



SQR 2015/2016

Education, Learning and Attainment

Standards and Quality Report

2015 - 2016





Foreword

Michelle McGinty, Convenor Educational Services.

As a Council we're committed to improving the life chance of our children and young people and education plays a pivotal role in ensuring all of our young residents realise their potential.

Over the last year our focus has continued to be on delivering high quality services which meet the aspirations of our communities.

We have forged ahead with our school regeneration programme which has already moved thousands of children from old buildings into state-of-the-art schools constructed for 21st century learning.

We're also continuing to close the attainment gap and ensure all of our pupils achieve their ambitions, regardless of their background. The Scottish Attainment Challenge has complemented our work locally and the additional funding is allowing us to build on the initiatives we have already put in place.

At the same time, we're making progress in preparing our young people for life beyond school, and ensuring they are full equipped to take advantage of all the opportunities which will present whether that is within the world of work, education or training.

It is a privilege to convene the committee that oversees the work of our education establishments and I am proud of the commitment and passion shown by all of our dedicated education staff. Their efforts are continuing to ensure that we deliver for the young people of West Dunbartonshire.

The level of change nationally is unprecedented and I have no doubt will continue. Locally we have successfully implemented Curriculum for Excellence including the new SQA exams and results are continuing to increase. This time of change brings with it financial pressures for which we must plan to manage our resources effectively and efficiently and ensure that our children and young people continue to receive the best educational experience possible.



Introduction

Laura Mason, Chief Education Officer.

It is my pleasure to present Educational Services 2015/16 Standards and Quality Report.

In a new approach for us, we have chosen to present the report this year in a more accessible style, directly relating our work to the six drivers from the National improvement Framework.

It has been a challenging year implementing both significant savings and the introduction of the Scottish Attainment Challenge, at the same time as ensuring the quality of education provision to all the children and young people in West Dunbartonshire.

We continue to see improvement in the levels of attainment shown by our young people, and focused attention on the destinations of the young people leaving education. The professionalism of our staff and our approach to partnership working have been key to developing both of these areas.

Our work on the Scottish Attainment Challenge has brought additional resource and focus on the areas of literacy and numeracy, and we are beginning to see improvement as a result of our work in closing the poverty related attainment gap.

Work continues in improving our schools estate, with the opening of Lennox Primary and refurbishment of other buildings. The learning environment is key to the success of our young people.

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



Parental Engagement

We have developed the vision for Parental and Family Engagement in West Dunbartonshire.

Through a series of support sessions, stakeholders have had the opportunity to develop and deepen their understanding of roles and responsibilities in this area.

In partnership with the Parent Teacher Council for Scotland, we developed a support package for Parent Councils. This is aligned with the parental representation strand of the WDC parental and family engagement strategy.

All learning community parent councils were offered the opportunity to attend a '*get to know you*' session where they identified training and support that they would find useful to support them in their role.

Every P7 pupil in West Dunbartonshire was offered a Young Scot National Entitlement card. 716 pupils, 76% of all P7s applied for and were granted a card in the bulk application process.



Assessment of Children's Progress

The score in standardised tests for literacy and numeracy were within the average band at all stages tested

As part of the raising attainment strategy pupils were tested at early level as part of the baseline attainment and in primary using GL assessments.

In 2016, five areas within literacy baseline showed higher results in 2016 than for 2014-15, except for Rhyme Detection, Rhyme Production and Letter Sounds which showed a slight decrease.

In 2016 in GL reading, P3, P6 and P7 performed higher than the national benchmark and P5 and S2 performance was just below the national benchmark.

At all stages performance was within the average bands.

Increase in Performance in the Early Years Numeracy Baseline Assessment

Performance in Early Learning and Childcare Centres (ELCCs) increased for nine curricular areas in 2015-16.

In 2016 at P3, P5, P7 and S2, West Dunbartonshire performed below the national benchmark.

At all stages performance was within the average band.

≡ Closing the Attainment Gap

Data was submitted to the Scottish Government in June which was analysed and published nationally, allowing comparison with other local authorities.

Using the Scottish Index of Multiple Deprivation (SIMD) measure, West Dunbartonshire Council is the 30th most deprived local authority area in Scotland.

The Curriculum for Excellence data showed that in comparison with other local authorities and considering the high percentage of children and young people in the 20% most deprived households within the council area we are performing better than expected for all components of literacy and numeracy, especially in Talking and Listening.

The high level messages emerging from the teacher judgement data are that:

1. Over 80% of pupils in P1 achieve the expected Early level in literacy and numeracy.
2. Over 60% of pupils in P4 achieve the expected First Level in literacy and numeracy.
3. Over 55% of pupils in P7 achieve the expected Second Level in literacy and numeracy.
4. Over 80% of pupils in S3 achieve the expected Third or Fourth Level in literacy and numeracy.

Further development of moderation in the BGE

All establishments and LLCs have moderation as a priority in their Improvement plans.

Practitioners are working together to plan and review learning and assessment (within and across establishments).

All Early Years, P1, P3 and P5 teachers from across West Dunbartonshire (148 teachers in total) were trained in moderation activities. They were formed into moderation partnerships so that they could collaborate in the planning, delivery, assessment and review of numeracy lessons.

An online platform (the West Dunbartonshire Assessment Resource - WeDAR) was established to allow the product of these partnerships to be uploaded and allow for sharing of good practice, a better understanding of national standards and a consistency of approach across our five learning communities.

A tiered strategy has been developed and we now have 10 QAMSOs and 9 Additional Practitioners being trained nationally. Plans are in place to use this expertise to support activities throughout WDC.

Developing a new 'Dragons Den' Social Enterprise Programme in West Dunbartonshire Council

The programme is designed to develop skills essential to learning and education and to help our young people become successful learners, confident individuals, responsible citizens and effective contributors.

The pupils had to generate an idea and then consider how they could develop this and what they require in resources to do this. We believe that this was an effective way of engaging children in innovation.

- The show case event in June 16 provided recognition to our young people locally. Kilpatrick coming out as our winners!



Inspiring Girls into Construction

Every S3 girl had the opportunity to engage with range of professionals within the construction industry at two fantastic 'Inspiring Girls into Construction' events in May and June 2016.

As a result of the strong partnership between hub West Scotland and Education, Learning and Attainment, representatives from Morgan Sindall, BAM Construction, CITB, Lend Lease, Heron Bros, Workspace, Veitchi and Careys kindly gave up two days to talk to pupils across the authority inspiring them to consider a career in the sector.

The construction industry is facing a skills shortage and females are sought after by large firms to help plug this gap. The event broke down misconceptions that construction only offers jobs for those with practical skills useful for trades and illustrated women are just as valuable as men when it comes to building infrastructure.

The feedback from the pupils was very positive and we hope the event has inspired some of the girls to consider a career in this area. One pupil from St Peter the Apostle said it was *"absolutely life changing - I really feel like I would do this"*.





Performance Information

Attendance was 92.86% for the year 2015-2016, up 0.15 percentage points from 92.71%.

Exclusions per 1,000 pupils rose from 30 to 38 for the year 2015-2016, however this is still well below the target of 45.

Alignment with Partners

Working with Vocational Delivery Partners and schools we aligned timetables across the West Region (*East Renfrewshire, Renfrewshire, Inverclyde and West Dunbartonshire*), to offer a wider curriculum to senior phase pupils for 2016/17.

In previous years we offered 7 subject areas, the students were offered one morning per week. With the introduction of the new timetable the pupils were offered a much wider range of subject areas, including Microbiology, Begin Make Up Artistry & Strata IT Fundamentals. Pupils would attend two afternoons per week, potentially taking two courses with a partner provider.

Attainment with partner providers maintained it's high level of 96% of our young people studying with a partner provider gaining the qualification studied.

Attainment in the Senior Phase

After a three year implementation of the new CfE National Qualifications, the implementation of the new Advanced Higher means that all schools have now moved fully to the new suite of qualifications.

Results for each level are summarised below, however, broadly speaking, attainment across West Dunbartonshire as a whole has slightly increased – with 98% of learners achieving a pass in a National Qualification.

- At Advanced Higher, the West Dunbartonshire data shows an improvement of 1% when compared with 2015 (77% pass rate compared with 76% in 2015). As this is the first year of presentation, the comparison has been made against the “old” Advanced Highers.
- At Higher, the West Dunbartonshire data shows an identical level of attainment when compared with 2015 (75% pass rate).
- At National 5, the West Dunbartonshire data shows a decrease in attainment of 1% when compared

with 2015 (79% pass rate compared with 80% in 2015).

- At National 4, the West Dunbartonshire data shows an identical level of attainment when compared with 2015 (98% pass rate).

Attainment has improved in five out of our seven schools when compared with 2015.

Our most improved school is Vale of Leven Academy, who have demonstrated improvements in attainment at all levels. Indeed, at National 4, they have demonstrated a 100% pass rate for the last two years.

Results across West Dunbartonshire show a gradual closing of the attainment gap when compared with national average attainment. Indeed, our attainment in National 4 has surpassed national attainment for the last two years – with almost 100% of those presented achieving a pass.

Emerging Issues

- Further analysis is required at school level to investigate attainment of individual subject departments including, where attainment has reduced, where uptake has reduced, and where a large proportion of pupils gained a No Award. Work should be undertaken to make better use of subject expertise in other schools across WD. Curricula may require to be reviewed to ensure that options meet learners' needs and provide opportunity for progression and challenge.
- Specifically, work should be undertaken in Choices to develop a curriculum which meets the needs of all learners and provides the best opportunity for presentation in SQA qualifications. The WD Senior Phase team should be consulted in order to map out college and work related opportunities for learners. Systems for tracking, monitoring and SQA administration should be urgently developed and implemented.
- For the first time, we were able to perform an analysis of how well subject departments understand national standards and how robust their quality assurance processes are by comparing pupil estimates against actual attainment. Where subject departments had significant numbers of instances where the estimates were two or more bands outwith the actual awards, this has been highlighted to Head Teachers and will be further analysed at Leadership for Learning and Quality Improvement visits.

Some of our success stories

- Katie Young from Clydebank High School will be attending the University of Glasgow to study English and French. Katie was successful in gaining Advance Highers in English and French this year in addition to Higher passes in RMPS and Sociology.
- Amy Logue, after having achieved the qualifications she needed from St Peter the Apostle High School has secured a place at The MGA Academy of Performing Arts in Edinburgh. Amy will embark on a full-time HND Musical Theatre course at the academy this summer after impressing staff during an intensive audition. After gaining entry to one of the country's leading performing arts academies, the 18-year-old has already set her sights on carving out a career on stage. Amy said: *"I was quite nervous for my audition but everyone at The MGA Academy was really welcoming, which made me relax. I've wanted to perform since I was a child and so I was excited when I heard I'd been given a place. I can't wait to start my*

training so I can improve on my singing, dancing and acting skills". This demonstrates the work done by the school in promoting both curricular and extra-curricular work, celebrating Amy's wider achievement and ensuring that it is matched to curricular and career planning.

- Jamie Gordon, a pupil from Our Lady & St Patrick's High School is progressing to college, after having secured the qualifications he needed. His Head Teacher says, "Jamie has always had to work hard in school and as a result of his efforts and his interest in hospitality, he has secured a place on the Professional Cookery course at West College Scotland, Clydebank Campus".
- Sophie MacKinnon from Dumbarton Academy is moving into the world of work, having gained the qualifications she needed. She has secured an apprenticeship with Aggreko as an Electrical Technician. Sophie went to Aggreko for her work experience and loved it. Sophie was offered two apprenticeships but opted for Aggreko because of the fabulous experience she had while on work experience.

| WEST DUNBARTONSHIRE: Outcome of the first year group across West Dunbartonshire Council to complete the Senior Phase of CFE | | |
|---|--|--|
| Pupils achieved the following levels of attainment: | These enable the following post-school destinations: | In comparison with the preceding year group the following change was seen: |
|  99.6% of pupils achieved units at SCQF Level 1 or above | Accredited achievement which evidences personal skills needed for a range of Modern Apprenticeships and employment opportunities | 0.1% fewer pupils achieved SCQF unit awards  |
|  90.0% of pupils achieved Literacy at SCQF Level 4 or above | | 5.4% fewer pupils achieved literacy at SCQF level 4 or above   |
|  91.4% of pupils achieved 3 or more National 4s or better | Qualified for more selective Modern Apprenticeships (e.g. administration) | 0.1% more pupils achieved 3, 4 or 5 National 4s or better  |
|  76.2% of pupils achieved Numeracy at SCQF Level 4 or above | Accredited achievement in numeracy skills, enabling a wider range of opportunities | 5.5% more pupils achieved numeracy at SCQF level 4 or above   |
|  66.7% of pupils achieved 3 or more National 5s or better | Qualified for the most selective Modern Apprenticeships (e.g. finance, engineering) | 0.2% fewer pupils achieved 3, 4 or 5 National 5s or better  |
|  58.3% of pupils achieved 1 or more Higher | Qualified to progress to study an HNC | 7.0% more pupils achieved 1 or more Highers   |
|  39.2% of pupils achieved 3 or more Highers | Qualified for a range of Higher Education opportunities | 4.5% more pupils achieved 3 or more Highers   |
|  19.9% of pupils achieved 4 or more Highers at Grades A or B | Qualified for more selective degree courses (e.g. science, etc.) | 3.5% more pupils achieved 4 or more Highers at Grades A or B   |
|  17.1% of pupils achieved 1 or more Advanced Higher | Better qualified for more selective degree courses | 3.4% more pupils achieved 1 or more Advanced Highers   |
|  6.9% of pupils achieved 4 or more Highers at Grade A | Qualified for the most selective degree courses (e.g. veterinary science, medicine) | 1.2% more pupils achieved 4 or more Highers at Grade A   |

Early Transition Support

Pilot of early transition support for disengaged school pupils results in 100% positive destinations.

With this proven success Scottish Government have now recognised that for some high risk vulnerable young people, Early Transition Support is an ideal way to try and re-engage with disengaged young people when sometimes a post school Activity Agreement can be too late.

Alex Grant (Burnside Children's Home): "You must have sprinkled your magic dust. Your contribution was excellent and greatly appreciated."



School Leadership

Newly Appointed Head Teachers engaged in a bespoke suite of learning aimed at their specific needs in order to fulfill the role and responsibility of Head Teacher.

4 members of staff have been involved in the national 'Into Headship' programme, preparing them to take on the role of Head Teacher in the future.

47 members of staff joined the Leadership Programme, providing valuable insight for staff in future roles within education establishments as we consider succession planning.

We have successfully communicated the message of PREVENT to establishment leadership teams and centrally based teams.

Working with legal services and other partners such as Police Scotland to ensure requirements of 2015 Counter Terrorism and Security Act were taken forward. The summary of 2015 Security Act produced by West Dunbartonshire was shared with other local authorities as an example of practice.

An increase in the number of children who are experienced well planned, quality learning in the outdoors through a programme of CLPL for practitioners.

20 more practitioners trained to BTEC level 3 forest school leader in session 15/16 with 20 more undergoing training in session 16/17. This takes the numbers of trained leaders in WDC to over 60 who are delivering to hundreds of children the opportunity for forest School learning.

Feedback from participants stated that:

- *"the training was so much better than expected. it covered areas I didn't realise I needed to know, but now I feel a much more confident teacher"*
- *" this has been the most informative, inspiring ad motivating course I've ever had the opportunity to attend. Life changing "*
- *"I really enjoyed the practical side"*
- *"good to challenge my own practice"*



Teacher Professionalism

156 teaching staff were provided support and training to ensure teaching staff maintained full registration with the GTCS through engaging with the Professional Update Process.

Year on year there has been an increase in the number of trained Forest School Leaders.

Through the Raising Attainment Challenge all practitioners at early level are trained to deliver learning through play.

20 Teaching Staff were given the opportunity to engage in Masters Level Learning which was funded through the West Partnership successful bid to Scottish Government.

Continue to ensure effective Terms and Conditions for all our Teaching Staff.

Probationer Teacher 1+2 Languages Showcase highlighted the excellent language learning taking place in our schools

All Early Phase Teachers including students in our schools had the opportunity to engage in collaborative professional learning.

Through our framework for Assessment and Moderation, teachers working across West Dunbartonshire work together to develop consistent approaches to assessment.

Developed an all encompassing recruitment process for supply teachers.

500 Practitioners registered to use WDC secure social media platform.

Developed resilience and a problem based approach to Numeracy in P4 and P5 pupils across the authority,

92% of probationer teachers gained a positive destination.

There has been an increase in the number of children experiencing well planned quality learning in the outdoors.

Developed of 'ourcloud' as an environment for collaboration and sharing

≡ 8 sites produced to share WDC resources (1+2, Learn through play, SIPPP/CAR etc) introduced a WDC Educators Google+ Community to enable collaboration opportunities, with over 500 members of staff having voluntarily signed up to use.

Successful summer school in August 2015, the first WDC 'Space Academy'

Participation numbers were the highest for summer school; pupil, parent and staff evaluations extremely positive . Feedback from participants stated:

"I was nervous at first but not any more, made lots of friends"

"Helped me get used to high school I learned a lot as Space Academy and it was fun"

"It was brilliant and really fun Summer school was excellent, my child had a fantastic time"

"My girls really enjoyed it and would not stop talking about how much fun it was"

"It was very enjoyable, great work from all the kids and the staff involved in this brilliant idea"

"This has been a great experience for the children, it has especially helped settle the nerves for coming to secondary school"

Play based approaches to learning

All leaders, P1, early stages teachers and early years practitioners took part in training - approximately 90 staff. The task based approach undertaken by all participants shows that teachers have a deeper understanding of the pedagogy of play and Building the Ambition. Further collegiate meetings for learning communities attended by all P1 teachers and early stages teachers and a 2 day leaders course looking at the management of play based learning.

New benchmarks introduced for all test items in literacy and numeracy to ensure that children who are at risk of missing out, are identified early .

At the early stages, children have very good opportunities to learn within well planned play activities. Increased focus on learning through play and clear links to literacy and numeracy attainment.



School Improvement

Addressing Workload

To help reduce workload/duplication of recruitment of teachers to primary schools we piloted an Improved recruitment processes including bulk interviews).

To ensure we appoint the best Head teachers we continued to develop our internal assessment centre.

Maintained effective terms and conditions through developing and implementing 4 further LNCT agreements during the period.

Breakfast clubs

To support pupils from low income families, and our commitment to health and wellbeing we reviewed and extended Breakfast Club provision.

Introduction of Chromebooks

Providing fit for purpose devices to staff and pupils has helped to engage pupils and improve staff confidence in using technology.

After an initial centrally funded purchase of ~350 devices, establishments have gone on to purchase over 1000 devices themselves. (A sure sign that they see value in Chromebooks). ~80% are used on a daily basis. May 2016 additional investment was provided by council to increase the chromebook estate, providing a chromebook for all P7 aged pupils.

The Education department also initiated a pilot in St Michael's Primary School where PC's were replaced by Chromebooks, resulting in both improved performance and significantly reduced operating costs. Feedback received from St Michael's suggests this model would be suitable for all primary schools.

Development of STEM Hubs across West Dunbartonshire

3 STEM Hubs established (St Patrick's Primary, St Joseph's Primary & Edinbarnet Primary), in addition to individual schools developing their own STEM areas and pedagogy, as exemplified by approximately half of schools at Amazing Things demonstrating their STEM learning.



- 100% of respondents agreed that the focus on learning through STEM Hubs has given learners more opportunities to develop literacy skills.
- 100% of respondents agreed that the focus on learning through STEM Hubs has increased pupil engagement in learning, commenting that pupils are “*extremely motivated*” to the STEM Challenge approach and that it has “encouraged pupils to take a more active role in their learning”.
- 100% of respondents agreed that the focus on learning through STEM Hubs has given learners more opportunities to develop collaborative skills. “*Problem Based Learning approaches have their foundations in working collaboratively; they are the backbone of our STEM curriculum planning*”.
- 90% of respondents agreed that the installation of a STEM Hub has developed learner confidence in applying skills learned in other contexts. “*Pupils have used numeracy and literacy skills to help them work through science and technology activities.*”

Improvement Framework

The local authority has a more robust framework in place for support and challenge.

A planned programme of validation visits, leadership for learning and improvement visits for all establishments 3-18 has resulted in 100 % positive HMLe inspections in our establishments. Schools and centres report that this provides them with an opportunity to work in partnership with centrally based staff on identifying a clear agenda for change and improvement.

25 establishments received a Validation Visit in 2015-2016, 88% of them receiving a rating of 'confident' or 'very confident' from their visit.

Partnership working

Supporting 700 senior phase pupils to develop key employability skills through our partnerships with over 200 employers.

Increased employer engagement in Broad General Education through the facilitation of links for primary school careers fairs and STEM activities. Primary school pupils became 'Robertson's Reporters', visiting a construction site to learn about key skills and jobs with our partnership with Robertson Construction. Community benefits from the new Bellsmyre shared campus also allowed pupils to be part of the construction legacy both through site visits for primary pupils as well as work experience placements for senior phase students.

≡ Development of "Inspiring Learning Spaces" bid to Scottish Government which incorporated our WDC Principles of Primary School Design.

Success of the bid which formed the basis of our plans for projects relating to new builds, refurbishments and re-purposing of existing learning spaces.

This year saw the opening of Lennox Primary school, and the refurbishment of St. Ronan's Primary in a new location.



Priorities for 2016-17

Through our work we have identified 6 priorities for the session 2016-2017:

1. Implement broad-ranging school improvement to raise attainment and achievement.
2. Develop effective leadership to drive improvement.
3. Focus staff development in the core areas of literacy, numeracy and aspects of Health & Wellbeing.
4. Design and implement WDC's strategy for assessment in schools.
5. Develop the Parental Involvement Strategy in all sectors.
6. Develop the use of performance information to support school improvement.

This can be further divided into 93 actions:

1. Monthly quality assurance meetings with Education Scotland Area Lead Officer to review educational provision.
2. Develop a system of electronic procurement of transport needs for children and YP
3. Develop and publish guidelines for transport escorts
4. Develop guidance on specific issues related to pupil support
5. Development of increasingly robust procurement arrangements for day and residential placements
6. Development of the role of Education in corporate parenting
7. Move to a joint tender arrangement with Social Work for transport requirements
8. Preparation of Choices for move to Jamestown building in August 2017
9. Prepare Kilpatrick traffic management system for opening of new secondary building in October 2016
10. Refresh guidance on Child Protection for Education
11. Reorganisation of PALS SLA
12. Reorganise transport contracts for OLSP in readiness for relocation to new build
13. Review and develop a refreshed SLA with internal transport
14. Review and develop a refreshed SPT agency agreement
15. Review the way in which resources are allocated to establishments
16. Review use of taxi contracts in education

17. Revisit and resolve issue of SITS SLA

17. REVISIT AND RESOLVE ISSUE OF SLT SLA

~~18.~~ Implement the Transitions 2 Project

19. Effective delivery of the Broad General Education and articulation with the Senior Phase
20. Implement the Transitions 1 Project
21. Implement the Children & Young People Act 2014
22. Review Improvement framework in line with HGIOS 4 and HGIOELC
23. Embed the use of and adherence to HGIOELC in the work of all ELC establishments
24. Review Transition from BGE to SP experience across LLCs
25. Implement continuing Health and wellbeing strategy
26. Implement Regenerating Learning programme
27. Implement Developing the Young Workforce (DYW)
28. Pupil engagement and the management of change
29. Review and refresh the procurement of partnership places
30. Establish ELC Class in Lennox primary school
31. Establish 0-3 Childcare Centre in Ladyton ELCC building
32. Establish extended ELCC in Kilpatrick School
33. Establish amalgamated ELCC in Bellsmyre new build project
34. Support the development of a regenerated learning environment for early years in the new Balloch campus
35. Develop transitions procedures and practice from 0-3 centres to ELC classes and centres
36. Embed Building the Ambition principles and practice
37. Support the development of the early level curriculum across all ELC and primary establishments
38. Review how ASN resources are allocated to early years
39. Deliver the expectations for equity set by government to 'The Challenge Authorities'
40. Implement HGIOS4. Improved classroom practice and self-evaluation as key drivers for improvement
41. Produce an evidence- informed approach to school improvement
42. Improve capacity of service to adapt to new technologies and opportunities for efficiencies
43. Further develop the Schools Estate
44. Implement transition arrangements for Kilpatrick and Bellsmyre and Balloch campuses.
45. Preparation for New Dumbarton Offices
46. Produce a National Entitlement Card (NEC) for all S1 pupils
47. Review of working model for Local Learning Communities
48. 'Avoid' excessive or unnecessary workload for teachers and learners
49. Implement revised Curriculum Networks

50. Review Framework for Leadership Development

51. Strengthened leadership of attainment and achievement
52. Develop the capabilities of future senior managers
53. Deliver Early Years workforce development programme
54. Implement improvements arising from Staff Survey 2015
55. Delivery of year three of Languages 1+2 policy
56. Develop collaborative professional learning
57. Implement governance arrangements for Violent Incidents
58. Development of a training matrix for issues related to pupil support
59. Implement reciprocal teaching methodology in WDC establishments
60. Develop a training matrix and succession action plan to support teaching and ELC staff to meet the future needs of the sector
61. Review of staffing in ELC sector in preparation for a future increase in hours
62. Review of use and role of Learning assistants in ELC
63. Improve the system for ensuring that SSSC requirements are met by staff members
64. Develop existing networks (local) to provide a sustainable model professional learning
65. Develop existing networks (third sector) to provide a sustainable model professional learning
66. Implement improvement programme for the quality of teaching / learning (literacy, numeracy STEM) based on Attainment Challenge Projects
67. Implement programme for regenerated learning environments to improve quality of learning experience in literacy, numeracy, STEM based on The Attainment Challenge Projects
68. Develop standard approach to digital safety
69. Increased levels of engagement with digital technology for collaboration, communication and social learning.
70. Support Arrangements for the development of Senior Phase qualifications
71. Improve identification and assessment of pupils with literacy difficulties
72. Deliver rigorous approaches to judging / grading attainment levels
73. Review parental engagement within West Dunbartonshire
74. Develop role of parents and Parent Councils in school improvement planning process
75. Contribute to the Multi Agency work to provide opportunities to parents to get support in understanding their child's development needs.
76. Reorganise the Out of School Care service in response to parent consultation and review
77. Develop the early learning and childcare service in response to the parent consultation on current provision
78. Implement Attainment Challenge Transitions 1 'Family Hub' project

79. Provide evidence based feedback to parents about children's attainment and achievement

80. Provide information to parents on how to support attainment and achievement in literacy and numeracy.

81. Manage the utilisation of SEEMiS across establishments

82. Complete school roll projection analysis

83. Carry out analysis of Insight data

84. Prepare departmental Standards and Quality Report

85. Produce and report on Delivery Plan

86. Support Head Teachers to track emotional wellbeing

87. Review current procedures for Parental Complaints

88. Complete school census activities

89. Support nurture developments in schools

90. Establish programme of quarterly analysis for attendance; exclusions; FOIs and complaints

91. Design a system for data collation and analysis for Attainment Challenge Projects

92. Produce an evidence- informed approach to school improvement

93. Implement new admissions package (NAMS) across all Early Years establishments and partnership providers.

