



**EDUCATIONAL SERVICES
DELIVERING EXCELLENCE & EQUITY**

**IMPROVEMENT FRAMEWORK
& IMPROVEMENT PLAN 2024**

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Our Vision



Introduction

As a service we have maintained a strong record of progress to raise attainment and narrow the poverty-related attainment gap. We set a high expectation that all children and young people are entitled to succeed and thrive.

We are an empowered service committed to collaboration and collective efficacy. We regularly engage in review and development challenging our system of delivery to evolve and improve.

This document reports on annual progress with delivering national and local priorities and outlines our strategic plan for excellence and equity 2023 - 2026.

The strategic plan is designed to deliver high quality outcomes through harnessing our collective efforts at learner, practitioner, leader and system level. Prioritising:

- Leadership and learning principles
- Streamlined Initiatives and Interventions
- Clear and consistent communication
- Optimised resource management and allocation

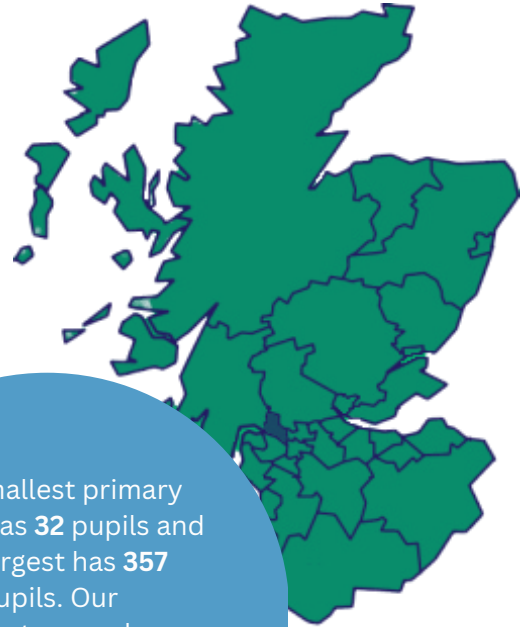
West Dunbartonshire Context

Education in West Dunbartonshire is delivered across:



5 Secondary Schools
32 Primary Schools
7 Specialist settings &
41 ELC settings
(11 Private Partner Settings)

43 % of learners have additional support needs.
45 % of learners live in SIMD deciles 1 or 2, while 81 % live in deciles 1 to 5.
28 % of our pupils are registered for free school meals.



Our smallest primary school has 32 pupils and the largest has 357 pupils. Our smallest secondary school has 704 pupils and the largest has 1,554 pupils.



311 young people were Looked After in West Dunbartonshire in session 24/25



Attendance in West Dunbartonshire schools was 89% in session 23/24

271 children and young people are identified as members of Armed Forced families in West Dunbartonshire



The West Dunbartonshire virtual space, www.ourcloud.buzz is our learning platform for communication, collaboration and digital connection across all our educational establishments.



There are 13,277 children and young people in Education in West Dunbartonshire:

5,425 Secondary pupils
6,228 Primary pupils, 275 Special School pupils & 1348 LA ELC pupils



4.4% of children and young people in West Dunbartonshire schools speak English as an Additional Language

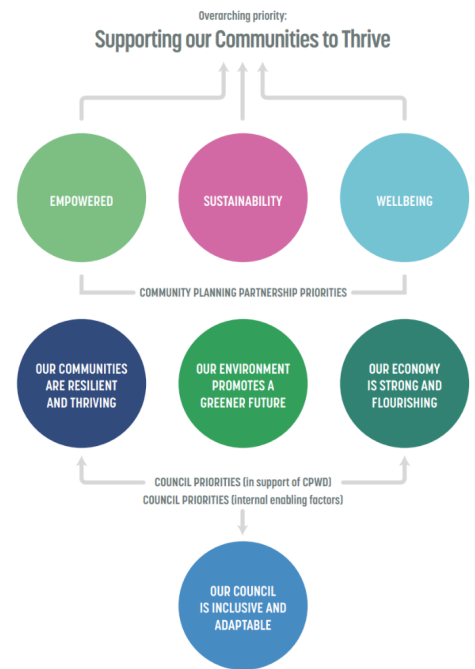
WDC Community Planning Partnership Priorities:

Empowerment Sustainability Wellbeing

At the core of what we do as a Council is 'Supporting Our Communities to Thrive.'

West Dunbartonshire Council has adopted strategic priorities focused on improving the lives of the people of West Dunbartonshire.

Closing the attainment gap for our children and young people experiencing poverty and disadvantage remains a challenge. At the forefront of our work is the support of the wellbeing and mental health of our children, young people and families.



West Dunbartonshire Council Outcomes:

- Our communities are resilient and thriving
- Our environment promotes a greener future
- Our economy is strong and flourishing
- Our council is inclusive and adaptable



Strategy for Excellence and Equity in Context:

We aspire for all children and young people to attain and achieve in learning, life and work.

Outcomes for Excellence and Equity:

- Ensure wellbeing, equality and inclusion
- Raise attainment & achievement
- Narrow the Poverty Related Attainment Gap
- Increase creativity and employability

To achieve these outcomes we deliver a curriculum which aspires for all children and young people to be developed as:



Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors

Ensuring Equity for All:

As we are committed to ensuring our children, young people and communities thrive we must remove poverty related barriers to development by ensuring all children and young people have an equitable opportunity to develop:

Physically
Socially
Linguistically
Cognitively

Strategy for Excellence and Equity in Context: Supporting Our Young People to Thrive as Global Citizens

The children and young people of West Dunbartonshire are citizens of a global community who have the opportunity to engage with real-world issues that align with the United Nations' Sustainable Development Goals (SDGs).

The SDGs provide a global framework for addressing challenges such as poverty. Inequality, climate change and more. We have developed the six West Dunbartonshire Competencies matched to the Global Competencies and aligned them with the SDGs. Our aspiration is for all children and young people to achieve and attain these competencies on their learning pathway in the Broad General Education and Senior Phase, contributing to both Equity and Excellence in education.

West Dunbartonshire Competencies for Learning, Life & Work



Strategy for Excellence and Equity in Context: Enhancing Early Learning and Childcare

Early Learning and Childcare Education (ELC) in West Dunbartonshire is a critical component of our improvement plan, guided by the principles set out in key Scottish early years policy documents, including *Realising the Ambition: Being Me* and the National Improvement Framework.

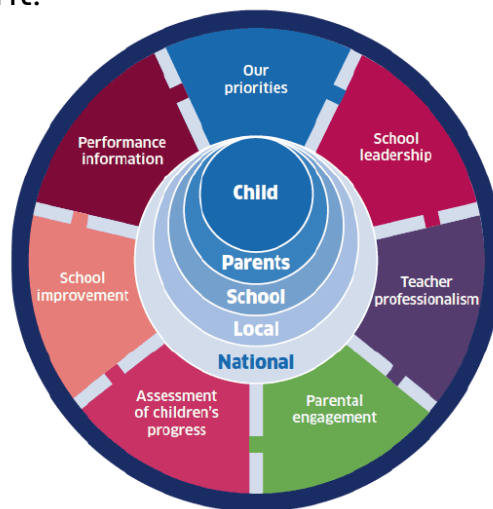


These policies emphasise the importance of providing high-quality, child-centred early learning experiences that support the holistic development of every child.

Our approach aligns with the Scottish Government's commitment to closing the poverty-related attainment gap and ensuring that every child has the best start in life. The national guidance *Realising the Ambition: Being Me*, underscores the significance of nurturing environments, responsive care, and play pedagogy, which we have embedded into our ELC provision. By adhering to the standards outlined in the Health and Social Care Standards and GIRFEC (Getting It Right for Every Child), we ensure that our services not only meet but exceed statutory requirements, fostering a supportive, inclusive, and equitable environment for all children. Our improvement plan focuses on continuous professional development for staff, enhancing family engagement, and expanding access to high-quality early learning and childcare, laying a strong foundation for lifelong learning and well-being in line with national priorities.

Expectations - The National Improvement Framework Outcomes for our Learners, Practitioners, Leaders, System

The National Improvement Framework for Scottish education is designed to help deliver the twin aims of excellence and equity aspiring for all children and young people to develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement.



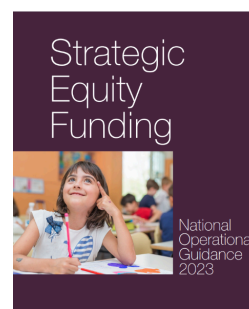
We have made connections across these key areas, setting clear outcomes for our learners, practitioners, leaders and system.

NIF DRIVERS	WEST DUNBARTONSHIRE OUTCOMES TO DELIVER THE KEY AREAS
<p>Performance Information</p> <p>Teacher and practitioner professionalism</p> <p>Curriculum and Assessment</p> <p>School, & ELC Leadership School and ELC improvement</p> <p>Parental/ Carer Involvement and engagement</p>	<ul style="list-style-type: none"> • Learners : increased engagement, progress, achievement • Practitioners : adaptive experts who teach based on a clear understanding of what works best for raising learner achievement • Practitioners: delivering broad ranging, personalised curriculum ensuring all children and young people develop skills for learning, life and work • Leaders : enhanced visibility into school performance and decision making based on evidence • System: integrated working to develop the talent of our diverse young people

Resources for Excellence & Equity

The Scottish Attainment Challenge

West Dunbartonshire has benefitted from Attainment Scotland Funding since 2015. This funding is underpinned by a set of key principles. By closely adhering to these principles, we have delivered a positive record of progress and built capacity for sustained change.

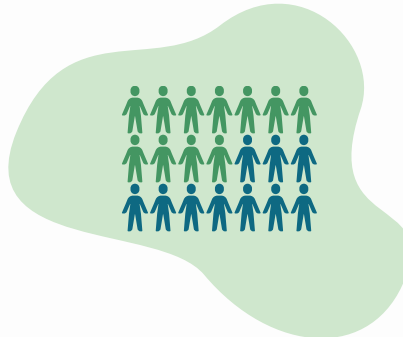


STRATEGIC EQUITY FUND PRINCIPLES	IMPLEMENTATION IN WEST DUNBARTONSHIRE
<p>Strategic Equity Funding must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans; and must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential.</p>	<ul style="list-style-type: none"> • Early Intervention • Nurture Principles • Trauma Informed Practice • Incredible Years • Classroom Management • Family Hub • The Hive
<p>Local authorities must develop a clear rationale for use of the funding, based on a robust contextual analysis, and plans must be grounded in evidence of what is known to be effective at raising attainment for children and young people impacted by poverty.</p>	<ul style="list-style-type: none"> • One to One Pupil Tuition • Out of Hours Learning / Holiday Provision • Broad Curriculum Offer – Learner Pathways • Wide range of staff working to support children and families • Visible Learning
<p>Local plans must include ambitious and achievable stretch aims for progress in improving outcomes for all while closing the poverty-related attainment gap; and should consider the totality of Scottish Attainment Challenge funding.</p>	<ul style="list-style-type: none"> • WDC: Improvement Framework • West Partnership Improving Our Classroom, Department, School Series School Improvement • Partnerships Insight to Impact Data Coaches • Leaders of Learning - Assessment, literacy, numeracy, well being
<p>Collaboration across services is crucial in tackling the poverty-related attainment gap. Planning should have clear links to the local authority tackling child poverty and children's service plans.</p>	<ul style="list-style-type: none"> • WDC : Integrated Children’s Services Plan • WDC: Child Poverty Plan

Our Achievements: Positive Trends 2024

Baseline

In 2023/2024, our Early Learning and Childcare Centres achieved the highest numeracy benchmark scores compared to data since 2017, with an increasing trend since 2021.



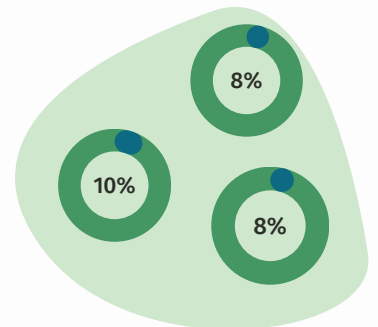
Attainment in literacy is high compared to previous years (2017 to 2021).

Primary Schools

Attainment in primary schools has remained stable at all stages and organisers (reading, writing and numeracy) in session 2023/2024. with small increases at P1 in writing and P7 in reading.



In 2023/24 academic year, primary school attainment increased by 8 % for reading, 10 % for writing and 8 % in numeracy compared to 2021.



In 2023/24 academic year, the attainment gap in numeracy for primary children narrowed between Quintile 1 (most deprived) and Quintile 5 (least deprived).



Secondary Schools

In 2023/2024, the percentage of S3 secondary pupils achieving Curriculum for Excellence Levels in reading and writing increased compared to 2022/2023.



In 2023/2024, the attainment gap narrowed for literacy and numeracy between Quintile 1 (most deprived) and Quintile 4 (least deprived) children compared to 2022/2023.



West Dunbartonshire Council outperformed the national average at both National 5 (80%, 0.8 percentage points above the national average of 77.2%), and Higher (78%, 3.1 percentage points above the national average of 74.9%),



Our Achievements: What our Young People Said...

Themes emerging from the young people consulted in our WDC Primary School Experience Survey 2024:

Inclusion, Wellbeing and Equity

100% of children said they had friends at school.

Children felt school provides spaces to relax and feel at ease, as well as support when they were worried or upset.

Children's top suggestions for improving school include longer breaks, more playground equipment, less homework, and more outdoor learning.

Creativity and Employability

96% of children believe they can be creative



Young people felt that schools meals should be free for all children.

Attainment, Achievement and Narrowing the gap

Children enjoy spending time with friends, learning, and appreciate supportive teachers, school trips, and involvement in school decisions.

Children said they go to school to learn, prepare for future jobs, and make friends. They also enjoy building skills for life.

95 % of young people enjoy learning new things and 100% know there are things they are good at.

Emergent Themes from WDC Secondary School Experience Survey 2024

Young people felt school provided support when they were worried or upset, along with spaces to relax and feel calm.

Young people feel positive at school due to supportive friends, encouraging teachers, enjoyable subjects, and a positive learning environment.

Learners felt encouraged to express creativity through projects, art, and activities

95 % of young people enjoy learning new things and 98% feel there are subjects in which they feel confident and capable.

Learners expressed that school helps them gain qualifications, prepare for future education and careers, enhance skills, and improve life opportunities, while also offering meaningful social connections with peers.

Learners feel that teachers create a safe, welcoming atmosphere and acknowledge their achievements and efforts.


100% of Secondary School pupils said they had friends at school.

Learners appreciate involvement in decision-making through regular surveys, student councils, and open discussions with staff.

What learners most enjoy about school is connecting with friends and supportive teachers, engaging in their favourite subjects, and discovering new things through extracurricular activities.

How will we measure success?

The Quality Indicator Evaluations

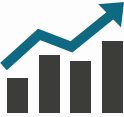
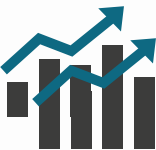
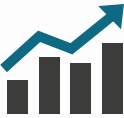
Quality Indicator	2023/24 EVALUATIVE GRADES/ NUMBER OF SCHOOLS					
	6 Excellent	5 Very Good	4 Good	3 Satisfactory	2 Weak	1 Unsatisfactory
1.3 Leadership of Change	1	8	15	2	-	-
2.3 Learning, Teaching & Assessment	0	3	19	4	-	-
3.1 Ensuring wellbeing, equality & Inclusion	1	13	12	0	-	-
3.2 Raising Attainment & Achievement	0	2	22	2	-	-
Target for improvement						

To achieve increase in numbers reporting as very good / good schools are supported and challenged to improve with the authority implementing 3 tiered approach of support and challenge.

The 3 Pathways of Support and Challenge



How we will measure success

How we will measure success	2026 Target
<p>Ensuring wellbeing, equality and inclusion</p>	 <ul style="list-style-type: none"> • Stretch Aims • Health and Well Being –Attendance • Cost of the School Day – Family Hub • Participation Measure • Quality Indicator Evaluations
<p>Raising attainment and achievement, Narrowing the poverty gap;</p>	 <ul style="list-style-type: none"> • Stretch Aims • ACEL Levels – Non Rounded Values • ACEL Levels – 3rd +, 4th+ • Quality Indicator Evaluations
<p>Increasing creativity and employability</p>	 <ul style="list-style-type: none"> • Stretch Aims • Health and Well Being – SCQF Level 5 SQA • National SCQF Level 6 SQA • Participation Measures • Quality Indicator Evaluations

West Dunbartonshire Council Core Stretch Aims

(a) ACEL levels – Non rounded values

ACEL Literacy P1, P4 and P7 Combined				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	62%	57%	74%	18%
Published 2021-22	71%	67%	85%	19%
Published 2022-23 2023-	73%	68%	79%	12%
24 WDC analysis 2023-24	71-75%	66-70%	79-83%	13-17%
* 2024-25 2025-26	72%	68%	81%	13%
Stretch Aim	72-76%	68-72%	81-85%	13-17%
	76%	72%	85%	13%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024

According to the WDC analysis for literacy, in June 2024 West Dunbartonshire has achieved the Stretch aim for P1, P4, P7 combined for all children and for children in our most deprived quintile (Q1).

ACEL Numeracy P1, P4 and P7 Combined				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	72%	65%	82%	17%
Published 2021-22	78%	74%	91%	18%
Published 2022-23	80%	76%	90%	14%
2023-24	75-79%	71-75%	83-87%	12-16%
WDC analysis 2023-24 *	79%	74%	87%	12%
2024-25	77-81%	75-80%	86-90%	11-15%
2025-26 Stretch Aim	81%	80%	91%	11%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024

According to the WDC analysis for numeracy, in June 2024 West Dunbartonshire has achieved the Stretch aim for P1, P4, P7 combined for all children and for children in our most deprived quintile (Q1).

(b) SCQF Level 5 - SQA Nationals

1 or more at SCQF Level 5				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	85.9%	78.0%	97.1%	19.1%
Published 2021-22	84.1%	77.8%	98.1%	20.3%
Published 2022-23	81.5%	75.1%	90.8%	15.7%
2023-24 *	86.4%	79.2%	98.1%	18.9%
2024-25	86.6%	79.4%	98.3%	18.9%
2025-26 Stretch Aim	86.8%	79.7%	98.5%	18.8%

* Data not available until Insight February update, so stretch aim figures used.

Progress Update 2023-2024

According to WDC early analysis of SCQF Level 5 from SQA data in August 2024, West Dunbartonshire has not achieved the stretch aims for Overall levels, SIMD Q1, SIMD Q5 and the Gap (Q1 v Q5) has not been reached.

(c) SCQF Level 6 - SQA Nationals

1 or more at SCQF Level 6				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2020-21	62.2%	48.9%	85.3%	36.4%
Published 2021-22	59.4%	50.0%	71.2%	21.2%
Published 2022-23	52.6%	41.9%	80.0%	38.1%
2023-24 *	62.8%	51.1%	87.3%	36.2%
2024-25	62.9%	51.3%	87.4%	36.1%
2025-26 Stretch Aim	63.0%	51.4%	87.4%	36.0%

* Data not available until Insight February update, so stretch aim figures used.

Progress Update 2023-2024

According to WDC early analysis of SCQF Level 6 from SQA data in August 2024, West Dunbartonshire has not achieved the stretch aims for overall levels, SIMD Q1, SIMD Q5 and the Gap (Q1 v Q5) has not been reached.

West Dunbartonshire Council Stretch Aims

(d) Participation measure

Participation Measure		Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
Published	2020-21	90.8%	86.9%	95.5%	8.6%
Published	2021-22	90.1%	86.1%	95.7%	9.6%
2022-23	Published	90.6%	86.4%	95.7%	9.3%
2022-23	2023-24	93.0%	90.4%	n/a%	n/a%
2024-25	2025-26	91.1%	87.0%	95.7%	8.7%
Stretch Aim		91.6%	87.3%	95.8%	8.5%
		92.0%	87.5%	95.8%	8.3%

*SDS Publication for 2022 / SDS annual participation measures for 2024 are not published until 27 August 2024

Progress Update 2023-2024

According to WDC analysis of participation measures in August 2024, West Dunbartonshire has achieved the stretch aim for overall levels.

(e) Health and Wellbeing – Attendance

Attendance		Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)(pp)
2020-21	Published	94.3%	92.9%	96.9%	4.0%
2021-22*	2022-23	91.3%	89.6%	94.4%	4.8%
2023-24	2023-24	91.3%	89.8%	94.4%	4.6%
Actual	2024-25 2025-26	88-92%	86-90%	91-95%	3-7%
26 Stretch Aim		89.0%	87.0%	93.3%	6.3%
		90-94%	88-92%	91-95%	3-7%
		94%	92%	95%	3%

*Scottish Government Attendance and Absence Publication for 2021/22

Progress Update 2023-2024

According to the WDC analysis for attendance, in June 2024 West Dunbartonshire has achieved the Stretch aim for P1, P4, P7 combined for all children and for children in our most deprived quintile (Q1).

PLUS Stretch Aims

Early Level Baseline attainment (pre-school) Early Level Literacy - Concepts of Print					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
2020-21	45%	40%	38%	43%	3%
2021-22	62%	52%	71%	82%	30%
2022-23	59%	56%	64%	70%	14%
2023-24	59-63%	56-60%	-	72-76%	16-20%
2023-24 Actual	56%	55%	63%	52%	-3.0%
2024-25	64-68%	59-63%	-	78-82%	19-23%
2025-26 Stretch Aim		69%	66%	73%	20%

Progress Update 2023-2024

According to the WDC analysis for literacy, in June 2024 West Dunbartonshire has not achieved the Stretch aim in their pre-school year for all children and for children in our most deprived quintile (Q1).

Early Level Numeracy - Number and Number Processes					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
2020-21	20%	22%	15%	14%	-8%
2021-22	30%	26%	48%	44%	18%
2022-23	32%	27%	41%	37%	10%
2023-24	31-35%	27-31%	-	37-41%	10-14%
2023-24 Actual	34%	31%	37%	27%	-4.0%
2024-25	32-36%	29-33%	-	41-45%	12-16%
2025-26 Stretch Aim		36%	33%	49%	13%

Progress Update 2023-2024

According to the WDC analysis for numeracy, in June 2024 West Dunbartonshire has achieved the Stretch aim in their pre-school year for all children and for children in our most deprived quintile (Q1).

West Dunbartonshire Council Stretch Aims

ACEL levels – secondary – 3rd Level+

ACEL Secondary Literacy - S3 - 3rd level+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	83%	79%	93%	81%	2%
Published 2021-22	82%	77%	92%	92%	15%
Published 2022-23	87%	82%	92%	100%	18%
2023-24	90-94%	89-93%	-	93-97%	14-18%
WDC analysis 2023-24 *	92%	93%	93%	93% 96-	0% 12-
2024-25	86-90%	84-88%	-	100%	16%
2025-26 Stretch Aim	88%	83%	-	94%	11%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024	
According to the WDC analysis for literacy 3rd level+, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people and for young people in our most deprived quintile (Q1).	

ACEL Secondary Numeracy - S3 - 3rd level+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	90%	85%	98%	87%	2%
Published 2021-22	88%	86%	91%	97%	11%
Published 2022-23	88%	83%	97%	100%	17%
2023-24	85-89%	84-88%	-	93-97%	9-13%
WDC analysis 2023-24 *	85%	83%	92%	93%	10%
2024-25	88-92%	86-90%	-	96-100%	10-14%
2025-26 Stretch Aim	90%	88%	-	97%	9%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024	
According to the WDC analysis for numeracy 3rd level+, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people, but not achieved the stretch aim for young people in our most deprived quintile (Q1).	

ACEL levels – Secondary – 4th Level

ACEL Secondary Literacy - S3 - 4th level					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	40%	33%	47%	42%	9%
Published 2021-22	44%	38%	52%	54%	16%
Published 2022-23	55%	50%	54%	78%	28%
2023-24	57-61%	51-55%	-	83-87%	32-36%
WDC analysis 2023-24 *	61%	60%	65%	71%	11%
2024-25	53-57%	46-50%	-	71-75%	25-29%
2025-26 Stretch Aim	52%	49%	-	70%	21%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024	
According to the WDC analysis for literacy 4th level, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people and exceeded the stretch aim for young people in our most deprived quintile (Q1).	

ACEL Secondary Numeracy - S3 - 4th level					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)(pp)
Published 2018-19	61%	49%	78%	77%	28%
Published 2021-22	50%	45%	59%	49%	4%
Published 2022-23	58%	46%	77%	80%	34%
2023-24	56-60%	50-54%	-	80-84%	30-34%
WDC analysis 2023-24 *	58%	58%	66%	74%	16%
2024-25	64-68%	57-61%	-	82-86%	25-29%
2025-26 Stretch Aim	62%	59%	-	81%	22%

*Local analysis only. Data not been ratified by Scottish Government

Progress Update 2023-2024	
According to the WDC analysis for numeracy 4th level, in June 2024 West Dunbartonshire has achieved the Stretch aim for S3 for all young people and exceeded the stretch aim for young people in our most deprived quintile (Q1).	

Cost of the School Day – Family Hub

Referrals and Families Engaged in Family Hubs			
	# Referred	# Engaged	% Engaged
Current level (20-21)	234	183	78
Current level (21-22)	163	128	79
Current level (22-23)	-	-	80
2023-24	-	-	81
2024-25	-	-	82
2025-26 Stretch Aim	-	-	83

Progress Update 2023-2024	
Achieved	

Educational Services Delivery Plan 2024-5

The West Dunbartonshire Education Services [Delivery Plan](#) places the human rights and needs of every child and young person at the heart of education. Our vision is to foster an environment where every learner can thrive.



Our key priorities include:

- **Human rights and individual needs at the centre:** We are committed to respecting and prioritising the rights, talents and needs of every learner, ensuring a supportive and empowering educational environments.
- **Improving health and wellbeing:** We recognise the vital connection between wellbeing and attainment, focusing on strategies that support the mental, emotional, and physical health of our learners.
- **Achieving equity:** We're committed to ensuring all learners have equal opportunities to succeed, regardless of their background or protected characteristics. Our focus is on closing the poverty-related attainment gap by providing targeted support and reducing disparities in achievement.
- **Foundational skills and competencies:** We prioritise literacy, numeracy, and key competencies to equip learners for a sustainable future.
- **Preparing for positive school leaver destinations:** We focus on equipping young people with the skills needed for success beyond school, through vocational training, career guidance, and partnerships with local businesses.

To support these goals, we are committed to fostering a resilient, capable, and diverse workforce. Our priorities in this area include:

Supporting our workforce:

- **Wellbeing and engagement:** developing plans that enhance employee wellbeing, engagement, and diversity, fostering a resilient and capable workforce.
- **Attracting and retaining talent:** we will invest in attracting, developing, and retaining skilled professionals to meet the evolving needs of our learners.
- **Service review and innovation:** Continuous improvement is key; we regularly review processes, adopt new technologies, and explore innovative ways of working to enhance efficiency and resilience.
- **Ongoing professional development:** We prioritise professional learning and development to ensure our workforce remains adaptable and resilient.

Plan for Excellence & Equity: Engage , Embed, Extend, Evaluate

THE SERVICE PLAN 2023 – 2026 (2024 UPDATE)

NIF DRIVERS	<p>Outcomes for Improvement Inclusion, Equality and Well Being Outcomes for our Children and Young People Successful Learners, Confident Individuals , Responsible Citizens, Effective Contributors Equity for All to Develop: Physically Linguistically Cognitively Socially and Emotionally</p>		
	Outcome	Action	Target
Performance Information	<u>Learners:</u> increased attendance	<ul style="list-style-type: none"> Extend: Attendance Action Plan/ Improvement Strategy 2022-2026 	<ul style="list-style-type: none"> Stretch Aim Target: Attendance WDC Equalities Targets
Parental/ Carer Involvement and engagement	<u>Learners:</u> increased engagement	<ul style="list-style-type: none"> Embed: The Circles Framework Embed: Nurture Principles and Trauma Informed Practice Extend: Incredible Years Classroom Management to all schools Embed Up, Up & Away in ELC Settings 	<ul style="list-style-type: none"> Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap Stretch Aim: Target: Positive Destination Stretch Aim: Target: Participation Measure WDC Equalities Targets
Teacher and practitioner professionalism	<u>Learners:</u> increased progress, achievement	<ul style="list-style-type: none"> Evaluate: WDC ASN Strategic Plan 2023/24 Embed: The Circles Framework Evaluate: Designing the Learning (Project Based Learning) Engage: LLC Skills Based Planning the Learning (6 WDCs) Engage: Professional Learning - Deep Learning; Hayward Review OECD (Secondaries) 	<ul style="list-style-type: none"> Stretch Aim Target: Positive Destination Stretch Aim Target: Participation Measure Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
School, & ELC Leadership School and ELC improvement	<u>System:</u> integrated working to develop the talent of our diverse young people	<ul style="list-style-type: none"> Evaluate: Family Hub / The Hive projects Extend: numbers of families engaging for sustained period of time. Engage Curriculum Review transition to embed in BGE and extend into Senior Phase WDC Skills Framework/SDS Meta Skills Pathways. 	<ul style="list-style-type: none"> Stretch Aim Target: Family Hub Stretch aim: Participation Measure

Plan for Excellence & Equity: Engage , Embed, Extend, Evaluate

THE SERVICE PLAN 2023 – 2026 (2024 UPDATE)

<p>NIF DRIVERS</p>	<p>Outcomes for Improvement Inclusion, Equality and Well Being Outcomes for our Children and Young People Successful Learners, Confident Individuals , Responsible Citizens, Effective Contributors Equity for All to Develop: Physically Linguistically Cognitively Socially and Emotionally</p>		
<p>Performance Information</p>	<p>Outcome</p>	<p>Action</p>	<p>Target</p>
	<p><u>Learners:</u> progress, achievement</p>	<ul style="list-style-type: none"> Engage: Revised Literacy Strategy Extend: Revised Numeracy Strategy Engage: Well Being Strategy Embed: Assessment Strategy Engage in improved processes to support attainment at the Early Level Extend ELC Literacy & Numeracy Strategy 	<ul style="list-style-type: none"> Stretch Aim Targets Attainment Provision of one to one / small group tuition Provision of out of hours learning
<p>Parental/ Carer Involvement and engagement</p>	<p><u>Practitioners:</u> adaptive experts who teach based on a clear understanding of what works best for raising learner achievement</p>	<ul style="list-style-type: none"> Embed: WDC Improvement Framework Engage in ELC Pedagogical Leadership training to impact improvement Extend: Collective Leadership Programme (Phase 2) Engage: Outstanding Teacher Intervention (Secondary Sector) Extend : Improving Our Classrooms Extend: Insight into Impact Improvement Embed : WDC Data Coach Programme Extend: Visible Learning Programme 	<ul style="list-style-type: none"> Stretch Aim Target: Positive Destination Stretch Aim Target: Participation Measure Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
<p>Teacher and practitioner professionalism</p>	<p><u>Leaders:</u> enhanced visibility into school performance and decision making based on evidence</p>	<ul style="list-style-type: none"> All HT's engaged in School Improvement Partnerships 1 Data Coach in all ELC's/ schools 1 Leader of Learning in all schools for; assessment, literacy, numeracy, well being. 	<ul style="list-style-type: none"> Improvement Pathways leads to : all schools / ELC graded very good for Quality Indicator 3.1 and 1.3.

Improvement Action Plan 2024-25

ACEL levels – Non rounded values Numeracy	ACEL levels – Non rounded values Literacy
<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Review Quality of Literacy Curriculum: <ul style="list-style-type: none"> ◦ Review quality of literacy curriculum in specified schools ELC ◦ Monitor the quality of learning experiences (reading, writing, phonics) • Area of Focused Attention Visits: <ul style="list-style-type: none"> ◦ Conduct focused visits in target schools / ELC, specific classes, or stages. ◦ Observe teaching practices, focus on cohesive a progressive literacy experiences. • Moderation of Writing Levels: <ul style="list-style-type: none"> ◦ Engage in moderation processes in Local Learning Communities. ◦ Collaborate with teachers / early years staff / to ensure consistent assessment practices. ◦ Strengthen the professional knowledge related to writing assessment and progression at transition early years to primary • Curriculum Balance Audit: <ul style="list-style-type: none"> ◦ Evaluate the balance of curriculum components in schools / ELC where Quintile1 performance is plateauing or declining. ◦ Identify areas that need adjustment or enhancement. • Enhanced Improvement Programme: <ul style="list-style-type: none"> ◦ Implement an enhanced improvement programme in targeted schools/ELC. ◦ Continuously assess progress and adjust strategies as needed. • Professional Learning Opportunities: <ul style="list-style-type: none"> ◦ Implement “Come Read with Me at WDC”: Promote effective reading strategies. “Word Aware” and “Rhyme Aware”: Enhance vocabulary and phonological awareness. • Refreshed Early Level Literacy Programme: <ul style="list-style-type: none"> ◦ Implement new early level the literacy programme. ◦ Evaluate with schools/ ELC provision for literacy culture. ◦ Evaluate impact of Word Aware, Rhyme Aware 	<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Quality of Provision: <ul style="list-style-type: none"> ◦ Monitor the quality of learning experiences, ensuring a balance between concrete, pictorial, and abstract approaches. ◦ Emphasise hands-on activities, visual representations, and conceptual understanding. • Family Learning Sessions: <ul style="list-style-type: none"> ◦ Deliver family numeracy sessions based on the revised programme. ◦ Share resources and strategies through workshops or online platforms. • Communication Strategy: <ul style="list-style-type: none"> ◦ Use social media platforms to share information about the revised numeracy program. ◦ Include links to family learning materials available on Campus@WDC. • Staff Skill and Knowledge: <ul style="list-style-type: none"> ◦ Provide professional development for staff with a focus on planning and delivering effective learning experiences: ◦ Develop number sense. ◦ Explore the structure of numbers. ◦ Apply mental number strategies. ◦ Regularly assess numeracy gaps to inform planning. • Allocating Time: <ul style="list-style-type: none"> ◦ Allocate protected collegiate time for maths and numeracy professional development across all schools and early learning centres. ◦ Create a shared quality assurance calendar to monitor progress. • Targeted Approaches: <ul style="list-style-type: none"> ◦ Conduct Area of Focused Attention Visits in specific schools, classes, or stages. ◦ Implement an Enhanced Improvement Programme in targeted schools

Improvement Action Plan 2024-25

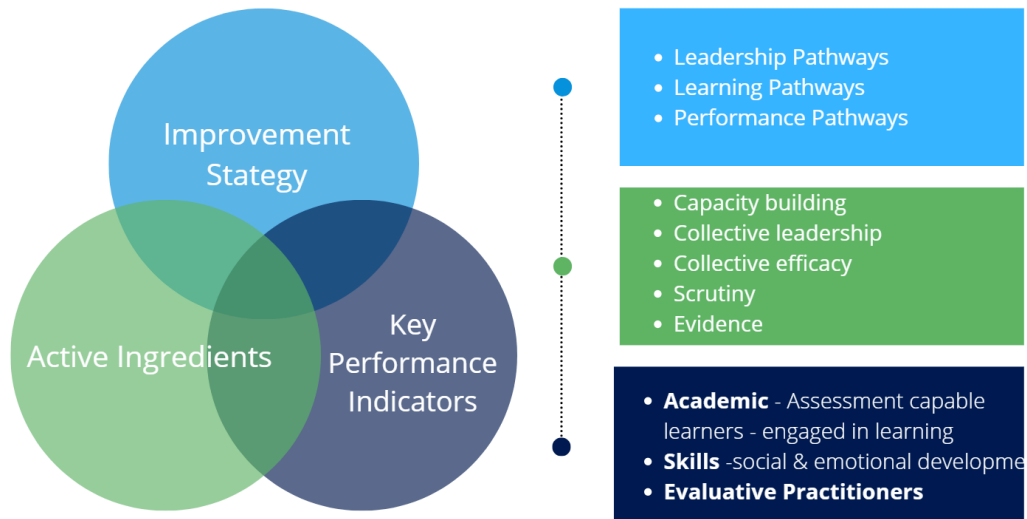
Secondary BGE / SCQF Level 5/6 SQA Nationals	Participation Number
<p style="text-align: center;">Improvement Actions 2024/25</p> <p style="text-align: center;"><u>Implement Strengthened Attainment Review Programme (Secondaries)</u></p> <ul style="list-style-type: none"> • Conduct robust data analysis and action planning (local authority performance / school performance/ subject performance) key areas of focus <ul style="list-style-type: none"> ◦ attainment performance over time ◦ average total tariff ◦ attainment versus deprivation ◦ attainment performance compared to national levels ◦ high and medium risk areas: performance A-C passes ◦ presentation numbers ◦ numbers of initial entries / numbers of withdrawals • Implement scrutiny programme to evaluate quality: <ul style="list-style-type: none"> ◦ course progression BGE / Senior Phase; ◦ leadership capacity: departmental in the areas of curriculum; ◦ learning, teaching , assessment; support and challenge for staff ◦ assessment strategy and management ◦ local authority regular monitoring report submitted to Education Excellence and Equity Board ◦ Produce WDC Policy Expectations re data use, management and action planning for improvement (BGE / Senior Phase) • Implement Year 2 of Collective Leadership Programme <ul style="list-style-type: none"> ◦ Curriculum Leaders - produce change plans for leadership and pedagogy. ◦ Implement learning imperative survey toolkit . ◦ Implement use of REFRESH characteristics to support coaching and mentoring within teams. ◦ Develop the use of KANBAN and or similar tools to manage workflow. • Implement an enhanced improvement programme in selected schools. • Implement learning programme cohort 1 : Outstanding Teaching Intervention (OTI). <ul style="list-style-type: none"> ◦ Conduct targeted visits using the collaborative school improvement partnership approach. 	<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Conduct robust analysis of Senior Phase participation measures. • Monitoring and evaluating progress against our stretch aims; • Establish Project Search (DFN) within the Authority to support <ul style="list-style-type: none"> ◦ young people with ASN gain employment; ◦ Further strengthen the Career information, advice and guidance offered ◦ by SDS in school; ◦ Implement Workit (Gateway shared service) work placement for Senior • Phase pupils to enhance work experience offer; • Engage with local employers to enhance work experience offer; • Continue to support the most vulnerable in achieving a positive <ul style="list-style-type: none"> ◦ sustained destination through enhanced support and training through • Inspire programme; • Address barriers to participation and support young people access • advice and guidance at college to reduce dropout rates; • Create a school alumni programme for each secondary school to <ul style="list-style-type: none"> ◦ improve advice and support to young people as they prepare to leave • school; • Further enhance professional learning for pastoral care staff to support <ul style="list-style-type: none"> ◦ young people as they plan for their post school destination; ◦ Continue to expand our school - college offer to enhance opportunities ◦ for young people to be prepared for employment and post school • training; • Increase awareness of career opportunities through our DYW officers.

Improvement Action Plan 2024-25

Health and Wellbeing - Attendance	Cost of the School Day – Family Hub
<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Implement consistent and thorough attendance monitoring across all schools • Produce regular monitoring reports submitted to the Chief Education Officer and Senior Leadership Team • Conduct SWOT Analysis for all schools • Review numbers of children and young people on part-time timetables • Evaluate and update part-time timetable guidance and monitoring procedures • Revise the authority’s action plan based on recent performance trends. • Collaborate with school leaders to assess progress toward improvement targets • Monitor quality of individual establishment management of improvement; and plans to support children and families • Support individual schools procedures for action planning based on SWOT analysis findings. • Update Service Attendance Monitoring and Support Systems: • Quality Assure School-Level Planning and Use of Pupil Equity Fund to Support Improvement: 	<p style="text-align: center;">Improvement Actions 2024/25</p> <ul style="list-style-type: none"> • Monitor impact of provision on attainment, attendance and wellbeing • Review options for sustainability of programme from 2026. • Reduce number of staff supporting outreach work with young people (secondary); and review how workstreams delivered to support families can be sustained once funding ends.

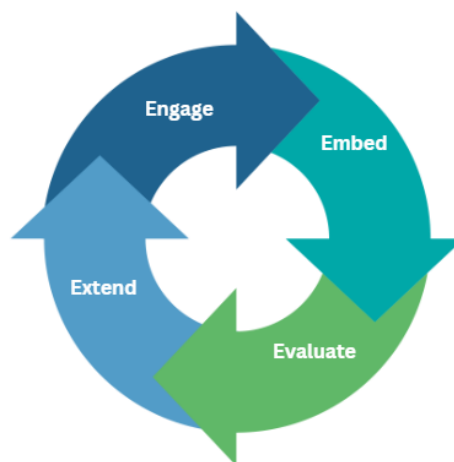
Implementing Service-Level Improvement

West Dunbartonshire Improvement Strategy



The Approach : Engage, Embed, Evaluate, Extend

Our approach to deliver excellence equity is mature applying a cyclical model of improvement and change. The cyclical model has 4 phases:



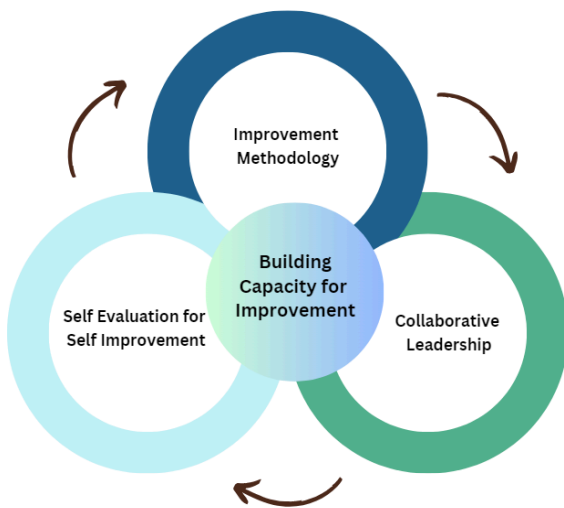
Governance

An Education Improvement Board chaired by the Chief Education Officer monitors progress with outcomes , plans to deliver improvement and the use/ impact of resources to deliver excellence and equity. At an operational level the Service Improvement Framework monitors quality and supports improvement across our establishments.

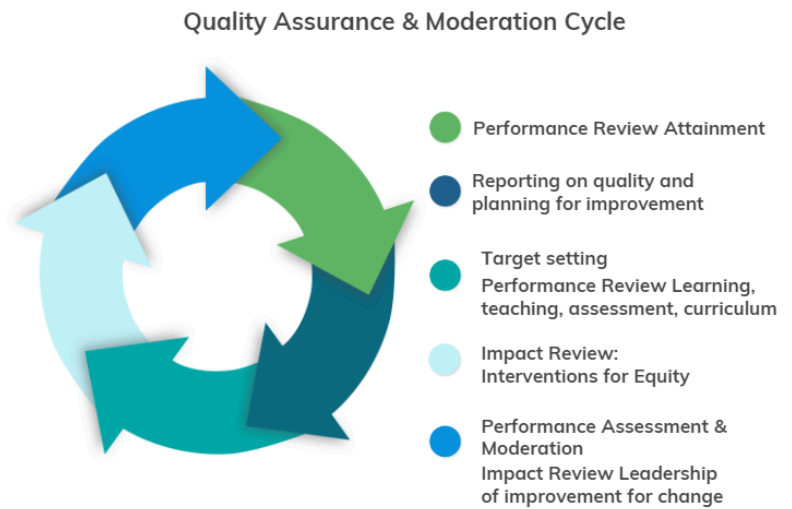
Monitoring and Capacity Building – The Improvement Framework

The West Dunbartonshire Improvement Framework has two strands:

Building Capacity for Improvement



Quality Assurance & Monitoring Outcomes



The two strands are designed to:

Monitor	Work	Ensure	Assist	Support
Monitor progress through school improvement visits and collaborative reviews, performance reviews, impact reviews and other focused/thematic reviews.	Work with schools in their evaluation of performance and provision.	Ensure that the school's improvement plan reflects local and national priorities.	Assist the school to identify the future areas for improvement.	Support school improvement through appropriate continuing professional learning.

Improvement Planning Guidance & Processes

Our Vision for Success:

As a local authority, our approach to improvement guidance and planning is focused on transparency, collaboration, and data-driven decision-making to support positive outcomes for learners, families, and communities.

Our **Standards and Quality reports** highlight progress on improvement priorities, demonstrating the impact on learners and communities, while addressing the poverty-related attainment gap. It is accessible to all stakeholders and sets clear improvement priorities for the next session, with evaluations based on core Quality Indicators (QIs) from HGIOS 4 and ELCC frameworks.

Our **school improvement plans** are outcome-focussed at multiple levels: learners, practitioners, leaders, and the system. Plans offer a 3-year strategic framework using the Engage, Embed, Evaluate, and Extend model, and align with the outcomes of Wellbeing, Employability, Creativity, and Attainment set by West Dunbartonshire Council. Cross-referenced with the National Improvement Framework, the plan is data-informed and ensures manageable, clear priorities with observable and measurable success at all levels. Explicit use of the Pupil Equity Fund addresses the poverty-related attainment gap. Plans are regularly reviewed with stakeholders to monitor progress and outcomes.

Our **self-evaluation approach** involves consistent moderation of teacher judgments, using evidence and tools such as HGIOS 4 and HGIOELC. This process leads to evaluative statements for key QIs and involves all stakeholders. The focus is on improving leadership, provision, and outcomes for learners, guiding ongoing improvement planning across the authority.



West Dunbartonshire Council

SUPPORTING OUR COMMUNITIES TO THRIVE

