

For meeting on
5 September 2019

Agenda *2019*

Education Committee



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East Dunbartonshire Council

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A meeting of the Education Committee will be held within **Tom Johnston Chamber, 12 Strathkelvin Place, Kirkintilloch** on **Thursday, 5 September 2019 at 5.30 pm** to consider the undernoted business.

(Sgd) Ann Davie
 Depute Chief Executive - Education, People & Business

12 Strathkelvin Place
 KIRKINTILLOCH
 Glasgow
 G66 1XT

Tel: 0141 578 8076
 Date: 29 August 2019

- 1a **Sederunt and Apologies**
- 1b **Declarations of Interest** - Members are requested to intimate any declarations of interest in respect of any business to be considered.
- 1c **Determination of Exempt Business** – Members are requested to determine that the exempt business be considered with the press and public excluded.
- 1d **Convener's Remarks**
- 1e **Any other business which the Convener decides is urgent.**

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EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/176/19/JM DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: JACQUI MACDONALD, CHIEF EDUCATION
OFFICER
(TEL: 578 8739)**

SUBJECT TITLE: OUTSTANDING BUSINESS STATEMENT

1.0 PURPOSE

- 1.1** The purpose of this Report is to provide Members with an update in relation to progress on decisions taken by the Education Committee.

2.0	<u>RECOMMENDATIONS</u>
2.1	<p>It is recommended that the Committee:-</p> <ul style="list-style-type: none">a) Considers the updates contained within the Outstanding Business Statement attached as Appendix 1; andb) Notes that actions marked as completed will be removed from the Outstanding Business Statement.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** Members will be aware that the Council's standard report template recently changed in order to make decision making more transparent. The new template seeks to focus on key information such as significant implications and risk. It also links recommendations to the Local Outcome Improvement Plan.
- 3.2** To supplement the above, an Outstanding Business Statement will be submitted to Council and meetings of standing committees going forward. The purpose of the Outstanding Business Statement is to set out decisions made by Council or Committee and report progress against these. This will assist Members to monitor delivery and to generally scrutinise performance.
- 3.3** The Outstanding Business Statement for Council is attached as **Appendix 1** and sets out actions agreed at the Special Meeting of the Council on 6 June 2019. Each entry sets out the agreed action and provides a brief update of progress. In a number of instances, the agreed action has been completed –these actions have been listed to assure members that the decisions of Council have been fulfilled, however these actions will not appear on subsequent versions of the Outstanding Business Statement. Other ongoing actions will remain on the Statement until completion.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Services to Customers – none
- 4.2** Workforce (including any significant resource implications) – none
- 4.3** Legal Implications – none
- 4.4** Financial Implications – as set out in the Appendix
- 4.5** ICT - none
- 4.6** Corporate Assets – none
- 4.7** Equalities – none
- 4.8** Other - none

5.0 POLICY CHECKLIST

- 5.1** This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

6.0 MANAGEMENT OF RISK

- 6.1** There are no specific risks attached to this Report, however, the Outstanding Business Statement will act as a risk control measure by assisting Members in relation to scrutiny and will increase transparency and good governance.

7.0 IMPACT

- 7.1 ECONOMIC GROWTH & RECOVERY** – none

- 7.2 EMPLOYMENT & SKILLS** – none

- 7.3 CHILDREN & YOUNG PEOPLE** – none

- 7.4 SAFER & STRONGER COMMUNITIES** - none

- 7.5 ADULT HEALTH & WELLBEING** – none

- 7.6 OLDER ADULTS, VULNERABLE PEOPLE & CARERS** – none

- 7.7 STATUTORY DUTY** – none

8.0 APPENDICES

- 8.1 Appendix 1** – Outstanding Business Statement as at 52019

EDUCATION COMMITTEE
OUTSTANDING BUSINESS STATEMENT (OBS)

Please note that this statement sets out outstanding decisions of the Education Committee along with an update and estimated completion date. Actions, which are overdue, are shaded for ease of reference. Where an update reflects that an action is complete then that action will not appear on subsequent Statements.

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
41.	11 October 2018 EPB/235/18/JM Item 7	West Partnership: Improvement Plan	Report on the work being undertaken by the Curricular/Specialist Network and Curriculum Design Steering Groups in relation to maths within schools to be presented to a future meeting of the Committee.	An update report will be submitted to the Education Committee in September 2019. COMPLETE	Chief Education Officer	April 2019	September 2019
54.	7 February 2019 EPB/018/19/GB Item 3	Outstanding Business Statement	Enquire whether the West Partnership intend to include a Parent Representative in the future.	A decision has been taken not to have a Parent Representative at this time. There will be consultation with parents. COMPLETE	Chief Education Officer	April 2019	August 2019
60.	7 February 2019 EPB/015/19/GB Item 10	Annual Exclusion Report within East Dunbartonshire Council for Session 17-18	Report regarding Included, Engaged and Involved Part 2; IEL: Preventing Exclusions and Promoting Positive Behaviour to be submitted to a future meeting of the Education Committee and the Local Negotiating Committee for Teachers (LNCT).	Report re submitted to LNCT in June 2019 and then to Education Committee in October 2019	Education Officer (Secondary and Provision)	May 2019	October 2019
62.	4 April 2019 EPB/061/19/GB Item 4	Outstanding Business Statement – Item 41	Report on the West Partnership workstreams to be submitted to a future meeting of the Committee.	An update report will be submitted to the	Chief Education Officer	August 2019	September 2019

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
				Education Committee in September 2019. COMPLETE			
66.	4 April 2019 EPB/056/19/JIP Item 8	Digital Learning Strategy	Report on progress of the implementation of the action plan to be submitted to a future meeting of Committee.	Update report one year after implementation	Education Officer (Secondary and Provision)	August 2020	August 2020
68.	6 June 2019 EPB/114/19/JM Item 5	Education Services – How Good Is Our Service 2018-19	Technical Note to be circulated to Elected Members in relation to the Condition Survey and Capacity View and Merkleland Schools. Include the range of issues highlighted and the timeline for the appointment of the development partner for the new build ASN School.	Technical Note issued COMPLETE	Depute Chief Executive – Place, Neighbourhood & Corporate Assets	June 2019	June 2019
69.	6 June 2019 EPB/114/19/JM Item 5	Education Services – How Good Is Our Service 2018-19	Liaise with Head Teacher of Hillhead Primary School regarding Parent Council.	Complete – HT will seek to establish a new Parent Council in the academic session. COMPLETE	Chief Education Officer	August 2019	August 2019
70.	6 June 2019 EPB/114/19/JM Item 5	Education Services – How Good Is Our Service 2018-19	Junior Youth Club, Hillhead Primary School - Liaise with colleagues in Skills for Learning, Life and Work to obtain further information on the Project and whether there were any plans for roll out to other areas.	Discussion has taken place and there is a review of youth club provision underway. COMPLETE	Chief Education Officer	August 2019	August 2019
71.	6 June 2019 EPB/114/19/JM Item 5	Education Services – How Good Is Our Service 2018-19	Youth Representative on Education Committee – Interest intimated from two members of Youth	Requires a change to Council Standing Orders; this to be	Chief Education Officer	September 2019	September 2019

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
			Council. The number of representatives on the Committee to be considered as part of the review of the Council's Administrative Scheme.	considered by Council on 26 September 2019			
72.	6 June 2019 EPB/112/19/JM Item 6	Report on Early Years Expansion	Implement the Early Years Strategic Plan 2018-19.	Complete. Plan has been shared and delivered across centres. COMPLETE	Chief Education Officer	August 2019	August 2019
73.	6 June 2019 EPB/116/19/GB Item 7	East Dunbartonshire Council Early Years Admission Policy 2019	Implement the Early Years Admission Policy.	Complete and on website. Sent to all centres. COMPLETE	Chief Education Officer	August 2019	August 2019
74.	6 June 2019 EPB/116/19/GB Item 7	East Dunbartonshire Council Early Years Admission Policy 2019	Prepare and make available a user friendly Admissions Guide for parents/carers.	Complete and on website. Sent to all Centres. COMPLETE	Chief Education Officer	August 2019	August 2019
75.	6 June 2019 EPB/115/19/GB Item 8	Revised Early Years Charging Policy 2019	Implement the revised Early Learning and Childcare Charging Policy.	Complete and on website. Sent to all Centres. COMPLETE	Acting Chief Education Officer	August 2019	August 2019



EDUCATION COMMITTEE 5 SEPTMEBER 2019

EPB/175/19/JM

**DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE
& BUSINESS**

CONTACT OFFICER:

**JACQUI MACDONALD, CHIEF EDUCATION OFFICER
(TEL: 0141 578 8739)**

SUBJECT TITLE:

**EDUCATION SERVICES -HOW GOOD IS OUR
SERVICE (APRIL – JUNE 2019)**

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee with the quarterly performance and progress reports covering the period April-June 2019 (see Appendix 1).
- 1.2 The report covers the performance indicators set out in the Business and Improvement Plans for 2019-22, approved by Council in March 2019. (**EPB/070/19/JG**). Additionally the report requests a high level narrative overview of progress against the improvement priorities outlined in the Business Improvement Plan.

2.0	<u>RECOMMENDATIONS</u>
2.1	<p>It is recommended that the Committee:-</p> <ul style="list-style-type: none">a) Scrutinise the submitted Strategic Group performance reporting template set out in Appendix 1; andb) Requests that progress on any identified improvement activity is reported in the Quarter 2 How Good Is Our Service evaluation reviews, which will be reported to the November meeting of Committee.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/ MAIN ISSUES

- 3.1 As referenced above, the Business and Improvement Plans for were approved by Council in March 2019 whilst the annual How Good Is Our Service evaluation review for the strategic groupings, were submitted to the relevant Committees in May 2019.
- 3.2 All Strategic Groups have also developed Business and Improvement Plan performance indicators which relate to operational delivery and stakeholder impact. In some areas, the performance information may only be available on an annual basis. Where this is the case, Strategic Groups will provide a progress review of improvement activity through the year end How Good Is Our Service evaluation reports.
- 3.3 Similarly, progress on any improvement activity requested through this quarterly review, will also be incorporated in the next How Good Is Our Service evaluation report.
- 3.4 All performance reports have been developed utilising the Pentana performance management system.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1. Frontline Service to Customers- Improved Service Delivery through continued effective scrutiny and management of performance
- 4.2. Workforce (including any significant resource implications)- Impact on future Business Improvement Planning
- 4.3. Legal Implications – None
- 4.4. Financial Implications – As set out in the body of the Report
- 4.5. Procurement – None
- 4.6. ICT – None
- 4.7. Corporate Assets- None
- 4.8. Equalities– None
- 4.9. Other

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1. Ensuring effective Scrutiny of Service Performance and driving improvement in service delivery
- 5.2. Ensuring we are continuing to meet our statutory obligations in regards to performance reporting and Best Value

6.0 IMPACT

- 6.1. **ECONOMIC GROWTH AND RECOVERY** - The Place and Community Planning HGIOS Template maps progress against the delivery of our Economic Development priorities.
- 6.2. **EMPLOYABILITY & SKILLS** - None
- 6.3. **CHILDREN & YOUNG PEOPLE** – The Place and Community Planning HGIOS template has implications for delivery for children and young people.
- 6.4. **SAFER & STRONGER COMMUNITIES** - The Place and Community Planning HGIOS template maps progress against the delivery of Community Safety Activity.
- 6.5. **ADULT HEALTH & WELL BEING** – None
- 6.6. **OLDER ADULTS & VULNERABLE PEOPLE AND CARERS** – None
- 6.7. **STATUTORY DUTY** – None.

7.0 POLICY CHECKLIST

- 7.1. This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES








- 8.1. Appendix 1: Education Services Q1 HGIOS Report.

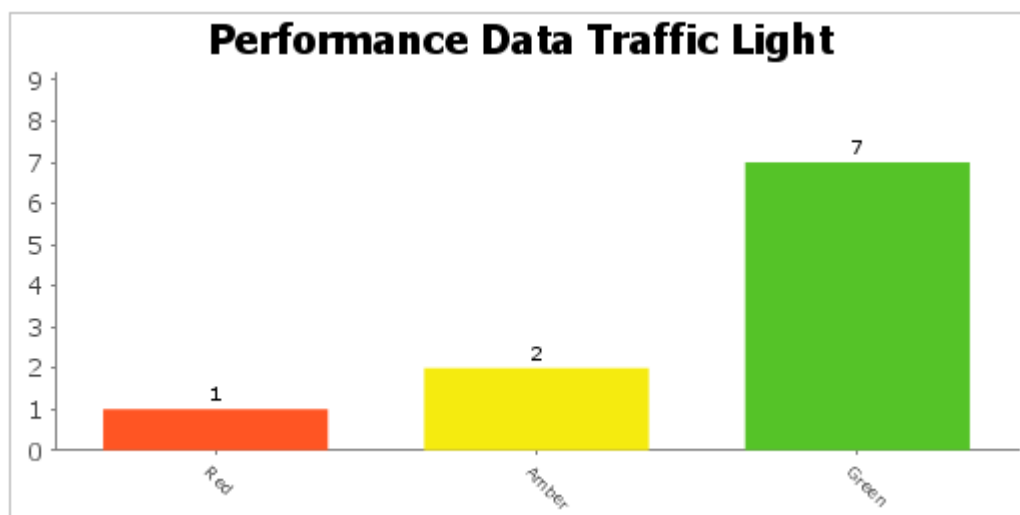
HOW GOOD IS OUR SERVICE?

QUARTERLY PERFORMANCE REPORT

EDUCATION

April - June 2019

Key to Performance Icons	
Icon	Description
	Indicator is on Target
	Indicator is off target by less than 5%
	Indicator is off target by more than 5%
	Indicator has improved from the same reporting period the previous year
	Indicator is unchanged from the same reporting period the previous year
	Indicator has declined from the same reporting period the previous year
	Data is unavailable to generate a RAG Status. This could be the case for a new indicator where no trend data is available or if indicator data is unavailable for the reporting period



Overview of Progress

Raising attainment and achievement

- Education Scotland inspected Balmuildy and Harestanes Primary Schools and the reports were very positive. The Quality Improvement Team will focus on supporting the schools to continue to improve learning and teaching approaches and raise attainment.
- All schools have assessed attainment of Curriculum for Excellence (CfE) levels for P1, P4, P7 and S3. As before, results will have been scrutinised and challenged at school level and will be submitted to Scottish Government in August for publication in December. Work continues in schools and clusters to support and improve teacher confidence in making judgements about achievement of CfE levels. Teachers are now reporting that they are feeling more confident about reporting on the achievement of a CfE level due to the moderation activities that have taken place within the Council and as part of West Partnership.
- Almost all Literacy Champions completed the end of session evaluation and indicated that the Literacy Champion Training Days and the follow up Professional Learning Communities (PLC) had improved knowledge and confidence. Champions benefitted from sharing approaches and strategies within and outwith East Dunbartonshire to raise attainment in writing.
- The Kirkintilloch Cluster was successful in achieving the General Teaching Council Scotland, Excellence in Professional Learning Award, for their work in developing Numeracy and Mathematics.
- The authority's Numeracy and Mathematics Strategy, was launched and this supports development of an operational approach to improving numeracy and mathematics through effective learning, teaching and assessment. This strategy builds on research and existing good practice and is designed to ensure that numeracy and mathematics has a central focus, from early through to fourth level.

- Mosshead Primary was awarded the, 'best overall winner', from the West Partnership Engineering Challenge in the Keep Scotland Beautiful: Upstream Battle campaign, Stem the Flow competition. The children presented their ideas at the Riverside Museum and described the impact the campaign had on their school, wider community and on influencing the Council's sustainability policy.

Ensuring Equity

- The Education Service in partnership with Education Scotland continue to support Head Teachers about the effective use of the Pupil Equity Fund (PEF). This session most schools increased their staffing to provide additional support for children and young people. A few schools have targeted family learning and the majority continued to spend on interventions focussed on literacy, numeracy and health and wellbeing. Quality Improvement Officers supported Head Teachers to examine their data to inform future school improvement and to evidence the impact of added value from PEF.
- As part of the Strategic Review of Additional Support Needs, all secondary schools will develop provision for pupils, who require a more individualised curriculum. Part of the planning for this included a very successful curriculum sharing event to ensure that there is progression for all subjects as part of the Broad General Education. This also involved some schools from the West Partnership. The success of this has been shared and will be used as a model of effective practice for the West Partnership next session to ensure curriculum development continues to be shared, progressive and moderated.
- The Scottish Government, Care Experience Attainment Fund, completed the first year of funding in June. £121 500 was allocated to care experienced pupils and 405 pupils benefitted from the funding, which is aimed at closing the attainment gap for care experienced children in Scotland. The funding was allocated on an individual basis, by the Team around the Child, and used in a variety of ways to engage pupils in lifelong learning including access to ICT hardware, subject tuition and sports and leisure club membership.
- The Life Changes Trust Grant allowed recruitment of the very first Corporate Parenting Development Coordinator who will work closely with Education and Social Work to recruit two care experienced modern apprentices. This team will work to create the first, 'Children's Champions Board', which will seek the voice of care experienced children and young people and feed their views into the Corporate Parenting agenda.

Skills for Learning, Life and Work

- Phase six of the apprenticeship programme continues in the occupational areas of Early Years, Streetscene and Roads. Recruitment has started for Phase seven of the programme in the occupational areas of Early Years, Streetscene and Roads, Accountancy and three trades (joiner, electrician and plumber).
- The European Social Fund Skills Pipeline project continues to provide support to individuals who have at least two significant barriers to employment. Since the start of the project one hundred and sixty nine individuals have been provided with employability skills, support and training. A request to extend the project has been made to the Scottish Government.
- The personal and vocational support programmes provided by Positive Achievements, are improving the skills for learning, life and work for young people at risk of dis-engaging from mainstream education. An awards ceremony, in June, presented learners with a range of accredited awards including, for the first time, the Duke of Edinburgh bronze award.
- Work has been ongoing to implement the new, No One Left Behind (NOLB), funding allocated by Scottish Government. This new programme replaces, Opportunities for All, and the Scottish Employer Recruitment Incentive, and enables councils to have greater flexibility in the use of the funding. The NOLB grant will be used to provide employability support to

forty-one young people and eight recruitment incentive grants will be made available to Small, Medium Enterprises (SME's) employers who create additional jobs for eligible unemployed individuals of any age.

- Youth workers are supporting young people in secondary schools to improve skills for learning, life and work through the delivery of group work and one to one support. An end of year evaluation is underway with initial findings very positive about the impact of youth workers in schools.
- The new East Dunbartonshire Youth Council has been formed and has met twice. The Council has elected a chair and other positions. The Youth Council is currently working to establish priority areas of work for their second year term and the three Members of the Scottish Youth Parliament are due to attend the first sitting of the Scottish Youth Parliament in early summer.

Developing the Young Workforce (DYW)

- A different model from previous years was adopted for the S4 study leave programme, Find Your Inspiration (FYI), and this was due to a significant drop in the numbers of young people requiring support through the study leave month. FYI was convened in a secondary school within each locality and, as before, there was a focus on developing skills for learning, life and work in line with DYW. The programme offered two elements, a work placement opportunity and career management input from SDS Careers Advisors, employers and other agencies. Youth workers supported young people to work towards a Dynamic Youth Award. This change in approach will be evaluated to inform planning for next session.
- Kirkintilloch High School is working collaboratively with a private provider to provide a hub for Foundation Apprenticeships and the opportunity will be extended to include pupils in Lenzie Academy and St Ninian's High School.

Early Years

- A new Quality Standard, has been developed as a supportive tool for all Early Learning and Childcare Centres to ensure quality remains at the heart of the expansion. Four centres are piloting the new standard; two local authority and two funded providers.
- Twenty-three funded providers secured a one-year contract to deliver the final year of 600 hours on an increased hourly rate of £5.31.
- The increase of the Early Years workforce to support the expansion of 1140 has enabled twelve leadership posts, thirty-seven practitioners and eleven support workers to be appointed.

Leadership

- The Quality Improvement Team visited each school to support establishments to undertake their own self-evaluation in relation to the four key quality indicators from HGIOS 4th Edition. Linked to this, support was given to develop Standards and Quality reports and priorities for the school improvement plans which are linked to the national agenda as set out in the EDC National Improvement Framework Plan. This included discussion about the use of (PEF) and associated monitoring of this.
- The work of the Parent Forum continues to enhance collaborative engagement and empowerment of parents and pupils. The final meeting of the session focused on discussion of the additional support needs policies, 'Including Every Learner', and the development of 1140 hours for Early Years. This work demonstrates the effectiveness of the working group in setting a joint agenda.
- Evaluation of the Autism Adviser programme demonstrated positive trends over time regarding practitioners' knowledge and understanding of Autistic Spectrum Disorders (ASD) and increased levels of confidence in supporting both pupils and colleagues. Feedback from

the collaborative practitioner studies provided with robust evidence of the positive impact on practice in individual establishments. Based on the success of this work an additional conference has been approved for next session.

- St Ninian's High School was shortlisted for the national TES awards in two categories, i.e. Head Teacher of the year and School Business Manager. This recognises the ongoing and outstanding level of provision within the school at national level. The Principal Teacher of the Language and Communication Resource within St Ninian's was awarded the Teacher of the Year Award at the Scottish Education Awards.





School Improvement Programme















- A meeting was convened with parent council representatives from Merkland School and Campsie View School about the arrangements for the Interim Parent Council and the approach to be taken to the design development workshops for the new school in the coming session.
- Similarly, a meeting was convened with representatives from Boclair Academy Parent Council to outline the process and approach to working with Education Services and Major Assets to develop the accommodation schedule for the new build school prior to the design development workshops.

Areas Requiring Improvement

- Continue to implement the expansion of early learning and childcare.
- Continue to raise attainment in literacy and numeracy, while ensuring equity as detailed in the National Improvement Framework (NIF).
- Continue to support approaches to youth voice.
- Continue to focus on reducing exclusions.
- Continued implementation of the Strategic Review of Additional Support Needs including the development of planning for the new build school and building capacity in the primary and secondary sector.

Q1 Performance Indicators

Code	PI Title	Status	Trend	Quarters					Quarterly Target	
				Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q1 2019/20	Latest Note
				Value	Value	Value	Value	Value	Target	
EDU-01-BIP-2	Attendance levels of Looked After Children attending all EDC schools			92.2%	92.8%	89.4%	89%	90.6%	90.5%	This data is based on 62 Looked After Children and young people, 24 primary and 30 secondary and 8 special school pupils. The primary attendance rate for looked after children is 91.2 % The secondary attendance rate for looked after children is 89.3 % The attendance rate for Looked After Children in special schools is 93.9 % Overall, in comparison to Q1 2017/18 this is a decrease of 1.1 percentage points. This could be due to the method of recording attendance in schools being reviewed this year in line with new Scottish Government policy. The new advice was that schools must record any non-attendance as absent from school, even if it's a part time timetable or if a child has been sent home during the day due to anxiety or not coping with a full day.
EDU-02- BIP-2	Exclusion rates of Looked After Children attending all EDC schools			0	0	78.9	57.14	0	5	There were no exclusions during this quarter for Looked After Children attending primary, secondary and special schools. The data is based on the number of pupils who have been looked after at home/looked after away from home continuously since 1st August 2018

Code	PI Title	Status	Trend	Quarters						Quarterly Target		Latest Note
				Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q1 2019/20			
				Value	Value	Value	Value	Value	Value	Target	Target	
EDU-04-BIP-2	Number of parents participating in the Triple P programme			47	45	52	119	66	40			Triple P and parenting intervention including group and one to one support continues to be well received across all localities. Family Champions within Early Years Centres continue to deliver one to one support with families.
EDU-05-BIP-2	% of those supported by employability programme into employment			66%	54%	65%	58%	50%	50%			Job outcomes figures (21)) have been supported by the European Skills Fund Skills pipeline project, Lift Off Grants and key worker support through the new No One Left Behind fund.
EDU-06-BIP-2	% of those supported by employability programme moving into and sustaining employment for 6 months			72%	94%	66%	80%	73%	75%			This PI reports on learners who moved into employment between October and December 2018 and who have sustained employment between April and June.
EDU-07-BIP-2	Attendance rates in secondary schools (%)			93.68%	94.84%	92.73%	93.48%	92.08%	93%			The attendance rate for Q1 is 92.08% which is slightly below the target and is a reduction from the same period last year. Schools will be supported via the quality improvement process to put strategies in place to improve attendance next session.
EDU-08-BIP-2	Attendance rates in primary schools (%)			95.93%	97.33%	96.23%	96.3%	95.51%	96%			The attendance rate for Q1 is 95.51%, which is comparable to the same period last year.
EDU-09-BIP-2	Exclusion rates of young people in secondary schools (days lost)			73	30	86	45	77.5	60			Q1 exclusion rate has slightly increased compared with the last recorded equivalent period. This figure of 77.5 days relates to 32 incidents involving 29 pupils across 7 schools. In all cases there was support provided for all pupils on their return to school.
EDU-10-BIP-2	Exclusion rates of children in primary schools (days lost)			18	12	19.5	28.5	7.5	20			The exclusion rate has reduced compared to the same recorded period last year. This figure of 7.5 days relates to 4 incidents involving 3 pupils across 3 schools. In all cases there was support provided for all pupils on their return to school.



EDUCATION COMMITTEE 5 SEPTEMBER 2019

EPB/178/19/JM

DEPUTE CHIEF EXECUTIVE - EDUCATION,
PEOPLE & BUSINESS

CONTACT OFFICER:

JACQUI MACDONALD, CHIEF EDUCATION
OFFICER, 0141 578 8739

SUBJECT TITLE:

PROPOSED CHANGES TO THE SECONDARY
TRANSFER ARRANGEMENTS FOR PUPILS WHO
LIVE IN THE CATCHMENT AREA OF CRAIGHEAD
PRIMARY AND LENNOXTOWN PRIMARY

1.0 PURPOSE

- 1.1** The purpose of this Report is to seek approval from the Education Committee to undertake an statutory consultation on the secondary transfer arrangements for children who live in the catchment areas of Craighead Primary, Milton of Campsie and Lennoxton Primary.

2.0	<u>RECOMMENDATIONS</u>
2.1	<p>It is recommended that the Education Committee:-</p> <ul style="list-style-type: none">a) Approves separate statutory consultations to be carried out on the secondary transfer arrangements for children who live in the catchment area of Craighead Primary and for children who live in the catchment area of Lennoxton Primary; andb) Instruct the Chief Education Officer to provide a report to Council on the results of the statutory consultations.

ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS

3.0 BACKGROUND/MAIN ISSUES

- 3.1** A report was approved by Council in May 2019 (**EPB/096/19/JM**) to undertake an informal consultation on the secondary school transfer arrangements for children who live in the catchment area of Lennoxton Primary and Craighead Primary in Milton of Campsie.
- 3.2** Any change to the catchment area of a school or a proposed change to the admissions arrangements requires the Council to carry out a formal statutory consultation as detailed in the Schools (Consultation) (Scotland) Act 2010. This involves consultation with a range of stakeholders including parents and pupils affected.
- 3.3** A report on the informal consultation is detailed in Appendix 1 and 2. There was overwhelming support for a non- denominational school within East Dunbartonshire to be an option for parents when they are choosing a secondary school for their child. Kilsyth Academy and St Ninian's High School should remain as options.
- 3.4** There would require to be a separate proposal and consultation for each catchment area as they are not inextricably linked.
- 3.5** It is not possible to predict parental choice if parents of children who live in the catchment areas of Lennoxton Primary and Craighead Primary were given the option of an East Dunbartonshire school as well as St Ninian's High School or Kilsyth Academy. Analysis of the roll projections for the non-denominational secondary schools, which are nearest by distance to Lennoxton and Milton of Campsie, was undertaken. These roll projections include an allowance for new housing and the current trend in placing requests. It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.
- 3.6** The analysis showed: Kirkintilloch High School could accommodate pupils from either school but not both; there would require to be some management of placing requests if the new housing results in the projected increase in the roll and if 100% of pupils transferred. Lenzie Academy has a high number of placing requests each year , a significant number of these are from out with East Dunbartonshire Council. There would require to be careful management of placing requests in order to manage the roll effectively. Lenzie Academy could accommodate pupils from either school but not both. The view was expressed during the informal consultation that the two villages should not be split and could be given a choice of both schools. This would reduce the educational benefits detailed in the Consultation Papers in Appendix 1 and 2.
- 3.7 **Proposal****
To consult on the proposal that :
- children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire. The Consultation Report is contained in Appendix 1.
 - children, who live in the catchment area of Lennoxton Primary in Lennoxton should be zoned to Lenzie Academy as a non denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire. The Consultation Report is contained in Appendix 2.

3.8 Timeline for Statutory Consultation

Report to Education Committee seeking approval for the consultation	5 th September 2019
Consultation starts	9 th September 2019
Consultation ends	30 th October 2019
Education Scotland prepare report	4 th November to 25 th November 2019
Consultation Report Published	28 th November 2019
Consultation Report Submitted to Council	19 th December 2019
Notify Scottish Ministers if Approval is given by Council	20 th December 2019

4.0 **IMPLICATIONS**

The implications for the Council are as undernoted.

4.1 Frontline Service to Customers – None

4.2 Workforce (including any significant resource implications) – None

4.3 Legal Implications – Legal advice will be required on the statutory consultation.

4.4 Financial Implications – The financial implications of any proposed change would require to be calculated.

4.5 ICT – None

4.6 Corporate Assets – None

4.7 Equalities– None

4.8 Other – None

5.0 **MANAGEMENT OF RISK**

The risks and control measures relating to this Report are as follows:-

5.1 There will be considerable opposition from North Lanarkshire Council because of the impact on Kilsyth Academy. Parents of children , who currently attend Kilsyth Academy, may oppose the proposal because of the impact on Kilsyth.

6.0 **IMPACT**

6.1 **ECONOMIC GROWTH & RECOVERY** – None

6.2 **EMPLOYMENT & SKILLS** – None

6.3 **CHILDREN & YOUNG PEOPLE** – This may have affect the secondary transfer arrangements for children

6.4 **SAFER & STRONGER COMMUNITIES** – None

6.5 ADULT HEALTH & WELLBEING – None

6.6 OLDER ADULTS, VULNERABLE PEOPLE & CARERS- None

6.7 STATUTORY DUTY – This informal consultation is detailed in the Guidance on the Schools Consultation (Scotland) Act 2010.

7.0 POLICY CHECKLIST

7.1 This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 Appendix 1: Consultation report on the secondary school transfer arrangements for children, who live in the catchment area of Craighead Primary, Milton of Campsie.

8.2 Appendix 2: Consultation report on the secondary school transfer arrangements for children, who live in the catchment area of Lennoxton Primary, Lennoxton.

EAST DUNBARTONSHIRE COUNCIL: EDUCATION SERVICE
PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS
FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF CRAIGHEAD
PRIMARY SCHOOL, MILTON OF CAMPSIE

SEPTEMBER 2019

1.0 Background

1.1 East Dunbartonshire's current school provision and arrangements for Primary 7 to S1 transfer arrangements are underpinned by legislative requirements in the Education (Scotland) Act 1980. This requires the Council to:

- i. ensure effective management of their school estate and provide sufficient places for their pupil population;
- ii. adhere to the general principle that children should be educated in line with their parents' wishes;
- iii. ensure that all admissions must comply with class size legislation and national staffing agreements.

1.2 Children who live in the catchment area of Lennoxton Primary School, in Lennoxton and the catchment area of Craighead Primary School in Milton of Campsie are zoned to St Ninian's High School in Kirkintilloch, East Dunbartonshire and to Kilsyth Academy in North Lanarkshire. When transferring to secondary education, parents can choose to send their child to either school as a catchment pupil. This arrangement has been in place since 1997 as a legacy of regional councils and is common across local authorities.

1.3 St Ninian's High School has an overall capacity of 850 and in order to manage this effectively the S1 roll is capped at 150.

2.0 Present Position

2.1 In the last three years, there has been a significant increase in the number of pupils opting to transfer to St Ninian's High School from Craighead Primary.

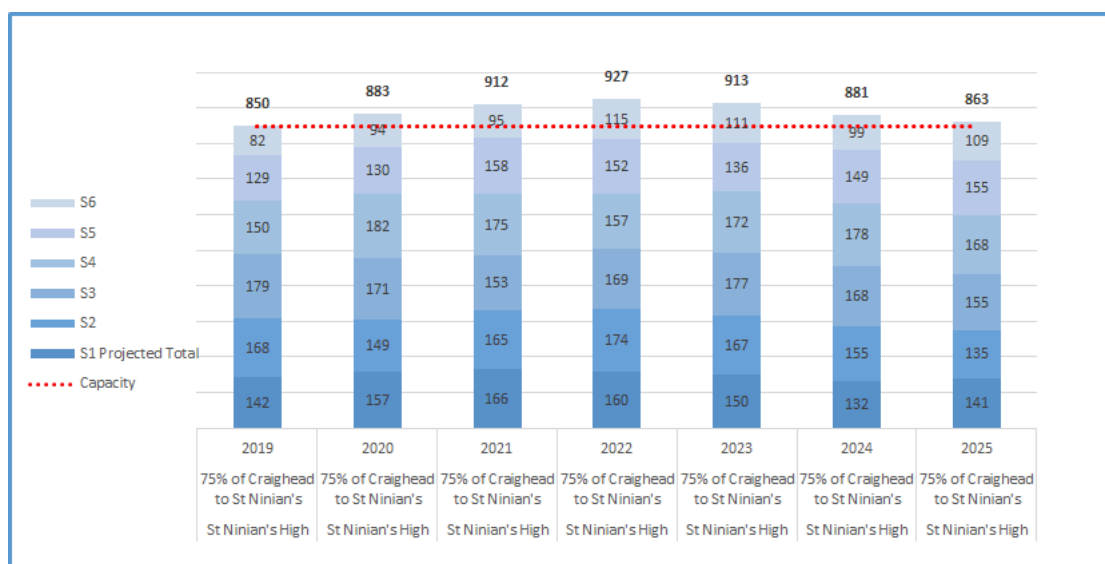
Year	Primary	Roll (P7)	Associated Sec 1	Transfer 1	Associated Sec 1 Transfer (%)	Associated Sec 2	Transfer2	Associated Sec 2 Transfer (%)
2017	Craighead PS	34	Kilsyth Academy	12	35.3%	St Ninian's HS	22	64.7%
2018	Craighead PS	39	Kilsyth Academy	4	10.3%	St Ninian's HS	34	87.2%
2019	Craighead PS	38	Kilsyth Academy	9	23.7%	St Ninian's HS	27	71.1%
2017	Lennoxton PS	18	Kilsyth Academy	10	55.6%	St Ninian's HS		0.0%
2018	Lennoxton PS	11	Kilsyth Academy	8	72%	St Ninian's HS		0.0%
2019	Lennoxton PS	16	Kilsyth Academy	7	44%	St Ninian's HS	*	

*less than 5 pupils; the exact number cannot be given due to Data Protection.

2.2 The number of children transferring from Craighead Primary and Lennoxtown Primary over the next five years is:

	2020	2021	2022	2023	2024
Craighead PS	30	34	42	34	36
Lennoxtown PS	22	30	23	14	22

2.3 The table in 2.1 above shows that approximately 75% of Craighead Primary have been opting to transfer to St Ninian's High School. If this trend were to continue and no future placing requests are accepted into S1 after 2019, then the projected intake would start to exceed capacity in 2020. This projection does not take account of children from Lennoxtown Primary, who may choose to transfer to St Ninian's as their catchment secondary school.



3.0 Informal Consultation

3.1 The Council approved an informal consultation on the secondary transfer arrangements for children, who attend Craighead Primary and Lennoxtown Primary in May 2019. (PB/096/19/JM).

3.2 The informal consultation took place from 16 May 2019 and ended on 21 June 2019. It involved:

- Meetings with the Parent Councils of Craighead Primary, Lennoxtown Primary and St Ninian's High School;
- Information on the informal consultation was sent to the Parent Councils of Kirkintilloch High School and Lenzie Academy;
- Information was sent to the parents of both primary schools and St Machan's Primary;
- Open public meetings were held in:

- Craighead Primary on 30 May;
- Lennoxton Primary on 4 June;
- Pupils in both primary schools were consulted;
- Parents and other members of the community were offered the opportunity to provide comments by email;
- The Roman Catholic Church were consulted through the Archdiocese, as they would be a statutory consultee in any statutory consultation.

3.3 The consultation focused on two questions:

- What are the main factors that you take into account when choosing a secondary school for your child?
- If there was an option of a non-denominational secondary school within East Dunbartonshire Council, what would be your view?

The public meetings offered the opportunity for question and discussion on the key issues

3.4 The public meetings were well attended in both schools, with approximately 100 people attending. Six email responses were submitted.

3.5 The responses can be summarised as follows:

3.5.1 The main factors parents gave for choosing a secondary school for their child are detailed below. The same reasons were given by both school communities.

- The provision of school transport;
- Easy access to the school by public transport so that children could attend after school activities;
- An inclusive and positive ethos;
- High standards of attainment and achievement;
- A wide selection of subjects available in the Senior Phase;
- Opportunities for wider achievement;
- The provision for children with additional support needs;
- The facilities available within the school;
- The reputation of the school from inspection reports, school exam results;
- Same school as friendship group or siblings.

3.5.2 Pupils gave similar responses and highlighted friendship groups, the standard of education and good teachers as important.

3.5.3 In response to the option of a non-denominational secondary school, there was overwhelming support for this proposal. The main issues were:

- The need for a direct bus route to the school so that children could attend after school activities;
- As Lennoxton is designated as a Place priority area, this was viewed as very important especially if there was a reliance on public transport;
- There was support for Kilsyth Academy being retained as an option;

- There was concern that Lennoxton pupils may not be able to attend St Ninian's High School due to the roll pressures;
- There was a request that the two communities are not split with different secondary schools being the catchment school;
- There are already a number of placing requests to Lenzie Academy from Lennoxton and this is seen as a positive option as it would have a significant impact on regeneration within this Place area;
- Different in-service days and some holiday dates causes issues for parents.

3.6 There was discussion with the representative from the Catholic Church Archdiocese. They were in favour of the option of another non-denominational school within East Dunbartonshire as they view it as important to maintain the Catholic ethos of St Ninian's High School.

3.7 Officers have had initial discussions with officers from North Lanarkshire Council., in order to understand the impact of any proposals on Kilsyth Academy.

4.0 Options

4.1 Following the Informal Consultation it was clear that there was strong support for a non- denominational secondary school to be an option for parents when choosing a secondary school for their child. Officers then considered a number of options.

4.2 Option 1: Do nothing

This is not a viable option as the Council may fail to comply with its duty to provide sufficient catchment pupil places in St Ninian's High School, if the current trend continues.

It was very clear from the informal consultation that there was overwhelming support for a non-denominational school within East Dunbartonshire to be an option for children transferring to secondary school from the catchment areas of Lennoxton Primary and Craighead Primary. Failure to address this would be viewed negatively by the community.

4.3 Option 2: Extend St Ninian's High School

This would require to be considered in terms of the PPP contract and would have considerable financial implications for the Council.

4.4 Option 3: Undertake a Statutory Consultation to Change the Secondary Transfer Arrangements for children who live in the catchment areas of Lennoxton Primary and Craighead Primary

There would require to be a separate proposal and consultation for each catchment area as they are not inextricably linked.

Kilsyth Academy and St Ninian's High School should remain as options.

It is not possible to predict parental choice if parents of children who live in the catchment areas of Lennoxton Primary and Craighead Primary were given the option of an East Dunbartonshire school as well as St Ninian's High School or Kilsyth Academy.

Analysis of the roll projections for the non-denominational secondary schools which are nearest by distance to Lennoxton and Milton of Campsie was undertaken. These roll

projections include an allowance for new housing and the current trend in placing requests. It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.

The analysis showed:

Kirkintilloch High School could accommodate pupils from either school but not both; there would require to be some management of placing requests if the new housing results in the projected increase in the roll and if 100% of pupils transferred.

Lenzie Academy has a high number of placing requests each year, a significant number of these are from out with East Dunbartonshire Council. There would require to be careful management of placing requests in order to manage the roll effectively. Lenzie Academy could accommodate pupils from either school but not both.

A small group of parents at the consultation events expressed the view that the two villages should not be split and could be given a choice of both schools. However this would reduce the educational benefits detailed in Section 7.

5.0 Purpose of the Statutory Consultation

5.1 It is therefore proposed to consult on changes for pupils, who live in the catchment area of Craighead Primary, Milton of Campsie, when they transfer to secondary education.

5.2 The proposed changes would provide parents with a non-denominational secondary school within East Dunbartonshire in addition to Kilsyth Academy, North Lanarkshire and St Ninian's High School in East Dunbartonshire.

5.3 Any change to the catchment area of a school or a proposed change to the admissions arrangements requires the Council to carry out a formal statutory consultation as detailed in the Schools (Consultation) (Scotland) Act 2010. This would involve consultation with a range of stakeholders including parents and pupils affected.

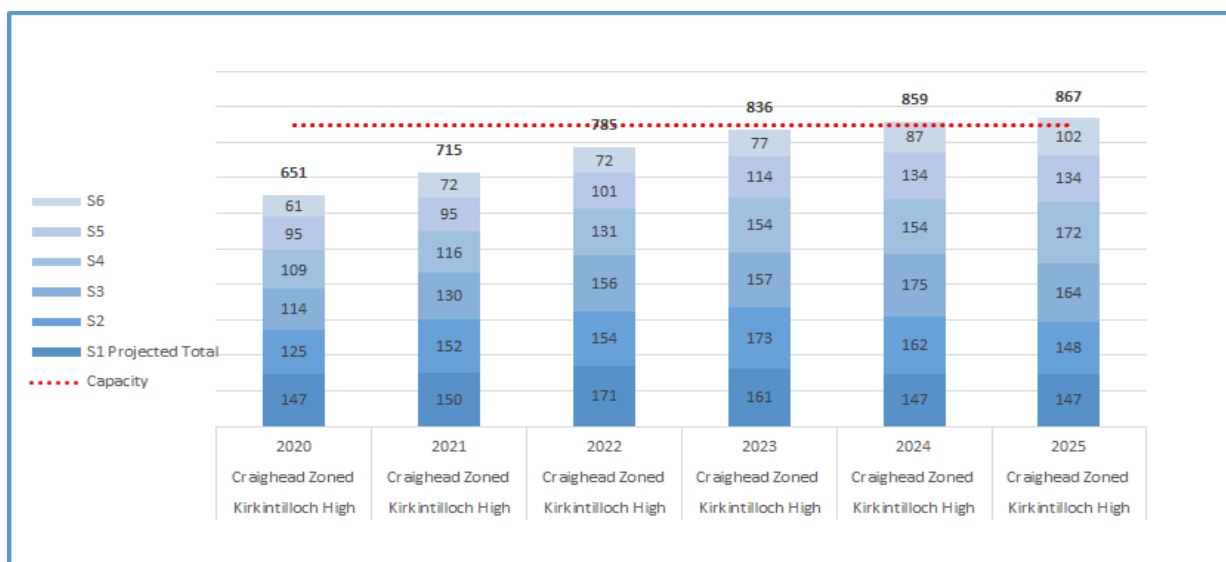
6.0 Proposal

6.1 To consult on the proposal that:

- **children, who live in the catchment area of Craighead Primary in Milton of Campsie should be zoned to Kirkintilloch High School as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

6.2 Craighead Primary could be zoned to, and become an associated primary school to Kirkintilloch High School and if 100% of pupils who currently attend Craighead Primary chose to transfer, then they could be accommodated there.

6.3 The graph below shows all Craighead pupils transferring to Kirkintilloch High School. However it is not likely that all will transfer to Kirkintilloch HS as some may still opt for St Ninian's High School or Kilsyth Academy. If they all opted for Kirkintilloch, it would limit the number of placing requests for a couple of years to manage the school roll. However this would be dependent on the impact of housing, which has been included in these projections.



6.4 The Informal Consultation showed that Milton of Campsie parents were very clear that they wanted to be zoned to a non- denominational school within East Dunbartonshire:

- It had been raised as an issue a number of years ago and parents had now exercised their right to transfer their children to St Ninian's High School;
- There were some placing requests already made by parents to Kirkintilloch High School;
- There are potentially higher numbers transferring from Milton of Campsie and so although, placing requests may still have to be reduced to manage the capacity within Kirkintilloch High School, there was capacity for all of the children who live in the catchment area of Craighead Primary to transfer if required.

7.0 Educational Benefits

7.1 All children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary school, and beyond school. The proposal made in this consultative document aligns with this entitlement.

The aim of Curriculum for Excellence and the National Improvement Framework is to raise attainment. The Framework to Ensure Attainment, Achievement and Equity for all Children in East Dunbartonshire is the authority's strategic approach to the implementation of the National Improvement Framework. The EDC Framework states that Curriculum for Excellence requires all schools and centres to work across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach across all schools. There is very effective 3 to 18 cluster working within East Dunbartonshire, which has been recognised by inspection reports and most recently national awards.

This proposal would enhance 3 to 18 Cluster Working and ensure the delivery of the entitlement to a coherent curriculum with progression and continuity of learning for children.

Presently both Lennoxton Primary and Craighead Primary work within the St Ninian's Cluster and there are effective transition arrangements with Kilsyth Academy.

Within East Dunbartonshire, 3 to 18 cluster working involves staff from early years, primary and secondary work collaboratively to develop the curriculum, assessment and learning and teaching approaches. This ensures improved progression and continuity of learning for pupils.

An important aspect of effective assessment is a shared understanding of standards within Curriculum for Excellence levels. This is achieved through effective moderation activities within schools and across sectors, as part of 3 to 18 cluster working. By working collaboratively to moderate the assessment process, teachers improve their professional judgement.

In order to ensure progression and continuity of learning, there needs to be effective tracking of children's progress from upper primary into secondary. This is more effectively achieved when primary and secondary teachers work as part of a 3 to 18 cluster to agree standards, track progress and transfer assessment data on children, which has been moderated. This should improve levels of attainment within the Broad General Education, from primary through to S3 in secondary.

In addition, secondary schools work with associated primary schools to develop a programme of visits. These can include a programme during Primary 6 and 7, with secondary staff working with primary pupils in their own school as well as within the secondary school. These are in addition to the transition arrangements, which take place in the last term of Primary 7. There are also enhanced transition arrangements for children with additional support needs. Although staff from Craighead Primary and Lennoxton Primary work in the St Ninian's Cluster on curriculum development, these schools are not part of the school visit programme with secondary staff working in the primary schools. If the schools were zoned to a non – denominational secondary school within East Dunbartonshire, they would move to this cluster with the associated benefits of improved transition and cluster working to enhance the curricular and wellbeing provision for children.

An important aspect of children's experiences is the opportunity to take part in out of school activities, including supported study in the Senior Phase. This provides children and young people with the opportunity for personal achievement and improved attainment. An extensive programme of after school activities and supported study is available in all East Dunbartonshire secondary schools. If children travel by school transport then they have to make their own travel arrangements home when these activities are finished. The availability of a direct bus route from Lennoxton and Milton of Campsie to Kirkintilloch or Lenzie would make it easier for children to attend out of school activities. There is no direct bus route to Kilsyth, which parents and children can find is a barrier to attendance at out of school activities.

Children's wellbeing would be enhanced through taking part in sporting after school activities. Health and well-being is an important aspect of the National Improvement Framework. All East Dunbartonshire schools have support for children's well-being through a Wellbeing Base with trained staff. This enhanced support is available to all children within an East Dunbartonshire secondary school.

If a non-denominational secondary school within East Dunbartonshire was an option for children, there would be more linked community involvement as youth workers are allocated

to secondary schools. The youth workers work with young people in schools and within the community. This is particularly important in the designated Place areas.

The availability of data on the performance of EDC pupils to allow for scrutiny by elected members would be improved if a non-denominational school was an option. At present the SQA exam results and School Leaver Destinations for EDC pupils who attend Kilsyth Academy is not available.

It is clear from discussions with officers from North Lanarkshire Council that there would be a significant impact on the school roll of Kilsyth Academy if more children were to transfer to an EDC secondary school. However this trend has been happening for the last three years with a decline in the number of children transferring to Kilsyth Academy from Craighead Primary and Lennoxton Primary. There is no evidence that this trend will not continue and is due to parental choice. This may impact on the delivery of the curriculum within Kilsyth Academy. Smaller secondary schools can find it difficult to offer a wide range of subjects particularly in the Senior Phase.

The change would break a local authority agreement on school zoning, which has been in place since the disaggregation of Strathclyde Region in 1996. There have been many developments in education since that time in particular the development of 3 to 18 cluster working as detailed above.

Another school option for transfer is likely to cause concern in relation to transition arrangements especially for Session 2020/21. This could be mitigated by provision of enhanced transition in the summer term. This is not an unusual situation due to the number of placing requests to schools other than a catchment school.

8.0 Timeline for Statutory Consultation

Report to Education Committee seeking approval for the consultation	5 th September 2019
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Consultation ends	30 th October 2019
Education Scotland prepare report	4 th November to 25 th November 2019
Consultation Report Published	28 th November 2019
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Notify Scottish Ministers if Approval is given by Council	20th December 2019

9.0 Financial and Other Factors to be considered

There would be no financial benefits to this proposal. The provision of transport to EDC schools would require to be factored into any projected cost. Pupils already enrolled on a placing request in Lenzie Academy or Kirkintilloch HS could apply for a concessionary place on the school transport.

EAST DUNBARTONSHIRE COUNCIL: EDUCATION SERVICE
PROPOSED CHANGES TO THE SECONDARY TRANSFER ARRANGEMENTS
FOR CHILDREN WHO LIVE IN THE CATCHMENT AREA OF LENNOXTOWN
PRIMARY SCHOOL

SEPTEMBER 2019

1.0 Background

- 1.1 East Dunbartonshire's current school provision and arrangements for Primary 7 to S1 transfer arrangements are underpinned by legislative requirements in the Education (Scotland) Act 1980. This requires the Council to:
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- 1.3 St Ninian's High School has an overall capacity of 850 and in order to manage this effectively the S1 roll is capped at 150.

2.0 Present Position

- 2.1 In the last three years, there has been a significant increase in the number of pupils opting to transfer to St Ninian's High School. Pupils from Lennoxton have opted to go to Kilsyth Academy or to make placing requests to other schools within East Dunbartonshire; only a small number have transferred to St Ninian's High School.

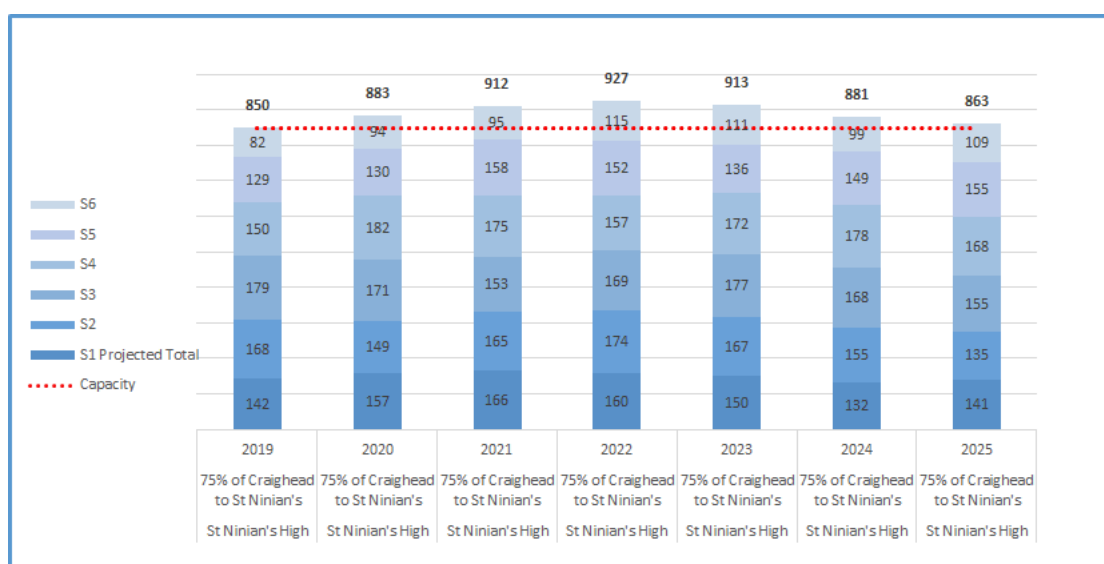
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3.1 The Council approved an informal consultation on the secondary transfer arrangements for children, who attend Craighead Primary and Lennoxtown Primary in May 2019. (PB/096/19/JM).

3.2 The informal consultation took place from 16 May 2019 and ended on 21 June 2019. It involved:

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3.4 The public meetings were well attended in both schools, with approximately 100 people attending. Six email responses were submitted.

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3.7 Officers have had initial discussions with officers from North Lanarkshire Council., in order to understand the impact of any proposals on Kilsyth Academy.

4.0 Options

4.1 Following the Informal Consultation, it was clear that there was strong support for a non-denominational secondary school within East Dunbartonshire to be an option for parents when choosing a secondary school for their child. Officers then considered a number of options.

4.2 Option 1: Do nothing

This is not a viable option as the Council may fail to comply with its duty to provide sufficient catchment pupil places in St Ninian's High School, if the current trend continues.

It was very clear from the informal consultation that there was overwhelming support for a non-denominational school within East Dunbartonshire to be an option for children transferring to secondary school from the catchment areas of Lennoxton Primary and Craighead Primary. Failure to address this would be viewed negatively by the community.

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This would require to be considered in terms of the PPP contract and would have considerable financial implications for the Council.

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There would require to be a separate proposal and consultation for each catchment area as they are not inextricably linked.

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Analysis of the roll projections for the non-denominational secondary schools which are nearest by distance to Lennoxton and Milton of Campsie was undertaken. These roll projections include an allowance for new housing and the current trend in placing requests. It is not possible to accurately predict the future roll of a school as it is dependent on parental choice.

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A small group of parents at the consultation events expressed the view that the two villages should not be split and could be given a choice of both schools. However this would reduce the educational benefits detailed in Section 7.

5.0 Purpose of the Statutory Consultation

5.1 It is therefore proposed to consult on changes for pupils, who live in the catchment area of Lennoxton Primary, when they transfer to secondary education.

5.2 The proposed changes would provide parents with a non-denominational secondary school within East Dunbartonshire in addition to Kilsyth Academy, North Lanarkshire and St Ninian's High School in East Dunbartonshire.

5.3 Any change to the catchment area of a school or a proposed change to the admissions arrangements requires the Council to carry out a formal statutory consultation as detailed in the Schools (Consultation) (Scotland) Act 2010. This would involve consultation with a range of stakeholders including parents and pupils affected.

6.0 Proposal

6.1 To consult on the proposal that:

- **children, who live in the catchment area of Lennoxton Primary should be zoned to Lenzie Academy as a non-denominational secondary school within East Dunbartonshire; this would be in addition to the current options of Kilsyth Academy, in North Lanarkshire and St Ninian's High School in East Dunbartonshire.**

6.2 Lennoxton Primary could be zoned to, and become an associated primary school to Lenzie Academy and if 100% of pupils who currently attend Lennoxton Primary chose to transfer, then they could be accommodated there.

6.3 Lenzie Academy has an overall capacity of 1310 with an S1 intake of 240 to manage this effectively. There is a high number of placing requests each year and it would restrict the number of placing requests that could be accepted. There is a high level of housing within the catchment area of Lenzie Academy and this has been taken into account in the roll projections. The table below shows the current placing requests accepted into Lenzie Academy:

Placing Requests accepted into S1 : Lenzie Academy		
	Resident within EDC	Non-resident
2019/20	37	67
2018/19	25	89
2017/18	38	60

6.4 The Informal Consultation showed that Lennoxton parents were very clear that they wanted to be zoned to Lenzie Academy:

- It was seen as a positive for regeneration of the Place area;
- There were a number of placing requests already made by parents to Lenzie Academy;
- There are lower numbers transferring from Lennoxton and so although, placing requests would still have to be reduced to manage the capacity within Lenzie Academy, there would still be sufficient capacity to accommodate placing requests from within EDC.

7.0 Educational Benefits

7.1 All children and young people have an entitlement to a curriculum which is coherent with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, from early learning and childcare to primary, from primary to secondary school, and beyond school. The proposal made in this consultative document aligns with this entitlement.

The aim of Curriculum for Excellence and the National Improvement Framework is to raise attainment. The Framework to Ensure Attainment, Achievement and Equity for all Children in East Dunbartonshire is the authority's strategic approach to the implementation of the

National Improvement Framework. The EDC Framework states that Curriculum for Excellence requires all schools and centres to work across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach across all schools. There is very effective 3 to 18 cluster working within East Dunbartonshire, which has been recognised by inspection reports and most recently national awards.

This proposal would enhance 3 to 18 Cluster Working and ensure the delivery of the entitlement to a coherent curriculum with progression and continuity of learning for children.

Presently both Lennoxton Primary and Craighead Primary work within the St Ninian's Cluster and there are effective transition arrangements with Kilsyth Academy.

Within East Dunbartonshire, 3 to 18 cluster working involves staff from early years, primary and secondary work collaboratively to develop the curriculum, assessment and learning and teaching approaches. This ensures improved progression and continuity of learning for pupils.

An important aspect of effective assessment is a shared understanding of standards within Curriculum for Excellence levels. This is achieved through effective moderation activities within schools and across sectors, as part of 3 to 18 cluster working. By working collaboratively to moderate the assessment process, teachers improve their professional judgement.

In order to ensure progression and continuity of learning, there needs to be effective tracking of children's progress from upper primary into secondary. This is more effectively achieved when primary and secondary teachers work as part of a 3 to 18 cluster to agree standards, track progress and transfer assessment data on children, which has been moderated. This should improve levels of attainment within the Broad General Education from primary to S3 in secondary school.

In addition, secondary schools work with associated primary schools to develop a programme of visits. These can include a programme during Primary 6 and 7, with secondary staff working with primary pupils in their own school as well as within the secondary school. These are in addition to the transition arrangements, which take place in the last term of Primary 7. There are also enhanced transition arrangements for children with additional support needs. Although staff from Craighead Primary and Lennoxton Primary work in the St Ninian's Cluster on curriculum development, these schools are not part of the school visit programme with secondary staff working in the primary schools. If the schools were zoned to a non – denominational secondary school within East Dunbartonshire, they would move to this cluster with the associated benefits of improved transition and cluster working to enhance the curricular and wellbeing provision for children.

An important aspect of children's experiences is the opportunity to take part in out of school activities, including supported study in the Senior Phase. This provides children and young people with the opportunity for personal achievement and improved attainment. An extensive programme of after school activities and supported study is available in all East Dunbartonshire secondary schools. If children travel by school transport then they have to make their own travel arrangements home when these activities are finished. The availability of a direct bus route from Lennoxton and Milton of Campsie to Kirkintilloch or Lenzie would make it easier for children to attend out of school activities. There is no direct bus route to Kilsyth, which parents and children can find is a barrier to attendance at out of school activities.

Children's wellbeing would be enhanced through taking part in sporting after school activities. Health and well-being is an important aspect of the National Improvement Framework. All East Dunbartonshire schools have support for children's well-being through a Wellbeing Base with trained staff. This enhanced support is available to all children within an East Dunbartonshire secondary school.

If a non-denominational secondary school within East Dunbartonshire was an option for children, there would be more linked community involvement as youth workers are allocated to secondary schools. The youth workers work with young people in schools and within the community. This is particularly important in the designated Place areas.

The availability of data on the performance of EDC pupils to allow for scrutiny by elected members would be improved if a non-denominational school was an option. At present the SQA exam results and School Leaver Destinations for EDC pupils who attend Kilsyth Academy is not available.

It is clear from discussions with officers from North Lanarkshire Council that there would be a significant impact on the school roll of Kilsyth Academy if more children were to transfer to an EDC secondary school. However this trend has been happening for the last three years with a decline in the number of children transferring to Kilsyth Academy from Craighead Primary and Lennoxton Primary. There is no evidence that this trend will not continue and is due to parental choice. This may impact on the delivery of the curriculum within Kilsyth Academy. Smaller secondary schools can find it difficult to offer a wide range of subjects particularly in the Senior Phase.

The change would break a local authority agreement on school zoning, which has been in place since the disaggregation of Strathclyde Region in 1996. There have been many developments in education since that time in particular the development of 3 to 18 cluster working as detailed above.

Another school option for transfer is likely to cause concern in relation to transition arrangements especially for Session 2020/21. This could be mitigated by provision of enhanced transition in the summer term. This is not an unusual situation due to the number of placing requests to schools other than a catchment school.

8.0 Timeline for Statutory Consultation

Report to Education Committee seeking approval for the consultation	5 th September 2019
Consultation starts	9 th September 2019
Consultation ends	30 th October 2019
Education Scotland prepare report	4 th November to 25 th November 2019
Consultation Report Published	28 th November 2019
Consultation Report Submitted to Council	19th December 2019
Notify Scottish Ministers if Approval is given by Council	20th December 2019

9.0 Financial and Other Factors to be considered

There would be no financial benefits to this proposal. The provision of transport to EDC schools would require to be factored into any projected cost. Pupils already enrolled on a placing request in Lenzie Academy or Kirkintilloch HS could apply for a concessionary place on the school transport.



EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/173/19/JM DEPUTE CHIEF EXECUTIVE - EDUCATION,
PEOPLE AND BUSINESS**

**CONTACT OFFICER: JACQUI MACDONALD, CHIEF EDUCATION
OFFICER, 0141 578 8739**

**SUBJECT TITLE: REPORT ON GAELIC MEDIUM EDUCATION
WITHIN EAST DUNBARTONSHIRE**

1.0 PURPOSE

- 1.1** The purpose of this Report is to inform the Education Committee of the current provision for Gaelic Medium Education within East Dunbartonshire and the plans for future development.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Committee:- a) Notes the Report on Gaelic Medium Education.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE AND BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** The Council approved a proposal to change the catchment area for the Primary Gaelic Medium Education Unit (GME) at Meadowburn to the whole of East Dunbartonshire in 2017. This ensured compliance with the Statutory Guidance on Gaelic Education. This requires the authority to assess the need for Primary Gaelic Medium Provision if there is a request from parents.
- 3.2** The consultation did raise the issue of progression in Gaelic learning into secondary school. The Statutory Guidance states that it is essential for an education authority to provide this if it has a Primary Gaelic Medium Education Unit. This should be delivered through the principle of a Gaelic immersion model of provision, with other subjects being delivered through Gaelic. This is difficult due to the availability of suitably qualified teachers and also the relatively small numbers of children in each year group.
- 3.3** Currently children who attend the Primary Gaelic Medium Unit at Meadowburn and do not live in the catchment area for Bishopbriggs Academy require to make a placing request. For the Session 2019/20 due to the roll pressures in Bishopbriggs Academy, there were no placing requests accepted when places were allocated.
- 3.4** The numbers in the Meadowburn Gaelic Unit have been rising steadily with only a few placing requests accepted from out with EDC. If this trend continued then the unit would exceed the capacity of 100 as all the classes are composite. A limiting factor is the availability of suitably qualified teaching staff, support staff and early years staff.

Meadowburn Gaelic					
	2016/17	2017/8	2018/9	2019/20	2020/21
P1	13	11	12	19	13
P2	15	13	11	12	19
P3	12	15	13	11	12
P4	7	12	15	13	11
P5	6	7	12	15	13
P6	7	6	7	12	15
P7	10	7	6	7	12
	70	71	76	89	95

- 3.5** There is currently a feasibility study being carried out by the Council's Major Assets team in relation to the accommodation for Gaelic Provision within Meadowburn Primary. A further report will be submitted to Council or Education Committee when this is completed.
- 3.6** The roll within the Primary Gaelic Medium Unit will to be closely monitored and requires to be 12/13 intake into Primary 1. This can be varied depending on the classification each year and available staffing.
- 3.7** The pressure on places in Bishopbriggs Academy and the increased demand for Primary Gaelic Medium is raising the issue of the provision of Gaelic Medium in secondary school to ensure progression. The Statutory Guidance states that it is essential that a local authority provides this if they have a Primary Gaelic Medium Unit. This should be delivered through the principle of immersion with other subjects being taught in Gaelic. At present Gaelic is only taught instead of French in S1 to 3 in Bishopbriggs Academy because of the shortage of suitably qualified staff.

- 3.8** A short life working group with representation from the Comann nam Parant and the Bord na Gaidhlig has been established. The aim of the group is to review the current provision and identify areas for further development.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Service to Customers – Provision of Gaelic Medium Education will be reviewed;
- 4.2** Workforce (including any significant resource implications) – There are issues with recruiting suitably qualified staff.
- 4.3** Legal Implications – Compliance with the statutory requirements;
- 4.4** Financial Implications – There is additional funding in terms of the Specific Grant for Gaelic Education,
- 4.5** ICT – None
- 4.6** Corporate Assets – Corporate Assets will scope the expansion of the Primary Gaelic Medium Unit at Meadowburn Primary.
- 4.7** Equalities – None
- 4.8** Other – None

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1** The main risk is compliance with the Statutory Guidance in relation to the provision of Gaelic Medium Education.

6.0 IMPACT

- 6.1 ECONOMIC GROWTH AND RECOVERY** – None
- 6.2 EMPLOYABILITY & SKILLS**– None
- 6.3 CHILDREN & YOUNG PEOPLE** – The review will provide specialist educational provision in relation to Gaelic Medium Education.
- 6.4 SAFER & STRONGER COMMUNITIES**
- 6.5 ADULT HEALTH & WELLBEING** – None
- 6.6 OLDER ADULTS , VULNERABLE PEOPLE & CARERS** - None
- 6.7 STATUTORY DUTY** – This review will ensure the delivery of Gaelic Medium Education.

7.0 POLICY CHECKLIST

7.1 This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 None.



EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/179/19/AD DEPUTE CHIEF EXECUTIVE - EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: ANNE DALZIEL, QUALITY IMPROVEMENT
OFFICER
(TEL: 0141 578 8689)**

**SUBJECT TITLE: PUPIL EQUITY FUNDING WITHIN EAST
DUNBARTONSHIRE COUNCIL**

1.0 PURPOSE

- 1.1** The purpose of this Report is to inform the Education Committee on the use of Pupil Equity Funding within East Dunbartonshire schools for Session 2018-2019.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee: a) Notes the Report on Pupil Equity Funding and interventions for children within East Dunbartonshire.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** This report provides an analysis of interventions to reduce the attainment gap for learners within the lower deciles of the Scottish Index of Multiple Deprivation (SIMD), as well as supporting school based curriculum improvements and interventions to support attainment for identified learners.
- 3.2** The link Attainment Advisor for Education Scotland working with the Quality Improvement team has provided support for schools. The report outlines the work of the Quality Improvement Team to support schools, in order to identify children, who require support and plan interventions. Attainment visits provide ongoing analysis of the work undertaken as part of the Pupil Equity Funding allocation and how this impacts on children to raise attainment, achievement and equity for all. A summary of the financial information is included within the report.
- 3.3** The report provides information on interventions by primary and secondary and special schools through the use of the funding as well as future impact for learners, as the funding from the Scottish Government progresses into its third year.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Service to Customers – Continuing to ensure to raise attainment and achievement for every child in East Dunbartonshire Council
- 4.2** Workforce (including any significant resource implications) - Additional staff are being recruited using Pupil Equity Funding.
- 4.3** Legal Implications – None.
- 4.4** Financial Implications – Funding is directly downloaded to all schools and Finance work with School Support Managers and School Support Coordinators to provide support to Head Teachers.
- 4.5** Procurement – Schools are identifying professional development through external suppliers and should work with procurement colleagues to ensure best value.
- 4.6** ICT - None
- 4.7** Corporate Assets - None
- 4.8** Equalities– None
- 4.9** Other - None

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1** Workforce and Procurement are areas that require scrutiny for the Council when working with schools to identify spends on resources or staffing.

6.0 IMPACT

6.1 ECONOMIC GROWTH & RECOVERY – None.

6.2 EMPLOYMENT & SKILLS – None.

6.3 CHILDREN & YOUNG PEOPLE – The aim of the Pupil Equity Fund is to raise attainment and reduce the poverty related attainment gap.

6.4 SAFER & STRONGER COMMUNITIES – None

6.5 ADULT HEALTH & WELLBEING – None.

6.6 OLDER ADULTS, VULNERABLE PEOPLE & CARERS – None

6.7 STATUTORY DUTY – None

7.0 POLICY CHECKLIST

7.1 This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 Appendix 1 – Report on the use of the Pupil Equity Fund within East Dunbartonshire Council.

APPENDIX 1

Report on the use of the Pupil Equity Fund within East Dunbartonshire Council

Section 1 – Background and Key Priorities of the National Improvement Framework (NIF) and Pupil Equity Funding (PEF).

As part of the Scottish Attainment Challenge, schools were allocated Pupil Equity Funding. This was based on the number of children in Primary 1 to 7 and S1 to 3, who were entitled to Free School Meals. (FME)

The funding awarded to EDC schools for session the academic session 2018/19 was £1,588,440. This figure has increased by £14,640.00 for session 2019/20 to a total figure of £1,603,080. The allocation is based on £1,200 per identified pupil, using Free School Meal uptake data with top ups from the ‘smoothing mechanism’, introduced by the Scottish Government last year and continuing this session.. The table below indicates the funding allocated to each school at the beginning of each financial year in March. It also outlines the underspend for this session which will be carried forward into session 2019/20.

School	Allocation 18/19	Underspend and Carried Forward 18/19	Allocation 19/20	Difference between 18/19 and 19/20	Total for 19/20 including underspend
Baldernock Primary School	£1,200	£0.00	£1,080.00	–£120.00	£1,080
Baljaffray Primary School	£20,520	£50.00	£18,000.00	–£2,520.00	£18,050
Balmuildy Primary School	£32,400	£0.00	£33,600.00	£1,200.00	£1,200
Bearsden Primary School	£10,800	£3,745	£13,200.00	£2,400.00	£16,945
Castlehill Primary School	£24,000	£4,851	£22,800.00	–£1,200.00	£27,651
Clober Primary School	£45,600	£5,200	£45,600.00	£0.00	£50,800
Colquhoun Park Primary School	£82,800	£9,952	£74,520.00	–£8,280.00	£84,472
Craigdhu Primary School	£9,720	£50	£14,400.00	£4,680.00	£14,450
Craighead Primary School	£39,960	£7,520	£35,640.00	–£4,320.00	£43,160
Gartconner Primary School	£26,400	£259	£33,600.00	£7,200.00	£33,859
Harestanes Primary School	£38,400	£1,010	£38,400.00	£0.00	£39,410
Hillhead Primary School	£75,600	£1,670	£68,040.00	–£7,560.00	£69,710
Holy Family Primary School	£33,600	£1,236	£34,800.00	£1,200.00	£36,036
Holy Trinity Primary School	£64,800	£21,863	£60,000.00	–£4,800.00	£81,863
Killermont Primary School	£12,000	£1,813	£15,600.00	£3,600.00	£17,413
Lairdsland Primary School	£55,200	£3,914	£57,600.00	£2,400.00	£61,514
Lennoxton Primary School	£39,600	£4,412	£35,640.00	–£3,960.00	£40,052
Lenzie Meadow Primary School	£48,000	£6,756	£51,600.00	£3,600.00	£58,356
Meadowburn Gaelic Unit	£7,560	£187	£7,200.00	–£360.00	£7387
Meadowburn Primary School	£19,200	£6,540	£19,200.00	£0.00	£25,740
Millersneuk Primary School	£13,200	£2,463	£13,200.00	£0.00	£15,663
Milngavie Primary School	£21,600	£4	£21,600.00	£0.00	£21,604
Mosshead Primary School	£6,480	£0.00	£9,600.00	£3,120.00	£9,600
Oxgang Primary School	£44,400	£3,152	£44,400.00	£0.00	£47,552
St Andrew's Primary School	£24,000	£0.00	£0.00	£0.00	£0
St Helen's Primary School	£38,400	£14,641	£38,400.00	£0.00	£53,041
St Joseph's Primary School	£5,400	£0.00	£0.00	£0.00	£0.00

School	Allocation 18/19	Underspend and Carried Forward 18/19	Allocation 19/20	Difference between 18/19 and 19/20	Total for 19/20 including underspend
St Machan's Primary School	£40,800	£10,484	£36,720.00	£-4,080.00	£42,204
St Matthew's Primary School	£27,600	£2,893	£30,000.00	£2,400.00	£32,893
St Nicholas' Primary	£0	£0.00	£26,400.00	£-3,000.00	£26,400
Thomas Muir Primary	£100,800	£12,281	£109,200.00	£8,400.00	£121,281
Torrance Primary School	£10,800	£203	£9,720.00	£-1,080.00	£9,923
Twechar Primary School	£28,080	£0.00	£22,800.00	£-5,280.00	£22,800
Wester Cleddens Primary	£22,800		£20,520.00	£-2,280.00	£20,520
Westerton Primary School	£28,800	£4,498	£28,800.00	£0.00	£33,298
Bearsden Academy	£33,600	£533	£34,800.00	£1,200.00	£35,333
Bishopbriggs Academy	£81,600	£35,640	£82,800.00	£1,200.00	£118,440
Boclair Academy	£49,200	£10,021	£52,800.00	£3,600.00	£62,821
Douglas Academy	£29,160	£1,762	£30,000.00	£840.00	£31,762
Kirkintilloch High School	£66,000	£10,602	£63,600.00	£-2,400.00	£74,202
Lenzie Academy	£50,400	£7,652	£49,200.00	£-1,200.00	£56,852
St Ninian's High School	£60,000	£14,588	£66,000.00	£6,000.00	£80,588
Turnbull High School	£24,840	£9,657	£25,200.00	£360.00	£34,857
Campsie View School	£67,200	£23,097	£86,400.00	£19,200.00	£42,297
Merkland School	£25,920	£8,609	£20,400.00	£-5,520.00	£29,009
Social Emotional and Behavioural Support Service	£0	£887			
OVERALL	£1,588,440	£274,377	£1,603,080	£14,640.00	£1,617,720

All figures above are subject to year-end adjustments.

Pupil Equity Funding guidance published by the Scottish Government has been updated for 2019. Previous guidance stipulated that overspends should only be considered in exceptional circumstances in the 2018-19 allocation. For 2019 it stipulates that the Pupil Equity Funding should articulate closely to reporting procedures and should provide clarity to stakeholders on how the funding is being used. The Education Scotland Attainment Advisor and the central team have provided support to all schools through attainment focus visits.

Clear advice in relation to allocated spends and the analysis of the interventions has been a focus in communication with Head Teachers. Advice from the Scottish Government was that use of funding should be based on a robust analysis of each individual school context and include relevant data, which identifies the poverty-related attainment gap and grounded in what is known to be effective at raising attainment. As an authority there was clear guidance provided to support Head Teachers and ensure a focus on learning and teaching, curriculum and assessment in order to raise attainment for all and ensure equity.

Ongoing support has been given to all schools by the Council's Finance and HR teams as well as School Support Managers and School Support Coordinators. Quality Improvement visits have had a strong focus on Pupil Equity interventions and analysis of impact. Education Scotland has also attended a few visits in order to support quality of moderation activities. The findings of these visits has shown that Head Teachers have increased empowerment and confidence in their decisions on Pupil Equity interventions. Confidence in measurement of impact for learners in order to address improvements in attainment, achievement and equity for all learners continues to increase.

Each school has been supported through key authority policies such as the National Improvement Framework Action Plan and the Framework to ensure Attainment, Achievement and Equity for All Children in EDC. Schools have been asked to provide a clear rationale for their PEF priorities. Key to this is engagement with staff, pupils and parents. PEF priorities are included within each School Improvement Plan and will be reported within each establishment's Standards and Quality Report at the end of the school session. Detail of the PEF Interventions and associated spends should be made available to all stakeholders through the school improvement plans on school websites.

Advice has been given on how to measure the attainment gap and how this has carried out in the short, medium and long term assessments of pupils. There should be key measurements of raising attainment and achievement within the areas of literacy, numeracy and health and wellbeing of identified learners within areas of SIMD 1-2 and for those learners who require additional support. The success of these interventions will be published through the Standards and Quality report, also to be published to all stakeholders via websites.

Section 2: Analysis and Impact of East Dunbartonshire Funding Interventions

All schools have clear monitoring and tracking procedures. This analysis allows schools to identify learners who require targeted support to raise attainment. The Quality Improvement team have undertaken support visits to identify these learners and measure the interventions that have been provided.

An analysis of the poverty related attainment gap for both primary and secondary schools has been identified. Results for pupils in Primary 1, 4, 7 and Secondary 3 were reported to Scottish Government in September 2018. This data will be published at the same time each year and targets have been set as part of the Education Service's National Improvement Framework Plan. This will provide a clear analysis of attainment of how the gap for children in poverty is being addressed.

Reduction in the Poverty Related Attainment Gap

Detailed below is the year on year analysis of learners achieving expected Curriculum for Excellence (CfE) levels in order to analyse the reduction of the poverty related attainment gap through curriculum and pupil equity fund interventions. The data is broken down by decile and by subject. The data is available from the CfE levels submitted to the Scottish Government in June of 2017 and 2018.

Literacy and English

Reading – Percentage of children achieving expected Curriculum for Excellent Levels

Decile Stage	CfE Early Level at Primary 1 At June 2018	CfE First Level at Primary 4 At June 2018	CfE Second Level at Primary 7 At June 2018	CfE Third Level at Secondary 3 At June 2018
Decile 1	78%	73%	67%	100%
Decile 2	71%	82%	77%	100%
Decile 3	72%	74%	79%	100%
Decile 4	89%	91%	83%	99%
Decile 5	88%	80%	81%	100%
Decile 6	90%	84%	89%	98%
Decile 7	91%	85%	88%	100%
Decile 8	90%	89%	92%	99%
Decile 9	95%	92%	92%	100%

Decile 10		95%		90%		95%		98%
Writing – Percentage of children achieving expected Curriculum for Excellent Levels								
Decile Stage	/	CfE Early Level at Primary 1 At June 2018		CfE First Level at Primary 4 At June 2018		CfE Second Level at Primary 7 At June 2018		CfE Third Level at Secondary 3 At June 2018
Decile 1		75%		70%		65%		100%
Decile 2		75%		75%		71%		100%
Decile 3		71%		65%		67%		99%
Decile 4		89%		89%		77%		99%
Decile 5		82%		73%		75%		98%
Decile 6		85%		78%		83%		96%
Decile 7		88%		76%		81%		99%
Decile 8		90%		84%		91%		99%
Decile 9		94%		87%		88%		100%
Decile 10		95%		89%		91%		98%
Listening and Talking – Percentage of children achieving expected Curriculum for Excellent Levels								
Decile Stage	/	CfE Early Level at Primary 1 At June 2018		CfE First Level at Primary 4 At June 2018		CfE Second Level at Primary 7 At June 2018		CfE Third Level at Secondary 3 At June 2018
Decile 1		86%		80%		84%		100%
Decile 2		88%		88%		82%		100%
Decile 3		83%		79%		89%		100%
Decile 4		91%		95%		94%		97%
Decile 5		96%		89%		96%		100%
Decile 6		96%		94%		94%		100%
Decile 7		96%		91%		98%		100%
Decile 8		95%		96%		96%		99%
Decile 9		98%		95%		95%		100%
Decile 10		99%		96%		96%		98%
Numeracy and Mathematics – Percentage of children achieving expected Curriculum for Excellent Levels								
Decile Stage	/	CfE Early Level at Primary 1 At June 2018		CfE First Level at Primary 4 At June 2018		CfE Second Level at Primary 7 At June 2018		CfE Third Level at Secondary 3 At June 2018
Decile 1		86%		75%		71%		94%
Decile 2		85%		83%		75%		100%
Decile 3		78%		66%		70%		99%
Decile 4		91%		91%		79%		98%
Decile 5		92%		80%		85%		100%
Decile 6		92%		86%		89%		98%
Decile 7		95%		86%		86%		99%
Decile 8		94%		89%		91%		98%
Decile 9		96%		91%		87%		100%
Decile 10		97%		91%		91%		99%

From the above table above, it is evident that there continues to be a poverty related attainment gap and it is a key priority of all schools to continue to address this gap and provide interventions of equity in order to reduce this.

Schools are reporting that they are already seeing attainment increase due to interventions in both numeracy, literacy and health wellbeing this session. This is being measured through short and medium term school based pre and post assessments. The results of the Curriculum for Excellence levels above will be the indicator of success for schools and the authority when analysing the long term gains.

Section 3 Summary of Interventions

All schools used Pupil Equity Fund Primary Levers of Change to enhance learning and teaching. .

The key priorities for pupil equity and summary of interventions of equity are as follows:

- Interventions in Literacy – 54% an increase of 19% from last year
- Interventions in Numeracy – 45% an increase of 13% from last year
- Interventions in Health and Wellbeing – 47% an increase of 20% from last year
- Staffing to enhance pupil equity – 78%

Other interventions including pedagogy, digital literacy and family learning- 47%

Notably, schools specific interventions are follows

- Purchase of materials to support Literacy and English –35%
- Purchase of materials to support Numeracy and Mathematics –22%
- Purchase of materials to support Health and Wellbeing 21%

Schools have shown an increase in spend on staffing with 78% having sought interventions through additional teaching staff both teaching and support staff. Schools identifying this as key to increasing attainment across all curricular areas. Family Learning is now a feature for 21% of schools with school staffing now including a family learner worker. Almost all schools had a clear focus on continued lifelong professional development (CLPL), in order to raise standards of pedagogy, in turn leading to increased levels of attainment. Schools report that continued CLPL is vital to raise standards and that the percentage of schools using this method continues to increase.

Section 4 – Measurement of Attainment, Achievement and Equity

Robust tracking of the Curriculum for Excellence attainment levels, standardised assessment data and the impact of interventions has been a key focus of Head Teacher discussions during seminars and through QIO attainment visits to schools.

All secondary and primary schools have a clear strategy to track and assess the impact of interventions. There are clear tracking procedures within schools, which identify learners through the Scottish Index of Multiple Deprivation (SIMD) levels in order to measure the poverty related attainment gap. Most schools are demonstrating particularly good practice by tracking all interventions and measures around the child. These include the tracking of wellbeing, family engagement, and individual attainment and achievement.

Overall, the focus was on tracking individual learner achievements and providing specific support. Some notable interventions were through family engagement, nurture, and mindfulness to promote health and wellbeing. Secondary schools continue to focus on an Achievement Resource Centre to support identified children. This achievement resource underpins the focus of wellbeing to increase skills in literacy and numeracy across learning.

Most primary, secondary and ASN schools reported an increase in staffing through additional support staff, class teachers or principal teachers. These roles had a specific aim in increasing attainment, achievement and wellbeing of individuals and groups. Staffing continues to be a strong intervention with schools using staffing to support learning and to support family learning. The link with community learning and development continues to be further developed as part of family engagement.

Pupil Equity Funding has been evaluated as making very good impact through learning interventions this session. Quality Improvement Officers have held individual meetings with each school to gather self-evaluation evidence relating to their interventions and this has been supported through link visits with the Attainment Advisor from Education Scotland. .

Next steps have been identified through consultation with Head Teachers and the Quality Improvement Officers. Schools have worked closely with Educational Psychologists in carrying out practitioner enquiry methodology and assessments of specific interventions and for specific learners. They will continue also be involved in conducting research, practitioner enquiry and assessments of specified learners. Schools have been asked to identify one major aspect for development next session. Strategic groups have been formed this session and are making progress in areas of literacy, numeracy, health and wellbeing and employability. Moderation of practice both within and beyond EDC and quality learning and teaching through clear curriculum structures and assessment procedures is a major focus for each of the strategic groups.

Attainment and equity data has been used to create Comparator Schools Groups. These groups are involved in self-evaluation procedures in order to develop curriculum planning and assessment. Work as part of the West Partnership is providing support for schools to look outwards for benchmarking and observation of good practice with similar schools outwith East Dunbartonshire. Schools are working more collaboratively towards interventions in learning, teaching and assessment.

Section 5 - Pupil and Parental Engagement for School Improvement Evaluation and Planning

Parental Engagement has been a major focus with the Parent Forum with officers presenting to the forum on self evaluation and parental engagement. Parental engagement action plans issued to all schools have been used to assist schools with increased focused engagement with parents. Most schools have now consult with parents at the outset of school improvement planning, in evaluation of improvements and in decisions around Pupil Equity Fund. Pupils are also becoming more involved and the use of How Good is Our School evaluation document is widely used in supporting pupil voice. There is an expectation going forward that both parents and pupils will be a key part of the self evaluation process in all schools.

The use of online surveys, combined by focus group meetings through Parent Council groups will continue to be the process in which to measure success and plan for future improvements. The Quality Improvement process will focus on measuring engagement and the impact on school improvement.



EDUCATION COMMITTEE 05 SEPTEMBER 2019

EPB/177/19/GB

**DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE
& BUSINESS**

CONTACT OFFICER:

**GREG BREMNER, EDUCATION OFFICER
(TEL: 601 8164)**

SUBJECT TITLE:

PROMOTING CHILDREN'S RIGHTS

1.0 PURPOSE

The purpose of this report is to inform the Education Committee of the analysis of the work done to promote the rights of children and young people within East Dunbartonshire. The report provides evidence gathered from schools and social work in promoting children's rights and advocacy.

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Committee:- a) Notes the contents of the report on East Dunbartonshire Council's actions to promote the rights of children and young people in East Dunbartonshire.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** Human rights are the basic rights and freedoms to which we are all entitled in order to live with dignity, equality and fairness, and to develop and reach our potential. Everyone, including children, has these rights, no matter what their circumstances.
- 3.2** Even though they are autonomous rights holders, children and young people are dependent on others to give effect to their rights as they:
- have limited political and social power;
 - are dependent on adults for food, shelter, clothing, care and protection;
 - are subject to rules that do not apply to other population groups;
 - are vulnerable to ill treatment, coercion and control by adults;
 - are key users of public services, though not often asked to contribute to the planning, design, development, delivery and evaluation of those services; and
 - are often excluded from or unable to access effective complaints mechanisms when things go wrong.
- 3.3** It is recognised that children and young people's ability to enjoy their rights can be impeded by attitudinal and structural barriers that need to be identified and changed. Children's rights charge those responsible for making policy, passing legislation, and designing and delivering services to instigate that change, preferably with the direct involvement of children.
- 3.4** Getting It Right for Every Child (GIRFEC) is Scotland's approach to improving outcomes and wellbeing for all children and young people. It builds on, and is reflected in a wide range of policies and strategies including the Early Years Framework, Curriculum for Excellence and Better Health, Better Care. The UN Convention on the Rights of the Child (UNCRC) is the internationally mandated, cross-government children's rights framework that informs each of these strategies and programmes. Part 1 of the Children and Young People (Scotland) Act (2014) places children's rights duties on local authorities.
- 3.5** **East Dunbartonshire have a duty to:**
- Report to Scottish Government (three yearly) on:
- steps taken to secure better or further effect of UNCRC requirements; and
 - ensure the eight wellbeing indicators (safe, healthy, active, nurtured, achieving, respected, responsible and included) support implementation of children's rights in practice (CYP Act 2014).
- 3.6** East Dunbartonshire Council are committed to supporting children, young people and their families to influence decisions and issues that affect their lives.
- 3.7** East Dunbartonshire Children's Services Plan 2017-20 is focused around the SHANARRI indicators with GIRFEC as a key priority. The GIRFEC working group have undertaken an audit of work done in education and social work services in relation to children's rights and advocacy in preparation for reporting in 2020.

Progress in the current plan includes:

- Significant progress in Rights Based Learning in schools (EDC School survey, June 2019)
- A range of engagement activities have been facilitated to ensure children and young people and their families meaningfully inform our plans and service development. Specific examples include:
 - Encouraging and supporting young people to participate in school pupil councils and ensure pupil voice is strong in shaping learning and school improvement.
 - In 2019 Scottish Youth Parliament (SYP) elections, the constituency of Strathkelvin & Bearsden recorded the highest single vote across the country. The newly elected SYP members, together with the nine other candidates who stood for election will now form the core of the newly formed East Dunbartonshire Youth Council. This group will work towards representing the views of young people in East Dunbartonshire. Members will meet monthly to discuss issues, raise awareness and campaign on areas of concern to the young people they represent. Members are represented on a number of Council committees, including Education.
 - Professional learning opportunities around Rights Based Learning which will continue to feature on the annual Professional Learning calendar for Education staff.
 - Children in East Dunbartonshire are assessed as having a number of opportunities to express their views through the use of Having Your Say forms and attendance at meetings. Areas were identified for development and will be progressed through the Child Protection Committee and Lead Officer (Review carried out by Child Protection Participation group in session 2018-19).
 - A weekly drop in group where Throughcare and Aftercare young people can raise issues and get advice/support.
 - Who Cares? provides advocacy services for Looked After children and My Rights, My Say advocacy services is available for children and young people with additional support needs. A review of Advocacy Services is currently underway to ensure advocacy services is available to any child or young person that might require this.
 - An award from Life Changes Trust (secured for 3 years) has enabled EDC to appoint a Young Person's Development Adviser to support and facilitate a group of care experienced young people in forming a Looked After Champions Board. Recruitment is underway for the appointment of two modern apprentices from a care experience background who will further support the work of the board in taking forward aspects of the Corporate Strategy and Plan.

3.8 Focused Professional Learning to support and promote Children's Rights

East Dunbartonshire additional support needs (ASN) leadership seminars take place on a termly basis and ensure school staff have a secure knowledge of policies and procedures relating to pupils with ASN. In May 2018, the seminar focused on updated legislation in relation to the rights of the child with ASN (Education (Scotland) Act 2016)

The following provides a summary of key messages from this seminar:

The introduction of rights for children from 12-15 with additional support needs (ASN) in response to UNCRC concern that the right to complain regarding educational provision was restricted to parents - there is a need to 'ensure that children who are able to express their views have the right to appeal to the special needs tribunal' (Education (Scotland) Bill, 2016).

The above includes the right to challenge the education authority or appeal tribunal in relation to ASN – subject to assessment in relation to capacity and wellbeing. Examples include: request for assessment, consideration of a coordinated support plan (CSP), access to information/agreeing to the sharing of information. The young person can appeal to the ASN tribunal in relation to decisions around a CSP and the education authority's assessment of capacity or wellbeing. The young person has the right to a supporter/advocate.

Following a positive evaluation, the LGBT Youth Scotland education programme; meeting the needs of LGBT young people and challenging homophobia, continues to be jointly funded by Social Work and Education. The original programme (2015 -18), offered support for all Secondary School pupils in East Dunbartonshire. The current programme (2018-21) will now also provide support to Primary Schools and 'other' educational establishments, including residential and outreach.

Education's Anti-Bullying policy and guidance was revised in April 2019 to reflect updated national guidance: Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017). This ensures all schools are committed to providing a safe and supportive environment for all children and young people and each educational establishment will implement, monitor and review their Anti-Bullying Guidelines in line with the local authority's Anti-Bullying Policy and Guidance for Education Establishments (2019).

All establishments work to create a positive and supportive ethos and will ensure that staff, children and young people and parents/carers are:

- familiar with the requirements of their Anti-Bullying Guidelines; and
- its terms and implications are discussed on a regular basis by various means in relation to the shared vision and values of the school.

Education Officers will continue to review and strengthen mechanisms to engage with children, young people and families who might use and shape those services. Pupil Voice has been highlighted as a key action for Education and will be supported by the Quality Improvement team in collaboration with Social Work and Community Learning colleagues where appropriate. Further development of the Child Rights and Wellbeing Impact Assessment (CRWIA), 2019 will be addressed when changing policy within the Council.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Service to Customers – None.
- 4.2** Workforce (including any significant resource implications) – None
- 4.3** Legal Implications – None
- 4.4** Financial Implications – Any work is within existing budget provisions
- 4.5** Procurement – None
- 4.6** ICT – None

- 4.7 Corporate Assets – None
- 4.8 Equalities – Further professional learning relating to promoting advocacy and children’s rights across EDC services
- 4.9 Other – None.

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1 There are no significant risks associated with this report.

6.0 IMPACT

- 6.1 **ECONOMIC GROWTH & RECOVERY** – None.

- 6.2 **EMPLOYMENT & SKILLS** – None.

- 6.3 **CHILDREN & YOUNG PEOPLE** – The promotion of children’s rights is an integral part of the Integrated Children’s Services Plan.

- 6.4 **SAFER & STRONGER COMMUNITIES** – None

- 6.5 **ADULT HEALTH & WELLBEING** – None

- 6.6 **OLDER ADULTS, VULNERABLE PEOPLE & CARERS** - None

- 6.7 **STATUTORY DUTY** – Compliance with the Children and Young People’s Act to promote children’s rights.

7.0 POLICY CHECKLIST

- 7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

- 8.0 APPENDICES** - None



EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/174/19/GB DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: GREG BREMNER, EDUCATION OFFICER (0141 578
8164)**

**SUBJECT TITLE: INSPECTION OF HARESTANES PRIMARY SCHOOL
BY EDUCATION SCOTLAND**

1.0 PURPOSE

- 1.1** The purpose of this Report is that the Education Committee notes the report on the inspection by Education Scotland of Harestanes Primary School. The summary report is included in **Appendix 1.**

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Committee:- a) Notes the Education Scotland report on Harestanes Primary School.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE AND BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

3.1 Harestanes Primary School was inspected by Education Scotland inspectors in May 2019, as part of a national sample of primary school provision.

3.2 The Quality Improvement Team will continue to support the school to implement the recommendations within the report.

3.3 HMIE gathered evidence and reported on:

- The quality of leadership and management;
- The quality of learning provision;
- Learner's successes and achievements.

Quality Indicators from How Good is our School? 4th Edition were used to evaluate the school. The evaluations for the school were:

- Leadership of Change – Good;
- Learning, Teaching and Assessment – Satisfactory;
- Raising Attainment and Achievement - Good;
- Ensuring Wellbeing, Equality and Inclusion –Good.

3.3 HM Inspectors highlighted the following strengths in the school's work:

- A culture of reflection modelled by senior leaders. They are receptive to new ideas and encourage staff to reflect on their practice and initiate change.
- Staff's use of the school and community in enhancing children's experiences. There are a wide range of after school clubs on offer which are enabling children to have broader achievements.
- The school's success in creating a warm and welcoming environment where children feel included and valued.
- Children's improving attainment in numeracy and in the quality of writing.

3.4 The following areas for improvement were identified and discussed with the Head Teacher and the Education Authority;

- Improve the quality of teaching to secure improvement in children's learning and develop agreed whole-school approaches and expectations regarding classroom practice.
- Develop a coherent and strategic approach to leading change and improvement.
- Involve children more in effecting and leading positive change in the school.

3.5 HM Inspectors are confident that the school has the capacity to continue to improve and so they will make no more visits in connection with this inspection. East Dunbartonshire Council will inform parents/carers about the school's progress.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

4.1 Frontline Service to Customers – None;

4.2 Workforce (including any significant resource implications) – None;

- 4.3 Legal Implications – None;
- 4.4 Financial Implications – Any work is within existing budget provisions;
- 4.5 Procurement – None;
- 4.6 ICT – None;
- 4.7 Corporate Assets – None;
- 4.8 Equalities – None;
- 4.9 Other – None.

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1 There are no significant risks associated with this report.

6.0 IMPACT

- 6.1 **ECONOMIC GROWTH & RECOVERY** – None.

- 6.2 **EMPLOYMENT & SKILLS** – None.

- 6.3 **CHILDREN & YOUNG PEOPLE** – The quality of education is an important aspect of ensuring children are safe, healthy and ready to learn.

- 6.4 **SAFER & STRONGER COMMUNITIES** – None

- 6.5 **ADULT HEALTH & WELLBEING** – None.

- 6.6 **OLDER ADULTS, VULNERABLE PEOPLE & CARERS** – None

- 6.7 **STATUTORY DUTY** – None

7.0 POLICY CHECKLIST

- 7.1 This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

- 8.1 **Appendix 1:** Report on the inspection of Harestanes Primary School.

27 August 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland visited Harestanes Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- A culture of reflection modelled by senior leaders. They are receptive to new ideas and encourage staff to reflect on their practice and initiate change.
- Staff's use of the school and community in enhancing children's experiences. There are a wide range of after school clubs on offer which are enabling children to have broader achievements.
- The school's success in creating a warm and welcoming environment where children feel included and valued.
- Children's improving attainment in numeracy and in the quality of writing.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Dunbartonshire Council.

- Improve the quality of teaching to secure improvement in children's learning and develop agreed whole-school approaches and expectations regarding classroom practice.
- Develop a coherent and strategic approach to leading change and improvement.
- Involve children more in effecting and leading positive change in the school.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Harestanes Primary School

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/east-dunbartonshire/8336520>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Dunbartonshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Guch Dhillon
HM Inspector



EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/170/19/GB DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: GREG BREMNER, EDUCATION OFFICER
(TEL: 0141 578 8164)**

**SUBJECT TITLE: INSPECTION OF BALMUILDY PRIMARY SCHOOL
BY EDUCATION SCOTLAND**

1.0 PURPOSE

- 1.1** The purpose of this Report is to inform the Education Committee of the inspection by Education Scotland of Balmuirdy Primary School. The summary report is included in **Appendix 1.**

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee:- a) Notes the Education Scotland Report on Balmuirdy Primary School.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

3.1 Balmuildy Primary School was inspected by Education Scotland inspectors in April 2019, as part of a national sample of primary school provision under the shorter two day inspection model.

3.2 During the 'short' inspection model HMIE gathered evidence and reported on:

- The quality of learning provision
- Learner's successes and achievements

Quality Indicators from How Good is our School? 4th Edition were used to evaluate the school. The evaluations for the school were:

- Learning, Teaching and Assessment – Good;
- Raising Attainment and Achievement - Good;

3.3 HM Inspectors highlighted the following strengths in the school's work:

- The strong and positive ethos for learning created by the headteacher and senior leadership team. They encourage staff to try out more innovative approaches to enhance children's learning experiences. This is resulting in children being more engaged, motivated and curious as learners.
- Children who are articulate, supportive of one another and who are proud to promote the Balmuildy community.
- The staff team who are motivated to lead aspects of school development and improvement, in order to move progress to the next level and raise the bar for all at Balmuildy Primary School. At the heart of all that they do in the life and work of the school community is the care, attainment and achievement of the children.

3.4 The following areas for improvement were identified and discussed with the Head Teacher and the Quality Improvement Team;

- Continue as planned to develop more streamlined and manageable approaches to tracking and monitoring of children's attainment, achievement and progress. Continue to review strategies and resources currently used for gathering assessment information.
- Continue to develop consistency in approaches to improving learning and teaching. Importantly, this should include plans for children to be more actively involved in leading aspects of their learning. Planned opportunities for staff to share effective practice more regularly will help to develop consistency in approaches to learning and teaching across the school.

3.5 The Quality Improvement Team will continue to support the school on the aspects identified during the inspection relating to tracking progress and active involvement in learning. The increase in expectations for the areas inspected would suggest that the grading of good for both quality indicators is a positive report for the school.

3.6 HM Inspectors are confident that the school has the capacity to continue to improve and so they will make no more visits in connection with this inspection. East Dunbartonshire Council will inform parents/carers about the school's progress.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Service to Customers – None;
- 4.2** Workforce (including any significant resource implications) – None;
- 4.3** Legal Implications – None;
- 4.4** Financial Implications – Any work is within existing budget provisions;
- 4.5** Procurement – None;
- 4.6** ICT – None;
- 4.7** Corporate Assets – None;
- 4.8** Equalities– None;
- 4.9** Other – None.

5.0 MANAGEMENT OF RISK

The risks and control measures relating to this report are as follows:-

- 5.1** There are no significant risks associated with this report.

6.0 IMPACT

- 6.1 ECONOMIC GROWTH & RECOVERY** – None.
- 6.2 EMPLOYMENT & SKILLS** – None.
- 6.3 CHILDREN & YOUNG PEOPLE** – The quality of education is an important aspect of ensuring children are safe, healthy and ready to learn.
- 6.4 SAFER AND STRONGER COMMUNITIES** – None
- 6.5 ADULT HEALTH & WELLBEING** – None.
- 6.6 OLDER ADULTS, VULNERABLE PEOPLE AND CARERS** – None
- 6.7 STATUTORY DUTY** – None

7.0 POLICY CHECKLIST

- 7.1** This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

- 8.1** **Appendix 1:** Report on the inspection of Balmuilty Primary School.

27 August 2019

Dear Parent/Carer

In April 2019, a team of inspectors from Education Scotland visited Balmuildy Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The strong and positive ethos for learning created by the headteacher and senior leadership team. They encourage staff to try out more innovative approaches to enhance children's learning experiences. This is resulting in children being more engaged, motivated and curious as learners.
- Children who are articulate, supportive of one another and who are proud to promote the Balmuildy community.
- The staff team who are motivated to lead aspects of school development and improvement, in order to move progress to the next level and raise the bar for all at Balmuildy Primary School. At the heart of all that they do in the life and work of the school community is the care, attainment and achievement of the children.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Dunbartonshire Council.

- Continue as planned to develop more streamlined and manageable approaches to tracking and monitoring of children's attainment, achievement and progress. Continue to review strategies and resources currently used for gathering assessment information.
- Continue to develop consistency in approaches to improving learning and teaching. Importantly, this should include plans for children to be more actively involved in leading aspects of their learning. Planned opportunities for staff to share effective practice more regularly will help to develop consistency in approaches to learning and teaching across the school.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Balmuildy Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/east-dunbartonshire/8340226>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Dunbartonshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

JohnPaul Cassidy
HM Inspector



EDUCATION COMMITTEE 16 AUGUST 2019

**EPB/180/19/JM DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: JACQUI MACDONALD, CHIEF EDUCATION
OFFICER
(TEL: 0141 578 8739)**

SUBJECT TITLE: SCHOOL CALENDAR – SESSION 2020/2021

1.0 PURPOSE

1.1 The purpose of this Report is to seek approval by the Education Committee on the school holiday dates for session 2020/21. (**Appendix 1**).

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Committee: a) Approves the holiday dates proposed in Appendix 1 .

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** The school holiday calendar details the teaching, holiday, in-service and closure dates for all schools in East Dunbartonshire Council. In line with national agreements, the school year comprises 190 teaching days.
- 3.2** The proposed dates for neighbouring authorities have been taken into account where these were available and there is minor variation between the proposed dates and neighbouring authorities. The main holiday periods are the same for October, Christmas, Easter and the Summer. The dates are detailed in **Appendix 1**.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Service to Customers – none
- 4.2** Workforce (including any significant resource implications) – none
- 4.3** Legal Implications – none
- 4.4** Financial Implications – Any work is within existing budget provisions
- 4.5** Procurement – none
- 4.6** ICT – none
- 4.7** Corporate Assets – none
- 4.8** Equalities – none
- 4.9** Other - none

5.0 MANAGEMENT OF RISK

- 5.1** There are no specific risks attached to this Report, however, the Outstanding Business Statement will act as a risk control measure by assisting Members in relation to scrutiny and will increase transparency and good governance.

6.0 IMPACT

- 6.1 ECONOMIC GROWTH & RECOVERY** – none
- 6.2 EMPLOYMENT & SKILLS** – none
- 6.3 CHILDREN & YOUNG PEOPLE** – none
- 6.4 SAFER & STRONGER COMMUNITIES** – none
- 6.5 ADULT HEALTH & WELLBEING** – none
- 6.6 OLDER ADULTS, VULNERABLE PEOPLE AND CARERS**
- 6.7 STATUTORY DUTY** – none

7.0 POLICY CHECKLIST

- 7.1** This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

- 8.1** **Appendix 1** –School Holiday Arrangements Session 2020/2021



SCHOOL HOLIDAY ARRANGEMENTS INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS

SESSION 2020/2021

Term	Break	Dates of Attendance	
First	September week-end	New term starts	Friday 10 August 2020
		Teachers return (in Service Days)	Tuesday 11 August 2020 Wednesday 12 August 2020
		Pupils return	Thursday 13 August 2020
		School Closed School Closed School Re-opens	Friday 25 September 2020 Monday 28 September 2020 Tuesday 29 September 2020
	Mid Term	Closed (In Service day) School Re-opens	Friday 9 October 2020 Monday 19 October 2020
		Last day of term	Tuesday 22 Dec 2020
Second	Mid Term	School re-opens	Wednesday 06 January 2021
		Closed Closed In Service School re-opens	Monday 8 February 2021 Tuesday 9 February 2021 Wednesday 10 February 2021 Thursday 11 February 2021
		Last day of term Closed	Thursday 1 st April 2021 Friday 2 nd April 2021
Third	Easter Break	School re-opens	Monday 19 April 2021
	May Day	Closed	Monday 3 May 2021
	May week-end	In Service Closed Closed Re-open	Thursday 6 May 2021 Friday 28 May 2021 Monday 31 May 2021 Tuesday 1 June 2021
		Last day of school	Thursday 24 June 2021
		Teachers provisional return	Tuesday 10 August 2021



EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/171/19/DS DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE
& BUSINESS**

**CONTACT OFFICER: DRUMMOND STEWART, MANAGER SKILLS FOR
LEARNING, LIFE AND WORK
(TEL: 0141 777 3086)**

SUBJECT TITLE: CLD YOUTH SERVICES UPDATE

1.0 PURPOSE

- 1.1** The purpose of this Report is to update the Education Committee on the development of Youth Work Services within Community Learning and Development (CLD).

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee: a) Notes the attached Report.

**ANN DAVIE,
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

- 3.1** The CLD Youth Services team is part of the Skills for Learning, Life and Work Service. This service delivers a range of Community Learning and Development (CLD) provision including employability, adult learning, early careers development and youth services.
- 3.2** The team's work is reflected in the East Dunbartonshire Community Learning and Development Plan for 2018-2021. This plan requires to be submitted to the Scottish Government. Progress of the Community Learning and Development plans including Youth Services provision are subject to regular Education Scotland Inspection processes. A CLD inspector is also now part of HMIE secondary school inspection teams.
- 3.3** The Youth Services team is made up of 5 full time equivalent (FTE) Youth Development Workers, 2 FTE Activity Agreement Facilitators, 1 CLD Youth Services Lead officer and a team of part time and sessional youth workers who mainly work in council managed youth clubs. Older young people also support youth club activities in a voluntary capacity. The team have also supported and mentored a Youth Work Modern Apprentice who went on to secure full time post with the Princes Trust.

Youth work aligned to schools

- 3.4** The current Youth Services team was formed 18 months ago. A key feature of the new team was to align youth work more closely with secondary schools with a view to maximising the impact for young people on their skills for learning life and work. The work plan for youth work is agreed individually with each school to reflect local needs. The impact of the first full year of youth work support in secondary schools is currently being evaluated. Examples of this work this include:
- Delivery of Princes Trust Achieve Programmes;
 - Supporting young people to achieve Youth Achievement & Saltire Awards;
 - One to one work with young people identified as requiring additional support;
 - Support to deliver the Senior Phase Study Leave Programme;
 - Continued Recruitment from Senior Phase cohort of young volunteers to EDC youth clubs;
 - Supporting young people with additional challenges to access work experience placements;
 - Support to deliver bespoke activities and events e.g. Douglas Academy Burns Supper;
 - Support and coordination of Mentors for Violence Programme (MVP);
 - Annual East Dunbartonshire has Talent contest, a collaboration between CLD, Secondary schools and the Canal Festival;
 - Youth Services support to Fire Skills Programme;
 - Introduction of lunchtime CLOCKS project in Kirkintilloch funded through Cashback from Communities; and
 - Connecting schools to activities in the wider community.

- 3.5** One example of a bespoke piece of work delivered by youth work services in schools is the “Young Wumin Project”. This project was a collaboration between Youth Link Scotland, Youth Services Team, Turnbull High and the National Library of Scotland. Pupils, supported by youth work staff, worked on portfolios that evidenced the contribution of women to the First World War effort. Results from this piece of work include Youth Link Scotland using the evidence and portfolios pupils created as models of good practice for similar projects.
- 3.6** As part of developing an early intervention approach in “place” communities, the team are currently piloting youth work approaches in Hillhead Primary school with P1 to 3’s. The focus of this work is to contribute to the raising attainment agenda with activities including;
- Developing team-working skills;
 - Health & Wellbeing activities; and
 - Developing creative and practical skills.

This project is due to expand with a new club in Thomas Muir Primary scheduled to commence in August 2019.

A P6 and P7 transition youth club based in Lennoxton Primary for young people from Lennoxton and St Machans Primary Schools commenced in April 2019. This project is funded by Cashback from Communities and focuses on STEM, anti-sectarianism, sport and health.

Youth Voice

- 3.7** The 2019 Scottish Youth Parliament (SYP) elections were held at the end of March. The 2019 SYP elections in East Dunbartonshire returned the following Members of the Scottish Youth Parliament (MSYP’s);

Joe Thomas, a Bearsden Academy pupil, elected as the member for Milngavie & Clydebank

Charlotte Boyle, a St Ninian's High pupil and Caitie Mak, a Lenzie Academy pupil elected as members for Strathkelvin & Bearsden.

- 3.8** The average vote for East Dunbartonshire constituencies compares very favourably with the national average as shown below. The highest single constituency vote was achieved in Strathkelvin and Bearsden.

National overall vote

Overall votes	33485
Overall Valid	30978
Average votes	1116 per constituency
Average Valid votes	1033 per constituency
Spoiled percentage	6%

East Dunbartonshire vote

Overall vote	5562
Overall valid	4991
Average votes	2781 per constituency
Average valid votes	2495 per constituency
Spoiled percentage	10%

- 3.9** The young people elected, together with the nine other candidates who stood for election, have now formed a new East Dunbartonshire Youth Council. This group will work towards representing the views of young people in East Dunbartonshire. A terms of reference is being drawn up for the Youth Council and priority areas of work agreed. One element of this will focus on Youth Council representation on Council committees. The new MSYP's have already attended the first sitting of the new Scottish Youth Parliament. Sitings are held three to four times per year in different locations across Scotland.

Youth Clubs

- 3.10** The team currently support the delivery of youth clubs across East Dunbartonshire Council and these are detailed below

Youth Club	Nights	Times
Auchinairn	Tuesday & Thursday	6.45 - 9.15 pm
Bishopbriggs	Tuesday	6.45 - 9.15 pm
Craighead Milton of Campsie	Tuesday & Thursday	6.45 - 9.15 pm
Forum Hillhead	Wednesday	6.45 - 9.15 pm
Lennoxtown	Monday	6.45 - 9.15 pm
Merkland Former Pupils	Thursday	6.45 - 9.15 pm
Milngavie Youth Centre	Monday, Thursday Friday	7.00- 10.00 pm (Monday & Thursday) 6.30 - 9.30 pm Friday
VIVA Bearsden	Wednesday	6.45 - 9.15 pm
Kirkintilloch Leisure Centre - Junior & Senior Club	Saturday	5.30 - 7.15 - Junior 7.30 till 9.00 - Senior

- 3.11** The majority of clubs follow a traditional youth club model enabling the young people attending to improve their skills for learning, life and work through a range of fun, sport, educational and creative activities. Over the last few years, the age profile of young people attending has become younger with most attendance from the 10-13 years old age range.
- 3.12** The KLC629 Saturday night club continues to attract a wider age range in part due to being able to offer an increased number of sporting activities, including swimming, whilst at the same time offering the fun, educational and creative activities available in all clubs.
- 3.13** Young people are encouraged to develop a range of skills including; team working, negotiation, mindfulness and health lifestyles. They also have the opportunity to have their activities/ work accredited through youth awards including Dynamic Youth & Youth Achievement awards.

- 3.14** Youth work services also supports LGBT Scotland and & Young Carers youth groups.
- 3.15** Across youth services, work is ongoing to ensure that work with individuals and groups of young people are underpinned by national youth work outcomes. The Youth Services team is one of three local authorities in Scotland who have been chosen to pilot a new Youth Programme Quality Assessment programme which is being led by the UK Centre for Youth Impact and supported by Youth Link Scotland.

NEET (Not in Employment Education or Training)

- 3.16** Until this year, the Council received a grant from Scottish Government to deliver the NEET agenda locally within East Dunbartonshire. The key focus of this work was to support 16-19 year olds to move into and sustain positive destinations. The Scottish Government has recently changed this funding to focus on the new “No One Left Behind Strategy” which aims to provide employability support to young people and adults who have significant barriers to securing employment.
- 3.17** In 2019/20 the Council will receive £117,000 No One Left Behind Funding (NOLB) from the Scottish Government. The main focus of this funding will be to provide employability support to over 30 individuals under the age of 25 who have barriers to employment. All participants will be offered intensive key worker support and access to a range of learning and training. In addition, 8 recruitment incentive grants will be offered to small and medium enterprises who create additional jobs for eligible participants aged between 16 and 66 years old.

Positive Achievements (PA)

- 3.18** Positive Achievements’ (PA) personal and vocational support programmes are provided for young people who are at risk of either dis-engaging from mainstream education and/or who are at a high risk of progressing into a negative post school destination. Positive Achievements also run programmes for older young people/learners with additional support needs and/or mild to moderate learning disabilities.
- 3.19** For the first time a joint venture between PA & EDC’s Secondary Wellbeing Support Service (SWSS) Fire Skills programme was run at Kirkintilloch Fire Station in partnership with Scottish Fire and Rescue Service where 12 young people successfully took part.
- 3.20** Two successful week long residential trips for young people and adult learners were organised which also included young people/pupils from PA and the Secondary Wellbeing Support Service. 21 young people attended the residential in October 2018 and a further 21 attended in March 2019. The latter also included for the first time a practice Duke of Edinburgh Bronze practice expedition where 12 YP were recommended to progress onto their qualifying expedition in May 2019.
- 3.21** Regular learning celebrations are held to mark the achievements of young people. Twenty-two young people successfully received a number of awards including 12 young people who successfully completed the Bronze Duke of Edinburgh Award.

4.0 IMPLICATIONS

The implications for the Council are as undernoted

- 4.1** Frontline Service to Customers - None
- 4.2** Workforce (including any significant resource implications) - None
- 4.3** Legal Implications – None
- 4.4** Financial Implications - Any work is within existing budget provisions
- 4.5** Procurement - None
- 4.6** ICT - None
- 4.7** Corporate Assets - None
- 4.8** Equalities – None
- 4.9** Other – None

5.0 MANAGEMENT OF RISK

- 5.1** There are no significant risks associated with this Report.

6.0 IMPACT

- 6.1 ECONOMIC GROWTH & RECOVERY** - N/A
- 6.2 EMPLOYABILITY & SKILLS** - Youth service contributes significantly to improving the employability of young people.
- 6.3 CHILDREN & YOUNG PEOPLE** – Youth services contributes to a number of priority areas in the Integrated Children’s Services Plan.
- 6.4 SAFER & STRONGER COMMUNITIES** – Many youth work services promote positive behaviours and can affect preventing anti -social behaviour.
- 6.5 ADULT HEALTH & WELLBEING** – Young people taking part in youth work activities report positive benefits to health and wellbeing.
- 6.6 OLDER ADULTS, VULNERABLE PEOPLE AND CARERS** – None
- 6.7 STATUTORY DUTY** – None

7.0 POLICY CHECKLIST

- 7.1** This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

- 8.1** None



EDUCATION COMMITTEE 5 SEPTEMBER 2019

**EPB/172/19/DS DEPUTE CHIEF EXECUTIVE - EDUCATION, PEOPLE
& BUSINESS**

**CONTACT OFFICER: DRUMMOND STEWART, MANAGER SKILLS FOR
LEARNING, LIFE AND WORK (0141 777 3086)**

**SUBJECT TITLE: EXTERNAL FUNDED EMPLOYABILITY
PROGRAMMES**

1.0 PURPOSE

- 1.1** The purpose of this report is to update Committee on the progress of externally funded employability programmes.

2.0	<u>RECOMMENDATIONS</u>
2.1	<p>It is recommended that the Committee:</p> <ul style="list-style-type: none">a) Notes the contents of the report;b) Approve extending the ESF Skills Pipeline programme until 2022 subject to further funding being approved;c) Delegates decision making around the use of No One Left Behind funding to the Chief Education Officer; andd) Requests that a future report be brought to Committee regarding developments and plans around the Scottish Governments new No One Left Behind funding model.

**ANN DAVIE,
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE & BUSINESS**

3.0 BACKGROUND/MAIN ISSUES

Working Matters

- 3.1** The Glasgow City Deal has provided part funding over the last 3 years for a Working Matters project. This programme has been delivered across all eight City Region local authorities and provides a range of employability support to individuals with long-term health conditions. The East Dunbartonshire element of the project has met all targets and has supported over 100 individuals with 13 moving into employment.
- 3.2** Working Matters was due to finish on 31st March 2019. Due to an underspend in the use of funds across the region it has been agreed by the funder, the Department of Work and Pensions (DWP) that the underspent funds can be used to support some existing learners and new learners from DWP priority groups.
- 3.3** This new programme will run until 31st March 2020 and will receive funding of approximately £23,000 with the council to provide 50% of these funds. It is anticipated that the project will provide employability support to 20 individuals who have significant barriers to work including digital learning and financial inclusion support

European Social Fund (ESF)

- 3.4** East Dunbartonshire Council was successful in being allocated ESF funding under the current 2014-2020 European funding programme to develop a new skills pipeline approach. This programme provides intensive support to individuals with at least two significant barriers to employment e.g. criminal convictions, health issues, no qualifications. To date over 150 individuals have been supported with over 30 moving into employment. The Skills Pipeline programme was funded as an initial three-year project at a total project costs £882,066 with £354,408 coming from ESF initially until 2018.
- 3.5** The Scottish Government who administer ESF funding have now given an indicative allocation to extend the project until 2022. Final approval will be made once the Scottish Government has signed off the council's extension proposal. The ESF Skills Pipeline programme was originally due to start in 2015 but did not start until 2017 due to issues around the rules for the programme not being finalised and delays in final approval for the project by the Scottish Government.
- 3.6** The Skills Pipeline project attracts 40% of funding from ESF with the remaining element funded from the council. A small employer recruitment incentive programme has been included in the extension bid which will help create an additional 10 new jobs per year with local employers for eligible participants.
- 3.7** The latest advice published on the Scottish Government website indicates that if the UK is unable to access EU funding as a result of a "no deal" the UK government will guarantee continued funding for ESF projects funded under the ESF 2014-2020 programme.
- 3.8** Proposals are currently being developed by the UK Government regarding replacing current EU funding with a new UK Shared Prosperity Fund. It is likely that consultation on this fund will start following the planned autumn spending review.

Youth Employment Initiative

- 3.9** The Youth Employment Initiative funded through the European Social Fund finished in December 2018. This project provided support to 58 (against a target of 60), 16-29 year olds

to enter employment through providing a 6 month wage incentive to employers to create additional job opportunities for young people.

- 3.10** Delays in final approval for the project starting meant that the project had to be delivered over a shorter timeframe than originally projected and this meant that two places were not allocated. The final claims and verification process for this programme are underway.

Local Employability Model funding (LEM)

- 3.11** The recently launched Scottish Government policy No One Left Behind: Next Steps for the Integration and Alignment of Employability Support in Scotland (Appendix 1) indicates an ambition for more effective partnership working with local government. A partnership agreement has been approved between COSLA and the Scottish Government to take forward shared ambitions.
- 3.12** As part of this the Scottish Government are reviewing a number of programmes that they currently fund that are allocated to both local authorities and other agencies e.g. Skills Development Scotland.
- 3.13** Through a phased approach the Scottish Government are allowing more flexibilities to local government in using funding currently allocated to local government in this area. For 2019/20, previous allocations to local authorities for the Scottish Employer Recruitment Incentive (SERI) and funding to support young people aged 16-19 who are Not in Education Employment or Training (NEET) have been merged into the one Local Employment Model fund to be called the No One Left Behind fund (NOLB fund) .The Scottish Government issued formal grant letters to councils for 2019/20 in June.
- 3.14** The grant to East Dunbartonshire Council for 2019/20 is for £117,000. This is not new funding but combines previous allocations into the one fund.
- 3.15** Given the above and taking into consideration timescales and existing commitments East Dunbartonshire Council provision for NEET young people 16-19 years old will remain in place with an age range extension up to 24 years old. This will allow the project to offer services to older young people. The £24000 previously allocated under the SERI programme will be used to offer 8 wage subsidies for local employers to create eight new jobs for 16 – 63 years old individuals who have barriers to employment.
- 3.16** The Scottish Government have indicated that other employability funding currently allocated to other programmes delivered by Skills Development Scotland may also be included in the No One Left Behind fund from 2020 onwards. This may be allocated to local authorities although consideration will also be given to allocating funding through new or existing regional approaches.
- 3.17** At the end of last year the Scottish Government also published the Fairer Scotland Disabled People Employment Action Plan, which will focus on:
- Supporting employers to recruit and retain disabled people
 - Support disabled people to enter employment
 - Improve transitions for disabled young people
- 3.18** The Scottish Government published a commitment in the Child Poverty Action Plan to targeted parental employment support. A new £12m fund has been allocated to design and deliver a programme of intensive in and out of work employment support for low income parents. It is likely that this will be delivered through local authorities. An additional £6m has

also been allocated linked to the Disability Employment Action Plan to target disabled parents who are unemployed and experiencing poverty. The detail of both elements of funding and delivery is currently under discussion.

- 3.19** Employability is a key priority (Local Outcome 2) in the East Dunbartonshire Local Outcome Improvement Plan. The partnership Employability and Financial Inclusion Action Plan group is currently revising its work plan to take account of these new programmes to ensure partnership approaches are developed to maximise outcomes for local people.
- 3.20** Discussions are also ongoing at a Glasgow City Deal regional level to establish the feasibility of delivering employability programmes on a region wide basis.

4.0 IMPLICATIONS

The implications for the Council are as undernoted

- 4.1** Frontline Service to Customers - None
- 4.2** Workforce (including any significant resource implications) - None
- 4.3** Legal Implications – None
- 4.4** Financial Implications - Externally funded programmes allow the council to expand services with external funding. In most cases, this external funding requires to be matched at a local authority level. Any match funding will be confirmed to the Scottish Government on an annual basis.
- 4.5** Procurement - None
- 4.6** ICT -None
- 4.7** Corporate Assets - None
- 4.8** Equalities – Equalities groups are priority areas for all external employability funding. .
- 4.9** Other – None

5.0 MANAGEMENT OF RISK

- 5.1** European funded programmes carry some financial risk due to the complex and detailed compliance rules and high level of external scrutiny and audit. This can result in funding being reclaimed. These factors have been taken into account in the development, delivery and monitoring of projects. A high level of compliance has been achieved in all audits since the programme commenced.
- 5.2** The Scottish Government have recently notified all grant lead partners that the European Commission have initiated a pre-suspension procedure for interim payments for ESF projects as a result of findings from their Early Preventative Systems audit. The most recent communication is that East Dunbartonshire Council programmes are not directly involved in this matter however, it may be the case that the council may be affected by wider issues arising from this.

6.0 IMPACT

- 6.1 ECONOMIC GROWTH & RECOVERY** – Externally funded employability programmes contributes to the East Dunbartonshire Economic Development Strategy.
- 6.2 EMPLOYMENT & SKILLS** – – Externally funded employability programmes contribute significantly to the local Employability Action plan and Community Learning and Development Plans.
- 6.3 CHILDREN & YOUNG PEOPLE** – Provision of positive post school destinations for young people.
- 6.4 SAFER & STRONGER COMMUNITIES** – None
- 6.5 ADULT HEALTH & WELLBEING** – Both Working Matters and the ESF Skills Pipeline project target groups include those who are not employed due in part to health issues. Evaluations of programmes have reported improved health as a result of participation.
- 6.6 OLDER ADULTS, VULNERABLE PEOPLE & CARERS** – None
- 6.7 STATUTORY DUTY** – None.

7.0 POLICY CHECKLIST

- 7.1** This report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

- 8.1** Appendix 1: Partnership Working Agreement for Employability.

SCOTTISH GOVERNMENT AND SCOTTISH LOCAL GOVERNMENT

PARTNERSHIP WORKING AGREEMENT FOR EMPLOYABILITY

PURPOSE

Through the National Performance Framework, both Scottish Government and Scottish Local Government have set out their shared ambitions in developing a Fairer Scotland. We agree that sustainable and fair employment is a critical aspect of inclusive growth and the main route out of poverty, inequality and disadvantage. Job creation, and accessible, sustainable and fair employment are critical to ensure that everyone who can is able to reach their full potential by participating successfully in the Scottish labour market.

Overall, the Scottish Labour Market is healthy with historically high employment and low unemployment. However, we know local labour markets differ significantly and that there are still difficulties for a number of people and groups being able to access and sustain employment. To support more people into work, we must ensure that local and national level services place the person at the front and centre of both design and delivery. We must collectively identify and agree opportunities for better alignment and joining up of local and national service delivery. We must also ensure that our approach drives greater levels of collaboration and is flexible enough to adapt to changing priorities over time

No One Left Behind was published in March 2018 and sets out the next steps for alignment and integration of employability support in Scotland. In doing so, it sets out six objectives:

- A system that provides flexible and **person-centred support**;
- is more **straightforward** for people to navigate;
- is better **integrated and aligned** with other services, in particular, although not exclusively with health provision;
- provides pathways into **sustainable and fair work**;
- is **driven by evidence**, including data and the experience of users; and
- that supports more people – particularly those facing multiple barriers – to move into the **right job, at the right time**.

To achieve these objectives we need a collective approach to employability where the Scottish Government and the Convention of Scottish Local Authorities (COSLA) work in partnership to positively shape employability provision nationally and to deliver it locally. We will work with key partners, including the third sector and other employability providers as well as the vulnerable in our communities, to redesign services so that the people we collectively serve are better placed to realise their potential, better able to find ways into paid work and to reduce both dependency and inequality.

This partnership working framework sets out the terms of engagement and working relationship between Scottish Government and Scottish Local Government on employability. It will build on existing and effective partnership working for employability and establishes a commitment towards good practice in the way we will work together. The framework will be kept under review and be flexible and agile as the labour market in Scotland evolves over time.

The Scottish Government Public Service Reform agenda and the local governance review outlines our joint ambition to collaboratively deliver services which are “effective, efficient and represent value for money for Scotland as a whole”. In this spirit, we will work together to develop an approach based on mutual openness, transparency and respect.

PRINCIPLES

Scottish Government and Scottish Local Government agree to a set of core principles to support the collaborative working that will underpin the Partnership Working Framework for Employability and which sit at the core of the relationship between Scottish Local Government and the Scottish Government in Employability. These are:

- Placing people at the centre of the design and delivery of coherent and seamless employability services;
- Working together openly, transparently and constructively in pursuit of our shared aims and objectives and ensure mechanisms are in place for regular, strong, two-way communication;
- Delivering excellent public services and value for money by avoiding duplication and complexity in provision and aligning services to make them seamless, coherent and accessible;
- Developing agreed national and local outcomes and measurement approaches utilising appropriate research, sectoral skills requirements and primary sources of information;
- Reflecting and respecting existing governance and accountabilities within both Scottish Local Government and Scottish Government, briefing each other on matters of mutual interest;
- Exploring opportunities for future co-investment; co-design and shared performance management;
- Collaboratively building on existing local and regional employability partnerships to share and align activities and priorities including partners in the broader public and third sectors; and
- Recognising and building on the strengths of local delivery and good practice around programmes, delivery models and approaches.

GOVERNANCE / LEADERSHIP

Underpinning the Partnership Working Framework in Employability are two Groups:

JOINT SCOTTISH EMPLOYABILITY GROUP

A joint high level Group. Co-Chaired by Minister for Business, Fair Work and Skills and COSLA Spokesperson Community and Wellbeing Board, providing leadership and oversight on shared employability objectives and principles between layers of national and local government. Comprising, Senior Representative(s) from Scottish Government Employability Division, Representative from Society Of Local Authority Chief Executives (SOLACE) and Scotland’s Local Authority Economic Development (SLAED) group.

The role of the group will be to:

- Ensure outcomes are delivered in a way which supports the National Performance Framework.
- Strengthen collaborative leadership and provide the clear vision and priorities required to drive sustainable and fair employment in Scotland.
- Oversight of delivery/performance of local authority/national employability services.
- Advising on effective employability policy, programme and partnership interaction between local and national employability programmes.
- Promoting the smooth and effective working relationship between Scottish Local Government and Scottish Government; and promoting openness, transparency, and trust between Scottish Local Government and Scottish Government teams;
- Agreement on national/local roles & responsibilities in employability.
- Providing a forum for discussion of areas of shared and mutual interest around operation and policy issues, including employability policy interaction between Scottish Local Government and Scottish Government, sharing positions, identifying options and brokering solutions where possible;
- In exception, act as a point of escalation for operational issues which cannot be resolved quickly or at the Scottish Local Government Alignment group.

This group will meet twice per annum, but there may be a requirement to meet quarterly in the first year to establish the group, agree objectives and principles and strategic direction and support on employability priorities.

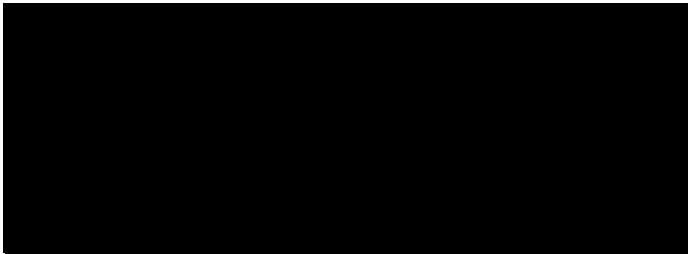
Scottish Local Government Alignment Group

An operational group co-chaired by Scottish Government Deputy Director and COSLA representative, comprising Scottish Government, SLAED, and SOLACE Officer representatives.

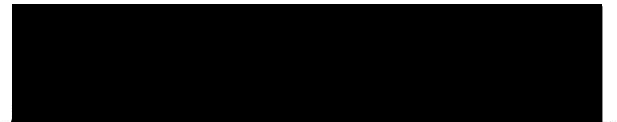
- Identifying and sharing best practice in employability, including a greater focus on user-led service design.
- Identifying and removing barriers to productive employability partnerships.
- Ensuring alignment of local and national government employability delivery.
- Encouraging joint implementation and collaboration across the existing landscape of local and regional delivery in Scotland, including, Community Planning partnerships, local authority led City Region deal and Growth bid areas, nine Fair Start delivery areas and emerging economic partnership areas.
- Ensuring priorities for employability are based on objective evidence, engaging with local stakeholders where appropriate to determine and agree outcomes reflective of local and national ambition.
- Develop options and recommendations for commissioning models which clearly sets out roles, responsibilities and accountability to ensure value for money and effective delivery models.

- Provide a forum for discussion of areas of shared and mutual interest in employability.
- Co-produce delivery models which balance local flexibility with national coherence and direction and which reflect shared aims, joint accountability and transparency of outcomes.

It is proposed this group meets quarterly, with an initial monthly schedule introduced to establish the group and associated work plan.



Jamie Hephurn MSP
Minister for Business, Fair Work and Skills



Councillor Kelly Parry
Spokesperson Community Wellbeing

5 DECEMBER 2018



EDUCATION COMMITTEE 2 SEPTEMBER 2019

**EPB/187/19/JM DEPUTE CHIEF EXECUTIVE – EDUCATION,
PEOPLE & BUSINESS**

**CONTACT OFFICER: JACQUI MACDONALD , CHIEF EDUCATION
OFFICER (0141 578 8739)**

**SUBJECT TITLE: WEST PARTNERSHIP : REPORT AND
IMPROVEMENT PLAN**

1.0 PURPOSE

- 1.1** The Education Committee is requested to note the Progress Report and Improvement Plan from the West Partnership. (**Appendix 1**)

2.0	<u>RECOMMENDATIONS</u>
2.1	It is recommended that the Education Committee :- a) Notes the West Partnership Progress Report and Improvement Plan.

**ANN DAVIE
DEPUTE CHIEF EXECUTIVE
EDUCATION, PEOPLE AND BUSINESS**

3.0 BACKGROUND/ MAIN ISSUES

- 3.1** In January 2018, the Glasgow City Regional Education Committee approved the submission of the first annual regional plan to Education Scotland. A second phase plan was approved in August 2018. A report on progress in implementing the plan is contained in Appendix 1.
- 3.2** The West Partnership was required to submit a third phase Improvement Plan, based on feedback from Education Scotland , for submission by 2 September 2019. The Glasgow City Region Education Committee endorsed this on 27 August 2019. It will now be submitted to the Glasgow City Region Cabinet.
- 3.3** The third phase of the Regional Improvement Plan seeks to build on the outcomes and measures outlined in the previous version working towards a vision of Equity, Excellence and Empowerment.
- 3.4** Importantly the West Partnership has sought to emphasise the importance of maintaining local democratic accountability , seeking to enhance and support the existing improvement measures being implemented in individual education authorities. This requires a report to each individual local authority on the progress of the West Partnership.
- 3.5** The draft plan (**Appendix 2**) sets out workstreams to be developed over the coming year, each led by a Director of Education or Chief Education Officer. Lead Officers have now been seconded and they will support the work of each of the workstreams. There are representatives from East Dunbartonshire Council on each of the workstreams.

4.0 IMPLICATIONS

The implications for the Council are as undernoted.

- 4.1** Frontline Service to Customers- None;
- 4.2** Workforce (including any significant resource implications) – None;
- 4.3** Legal Implications – None
- 4.4** Financial Implications – None;
- 4.5** Procurement - None
- 4.6** ICT - None
- 4.7** Corporate Assets – None;
- 4.8** Equalities– None;
- 4.9** Other

5.0 MANAGEMENT OF RISK

- 5.1** There are no risks associated with this plan.

6.0 IMPACT

6.1 ECONOMIC GROWTH & RECOVERY – None.

6.2 EMPLOYMENT & SKILLS – None.

6.3 CHILDREN & YOUNG PEOPLE – The work of the West Partnership will support schools to raise attainment and ensure equity for all children.

6.4 SAFER AND STRONGER COMMUNITIES – None

6.5 ADULT HEALTH & WELLBEING – None.

6.6 OLDER ADULTS, VULNERABLE PEOPLE AND CARERS – None.

6.7 STATUTORY DUTY – None

7.0 POLICY CHECKLIST

7.1 This Report has been assessed against the Policy Development Checklist and has been classified as being an operational report and not a new policy or change to an existing policy document.

8.0 APPENDICES

8.1 Appendix 1: West Partnership : Report on the Regional Improvement Plan 2018/19;

8.2 Appendix 2: Draft West Partnership : Regional Improvement Plan 2019/20.

1. Executive Summary

- 1.1. Overall, throughout the last year, the West Partnership has made very good progress implementing the Regional improvement Plan 2018-2021.
- 1.2. During April to June 2019, the West Partnership formally reflected on progress and reviewed and refined the priorities for improvement. Each workstream reviewed progress and identified areas which had gone well and which required further improvement. Through an evaluation process undertaken by the Board changes to the leadership and governance structure were proposed. These were approved by the Regional Education Committee in May 2019.
- 1.3. Very good progress has been made in achieving the actions from the current improvement plan 2018-2021:
 - 94% of actions are either complete, superseded or on track; and
 - 6% are not yet started.
- 1.4. Work towards high level (critical) indicators which were previously identified and enabling the West Partnership to report on the impact of its work with schools have been updated and reviewed. While overall progress is strong, it remains too early to use these critical indicators to comment on the impact of our actions.
- 1.5. The West Partnership action plans indicated the work which the individual workstreams intended to take forward as a collaborative. This document provides a summary of the progress and activities undertaken by each workstream to address priorities identified in the improvement plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and identifies measures of improvement. It is too early for any further evaluation of impact. It is neither an exhaustive summary of the work each workstream has undertaken nor a comprehensive commentary on impact.
- 1.6. Over the first year of the improvement plan, much of the early activities were focused on working with headteachers, depute headteachers, heads of early learning and childcare settings and senior council officers. As the year progressed, more practitioners were included and involved through the assessment and moderation activities, collaborative learning networks and extensive stakeholder consultation to develop proposals for curricular/specialist networks. Harnessing the collective responsibility of staff to shift the ownership of change is central to achieving the ambition for the West Partnership.
- 1.7. Evaluations from all the professional learning across the year demonstrate very positive impacts on staff. Over 1000 practitioners accessed a range of professional learning provided and delivered by

the West Partnership. The impact on staff knowledge, understanding and confidence as a result of their professional learning was evaluated and is now included as a baseline in the list of critical indicators. However it remains too early to attribute success to the work being carried out collaboratively. The West Partnership is establishing a wider range of evaluation approaches, including the involvement of Policy Scotland.

- 1.8. There is early evidence of positive impact on children and young people for example, through their involvement in Upstream Battle.
- 1.9. Extensive stakeholder engagement was carried out by the curricular/specialist network workstream, but more remains to be done to improvement communications and engagement. Plans for the formation of a Youth Forum utilizing the skills and experience of Members of the Scottish Youth Parliament will help ensure the voices of young people are heard.

2. Collaborative Learning Networks

- 2.1. The work of this theme is central to the vision of the West Partnership to build a learning system through empowering staff to build collaborative learning networks to achieve equity and excellence. The vision was developed by the University of Glasgow team with the eight directors/heads of education at the early residential learning event. The ambition focuses on shifting the ownership of change to practitioners in the classroom where the biggest difference to learner experiences and outcomes may be achieved.
- 2.2. Following consultation the Board agreed recommendation of a West Partnership definition of collaboration, core principles and key characteristics of what successful collaboration looks like. Within the West Partnership we agreed to the following definition. “*Collaboration involves working together to understand and improve pedagogy for agreed purposes, which leads to better outcomes, informed by evidence and critical self-reflection*”. This is now the foundation of much of our work across the partnership.
- 2.3. A number of key learning activities took place. All headteachers and heads of early learning and childcare settings were offered the opportunity to attend workshops and learning events. These were also offered to quality improvement officers and educational psychologists across each of the partner authorities.
- 2.4. Collaborative learning networks were formally launched in May 2019, attended by 40 schools/early learning and childcare (ELC) settings and 80 staff. Sessions led by University of Glasgow and practitioners framed the concept, characteristics, potential of collaborative learning networks to positively impact on learning and teaching. The interactive workshop included practitioners and promoted members of

staff from each school participating in the professional learning programme. Schools/ELC have been matched using areas they identified they would like to work with other schools to improve outcomes for children and young people. Schools/ELC included rural schools and a range of primary, secondary and special provision. Initial feedback indicates practitioners are very enthusiastic about the potential these collaborative learning networks will have on improving outcomes for learners. Key facilitators from each local authority, supported by educational psychologists have been identified to work with each network.

- 2.5. The short-term secondment of a primary headteacher, with a strong background in collaborative action research and the School Improvement Partnership Programme, to lead this work from April to June was highly effective. It ensured dedicated time for thinking, planning and working with practitioners. This significantly increased the pace of implementation of the collaborative learning networks. The workstream also benefited from the effective support provided by staff from the University of Glasgow. Input from educational psychologists into this work from across the region has been warmly welcomed by school and ELC staff.
- 2.6. A comprehensive plan was agreed by the Board in May 2019 to take these collaborative learning networks forward over the next five years. On an annual basis two new collaborative learning networks will be launched each May and September. With each new cohort being made up from a minimum of 40 school or early learning and childcare setting from across the region. Each cohort will involve a maximum of 100 participants who will be matched into eight to twelve collaborative learning teams.
- 2.7. Feedback from the first Collaborative Learning Network cohort has been very positive. All participants rated the learning events as very good or better and all participants indicated that both their knowledge and confidence increased as a result of attending (rising from 4.00-5.63 (out of 7) and 3.52-5.29 (out of 7) respectively).

3. Empowerment

- 3.1. All of the work being undertaken by workstreams reflect the West Partnership vision of Equity, Excellence and Empowerment. The West Partnership has set an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement (excellence).
- 3.2. Shifting the ownership of change and empowering staff to take collective responsibility to make the difference we want to improving outcomes for children and young people is becoming increasingly embedded within our culture. The West Partnership is providing scaffolding for staff to work together across local authorities to meet

their learners' needs and contexts. It is an increasingly powerful and enabling culture in which staff have permission to make decisions and take assessed risks.

- 3.3. Given the overarching nature of this workstream the Board agreed in May 2019 that the theme of empowerment should be embedded further throughout all the work of the West Partnership and that the leadership workstream will take forward specific work linked to national developments. This was subsequently approved by the Regional Education Committee.

4. Career-long Professional Learning

- 4.1. Over the past year, the work of the steering group focused on working with Education Scotland and Scottish Government to deliver West Partnership conferences for headteachers and heads of early learning and childcare settings. Due to limited capacity of the venue and financial implications for Scottish Government, it was unfortunately not possible for all heads to participate. Places were initially offered on a pro-rata basis to each local authority and thereafter opened up across the region.
- 4.2. Each conference was a blend of presentation, question and answer session and workshop. Each workstream was given the opportunity to showcase the work they were undertaking, with several taking up this offer. Other workshops stemmed from areas that practitioners had previously requested.
- 4.3. Workshops were designed to provide significant time to allow participants to fully engage with the topic. Whilst in general this was a successful approach, some individuals commented that they would have preferred the opportunity to attend two shorter workshops.
- 4.4. Overall, most (84%) attendees stated that the conferences were good or better, with over half of attendees rated them as very good or better. At both conferences staff indicated that their level of knowledge of the topics covered increased and their confidence putting concepts into practice was raised. Most (70%) of the participants indicated that the workshop sessions would impact on practice in their establishments.
- 4.5. One of the highlights of each conference was a fabulous contribution from a West Partnership Youth Choir. Young people from each partner authority were brought together for the day and performed beautifully to close each event.
- 4.6. It was disappointing that a minority of heads who registered for conferences did not attend. Whilst there will always be some late apologies, further discussion is required to prevent the blocking of

spaces, including the possibility of charging.

- 4.7. It should be noted that career-long professional learning is delivered by many of the workstreams and is covered elsewhere in this report under individual workstream headings.
- 4.8. Over the next few years it is intended to make increasing use of the shared service, Gateway CPD manager, to advertise events and allow participants to register for them. This will facilitate GTCS professional update for participants and make the overall organisation of learning opportunities simpler. Currently seven of the local authorities use CPD Manager and we are working closely with the other authority to explore how this may be rolled out.

5. Curricular Specialist Networks

Numeracy and Mathematics

- 5.1 The group, Making Maths Count, is successfully raising the profile of numeracy and mathematics across the West Partnership, including through an active Twitter feed. The initial core aim of the group was linked to the Making Maths Count report's key themes to:
 - a. transform public attitudes towards maths through improved teacher confidence and competence; and
 - b. enrich career long professional learning (CLPL) opportunities for teachers throughout the West by sharing good practice.
- 5.2 To coincide with the national Maths Week Scotland a West Partnership conference "Empowerment through Excellence" was held on a Saturday in September 2018. This provided an opportunity for over two hundred school leaders and practitioners to collectively gain insights into good practice from across the RIC to enhance local and school level improvement planning.
- 5.3 Workshops enabled sharing of successful interventions linked to the closure of the poverty-related attainment gap. The conference also benefited from contributions from parents and children.
- 5.4 Most (76%) attendees rated the Making Maths Count conference as excellent in relation to content having a predicted impact on classroom practice. In addition most (70%) attendees indicated workshops provided useful insights into research-based approaches to target attainment.
- 5.5 To ensure sustainable impact, additional partnerships have been formed across the West Partnership to explore the wider range of Making Maths Count recommendations. This includes newly

established links with external partners such as The Winning Foundation and NPFS.

STEM and Learning for Sustainability

5.6 Aspects of STEM have been taken forward through joint work with Keep Scotland Beautiful around a specific project, “Upstream Battle”. Funding was provided to enable Keep Scotland Beautiful to appoint a seconded member of staff to kick start the project. Valuable support was also provided by staff from Education Scotland. A number of different strands were taken forward very successfully. These included an engineering challenge, art competition, citizen science, and a bespoke professional development programme to increase staff confidence in teaching STEM.

5.7 STEM The Flow engineering challenge: Schools from across the West Partnership were invited to devise engineering solutions to help tackle plastic pollution in the River Clyde. A final celebration event took place in June at The Riverside Museum in Glasgow. Schools each set up displays before showcasing their projects to a panel of assessors from Jacobs plc, other schools and members of the public. All participating schools received certificates and Jacobs plc provided trophies for the winning categories: (1) Team Working Award, (2) Innovative Design, (3) Most Sustainable Design and (4) Best Overall Project. Children and young people gained important skills of team-working, problem solving and communication. Following the celebration event, almost all participants evaluated both the venue and the event itself as very good or better. Most respondents would like to participate again in the future with a few not sure due to time constraints. Case studies of participating projects and photographs of the event can be accessed via <https://www.keepsotlandbeautiful.org/upstreambattle/children-and-young-people/stem-the-flow-engineering-challenge>

5.8 Citizen Science: This supports the development of important skills of decision making in children and young people by gathering data on the types, amounts and locations of litter in local waterways around the Clyde and its tributaries. This work has been taken forward through local community groups.

5.9 Professional Learning: A bespoke programme to develop teacher confidence in delivering on each learner’s entitlement to Learning for Sustainability and build STEM skills through the context of source to sea litter has been developed. Teachers from all eight partner local authorities have applied to participate. The programme will run until March 2020.

Self-sustaining Curricular and ASN Networks

- 5.10 The Regional improvement Plan committed the West Partnership to “establishing self-sustaining subject networks for secondary schools to bring about improvements in pedagogy, assessment and attainment.” Each individual local authority already has existing forums in place for principal teachers and faculty leaders to meet and discuss areas such as changes to courses by the SQA. It was agreed that any cross-authority network should not replicate or duplicate this work.
- 5.11 With limited initial progress being made towards establishing curricular networks, it was agreed by the Board (February 2019) that two highly experienced practitioners should be seconded to the West Partnership from the spring break to summer holidays.
- 5.12 During May and June 2019, the secondees consulted a wide range of stakeholders and explored current provision of curricular networks across local authorities. The methodology used included focus group consultations, questionnaires and an online middle leader survey. There was a positive response to the online survey, despite concerns about survey fatigue and time frame. The consultation process demonstrated that practitioners valued the professional dialogue and sharing of resources facilitated by local authority subject forms. However, in some local authorities, teaching staff felt the time devoted to this professional dialogue had reduced in recent years.
- 5.13 Practitioners indicated that they would welcome the opportunity for West Partnership collaboration to support moderation of learning, teaching and assessment approaches. They also indicated that more access to professional advice and examples of best practice at a national level would be very valuable. The West Partnership was viewed as an important potential facilitator for this type of professional learning opportunity. Teaching staff also expressed a strong desire for co-operation on sharing high quality resources because this would allow them to devote more time to focus on improving learning, teaching and assessment approaches.
- 5.14 As a result of all the consultation evidence a paper for the Board was developed. This will be presented to the Board in September 2019. Education Scotland buy-in is also highly desirable for effective collaboration; we continue to discuss how this might be realised with our ES partners.

- 5.15 A retired headteacher has been approached to provide support for the establishment of an additional support needs network. While slow to start, this is now progressing well and dates identified.

Curriculum Design – Assessment and Moderation

- 5.16 High quality professional learning on assessment and moderation was delivered to around 250 practitioners from across the eight local authorities. This has supported improvements in learning, teaching and assessment.
- 5.17 All participating practitioners completed an evaluation, with the results demonstrating an increase in teacher confidence and understanding of, not only the moderation process and model, but knowledge of current national guidance. The majority of practitioners attending indicated that being part of the process had impacted positively on their practice.
- 5.18 Four events focused on moderation of evidence took place in March 2019. Around 250 practitioners working with Curriculum for Excellence early – fourth level attended. This included class teachers, senior managers, quality improvement officers and heads of service. Professional dialogue was facilitated by local authority selected staff.
- 5.19 Overall feedback from an evaluation of the events was very positive. Participants identified the opportunity to engage in professional dialogue to share good practice, and develop a clear understanding of the standards and expectations as clear strengths. The feedback also noted that participants found it challenging to be critical, and at times the context of the evidence provided was not clear enough. Many practitioners felt that the event had given them greater confidence to support practitioners within their own establishments. Practitioners recognised the importance of cascading their knowledge and understanding within their own authority to strengthen the consistency and reliability of teacher professional judgement.
- 5.20 A total of 197 sets of evidence were moderated. While it was agreed that the majority of these met the standard, the quality of the range of evidence submitted was too variable. As a result, it was agreed an education development officer should be appointed on a short term secondment (nine months) to work with the collaborative to support this work further.
- 5.21 The sub-group also created a short survey for headteachers to ascertain the current position for assessment and moderation within

establishments across the West Partnership. Most responses indicated that assessment and moderation featured within school/cluster improvement plans and that there had been professional learning opportunities linked to moderation provided this academic session. Less than half of the responses indicated that they had made use of the Education Scotland Moderation Hub to support practitioners in this area. Most stated that they had allocated time within their Working Time Agreements to assessment and moderation. However across the RIC, this was not consistent, ranging from none to 95 hours allocated.

- 5.22 Secondary curriculum design workshops were offered at both national conferences. These were highly evaluated, led to further discussions about setting up a West Partnership version of the Building our Curriculum Self Help (BOCSH) group, plans for which are underway.

6 Leadership – Succession Planning

- 6.1 The workstream has sought to analyse each authority's leadership programmes and reviewed how each is used to identify and encourage potential candidates for leadership roles. The steering group used data provided by Scottish Government to consider what further actions are required to increase the number of highly quality applicants coming forward for senior leadership roles (particularly at headteacher level). The group has reviewed reasons for depute headteachers not applying for headteacher posts and what further support could be offered before and after appointment, including the use of mentors.
- 6.2 Agreement has for each individual local authority to contract recently retired headteachers to take on roles as mentors and provide support for new and inexperienced colleagues. Mentor support may also be provided for experienced headteachers facing a wide variety of individual challenges. This allows the provision of bespoke mentor support relevant to local needs and contexts. Due to HR and legal concerns it was agreed that each local authority would offer contracts to persons who would then only work with their own local authority headteachers.
- 6.3 The workstream steering group considered shared West Partnership assessment centres. However following review, it was agreed that this presented a number of challenges and it was subsequently removed from the plan.
- 6.4 Similarly work to progress "job swaps" for teachers and promoted post-holders has been challenged by concerns expressed by HR and legal departments. It is however hoped that this work will be

piloted by two authorities over the next year, taking due account of these potential issues.

7 System Improvement

7.1 The work of this theme continues to build on the work of the Improvement theme group which took place during 2017/18. A number of improvement activities have taken place:

7.2 Improving through Empowerment

Training for quality improvement officers/education officers/headteachers, organised and delivered by the Regional Adviser, took place in a number of authorities and shared approaches to evaluating improvement have been established in primary and secondary schools between Inverclyde and Renfrewshire, and East Renfrewshire and Glasgow. This work has been very highly evaluated and a number of schools have continued to work together. We are also aware of many other school improvement partnerships which are flourishing for example between secondary schools in East Dunbartonshire and Glasgow.

7.3 Building Capacity

These activities are an opportunity for partner authorities to work together to share learning. It was proposed that they took the form of Teachmeets with a presentation from each authority followed by professional dialogue and opportunities to set up learning sets for further learning. Dates were agreed, however these proved challenging for one local authority and in addition, the re-structuring at Education Scotland meant that staff from Education Scotland were no longer able to support these events. As a result, all of these events were postponed.

7.4 Evaluative Writing

Half day sessions were targeted at authority officers, headteachers and heads of ELC settings. They were facilitated by HMI colleagues. These events were very positively evaluated. Unfortunately due to the re-structuring at Education Scotland a number of planned events were postponed.

7.5 Insight

Two half day sessions were set up targeted at authority officers and headteachers. The events were led by a quality improvement manager with previous experience as a professional advisor to the national Insight team.

While small numbers attended, they were very highly evaluated. Practitioner feedback suggested that further events be split into beginner and advanced levels.

7.6 Focus/Broad General Education Tool

Two half day sessions targeted at authority officers and headteachers took place, led by staff from Glasgow City Council and Scottish Government. The evaluation from participants was highly positive. Practitioners identified that sharing learning from colleagues who are using the tools was most beneficial. Practitioners indicated great enthusiasm and excitement at the possibilities offered by a West Partnership version of the FOCUS tool. This will however depend on a data sharing agreement, which has proved difficult to obtain.

7.7 Improving Our Classrooms

This programme targeted at primary class teachers has been run successfully in Glasgow City Council over a number of years. Four partner authorities expressed an interest in participating in a West Partnership version of the programme – Inverclyde, East Renfrewshire, East Dunbartonshire and South Lanarkshire started collaborating, thus increasing the reach and impact on learners in the classroom.

8 Families and Communities

8.1 Following discussions with the Chair of the National Parent Forum of Scotland, it was suggested the involvement of the NPFS representatives as part of the steering group would be beneficial. This was agreed and it is pleasing that parent representatives are included.

8.2 The partnership group carried out an initial audit of existing interventions in family learning, community capacity building and parental engagement which supports families living in poverty/inequalities. These have been shared across the workstream steering group. A sub group to allow greater involvement of community learning and development (CLD) teams/leads across the partnership was formed. This sub-group is evolving into a very enthusiastic and thriving CLD network.

8.3 Supported well by Education Scotland, a conversation day focused on learning at home, STEM and involvement of parents in school improvement planning was highly evaluated. Around 70 practitioners participated in two sessions. This discussion event also helped Education Scotland to develop its own guidance and support information/resources for local authorities and other regional improvement collaboratives.

8.4 Subsequently, a highly successful “Learning Together” event, bringing together community learning and development workers, school staff,

health and parents was held in April 2019. The workstream was able to secure the services of a very well-known researcher within the field of family engagement and the event an excellent presentation by a headteacher from Inverclyde. The event was well-attended (with around 180 participants). The event generated very positive feedback, including significant engagement through Twitter. Participants identified the pace of the event, quality of keynote speakers, time to network and provision of “goody bags” as key strengths.

9 Evaluating and Reporting

- 9.1 This workstream has focused on developing processes and systems to support the regional improvement collaborative. For example, following each learning event an online evaluation is now issued automatically by email and analysed, with results fed back to workstreams.
- 9.2 Work has been undertaken on analysis of the data where it is publicly available, for example Achievement of a Curriculum for Excellence Level and SQA data. While extensive efforts have been made to gain agreement of a data sharing agreement between all eight local authorities, this is yet to be achieved.
- 9.3 The critical indicators have been updated. These show the strong progress being made towards agreed targets. However with only one year of data it would be premature to draw any further conclusions. It is intended that staff from Education Scotland will support the analysis of inspection and review data.
- 9.4 A Policy Scotland Research and Knowledge Exchange Officer has very recently been appointed by the University of Glasgow. This resource will support each workstream by identification of the most recent national and local research, evidence, knowledge and expertise. This resource will also offer independent evaluation of the work of the West Partnership and its impact in the classroom.
- 9.5 The workstream is at the early stages of developing case studies of emerging practice across the partnership. These will be shared through the website.

10 On-line presence

- 10.1 Significant progress has been made regarding our on-line presence. Through an increase in Twitter (now around 1800 followers, 95K Tweet impressions and over 2000 profile visits per month) and the development of a public-facing West Partnership website

(www.westpartnership.co.uk). The online presence, in particular the website, will continue to develop in the coming months.

- 10.2 Sitting behind the public-facing website are closed (Microsoft TEAM) areas for each workstream to share minutes and key documentation. These areas are maintained by administrative support. Some subgroups (for example assessment and moderation) are using these areas very well. Materials and key documentation is shared by the assessment and moderation working group through TEAMS. TEAMS allows workstream steering group members to communicate effectively with each other. There is, however, considerable scope to improve the use of TEAMS, increase communication between workstreams and ensure effective dissemination of information between different steering group members.
- 10.3 The West Partnership hopes to progress with a regional version of the FOCUS tool developed by Glasgow City Council. The opportunities this tool presents has been shared with a few headteachers who have greeted this very enthusiastically. This will however depend on a completed data sharing agreement signed by each local authority.

11 Resources

- 11.1 Financial support (£828,488) was provided to the West Partnership by Scottish Government. A Finance Sub-Group was established to monitor and coordinate spend ensuring adherence to robust governance and best value considerations.
- 11.2 The highly effective use of funds to deploy staff and, or provide resources for backfill has facilitated the very strong progress being made by the West Partnership.
- 11.3 Short-term secondments of experienced practitioners were highly effective and enabled a significant increase in the pace of implementation of actions.
- 11.4 Effective use of resources has enabled the West Partnership to invest in sustainable approaches to improvement. Support from the University of Glasgow to grow a learning system has been most helpful.
- 11.5 Support to Keep Scotland Beautiful facilitated the highly successful Upstream Battle project.

- 11.6 Actual expenditure to 31st July 2019 was £801,411; an underspend of £27,077.

12 Consultation with practitioners and key stakeholders

- 12.1 Over the year, there have been regular discussions with key stakeholders from Glasgow City Region, University of Glasgow and many others. Secondtees linked with the curriculum workstream carried out extensive face-to face and on-line consultations before developing recommendations for this particular workstream.
- 12.2 The University of Glasgow provided strategic critical friendship to the West Partnership lead officer and the wider Board. The university has also provided conceptual and practical support to the collaborative learning network workstream.
- 12.3 The Regional Lead Officer met regularly with representatives of professional associations and trade unions representing the education workforce, ensuring meaningful engagement. Going forward a representative of this group will be asked to attend the Education Committee.
- 12.4 There has been regular consultation and discussion with key stakeholders from other regional improvement collaboratives across Scotland. This has been very supportive to both the regional improvement lead and senior partnership officer. Additionally other links are growing across the RICs, for example through shared discussions on curriculum.
- 12.5 The workstream lead for Families and Communities corresponded regularly with the Chair of NPFS.

13 Partnership with Education Scotland

- 13.1 The West Partnership had formed a very effective and supportive link with the Regional Advisor from Education Scotland. Several of the workstreams worked very well with other individual staff from Education Scotland, for example the families and communities workstream worked effectively in partnership with the parental engagement officer to develop the conversation day.
- 13.2 In April 2019, following a restructure and significant recruitment of new staff within Education Scotland, a new Senior Regional Advisor was appointed. The scope of this role, and how it engages with the West Partnership, is still to be determined in practice. It is however clear that there is the potential to become a key part of the

operational delivery of the actions set out in the Regional Improvement Plan.

14 Recommendations

14.1 Committee is asked to:

- Note the contents of the report.

Appendix 1

Indicators	2016-17 Baseline	2017- 18 Value	2018- 19 Value	2019- 20 Value	2020- 21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	1062			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95

Secondary Attendance Rates	90.7	N/A				92
Initial School Leaver Destinations	93.6	94				95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66				75

Introduction

I am pleased to present the Regional Improvement Plan 2019-22, setting out the ambitions we have for driving improvement across the eight partner authorities which, together, form the West Partnership.

From our establishment in 2017, we have sought to build on the successes of each of the partners, eight high performing, ambitious Councils, by complementing and, where possible, enhancing these individual efforts. We have been clear from the beginning: the West Partnership sits alongside our individual authorities, as a partner, not as a replacement. Each individual authority continues to be the primary driver of improvement but, where we can make a greater impact on our stakeholders by working together, we will choose to do so.

As the West Partnership evolves, we continue to work with national agencies to rethink and reshape roles and responsibilities to enhance arrangements to drive improvements both within and across local authorities.

Last year we set out our vision of Equity, Excellence and Empowerment across the eight partners and set out an ambitious, action-focused plan that would see us deliver on this. By seeking to work collaboratively, drawing on the expertise, skills and experience from across our region, we sought opportunities to learn from one another, at all levels, and aspire to do the best we can for the learners we work with. The further development of our learning system is central to achieving our vision, establishing a culture where we can foster collaboration at all levels. We will achieve this by building collective agency across our local authorities and shifting the ownership of reform to those who are best placed to lead the change.

Across all of our individual workstreams, we have sought to increase our reach, engaging with more staff through a range of different actions. But we want to continue to grow to ensure that, collaboratively, we can continue to achieve success and drive improvement.

Even in the short time we have been in existence, we have demonstrated the impact we can have. The report on our activity from 2018/19 demonstrates that, although we have a long way to go, we are already impacting on classroom practices.

It remains too early for us to definitively attribute successes across each of our partners to the work we carry out collaboratively. This remains a challenge and one that we are seeking to tackle through the expansion of our Evaluation and Reporting Group. Collectively we face continued challenges and we must recognise the value that collaboration can bring – ensuring that through partnership working and collegiality we are stronger than individual authorities.

Nationally and internationally, research has demonstrated the impact collaboration can have. The highly successful Education Scotland [School Improvement Partnership Programme](#) demonstrated that when improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals, learners are more engaged in their learning and increases in their attainment can be realised.

Our children and young people are at the centre of everything we do. The West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement across our partnership. Drawing on each other, building a team of all the talents gives us real opportunities to reach beyond what we already do, enhance our existing work and continue to improve outcomes for all of our children and young people.

Mhairi Shaw, Regional Lead Officer, West Partnership

The Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across the eight partners to continually improve learning experiences and increase attainment for every learner across the region.

Over the last year, following the publication of our previous Regional Improvement Plan, we have sought to put in place the systems and frameworks to help us deliver on this vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

But we know that improvement isn't just something we can drive from the centre.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence).

Empowerment is the way in which we believe we can shift the ownership of change and enable our staff to take collective action to deliver on this.

As the largest of the Regional Improvement Collaboratives, working with approximately one third of all Scotland's school population, if we want to truly deliver sustainable improvement, we need to be driving change from the bottom, ensuring that every stakeholder is empowered to achieve the changes they need to make to address the needs of each individual learner, devise experiences which will engage them and support them to lead their own learning, and, of course, to improve their sense of achievement and attainment. To do this we have a long term aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through professional learning.

We hear a great deal about teacher agency where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Therefore, our purpose will be to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstreams outlined later in this document has a clear link to our vision, clearly identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment.

Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has been agreed by both the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The newly agreed governance and operational structure is set out in more detail below:

ORGANISATIONAL CHART INSERT

Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the partner authorities, as follows:

- East Dunbartonshire Council – Cllr Jim Goodall
- East Renfrewshire Council – Cllr Paul O’Kane
- Glasgow City Council – Cllr Chris Cunningham
- Inverclyde Council – Cllr Jim Clocherty
- North Lanarkshire Council – Cllr Frank McNally
- Renfrewshire Council – Cllr Jim Paterson (Convener)
- South Lanarkshire Council – Cllr Katy Loudon
- West Dunbartonshire Council – Cllr Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that both a Headteacher representative and Professional Association/Trade Union representative be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, providing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

West Partnership Board

The West Partnership Board ('the Board'), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Directors of Education/Chief Education Officers of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Each of the Board members sponsors an individual workstream, as detailed as part of this Regional Improvement Plan, with responsibility for the direction and reporting progress with their particular action plan.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the review of the governance and operational structure has led to the development of the Operational Delivery Group, with responsibility for the delivery of the Regional Improvement Plan.

The newly seconded Lead Officers, each with responsibility for workstreams, will work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland will attend the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, there are a number of groups and forums that have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board as required.

These networks include, although are not limited to, the following:

- Early Learning and Childcare
- Educational Psychologists
- ASL School Leaders
- Home Education Network
- Community Learning and Development

Developing Through Consultation – Future Plan Development

The West Partnership is committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 860 education establishments, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced and have recently had approval for our Stakeholder Engagement Strategy (appendix). Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead.

We have undertaken a few consultations, including a fairly significant online survey of secondary staff with regards to specialist curriculum networks and we intend to establish a number of forums will ensure a level of ongoing consultation with specific stakeholder groups:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and,
- Young people through our ongoing engagement with the MSYPs from across the eight authorities.

It is envisaged that, on a three yearly basis, a wider regional survey / consultation will take place, with all stakeholder groups having the opportunity to participate. This falls in line with the three yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

We recognise that communication and engagement is an area which we need to continue to address and are committed to doing so as we develop our systems and continue to evolve.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

‘Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership’s Improvement Plan.’

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has signalled its intention to commission further research over the next couple of years.

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Critical Indicators – updated

The work of the West Partnership to grow a learning system involves learning and improvement at school and authority level. This will enhance the work carried out by individual schools, nurseries and local authorities. The high level indicators set out below were previously agreed as the key measures which will allow the Partnership to report on the impact of its work with schools. These have been updated with the most recent data. It was agreed that one of the indicators was no longer appropriate and this has been removed from the table below.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66			75

Vision	Equity	Excellence	Empowerment
Culture	Shifting the ownership of change		
Throughout 2019 – 2022 the West Partnership will build a learning system through:			
<ul style="list-style-type: none">• The roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership.• Identifying, sharing and developing best practices which support families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower children and young people to participate in the West Partnership.• Establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.• Designing and delivering a series of conferences / CLPL events for senior and middle managers and class/playroom practitioners.• Supporting schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes.• Sharing best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.• Developing a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system and ensure that senior leaders are well informed of evolving career pathways and opportunities for leadership.• Identifying, sharing and developing best practices in quality improvement across the West Partnership.			

Action Plans

Collaborative Learning Networks

Work Stream Sponsor Mhairi Shaw	Workstream Lead Officer Helen Brown
<p>Remit:</p> <p>Throughout 2019- 2022 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Action:</p> <ol style="list-style-type: none"> 1. Support schools and early learning and childcare settings to establish collaborative practices to address common needs which will offer opportunities for establishments to be more outward looking through widening networks across and between local authorities. 2. Consider opportunities to make similar offer to secondary school curriculum specialists. 3. Support schools / staff to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 4. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 5. Develop systematic mechanisms to support and monitor impact of the activity. 6. Issue conditions for change survey and plan actions on basis of results analysis. 7. Issue digital survey to facilitate matching exercise. 8. Organise professional learning events throughout 2019 – 2022. Organise sharing the learning event at end of each cohort.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Identify relevant research. • Deliver relevant professional learning. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools • Support the evaluation of impact.

Families and Communities

Work Stream Sponsor Ruth Binks	Workstream Lead Officer Helen Brown
<p>Remit:</p> <p>To continue to identify, share and develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity.</p> <p>Provide a forum to empower children and young people to participate in the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity 	<p>Action:</p> <ol style="list-style-type: none"> Continue to gather existing interventions in family learning, community capacity building and parental engagement across the region, which supports families living in poverty/inequality of outcomes and share best practice. Devise a self-evaluation framework linked to How Good Is Our School?, Learning together, How Good Is Learning and Development In Our Community?, and How Good is our Early Learning and Child Care? Work with NPFS representatives across the region to develop family/community learning and parental engagement. Devise professional learning to support family engagement. The Home Education network will review recent Home Education Guidance from Scottish Government to ensure a more consistent approach, and which meets local contexts, is developed across the West Partnership. Establish appropriate networks for community learning and development (CLD) and schools to link policy, practice and expectations. Support youth voice and participation through the establishment of a youth group made up of MSYPs from each of the Councils.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Plan and deliver CLD network and learning events. Help to provide professional learning for home-school link workers. Support the development of a West Partnership self-evaluation framework, <i>How Good is our Family Learning and Parental Engagement?</i>

Curriculum

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
<p>Remit:</p> <p>As part of the West Partnership approach to growing a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment</p> <p>Support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<p>Action:</p> <ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of assessment and moderation and bring about greater consistency in teacher professional judgements of Curriculum for Excellence levels across the region. 2. Implement an agreed model of subject learning networks for secondary schools to bring about improvement in learning, teaching, assessment and attainment. 3. Support an Additional Support for Learning network to share learning and grow into a self-sustaining system 4. Support the development of an 'empowering curriculum' across the West Partnership to extend and improve the range of curricular pathways for children and young people by: <ul style="list-style-type: none"> ➤ Utilising the scale and range of schools and early years centres within the West Partnership to establish networks of support for teachers/practitioners and leaders to consider and implement the principles and practice of effective curriculum design ➤ Working with headteachers and senior leaders to build the curriculum through a self-supporting help group ➤ Using the scale of the West Partnership to access provision and courses throughout the region to increase curricula choice. ➤ Working to develop Foundation Apprenticeships through sharing experiences, programme provision and understanding across colleges and schools ➤ Working to implement the Youth Guarantee identified within the Glasgow City Regional Skills Investment Plan to support young people (16-24 years old) into employment, training or education

Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice in QI 2.3 and support practitioners to understand better what highly-effective learning, teaching and assessment looks like. • Share evidence from inspection of highly- effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject learning networks to grow into self-sustaining learning systems. • Support additional support for learning network to grow into a self-sustaining learning system.
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Health and Wellbeing

Work Stream Sponsor Derek Brown	Workstream Lead Officer John Stuart
<p>Remit:</p> <ul style="list-style-type: none"> • To share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people. • To examine the results of the national health and wellbeing survey to identify and explore areas of common need. <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<p>Action:</p> <ul style="list-style-type: none"> • Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership. • Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest / needs. • Work with Education Scotland to increase and share understanding of what highly-effective practice looks like in 3.1. • Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Increase and share understanding of what highly-effective practice looks like in 3.1. • Support the introduction and ongoing facilitation of health and wellbeing collaborative learning networks.

Leadership

Work Stream Sponsor Laura Mason	Workstream Lead Officer Jennifer Crocket
<p>Remit:</p> <p>To ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Action:</p> <ol style="list-style-type: none"> 1. Continue to implement: <ul style="list-style-type: none"> ➤ Teacher Exchange Programme. Glasgow/East Renfrewshire to pilot August 2019 – June 2020. ➤ Headteacher support/adviser role across the RIC 2. Establish working relationship with the West Partnership’s key contact from the Professional Learning and Leadership Team in Education Scotland (July 2019). 3. Establish a programme of support for senior leaders across all sectors relating to leadership actions within an empowered system. 4. Establish learning sets across the region. 5. Establish a West Partnership post (secondment) to develop strategies for teachers and leaders from BME backgrounds in response to the report “Diversity in Teaching”.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Facilitation of learning sets across the region.

Systems Improvement

Work Stream Sponsor Maureen McKenna	Workstream Lead Officer Jennifer Crocket
<p>Remit:</p> <p>To identify, share and develop best practices in quality improvement across the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Action:</p> <ol style="list-style-type: none"> 1. Build on the work already achieved to share best practice in quality improvement across all eight local authorities. 2. Agree with the Senior Regional Advisor from Education Scotland where their staff, including HMI, can add value. 3. Devise a programme of activities to develop practices at senior and middle leadership level in schools and headquarters level in each local authority which will lead to continuous improvement and greater consistency in evaluating education delivery and outcomes. 4. Improving through empowerment. Learners' experiences: Improving the quality and consistency of approaches to observing the learning and teaching processes. This activity involves practical activities and is relevant to everyone who has a responsibility for quality improvement. Initially, this may focus on QIOs and other centrally-based officers but can be extended to include school-based senior and middle management. 5. Evaluative Writing: Developing approaches and skills in evaluative writing. This activity would be relevant to staff who may be commenting on the quality of learning and teaching and for those engaged in writing Standards and Quality Reports (or similar). 6. Analysis of data. This activity could be used to share existing good practice within authorities and also to consider how HMIs use attainment data during inspections and reviews. This activity would be relevant to school-based senior and middle managers. 7. Implement Improving Our Classrooms across the West Partnership for class teachers. 8. Insight learning events for secondary staff for secondary staff. 9. Use of Focus and BGE toolkit for headteachers and deputies. 10. Readiness for inspection for local authority staff.

Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Deliver evaluative writing sessions. • Plan and deliver sessions on improving through empowerment. • Use Education Scotland statistical summary report for improvement.
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Evaluating and Reporting

Work Stream Sponsor Steven Quinn	Workstream Lead Officer Lauren Johnston
<p>Remit:</p> <p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<p>Action:</p> <ol style="list-style-type: none"> 1. Data sharing agreement to be finalised. 2. Refine the critical indicators that have been set to measure the impact of the partnership's improvement agenda. These will include a mixture of qualitative and quantitative indicators. 3. Establish systems for gathering quantitative and qualitative evidence to measure and describe impact of the work in the partnership. 4. Devise a common tool (template) which can be used consistently across workstreams to evaluate, report and communicate progress and impact. 5. Support individual workstreams to define specific indicators aligned to their areas of priority. 6. Implement FOCUS tool across West Partnership. 7. Collate and analyse evaluation responses after learning events and where appropriate communicate effective practice across the partnership community. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Analyse all West Partnership inspection and review reports at the end of each session. • Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within Learning Directorate.</p>

CLPL

Work Stream Sponsor Jacqui MacDonald	Workstream Lead Officer Jennifer Crocket
<p>Remit:</p> <p>To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p> <p>Link to Vision:</p> <ul style="list-style-type: none">• Equity• Excellence• Empowerment	<p>Action:</p> <p>Support the development of a learning system by:</p> <ul style="list-style-type: none">• offering opportunity at all levels to enhance learning networks across the partnership;• working with all workstreams to support the wider partnership agenda through appropriate CLPL;• using evidence from stakeholder engagement to enhance existing professional development opportunities; and• using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners.• facilitate the delivery of 'major conferences' with a focus on empowering schools to work collaboratively on areas of strength and challenge;• facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established;• develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; and• work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.
Support Agreed with Education Scotland	<p>Input required from Education Scotland will be dependent on the topics identified as suitable for professional learning from each workstream.</p> <p>Support is also required from Education Scotland for procurement in relation to conference organisation.</p>

**EAST DUNBARTONSHIRE COUNCIL
EDUCATION COMMITTEE**

AGENDA & ALL PAPERS - TO ATTEND	AGENDA & ALL PAPERS - FOR INFORMATION
COUNCILLOR GOODALL (CONVENER)	COUNCILLOR JAMIESON (E)
COUNCILLOR MCGINNIGLE (VICE CONVENER)	COUNCILLOR LOW (E)
COUNCILLOR FISCHER	PROVOST BROWN (E)
COUNCILLOR JOHNSTON	COUNCILLOR HENDRY (E)
COUNCILLOR GIBBONS	COUNCILLOR MECHAN (E)
COUNCILLOR FERRETTI	COUNCILLOR MOODY (E)
COUNCILLOR RENWICK	COUNCILLOR MURRAY (E)
COUNCILLOR THORNTON	COUNCILLOR O'NEIL (E)
COUNCILLOR POLSON	COUNCILLOR MOIR (E)
COUNCILLOR PEWS	COUNCILLOR CUMMING (E)
COUNCILLOR ACKLAND	
COUNCILLOR MACDONALD	

OFFICERS:

DEPUTE CHIEF EXECUTIVE – EDUCATION, PEOPLE & BUSINESS

Jacqueline MacDonald, Chief Education Officer

Karen Donnelly, Chief Solicitor and Monitoring Officer

Mhairi Casey, Acting Legal Manager

Jamie Robertson, Chief Finance Officer

Jan Pollok, Education Officer (Secondary and Provision)

Greg Bremner, Education Officer (Early Years and Primary)

Gavin Haire, School Improvement and Planning Manager

(E)

Angela Fegan, Corporate Communications Manager

(E)

Gail Morrison, Team Leader Finance (Broomhill)

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Caroline Sinclair, Interim Chief Social Work Officer

(E)

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Police Local Authority Liaison Officer

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Committee Services Officer

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CHURCH MEMBERS:

Mrs Barbara Jarvie, Church of Scotland

Mrs Patricia Alexander, Roman Catholic Church

Mrs Jacqueline Stother, Episcopal Church

ASSESSORS:

Head Teacher Representative, Miss Elspeth Smith

Teacher Representative, Andrene Bamford

Parent Representative, Nina Teasdale

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Wm. Patrick Library, Information & Archives, 2/4 West High Street, Kirkintilloch, G66 1AD

Kirkintilloch Herald and Milngavie & Bearsden Herald, 11 Dalrymple Court, Townhead, Kirkintilloch, G66 3AA

Public (per Committee Services Officer)

Newsdesk at The Herald

(E)

Newsdesk, The Evening Times

(E)

The Extra (West End/Bearsden and Milngavie)

(E)

Scottish Enterprise Dunbartonshire

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Times Educational Supplement - Scott House, 10 South St. Andrew Street, Edinburgh, EH2 2AZ

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Strathclyde Passenger Transport Authority, Consort House, 12 West George Street, Glasgow, G2 1HN

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