.5	92.0	102.0	166.0	346.0	4.0	44.0	21.0	635.0	0.0	21.0	401.0	0.0	2,657.5	2,492.90	10.04
Regeneration	419.72	1,149.0	296.0	1,025.5	826.0	0.0	201.0	71.5	59.0	751.0	0.0	0.0	135.0	0.0	4,514.0	4,295.80	10.23
Regeneration, Environment & Growth	1,299.92	4,481.5	794.0	3,321.5	1,906.0	505.0	492.0	432.5	608.0	4,471.5	0.0	139.0	944.5	0.0	18,095.5	14,222.80	10.94
Communications, Culture & Communities	151.07	353.5	63.0	86.0	13.0	94.0	3.0	3.5	16.0	191.0	94.0	0.0	66.0	0.0	983.0	799.24	5.29
Education Learning & Attainment	645.11	2,760.0	115.0	1,147.5	1,604.0	293.5	356.0	276.0	467.0	1,067.5	166.0	186.0	650.0	0.0	9,088.5	6,227.98	9.65
People & Technology	98.55	98.0	5.0	0.0	159.5	81.0	19.0	0.0	17.0	189.0	5.0	0.0	0.0	0.0	573.5	508.39	5.16
Regulatory	95.20	86.0	0.0	147.0	117.0	0.0	31.0	0.0	1.0	70.0	5.0	0.0	12.0	0.0	469.0	356.80	3.75
Resources	274.79	489.5	47.0	140.5	451.0	205.5	70.0	21.0	188.0	595.5	122.5	0.0	220.0	0.0	2,550.5	2,104.60	7.66
Transformation & Public Service Reform (Excl. Teachers)	1,264.72	3,787.0	230.0	1,521.0	2,344.5	674.0	479.0	300.5	689.0	2,113.0	392.5	186.0	948.0	0.0	13,664.5	9,997.01	7.90
LOCAL GOVERNMENT EMPLOYEES TOTAL	3,737.33	11,771.0	2,258.0	9,708.0	7,707.0	3,854.5	1,244.0	1,075.0	3,091.0	11,361.5	1,045.5	326.0	4,291.5	0.0	57,733.0	44,215.37	11.83
Transformation & Public Service Reform (Teachers)	874.92	2,435.0	87.0	839.0	465.0	234.0	139.0	15.0	101.0	764.0	335.0	0.0	743.0	0.0	6,157.0	4,984.24	5.70
COUNCIL-WIDE TOTAL	4,612.25	14,206.0	2,345.0	10,547.0	8,172.0	4,088.5	1,383.0	1,090.0	3,192.0	12,125.5	1,380.5	326.0	5,034.5	0.0	63,890.0	49,199.61	10.67

TABLE 5 - Days Lost by Absence Category

Absence Reason	Working Days Lost	Percentage of Lost Days
Minor Illness	14,206.0	22.24%
Back Pain	2,345.0	3.67%
Musculo-skeletal Injuries	10,547.0	16.51%
Stress	8,172.0	12.79%
Recurring Medical Conditions	4,088.5	6.40%
Non Work Related Accidents / Injuries	1,383.0	2.16%
Work Related Accidents / Injuries	1,090.0	1.71%
Mental Health	3,192.0	5.00%
Acute Medical Conditions	12,125.5	18.98%
Pregnancy Related Absence	1,380.5	2.16%
Drink or Drug Related Condition	326.0	0.51%
Stress - Work Related	5,034.5	7.88%
Reason Not Disclosed	0.0	0.00%
TOTAL	63,890.0	100%

Working Days Lost

