



# Education, Learning & Attainment

## 2016-17

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## 1. Overview & Profile

In 2015 the Senior Management structure of West Dunbartonshire Council was reviewed and a new smaller senior leadership team was created to drive the Council's priorities from April 2016. As part of that leadership team, eight Strategic Leads were created. Each Strategic Lead (formerly known as Heads of Service) has responsibility for a specific area covering a range of functions. In addition the Health and Social Care Partnership Chief Officer reports on progress across four additional strategic areas sitting within the partnership. The Council Strategic Leads are:

### Resources

- Finance and Treasury
- Procurement
- Audit and Fraud
- Business Support
- Chief Finance Officer

### Regulatory

- Legal
- Licensing
- Registration of Births, Deaths and Marriages
- Environmental Health and Trading Standards
- Planning and Building Standards
- Elections and Democratic Services
- Data Protection and Information
- Administrative Support
- Monitoring Officer

### People and Technology

- Human Resources
- Organisational Development and Change
- Health, Safety, Risk and Resilience
- ICT
- Transactional support

### Communications, Culture and Communities

- Customer Services
- Policy, Planning and Performance
- Libraries and culture
- Communications, events and engagement

### Education, Learning and Attainment

- Early Years: early learning and child care
- Primary, Secondary and Additional Support Need Schools
- Psychological Services
- Chief Education Officer

### Environment and Neighbourhood

- Fleet and Waste
- Greenspace
- Roads and Transportation
- Leisure and Facilities Management

### **Housing and Employability**

- Housing
- Working4U
- Working4Business
- Your Community, including community development and empowerment

### **Regeneration**

- Regeneration
- Capital Investment Programme
- Estates and Asset Management
- DLO

### **Profile**

The education, learning & attainment strategic area is formed from the previous educational services directorate, with the culture, libraries and heritage service now sitting within the strategic area of communications, culture and communities. The strategic area includes:

#### **Early Learning, Primary, Secondary and ASN schools**

- 21 Council managed Early Learning and Childcare Centres (ELCCs)
- 10 partner providers of early learning and childcare
- 33 primary schools
- five secondary schools
- two schools for children and young people with additional support needs and one programme for young people whose needs are not being met by mainstream secondary schools

The service is responsible for the education of around 12,000 school age pupils in our mainstream education establishments and for 187 school age pupils who are based outside mainstream education. Our early years' centres are non-denominational and co-educational, providing 3 and 4 year olds with a part time nursery place. Several ELCCs cater for children under 3 years of age and five centres provide out of school care.

### **Children's Services**

Children's Services covers a wide range of functions to ensure the needs of all our children are met. The service covers:

- Additional Support Needs in Education
- Early Education and Childcare
- Child Protection

- Opportunities for All
- School Transportation

### **Education Development**

Education Development is responsible for supporting establishments to change the provision of the curriculum in line with both national and local priorities. It works across all sectors in the Broad General Education and the Senior Phase. The Education Development team are responsible for:

- Our work on the Scottish Attainment Challenge
- Promoting Science, Technologies, Engineering and Maths (STEM)
- Languages 1+2
- Developing the Young Workforce
- Health and Wellbeing
- Learning Technologies

### **Psychology Service**

Psychological Services offer a specialist service to schools and parents to help children and young people with additional learning needs. The service talk to children about their feelings and their likes and how they get on with other people and at school. They work with:

- individual children to help them achieve the most out of their learning
- schools and teachers to make sure they have effective policies and procedures in place
- the local authority to provide training and to contribute to policy and planning

### **Policy, Performance & Improvement**

The Performance and Information team aim to support front line staff to improve how they deliver their services. Our support to staff covers the wide range of:

- quality improvement
- service planning
- data management
- performance management
- policies and procedures
- information management and research

### **Workforce and CPD**

The Workforce Development / CPD section supports the leadership and professional development of our workforce. It is made up of two main teams:

- professional learning
- staffing

## **Performance Review**

In 2015/16, the service delivered a number of key achievements on behalf of the Council:

- improved pupil attainment in most measures at SCQF levels 3-7, although further improvements will be targeted in future years
- a continuation of our record of 100% positive HMIE inspections in our schools and ELCCs
- innovative approaches to improving levels of literacy and numeracy, with work carried out to highlight areas required for improvement
- continued progress in the modernisation of the schools' estate
- improved joint working with a wide range of partners on the Children's Services agenda and the roll-out of Children and Young People Act 2014

Literacy and numeracy are essential if children and young people are to access the full curriculum. Assessments undertaken at early years and school level enabled us to identify and scrutinise curricular areas where we are performing well, but also curricular areas which need support and improvement.

We continued our process of introducing the new National Qualifications, with our young people sitting the new National 6 Higher exams for the first time this year. During this period of change we have demonstrated improving trends in the majority of our attainment data across our Secondary Schools.

We continue to make improvements to our school estate. This will give many of our learners a more stimulating environment in which to study and learn. The quality of a young person's school experience is a major contributory factor in attainment and achievement. Our aim is to continue these improvements despite the very challenging financial position which the Council faces over the coming years.

## **Challenges in 2016/17**

As a strategic area we recognise that there are also some challenges to delivery, which can have an impact on progress and may cause frustration for employees and citizens. Some of the challenges faced over 2015/16 included:

- We are one of 7 Local Authorities identified by Scottish Government to take part in the Scottish Attainment Challenge, bringing both additional funding and

scrutiny of our work to close the gap in attainment, ensuring that the success of our young people is not determined by their background.

- The service area must also consider external factors which may have an impact on our delivery in the coming year as well as our outcomes from last year. In order to do this Educational, Learning and Attainment Management team completed a detailed strategic assessment which will inform the work of the service over the period of this plan, influencing our priorities and planned actions.
- Following the publication of 'Education Working for all!' in June 2014, the Scottish Government responded in December 2014 accepting all of the recommendations made in the report. As such, a national programme implementing the recommendations to Develop the Young Workforce commenced, having implications for our own work on employability and skills education and partnership working. A WDC Programme has been established to overtake the recommendations made.
- The implementation of the Children and Young People Act 2014 legislation related to the Named Person legislation will have be a significant impact over the coming year.
- The publication in September 2015 of 'How Good is our School 4' and the introduction of the National Improvement Framework are prompting us to revisit the structure of self-evaluation in our educational establishments.



## **2. Strategic Assessment**

The education, learning & attainment management team completed a detailed strategic assessment and performance review to determine the major influences on service delivery and strategic priorities going forward into 2016/17. As a result of this assessment the following factors were recognised as having a significant influence on the work of the service in 2016/17:

### **Scottish Attainment Challenge and the National Improvement Framework**

As a Scottish Government supported Challenge Authority we receive significant funding and scrutiny in relation to our approach to closing the attainment gap. To deliver on this it is important that we take a structured approach to delivering our agreed objectives. A key focus for the service in 2016/17 will be understanding and addressing a downturn in performance in mathematics in primary stages.

### **Implementation of the Children and Young People Act**

We continue to implement the various requirements of the Children and Young People Act, with a specific focus on the introduction of the Named Person Service. This new service will require a new way of working for our establishments and practitioners, supported by the development of new strategies and protocols.

### **Growth in provision of Early Years**

To cater for the growth required in Early Years provision, we plan to establish services in Lennox, Ladyton, Kilpatrick and Bellsmyre. This additional provision will complement the work underway to ensure the service can provide additional hours within early years services.

### **Developing the Young Workforce**

Working with our strategic partners such as Skills Development Scotland and West College Scotland through the West Regional Group, we will put in place local responses to the recommendations made in relation to Developing the Young Workforce. This will focus specifically on increasing the provision of the senior phase and increasing the focus on employability skills across all of our establishments. This will assist the service in improving performance related to School Leaver Destination.

### **Regenerating Learning**

With the capital programme delivering new builds for Bellsmyre, Kilpatrick and Our Lady & St. Patrick's, we turn our attention to the regeneration of other parts of the

schools estates, and the modernisation of approaches to learning and teaching across levels in our establishments.

### **Leadership Development**

Analysis of those applying for senior promoted posts has highlighted the need for a revision to our approach to leadership development. A programme of staff development opportunities will deliver this change.

### **Financial Management**

The Strategic Lead and Managers are acutely aware of the financial challenges facing the Council over the next few years. To deliver on the Council's objectives and meet those financial challenges the team will:

- develop proposals to review service provision and identify opportunities for 2017/2018 and 2018/2019 to meet financial pressures;
- develop savings options with fully defined/explained and costed options for approval by elected members explaining a range of options;
- participate in overall financial planning within revised strategic lead structure; and
- effectively monitor financial performance through 2016/17.

### **People Management**

Across the service area, our main resource is our dedicated workforce. To develop a culture of Best Value and continuous improvement within the service it is important to invest time and resources in staff.

Throughout 2016/17 we will:

- Carry out Performance Development Plan's (PDPs) with all staff and undertake a qualitative review of the process;
- Continue to build capacity and supports council wide in relation to change and project management;
- Objectively and fairly apply the Council's Attendance Management Policy in conjunction with supportive policies;
- Progress improvement actions arising from the Employee Survey 2015;
- Monitor our complaint handling process to ensure we are meeting the agreed timescales and preventing recurrence;

- Ensure that all employees have appropriate access to appropriate learning and training.

### 3. Resources

As a Council we are committed to supporting every employee to 'Be the Best' through providing personal development opportunities and ensuring that our employees feel valued and recognised for their contribution in delivering the Council's vision and strategic objectives. This commitment is achieved through ensuring all employees have a PDP in place and supporting professional and personal development in their current role and for any future career plan.

Our development priorities include training; leadership and manager development; customer service; change management; technical skills and specialist skills that support and maintain professional expertise. Our commitment to learning and development is recognised through the achievement of Gold Standard from Investors in People (IiP).

In line with our focus on making best use of the resources available to us we will be actively exploring shared services opportunities and alignment of oversight structures such as joint committees, with a view to pooling resources and reducing costs.

#### Workforce Planning

Workforce planning is integrated within the strategic planning process, highlighting the key workforce related activities for the year and reflecting the longer term strategic aims of the services. Each Strategic Lead is responsible for the annual review of requirements for their respective service areas to ensure that any key actions are identified at an early stage. Core elements of this are identification of successors at Strategic Lead level and ensuring that the relevant developments are in place across the organisation.

We gather the views of our employees through our regular employee survey, the most recent survey results relate to the survey carried out at the end of 2015. From this an organisational improvement plan has been put in place. These improvement activities focus on 5 key areas and are embedded in the action plan for this strategic area.

#### Employees

In line with the staffing process this figure relates to all teachers (permanent and temporary) in school on **Wednesday 16<sup>th</sup> September 2015**. This figure reflects a snap shot in time.

The Teachers census in September 2015 saw a Teaching staffing return of 931 FTE. The census figures for the last two years have been shown for comparison. In line with the requirements for census this figure also includes the Raising Attainment teachers appointed to support the Scottish Attainment Challenge which are outlined separately below.

	2013	2014	2015
Primary	416.06	426.00	433.01
Secondary (incl STAR)	428.80	424.00	414.62
Special	41.13	43.00	47.40
Centrally Employed	23.50	18.00	17.20
Early Years Allocation	8.30	10.00	9.50
Raising Attainment Teachers			8.80
<b>Total</b>	<b>917.79</b>	<b>921.00</b>	<b>930.53</b>

### Finance

The 2016/17 revenue budget for the education, learning & attainment strategic area is £90.448m. We will make the best use of the resources available to deliver on key priority areas and secure external/match funding where this is possible.

The resources to deliver on this in 2016/17 action plan are:-

Section	Gross Expenditure 2016/17	Gross Income 2016/17	Net Expenditure/ (Income) 2016/17
Schools - primary	£27.623m	£0.512m	£27.111m
Schools - secondary	£26.262m	£1.433m	£24.829m
Children's Services (including early education and ASN)	£20.341m	£0.737m	£19.640m
Psychological Services	£0.724m	£0.087m	£0.637m
Central services (active schools, PPP, curriculum development, administration)	£16.952m	£0.394m	£16.558m
Workforce and CPD	£0.404m	£0	£0.404m
Performance & Improvement	£0.385m	£0	£0.385m
Education Development	£0.920m	£0	£0.920m
<b>TOTAL</b>	<b>£93.611m</b>	<b>£3.163m</b>	<b>£90.448m</b>

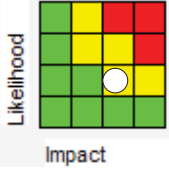
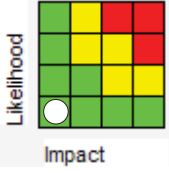
<b>GENERAL SERVICES CAPITAL : Education, Learning &amp; Attainment</b>	
	<b>2016/17 £000s</b>
Bonhill and Goldenhill New Builds	0
Kilbowie Primary School - Dining Room and Playground	0
Choices Programme	750
ICT Active Equipment	0
Kilpatrick School - New Build	4,964
OLSP - New Build	250
Aitkenbar PS, St Peters PS, Andrew Cameron EE&CC	1,854
Dumbarton Academy	0
Haldane PS, St Kessog's PS, Jamestown PS & EECC	8,300
Schools Estate Improvement Plan	3,504
Lennox PS and St Ronan's PS	477
Children and Young Persons	1,326
Invest in Chromebooks for Schools	250
	<hr/> <b>21,675</b>

## 4. Risks

In carrying out a strategic assessment and planning for 2016/17 the strategic resources area has considered the council's strategic risks. It has identified those strategic risks that the division can help reduce and detailed these below along with additional service area specific risks.

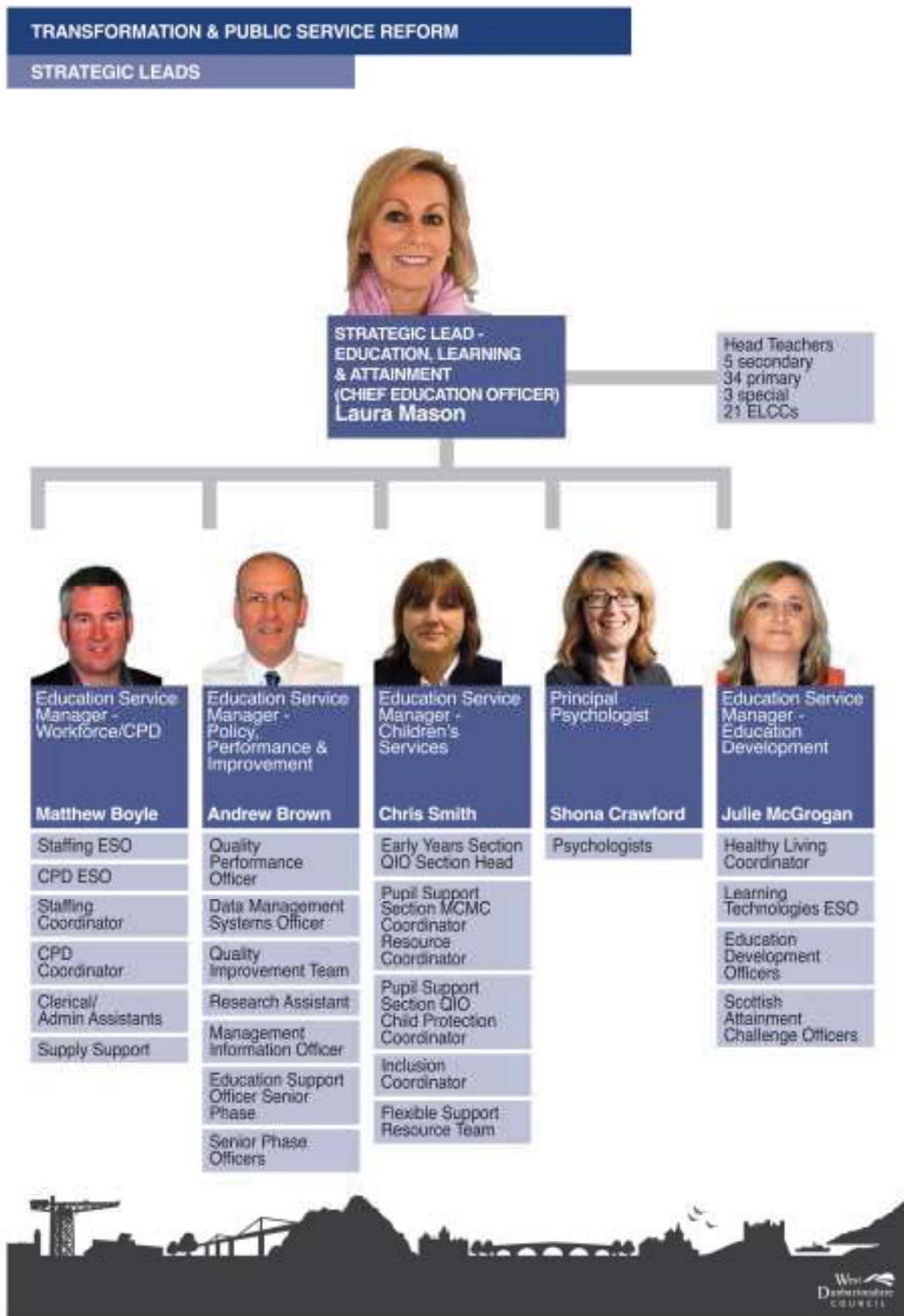
Risk Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to implement broad-ranging improvement to raise attainment and achievement	This risk concerns the support and encouragement of our young people to attain and achieve at the highest level. In particular, it is aimed at bridging the attainment gap and breaking the cycle of disadvantage. This also includes the focus on intervention at early years to improve life chances at all points on the learning journey.	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the middle-right area, indicating a risk with high impact and medium likelihood.</p>	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the bottom-left area, indicating a risk with low likelihood and low impact.</p>
Failure to develop effective leadership to drive improvement	This risk concerns the provision of effective leadership development across all sectors to support school improvement and personal career progression.	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the middle-right area, indicating a risk with high impact and medium likelihood.</p>	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the bottom-left area, indicating a risk with low likelihood and low impact.</p>
Failure to raise teacher professionalism in literacy, numeracy and aspects of health and wellbeing	This risk concerns the development of greater teacher competence in key aspects of the curriculum required in schools to drive the attainment and achievement agenda.	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the middle-right area, indicating a risk with high impact and medium likelihood.</p>	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the bottom-left area, indicating a risk with low likelihood and low impact.</p>
Failure to design and implement WDC's strategy for assessment in schools	This risk concerns rollout and adoption of the assessment and moderation strategy in WDC schools, ensuring that there is a common shared language and standard of assessment applied across establishments.	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the middle-right area, indicating a risk with high impact and medium likelihood.</p>	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the bottom-left area, indicating a risk with low likelihood and low impact.</p>
Failure to develop the Parental Involvement Strategy in all sectors	This risk concerns the involvement of the parent and carer body in the decision making process of the education establishments in WDC.	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the middle-right area, indicating a risk with high impact and medium likelihood.</p>	<p>A 4x4 grid with columns labeled Likelihood and Impact. The grid is divided into four quadrants: top-left (green), top-right (yellow), bottom-left (red), and bottom-right (red). A white circle is positioned in the bottom-left area, indicating a risk with low likelihood and low impact.</p>

## Appendix 1

Risk Title	Description	Current Risk Matrix	Target Risk Matrix
Failure to develop the use of performance information to support school improvement	This risk is concerned with reviewing how data is used to drive school improvement and embedding effective systems and processes to collect, analyse and use performance information systematically.		



## Appendix 1 – Education, Learning & Attainment Structure





## Appendix 2 - Action Plan 2016-17

Priority	Objective	Action	End Date	Assigned to
<b>Social Mission</b>	<b>Improve life chances for children and young people</b>	Implement broad-ranging school improvement to raise attainment and achievement	March 2017	Laura Mason
		Design and implement strategy for assessment in schools	March 2017	Laura Mason
		Develop the use of performance information to support school improvement	March 2017	Laura Mason
		Implement the Children & Young People Act 2014	March 2017	Laura Mason
<b>Organisational capabilities</b>	<b>Strong financial governance and sustainable budget management</b>	Review approach to allocation of support resources to establishments	March 2017	Chris Smith
		Review use of taxi contracts in education	March 2017	Chris Smith
		Review how ASN resources are allocated to early years	March 2017	Chris Smith
		Implement new admissions package (NAMS) across all Early Years establishments and partnership providers	March 2017	Judy Ormond
	<b>Fit for purpose estates and facilities</b>	Reorganise transport contracts for OLSP in readiness for relocation to new build	September 2017	Chris Smith
		Establish extended ELCC in Kilpatrick School	March 2017	Chris Smith
		Implement transition arrangements for Kilpatrick and Bellsmyre and Balloch	March 2017	Laura Mason

		campuses.			
	<b>Committed and dynamic workforce</b>	Develop effective leadership to drive improvement	March 2017	Laura Mason	
		Raise teacher professionalism in literacy, numeracy and aspects of Health & Wellbeing	March 2017	Laura Mason	
		Implement improvements arising from Staff Survey 2015	March 2017	Laura Mason	
		Implement improvement programme for the quality of teaching / learning (literacy, numeracy, STEM) based on Attainment Challenge Projects	March 2017	Julie McGrogan	
<b>Legitimacy and Support</b>	<b>Positive Dialogue with local citizens and communities</b>	Develop the Parental Involvement Strategy in all sectors	March 2017	Andrew Brown	
		Develop role of parents and Parent Councils in school improvement planning process	March 2017	Andrew Brown	
		Provide evidence based feedback to parents about children's attainment and achievement	March 2017	Julie McGrogan	
		Provide information to parents on how to support attainment and achievement in literacy and numeracy	March 2017	Julie McGrogan	
	<b>Constructive partnership working and joined-up service delivery</b>	Monthly quality assurance meetings with Education Scotland Area Lead Officer to review educational provision.	March 2017	Laura Mason	
		Review and develop a refreshed SLA with internal transport	August 2017	Chris Smith	
		Review and develop a refreshed SPT agency agreement	April 2017	Chris Smith	
		Develop existing networks (third sector ) to provide a sustainable model	March 2017	Julie McGrogan	

Appendix 1

			professional learning			
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