Scottish Attainment Challenge
Challenge Authorities Programme 2019/20

End Year Progress Report – September 2019

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019).**

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority

- a more detailed progress update for each of the individual workstreams undertaken in your local authority

- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

Please state your local authority and the name of the Project Lead.

Local Authority	West Dunbartonshire
Project Lead/Contact	Julie McGrogan

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2018 – June 2019**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each workstream.

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long term outcomes of the Attainment Scotland Fund are to:
   a. Improve literacy and numeracy attainment
   b. Improve health and wellbeing
   c. Close the attainment gap between pupils from the most and least deprived areas

Number of schools supported by this funding?	All early years, primary and secondary establishments (mainstream and specialist)

The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?
The strategy for The Scottish Attainment Challenge in West Dunbartonshire aims to raise attainment and close the poverty related attainment gap through a system wide model of change and improvement focussing on building capacity at all levels and in all sectors. Project reach has extended with projects influencing change and improvement across all early years, primary and secondary establishments.   The projects focus on: • early level learning and early intervention   • integrated approaches to the curriculum offering personalisation and choice as outlined in Curriculum for Excellence   • integrated approaches to engaging and supporting families   The strategy has influenced change and improvement to the system of delivery and increased and improved the range of interventions being used to improve learning and narrow the attainment gap. West Dunbartonshire is committed to a whole systems model to ensure sustained commitment to reducing inequalities promoting nurtured, flourishing, independent, empowered and safe communities.

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting

Quantitative evidence
- Achieved a Curriculum for Excellence level (ACEL).
- Early years literacy and numeracy baseline.
- Attendance of targeted cohorts of young people, including late coming.
- Numbers of counsellors and other workers in secondary schools to support emotional well-being of young people.
- Numbers of parents engaged with our establishments.

Qualitative evidence
- Strategic approach to literacy and numeracy across all sectors.
- WDC Improvement Framework annual review.
- School improvement reports as part of the WDC Improvement Framework.
- School Standards and Quality reports.
- Counselling Service Report 2019.
- Literacy and numeracy moderation reports and maths intervention reports from Raising Attainment team (SEAL).
- Increased confidence of our most disadvantaged parents to engage in family learning in a school environment.
- Attitudinal data, e.g. Myself as a Learner.
- Case studies of individual children, young people, families and staff.

Engagement evidence
- Participation measures in projects, i.e. numbers of children, staff and parents/ families.

What did this evidence show so far?
Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.

Improved Learning

Following completion of a local authority thematic review in June 2019 it is evident that in almost all cases learners are engaged, motivated and understand the purpose of their learning. A wide range of teaching approaches is evident with proportionate and effective use of digital technology to enhance learning. A range of interventions are being used well to support learner engagement. Practitioners are becoming more confident in the effective use of data to report on the progress of learners and plan personalised learning experiences.

Raised Attainment

The local authority averages for Achievement of a Level (ACEL) in reading, writing and listening and talking across all levels are:

Component	2016	2017	2018	2019	Comment on trend
Reading	73.7	77.6	78.5	79.6	All components are showing a positive trend in achievement of a level data since 2016.
Writing	67.1	71.5	73.5	75.2	
Listening & Talking	78.5	83.8	86.1	87.9	
Numeracy	70.9	74.8	75.9	79.5	

- The percentage of children in P1 who achieved Early level has remained stable in 2018-19, compared to 2017-18, in reading, writing and numeracy.
- The percentage of children in P4 who achieved First level has increased in 2018-19, compared to 2017-18, in writing and numeracy.
- The percentage of young people in P7 who achieved Second level has increased in 2018-19, compared to 2017-18, in reading, writing and numeracy.
- The percentage of young people in S3 who achieved Third or Fourth level has increased in 2018-19, compared to 2017-18, in reading, writing and numeracy.
- Trends over the four years in the percentage of children and young people who achieved the appropriate CfE level for their age and stage, show a stable, high performance for P1 and S3 and a generally increasing performance for P4 and P7. For example, since 2016 achievement in numeracy has increased by 14 % for P4 and 11 % for P7, while achievement in writing has increased by 9 % for P4 and 13 % for P7.

Narrowed the gap
- In 2019 in the BGE, ACEL performance in reading, writing and numeracy of children and young people living in decile 1 and 2 has increased compared to all previous years. The percentage increase for decile 1 in reading and numeracy was higher than all other deciles.

- For numeracy in 2019 ACEL data compared to 2018, there has been a reduction in the gap between SIMD deciles 1+2 compared to deciles 3-10 for all stages. For P1, P4, S3 (3rd+) and S3 (4th) this is the smallest gap between these deciles in the last three years (2017-2019).

- For reading in 2019 ACEL data, there is a 3 year trend in reduction in the gap for P1 and P4 between SIMD deciles 1+2 compared to deciles 3-10. The gap for ACEL in reading in 2019 compared to 2018, is reduced for all stages. For P7 the gap in 2019 is the smallest gap between these deciles in the last three

years (2017-2019).

- For writing in 2019 ACEL data, there is a 3 year trend in reduction in the gap for P4 between SIMD deciles 1+2 compared to deciles 3-10. The gap for ACEL in writing in 2019 compared to 2018, is reduced for all stages. For S3 (4th) this is the smallest gap between these deciles in the last three years (2017-2019).

Can you share any learning on what has worked well in your overall strategy to achieve impact?

- West Dunbartonshire has an improving record of raising attainment in literacy and numeracy the BGE and Senior Phase.
- West Dunbartonshire is beginning to reduce the poverty related attainment gap in the BGE and Senior Phase.
- A strategic commitment to an evidence informed approach to improvement is supporting outcome focused approaches to delivering excellence and equity.
- Informed by national priorities and the local context, West Dunbartonshire Education Service provides clear strategic direction to education leaders about the priorities for improvement.
- West Dunbartonshire has developed a coherent strategy for building teacher capacity and capability.
- A range of high quality professional learning activities are supporting the narrowing the poverty related attainment gap.
- The promotion of online platforms as a mode for all staff and pupils to share and learn.
- Clear direction, guidance and framework to support headteachers to lead and manage SAC and PEF.
- Parenting programmes provide opportunities for parents and carers to build capacity in supporting their children.
- West Dunbartonshire Education Service has very good systems for tracking and monitoring data focusing on raising attainment and closing the poverty related attainment gap 3-18.
- West Dunbartonshire Education Service has very well developed approaches to evaluating the quality of learning, teaching and assessment 3-18.
- At establishment level, there is emerging good practice of educational research supporting professional learning, improving pedagogy and facilitating the sharing of good practice.
- West Dunbartonshire Education Service has improved the quality of learning, teaching and assessment 3-18 via a range of strategic approaches to improving pedagogy.
- Corporate, education and establishment senior leaders provide effective strategic direction and systematic planning to improve learning, raise attainment and narrow the poverty related attainment gap.
- Communication of objectives and actions within the strategic planning framework is very effective and supports localised improvement planning cycles.
- West Dunbartonshire's Improvement Framework seeks parent and learner views and opinions on the impact of interventions.
- In alignment with the National Improvement Framework, approaches to planning and scrutiny are significantly enhanced by very good use of digital technologies.

- To improve outcomes for learners, West Dunbartonshire operates under a coherent governance framework at all levels, in which there is clarity of both responsibility and accountability.
- Elected Members on the Educational Services Committee scrutinise the Raising Attainment papers and are clear on their focus and responsibility.
- Robust systems are in place for the effective management and monitoring of finance, ensuring strong financial governance and delivery of best value at both corporate and project level.
- West Dunbartonshire has effective systems to monitor and evidence the extent to which spend has led to improved outcomes.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme

- A variety of measures are currently being used to evidence improvements in health and wellbeing. The new Health and Wellbeing Census once available should add consistency to measurement of health and wellbeing across the workstreams.
- 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.
- 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.
- Long term sustainability will require investment in Continuous Professional Learning to ensure all staff have the necessary knowledge and expertise in the interventions for equity.
- Ability of vulnerable families to sustain their engagement with interventions whilst facing complex social and economic disadvantage.

2. Progress in individual workstreams

Please list below the individual workstreams your local authority is working towards:

Workstreams:
1. Early Level Play and Learning and Family Learning Hub
2. Maths and Numeracy
3. School Improvement Partnership Project (SIPP / CAR)
4. Multi Agency Hub
5. Enhanced BGE
6. Skills Academies

1	Transitions 1: Early Level Learning and Family Learning Hub

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- € Primary schools only
- € Secondary schools only
- € **Early Years and primary schools**

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Word Aware is embedded within the practice of all early years establishments, leading to improvements in the literacy environment, baseline literacy scores and vocabulary. Parents will understand what word aware is and how they can use the approach at home.	• Questionnaire feedback from Early Stages Teachers (ESTs). Qualitative and quantitative data. • Pictorial evidence from early years establishments. • Baseline data. • Questionnaire feedback - qualitative and quantitative from all staff attending training. • Parent feedback via questionnaire from small sample of early years establishments. • Leaflet for parents developed and tested via CAR project with ESTs.
A range of resources to support professional practice in Word Aware/ vocabulary development will be available to ESTs working in early years establishments.	• Establishment of a Google classroom.
Improvements in classroom behaviour and learning will be evident in classes and early years establishments where	• Number of staff trained. • Teacher competed SDQs for target children.

there has been participation in the Incredible Years Teacher Classroom Management (IYTCM) programme.	• Qualitative feedback on training and its impact on practice. • Completion rate of courses,
Enhancement of parenting skills in the management of behaviour, improving relationships and readiness for learning (targeted intervention for parents of children aged 3-8 years with elevated SDQ scores). Increased family learning through attendance at a range of group and individual learning opportunities for parents (open to all parents).	• Number of groups run. • SDQ scores. • DVD made of parents views of groups. • Number of parents attending and completing accredited college courses. • Feedback from parents – questionnaire and focus group data.
Improved quality in the provision of play based learning experiences at early level,	• Feedback from training • West Dunbartonshire School Improvement Visits.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Commentary on the evidence of impact has been included in the previous section. Key highlights:

Word Aware

• Feedback from staff training, feedback from parents and completion of two Collaborative Action Research projects on Word Aware highlight the success of the approach and provide evidence of the approach becoming embedded in practice.
• Baseline scores show an increase in scores on reciprocal teaching dimension of the assessment which is likely attributed to Word Aware and renewed focus on literacy which the approach has encouraged.
• 100% positive feedback from parents completing questionnaire on Word Aware.
• Content of Google classroom evidences resources, planners and pictures of Word Aware in practice.

Parental Engagement

• Thirteen Incredible Years parenting groups have run. Improvements in Strength and Difficulties Questionnaires as evidenced in POPP reports show continued impact of this intervention supporting our most vulnerable children.
• Parent voice DVD provides evidence of the impact on families at a very personal level.
• Feedback from parents who have completed accredited courses evidences

adults returning to learning for the first time due solely to provision of onsite crèche facilities and courses being located within local schools.

Incredible Years Training and Classroom Management

- A further 13 staff are now trained (6 early years and 7 primary practitioners).
- Improved scores for target children on teacher competed SDQs.
- Qualitative feedback on training and its impact on practice.
- 100% completion rate of course.

Early Level Play and Learning

- All primary 1 - 3 teachers and learning assistants have been trained in play based learning
- Improved personalised play based learning methodology in primary schools.
- Regenerated learning environments are creating a more child centred environment for learning to promote enquiry, investigation, self-directed and adult led learning.
- Learning designed to support stages of child development and improved curriculum balance to support increased focus on literacy, numeracy and well-being for children with gaps in learning for their age and stage

Can you share any learning on what has worked particularly well?

- Educational Psychologist (EP) working to coach and monitor Early Stages Teachers to promote and develop Word Aware practice has enabled the pilot study to be extended to all nurseries.
- Deployment of Early Stages Teachers focussing on literacy, numeracy, quality questioning and play based learning
- CAR projects undertaken on Word Aware have assisted in producing resources for use across nurseries.
- Outreach workers enabling relationships to be built first leading to group participation for parents in schools.
- Commitment to professional learning programme for all staff using research based approaches and recall days for review and reflection.
- Quality assurance and monitoring to ensure consistency and high quality experience in play based learning.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- Continued challenge of changing and increasing numbers of practitioners within early years necessitates rolling programme of training and the need for ongoing support for new staff.

2	Maths / Numeracy : To improve Numeracy attainment and To close the attainment gap between pupils from the most and least deprived areas

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- Primary schools only
- Secondary schools only
- **Early Years, primary and secondary schools**

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Improved attainment and achievement in maths and numeracy at early years, primary and secondary.	• CfE Data • SNSA Data • West Dunbartonshire Early Years Baseline Assessments
High quality experience of learning in maths / numeracy in all establishments at all key stages.	• West Dunbartonshire Thematic Review • Authority Moderation reports
Increased parental engagement and family learning opportunities.	• Parent focus groups and feedback

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

- West Dunbartonshire's Early Level Numeracy Benchmarking Tools shows that :
  - In 2018-19, there was an increase in P1 children who achieved the expected benchmark in eight out of the ten experiences and outcomes, performance for Data and Analysis remained the same, and there was a decrease of 3 % for Money. There is a sustained improvement over the last four years in Fractions, Decimals and percentages and 2D shapes and 3D objects.
  - Children who were in Early Learning and Childcare Centres in 2018 and are now in P1 have made progress with the biggest gains in Money and Number and number processes.
  - Performance in Early Learning and Childcare Centres improved for all experiences and outcomes of numeracy areas in 2018-19, with large increases for Patterns and Relationships, 2D shapes and 3D objects and Data and Analysis. This means there has been a sustained improvement over the last four years in seven experiences and outcomes.
- The ACEL Data shows improved attainment in maths by stage:
  - At P1 achievement of a level in numeracy has remained steady in 2016 and 2017 at 81 % but increased in 2019 to 83 %.
  - At P4 achievement of a level in numeracy has increased to 71 % in 2017 from 61 % in 2016, and to 75% in 2019.
  - At P7 achievement of a level in numeracy has increased steadily in the period 2016-19 from 61 % to 71%.
  - At S3 achievement of a level in numeracy has increased to 90% in 2019.
- 70% of schools have staff trained in SEAL approach. The majority of schools report that SEAL is improving attainment and achievement of individuals and groups
- Across all schools and early years establishments numeracy and maths is a key area of focus in improvement plans. Most establishments regularly review and adapt their numeracy and mathematics curriculum to better meet the needs of their learners. Evidence shows that almost all establishments are using their curriculum timetabling effectively to ensure there is an appropriate allocation of time for numeracy and mathematics in the curriculum.
- Almost all staff report they have benefited from professional learning in numeracy and mathematics which has had a positive impact on how they plan and deliver the numeracy and mathematics curriculum.
- Overall evidence shows there is good support for pupils with additional support needs. Enhanced curriculum models at secondary sector BGE are making a positive impact on the attainment and achievement of young people at risk of missing out.
- Resources have been used effectively to support learners, for example learning assistants are deployed appropriately across all sectors and they are used well to support children and young people in their learning in numeracy and mathematics.
- In most schools learning experiences are well matched to needs and learners can articulate their next steps in learning. Children and young people report they feel very well supported and confident in their relationships with staff and peers.

Can you share any learning on what has worked particularly well?

- SEAL, Growth Mindset and Number Talk.
- Maths strategy promoting breadth, depth and challenge.
- Maths Attainment Team (dedicated team implementing small tests of change leading to authority wide interventions and improvement).
- Enhanced Transition Projects.
- Local Learning Community approach.
- Introduction of Maths Mastery .
- Investing in early years approaches.
- Maths Challenge Teachers are established in every school.
- Increased number of homework clubs, open afternoons and family drop in sessions for parents focussing on maths / numeracy.
- Consistent approaches to delivery of maths / numeracy between early learning, primary and secondary.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

- Continue to invest in shared professional development for primary and secondary teachers to deepen understanding of children's conceptual and skill development in maths and numeracy.

3	School Improvement Partnership Project (SIPP/ CAR)

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- € Primary schools only
- € Secondary schools only
- € **Early Years, Primary and secondary schools**

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Improved learning and teaching leading to high quality learning experience in all establishments.	• West Dunbartonshire School Improvement Framework • Evidence from lesson study approach • West Dunbartonshire Thematic Review
Empowered teachers and school leaders resulting in self-improving school improvement programme (phase one primary teachers, phase two early years practitioners and probationers, phase three headteachers).	• Improvement Framework Reports • Numbers of schools involved in process • Numbers of staff and improvement/ collaborative partnerships
Teacher research supporting evidence based approaches to interventions (phase one primary teachers, phase two early years, phase three probationer teachers and headteachers).	• Collaborative Action Research projects and evidence • Feedback from teachers

- In 2015 the School Improvement Partnership Programme in West Dunbartonshire focussed on improving attainment in primary 4 and primary 7. Since 2015 West Dunbartonshire has raised attainment in Numeracy by 14% as part of the Scottish Attainment Challenge.
- Trends over the four years in the percentage of children and young people who achieved the appropriate CfE level for their age and stage, show a generally increasing performance for P4 and P7. For example, since 2016 achievement in numeracy has increased by 14 % for P4 and 11 % for P7, while achievement in writing has increased by 8 % for P4 and 13 % for P7. A range of interventions have impacted on this, one being practitioners engaging in Collaborative Action Research projects with a heightened focus on using data to plan improvement linked to theories of research. The success of this approach was extended to our early years practice using a local model based on the principles of Collaborative Action Research.
- Conditions for collaboration to systems level improvement have been scaled up since 2015. A new model of school improvement was introduced in August 2018 led by an Enhanced School Improvement Team (ESIT) comprising 10 headteachers. The team conducted over 150 collaborative visits to schools and early learning centres in session 2018 -19. Evidence shows this had a positive impact on the management of school improvement process and developed more informed leadership of change and improvement through providing:
  - o Support and challenge to link establishments to raise attainment, improve learning and narrow the poverty related attainment gap.
  - o Continuous improvement, performance monitoring and self- evaluation.
  - o Support with use of performance information to support and challenge establishments to improve.
  - o Collaborative leadership of improvement visits focussing on learning, teaching and assessment.
  - o Collaboration with colleagues locally, the West Partnership and nationally on improvement, using an evidenced based approach.
  - o This model is now exemplified on the National Improvement Hub
- In 2018-19 there were almost 60 Collaborative Action Research Projects conducted involving almost 250 practitioners with the main focus developing play pedagogy in Early Years, numeracy interventions such as CGI, SEAL, interactive mental maths and literacy interventions such as Reciprocal Reading and production of holistic assessments to support teacher professional judgement of levels.
- CAR is a core element of the probationer programme in West Dunbartonshire with 20 projects delivered in 2018/19 by 60 probationers. These formed part of a probationer showcase of learning.
- The processes for Assessment and Moderation are underpinned by the principles of CAR. Over 200 teachers were involved in collaborative approaches to assessment and moderation. Almost 110 early, first, second and third level teachers worked collaboratively to develop holistic assessments to support informed teacher professional judgement.

Can you share any learning on what has worked particularly well?

- CAR Leads Network Group led by lead officer supporting consistency in professional learning, planning, evaluation and reporting.
- Local Learning Community (LLC) model of SIPP.
- Lead personnel for SIPP in each (LLC).
- Collaboration with The Robert Owen Centre and Argyll and Bute Council.
- Probationer programme for CAR.
- West Dunbartonshire Moderation framework based on CAR principles.
- Collaboration with GTCS to provide training on practitioner enquiry and The Standard for Full Registration.
- Headteacher Secondee as lead co-ordinator.
- Funding to release teachers to collaborate and conduct lesson studies in partner schools.
- Strategic 5 year framework starting with class teachers, then schools, LLC, authority wide approaches.
- Enhanced School Improvement Team (local authority and headteachers working as supportive partners).

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- Through professional learning continue to promote the benefits for leaders and practitioners of school alliances.
- Building time in to collegiate calendars for teacher collaboration and lesson study.
- Commitment to provide teachers to cover to release staff to engage in partner school visits.

4	Multi Agency Hub

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- € Primary schools only
- € **Secondary schools only**
- € Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Improved attainment and achievement for pupils residing in deciles 1&2.	• CfE Levels • SQA Performance • Participation Measures
Improved attendance for intervention groups.	• Attendance data
Reduced exclusions for intervention groups.	• Exclusion data
Increased parental and family engagement in the school and wider school community.	• Engagement figures • Parent focus groups and questionnaires
Improve outcomes for the wider school community.	• Parental and wider community feedback
Improve health and wellbeing of pupils residing in deciles 1 & 2.	• WDC Education Psychologist evaluation and reports

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

- Attainment data shows that the initial high level message emerging from the 2019 teacher judgement data is that since 2016 for pupils residing in SIMD 1&2 at S3 there has been a 2% increase in the number of pupils attaining at third level.
- Pupils are increasing their numbers of volunteering hours which now stand at 2511 hours (114.6 days).
- For one group of targeted S2 pupils attendance has increased by 50%.
- Quantitative evidence demonstrates a 63% reduction in exclusions since 2016-17 and a 66% reduction in social work referrals.
- 117 pupils have engaged in pupil counselling in this period.
- Over 100 staff are fully trained in Nurture training and 'Nurture' is now delivered as an integral part of the HWB programme across 2 secondary schools.
- Nurture groups are established in four out of the five secondary schools and are provided in one secondary school every day. Pupils and staff report that as a result of the 'Nurture groups' young people are better engaged, have increased attendance, an increased readiness to learn and improved timekeeping when moving to and from classes.
- Staff report that the Multi-Agency Hubs have enhanced the nurturing and inclusive culture of the schools. Staff report that "classes are more settled", staff feel "better able to manage stressful situations" and the "learning environment is better".
- West Dunbartonshire Education Psychology Service produced reports 'Developing a Whole School Nurturing Approach'. The report states that quantitative data that the training has had an effect on both participants' knowledge of a nurturing approach and their ability to implement this in their practice. This finding is supported by qualitative findings which suggest that participants are more aware of what a nurturing approach looks like in practice and have a better understanding of how a child's circumstances can impact on their behaviour within the classroom. The report confirms that young people say that they feel supported, valued and safe and value additional support that is put in place for them.
- Next steps include planning a learning festival building on previous professional learning sessions on ACES, with the aim of continuing to 'poverty proof' the school and starting to use 'Compassionate and Connected Classroom' resources.
- The number of families engaged with the Multi-Agency Hubs has increased over a two year period from 19 to 314 families.
- The family opportunities team based in schools provided support in relation to debt / finance advice and support; housing support; crisis support (foodbank and school uniform); volunteering opportunities; employment pathways; learning opportunities (IT, interview skills, early years qualification)
- As a result of increased parental learning opportunities a number of parents have achieved the following SQA qualifications:
    - 18 parents have achieved SCQF Level 3 Technology
    - 20 parents have achieved SCQF Level 4 Technology

- o 18 parents have achieved 'Introduction to Psychology'
- o 13 parents have achieved 'English as an Additional Language'
- o As a result of achieving these SQA qualification, two parents secured employment.
- o Some parents attended the SQA award ceremony with the Senior pupils.

Can you share any learning on what has worked particularly well?

- Pupil and Family Support Workers / Family Link Workers
- Pupil Counselling Service
- Nurture and Nurture Base
- Pupil and Family Support Workers / Family Link Workers
- Family Opportunities Team

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- The Family Opportunities Team has found it challenging to consistently engage all parents referred to them via self-referral or referral by school staff.
- Group counselling sessions have not been as successful as individual sessions
- School collegiate calendars and improvement priorities make it challenging to allocate sufficient time in collegiate calendars for in depth training sessions on nurture and well-being interventions for all staff.

5	Enhanced BGE

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- € Primary schools only
- € **Secondary schools only**
- € Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Smooth transition into secondary school to support a cohesive curricular experience (116 pupils).	• Focus groups of pupils • Focus groups of parents • Educational Psychologist Report • West Dunbartonshire Thematic Review
Identified groups of learners receiving targeted supported interventions with a focus on developing their literacy and numeracy skills (116 pupils).	• CfE Data • School based assessments • West Dunbartonshire Thematic Review
Collaborative planning within the BGE to improve quality of learning and teaching and personalised curricular experience (all secondary pupils with a particular focus on identified groups).	• West Dunbartonshire Thematic Review (focus groups of staff, pupils, parents)
Increased number of young people gaining qualifications.	• SQA Data • Wider achievement awards: Duke of Edinburgh Awards, John Muir Awards

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

- There has been a 10% increase in the number of parents regularly engaging with Principal Teachers.
- Analysis of Achievement of a Level data from primary compared to literacy/numeracy across the curriculum data shows a 100% improvement in numeracy and 96% improvement in literacy for the targeted group.
- 72 % of pupils in the targeted group achieved Third level in numeracy and literacy as at June 2019.
- Exclusions were reduced to 0% for the targeted group.
- Attendance improved for 58% of targeted pupils resulting in an average attendance of over 90% for the targeted group.
- Pupils' 'readiness of learn' and improvements in health and wellbeing have measurably improved over the timeframe.
- An increased number of pupils are participating in paired reading scheme with senior pupils.
- 38% of targeted S3 pupils are at least "on track in my planned learning and making progress at this level" within their 8 Curricular areas at Level 3.
- Tracking and monitoring data shows that 60% of targeted pupils are on course for pre National 5 courses at end of S3, 25% are on course for pre National 4 courses and 15% are on course for pre National 3 courses (Maths sections).
- 15 pupils in current S3 came back from Columba 1400 trip to Skye and trained remaining 43 pupils as guides for the P7 transition.
- 16 pupils from S3 in February/March this year led small groups of P7 pupils on enhanced transition. They participated in team building games for up to 30 pupils each day.
- 6 pupils led a 3 day leadership event at Ardoch with Columba 1400. Pupils presented ideas and gave out to tasks to a group made up of 20 S1 & S2 pupils and 3 teaching staff. 34% of the group have graduated with a leadership certificate and 10% have carried onto become a presenter for the Leadership Academy.
- 16% of the targeted pupils have volunteered for the Pupil Parliament.
- Parents have been provided with strategies to support pupils at home who have been struggling to support their child's social, emotional and physical wellbeing e.g. – diary for child to complete and read with parent to ensure communication.

Can you share any learning on what has worked particularly well?

- Continuity of learning achieved by delivery of a consistent approach to social and emotional well-being programmes between P7 and S1.
- Establishing an audit cycle to monitor progress in professional understanding and skill in applying literacy, numeracy across the curriculum.
- Teaching teams planning collaboratively to support a cohort of pupils in their

learning across curriculum areas ensuring appropriate differentiation. A key area of focus being the use of a wide range of motiving approaches to learning ensuring skills development in literacy, numeracy skills plus health and wellbeing.
- Close partnership work with families of identified young people starting in primary and moving into secondary (personalised model).

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going

- Reaching our most vulnerable families and encouraging them to remain engaged
- Staff changes can affect consistency of delivery.

6	Skills Academies

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- € Primary schools only
- € **Secondary schools only**
- € Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Engaged pupils throughout Skills Academy, Hairdressing & Dance at all levels (BGE & Senior Phase).	• Improved attendance/behaviour.
To ensure every child leaves school with qualification suited to their needs. (BGE & Senior Phase) – NPA & National Awards.	• Attainment Tracking and Awards. • SQA – Tracking.
Lateral Progression – More diverse range of subjects.	• Robust, personalised and varied Curriculum.
Online Learning – Open University modules – senior phase (in progress).	• Google form collating courses undertaken and success rate.
Develop transferable competencies as well as skills & knowledge in a broad vocational area and Understanding of the workplace Positive attitudes to learning for employability.	• Focus Group / Work experience/ surveys.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

- To promote the wider curriculum offer provided in the Skills Academy in Vale of Leven Academy (VOLA) staff worked in partnership with parents and pupils to produce advertising materials to provide more information for young people and parents when making choices about the learner pathway from BGE into Senior Phase.
- The numbers of young people choosing to participate in the Skills Academy courses is increasing every year with over 200 pupils participating in 2019.
- VOLA was selected for filming by the BBC who recently filmed interviews with pupils and staff in the School of Hairdressing, School of Dance and Construction Class. The film will feature on a new BBC online resource.
- The number of pupils benefiting from National qualification in the School of Hairdressing increased in 2019 with 16 SFW N4 passes; 9 SFW N5 passes; 10 NPA Cosmetology level 4 passes; 6 NPA 4 qualification in Dance.
- Leadership opportunities have been provided to senior pupils who have sat Nat 5/ Higher Dance to further expand this knowledge and develop leadership skills by coming to School of Dance sessions and volunteering their knowledge and time to help the junior pupils develop. This is giving them skills for learning, life and work whilst acting as positive role models for the junior pupils.
- Attendance of pupils in the School of Hairdressing is on average 3% higher than comparator groups.
- Attendance of pupils in the School of Dance is on average 2% higher than comparator groups.
- Attendance of pupils in the School of Football is up to 6% higher than comparator groups.
- All staff in the Skills Academy are now using a Skills Academy framework to promote employability skills and to help pupils prepare for interviews and complete application forms.

Can you share any learning on what has worked particularly well?

- The School of Hairdressing is encouraged to lead many events including careers events, roadshows as well as hair and make-up for school shows etc. This is very well received by the wider community and provides an opportunity for Skills Academy to showcase its profile to parents and prospective employers. This has also led to more work experience and examples of positive pathways straight into employment.
- The hairdressing qualification in VOLA at present is the same level as College offering which has led to further enhanced courses being explored with College partnerships.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

- Continue to invest in and promote the value of wider pathways for learners and build capacity in the service to deliver.