



## **EDUCATIONAL SERVICES DELIVERING EXCELLENCE & EQUITY**

### **IMPROVEMENT FRAMEWORK & IMPROVEMENT PLAN 2023/24**

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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 report and plan is the next phase of our strategic drive for excellence and equity. It is centred around meeting the needs of our children, young people and families. It aims to deliver a high quality and fit for purpose educational provision in all establishments.

## West Dunbartonshire Context



Education in West Dunbartonshire is delivered across:



**5** Secondary Schools  
**34** Primary Schools  
**7** Specialist settings &  
**29** ELC settings

**43 %** of learners have additional support needs.  
**44 %** 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.  
**4 %** of our pupils are recognised as EAL

Our smallest primary school has **37** pupils and the largest has **354** pupils. Our smallest secondary school has **698** pupils and the largest has **1,556** pupils.



**462** young people were Looked After in West Dunbartonshire in session 22/23



Attendance in West Dunbartonshire schools was above **88%** in session 22/23

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



The West Dunbartonshire virtual space, **[www.ourcloud.buzz](http://www.ourcloud.buzz)** is our learning platform for communication, collaboration and digital connection across all our educational establishments.



There are **12,221** children and young people in Education in West Dunbartonshire:

**5,541** Secondary pupils  
**6,423** Primary pupils, **257** Special School pupils & **1077** LA ELC pupils



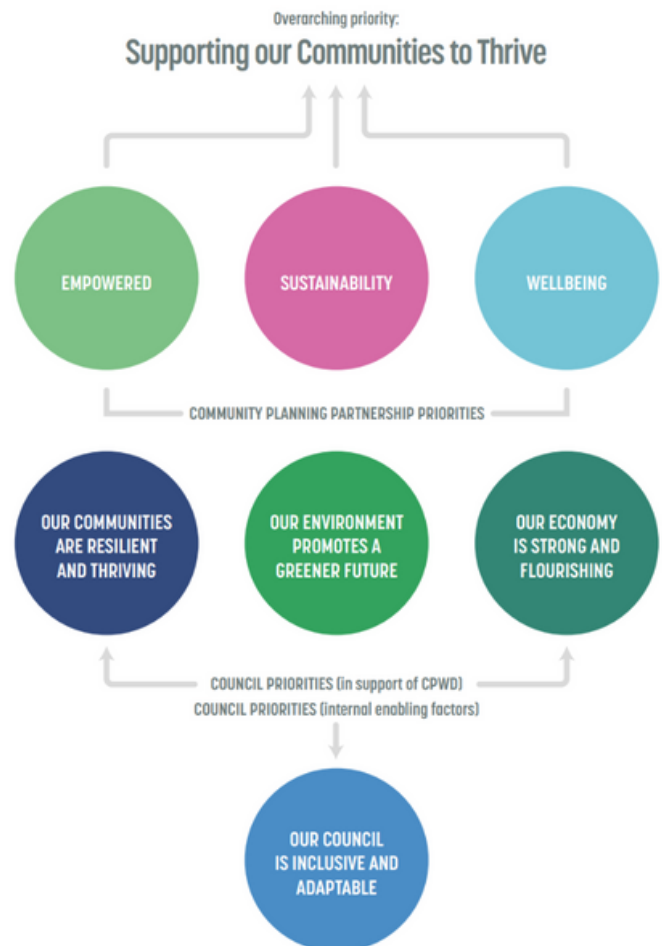
**4.1%** of children and young people in West Dunbartonshire schools speak English as an Additional Language

# Strategy for Excellence and Equity in Context: Supporting Our Communities to Thrive

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.





# 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 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

WDC Community Planning Partnership Priorities:

**Empowerment   Sustainability   Wellbeing**

## 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



## Educational Services Delivery Plan Priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## **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



## Our Achievements: Working as a Collaborative System

Our integrated and collaborative working reflects the 'Connections for Equity' recommended in the National Equity Toolkit:

- Build positive relationships across the learning community
- Work closely with relevant partners
- Include learner participation in the design of the health and well being curriculum
- Joint professional learning opportunities
- Be a self improving education system



Strong empowered educational leadership has delivered high quality standards of learning, attainment and achievement in West Dunbartonshire.

We are a collaborative and connected service, with strong teamwork achieved across the central team, schools and Early Learning and Childcare Centres.

To deliver Excellence and Equity integrated working between education, health, social work and community learning is central to ensuring our children are provided with a connected approach enabling them to have equitable opportunity, access and outcomes.

### Next Steps 2023-2026:

Strengthen our approach by 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 resources management and allocation**

## Our Achievements: Positive Trends

### Baseline

In 2022/2023, our Early Learning and Childcare Centres achieved the highest numeracy benchmark scores compared to data since 2017



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



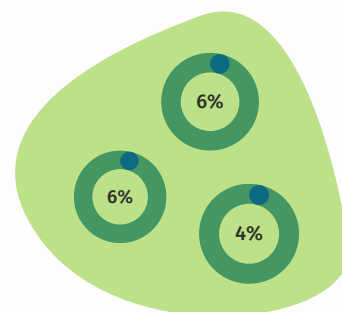
### Primary Schools

Attainment in primary schools improved at all stages and organisers (reading, writing and numeracy) in session 2022/2023. (exception P7 reading)

In the 2022/2023 academic year, primary school attainment increased by 4% in reading, 6% in writing, and 6% in numeracy compared to 2017



In the 2022/2023 session, the attainment gap narrowed between Quintile 1 (most deprived) and Quintile 4 (least deprived) children



### Secondary Schools

In 2022/2023, the percentage of S3 secondary pupils achieving Curriculum for Excellence Levels in reading, writing, and numeracy either increased or remained stable compared to 2021/2022.



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

West Dunbartonshire has increased the number of young people moving into a positive destination in 2021/22, moving from 32nd to 20th place among 32 local authorities, with a 5.4% increase (89.7% > 95.1%).



## Our Achievements: What our Young People Said...

Themes that have emerged from consulting our young people are:

### Inclusion, Wellbeing and Equity

Having someone in school to speak to if they upset or worried

Children's views are listened to

Children are treated fairly and with respect

Very positive relationships across the school community

### Creativity and Employability

Opportunities to take part in activities beyond the classroom



more employability opportunities

### Attainment, Achievement and Narrowing the gap

Children informed about their progress

School is helping them to become more confident

Have opportunities to discuss their achievements

Young people feel confident expressing their opinions

Next Steps: Areas identified for further consideration include:

more on mental health

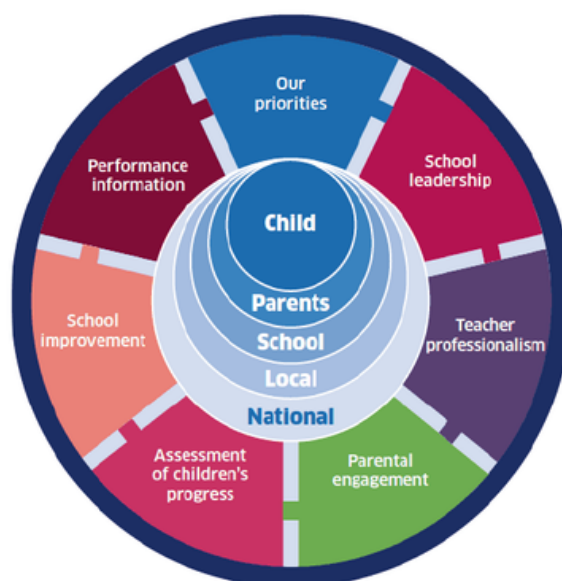
Continue to develop pupil voice

Improvements to homework helping children to understand and improve their work in school

Further develop nurturing approaches

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

## Delivering the Outcomes : Principles & Practice

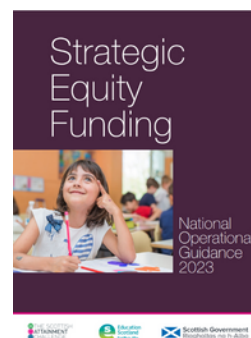
Learner Level	<p>Word Aware</p> <p>Play</p> <p>Phonics</p> <p>SEAL</p> <p>Independent &amp; Collaborative Learning Skills</p> <p>Digital Learning / Remote Learning</p>	<p>Knowledge about Sustainability</p> <p>One to One Tuition</p> <p>Out of Hours Provision</p> <p>Holiday Programmes</p> <p>Outdoor Learning</p>
Practitioner Level	<p>Metacognition &amp; Self Regulation</p> <p>Mastery</p> <p>Play Based Learning</p> <p>Reciprocal Teaching</p> <p>Project Based Learning</p> <p>SEAL</p> <p>CGI</p> <p>Concrete Abstract Pictorial</p> <p>6 WDC's</p> <p>Trauma Informed Practice</p>	<p>Circles</p> <p>Nurture Principles</p> <p>Incredible Year</p> <p>Classroom Management</p> <p>Growth Mindset</p> <p>Formative Assessment</p> <p>Deep Learning</p> <p>Forest Schools</p> <p>Remote Learning</p>
Leader Level	<p>Capacity Building</p> <p>Scrutiny</p> <p>Collaborative Action Research</p> <p>Insight to Impact</p> <p>Improving Our School</p> <p>Improving Our Classrooms</p> <p>Improving Our Department</p> <p>Coaching &amp; Mentoring</p>	<p>Columba 1400</p> <p>School Improvement Partnerships</p> <p>Remote Learning</p> <p>Deep Learning</p> <p>Area of Focussed Attention</p> <p>Data for Improvement</p> <p>Pupil Equity Fund</p>
System Level	<p>Early Intervention</p> <p>Interventions for Equity</p> <p>Partnership across Services</p> <p>21st C Environments for Learning</p>	<p>Improvement Framework</p> <p>Assessment Framework</p> <p>Circles Framework</p> <p>Digital Inclusion</p>



# 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
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.	Early Intervention Nurture Principles Trauma Informed Practice Incredible Years Classroom Management Family Hub The Hive
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.	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
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.	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
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.	WDC : Integrated Children's Services Plan WDC: Child Poverty Plan

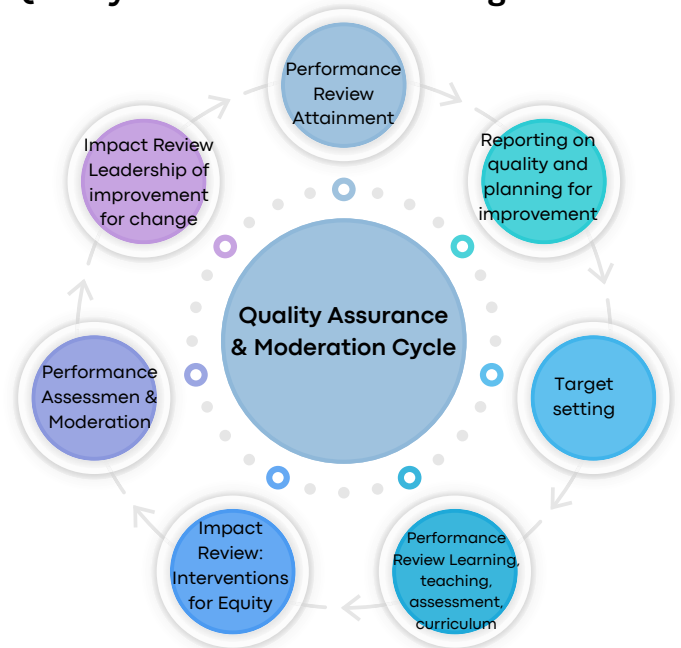
## Monitoring and Capacity Building – The Improvement Framework

The West Dunbartonshire Improvement Framework has two strands:

### Building Capacity for Improvement



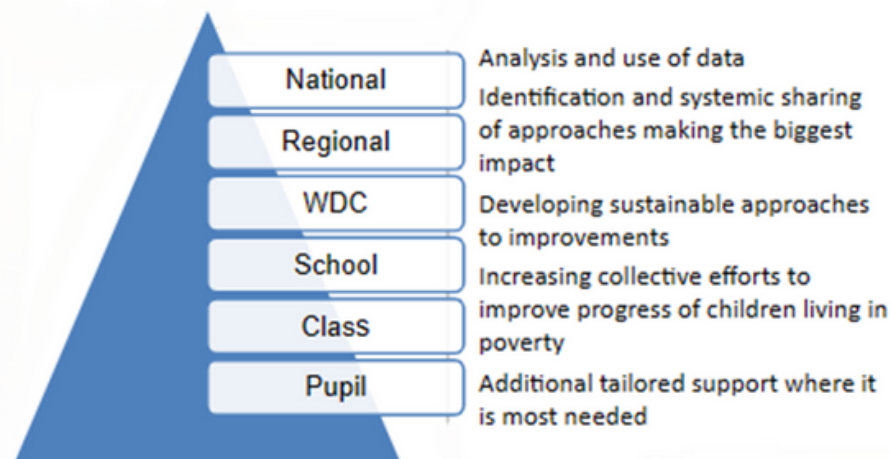
### Quality Assurance & Monitoring Outcomes



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

### Strengths-based model: Maximising Progress



## Implementing Service-Level Improvement

### The Challenges:

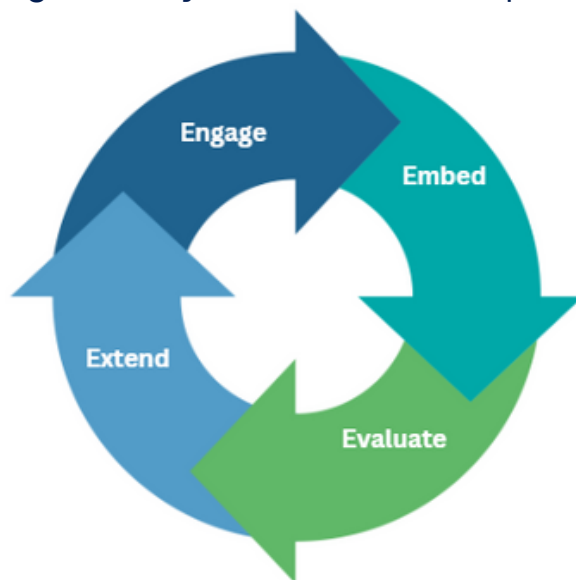
- Standards, equity, closing the equity gap
- Consistency in practice and quality
- Implementing solutions, assessing impact, and reporting on strategic priorities

### Three Key Areas for Improvement:

- 1.Targets: Enhance performance on key performance indicators for standards and equity.
- 2.Problems: Identify, track, and collaboratively address recurring challenges, often related to deprivation, aspirations, and expectations.
- 3.Growth: Enhance teacher and leader expertise in teaching, learning, and assessment through Continuous Learning and Professional Development (CLPL), school improvement programmes, and case management.

### 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.

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

## THE SERVICE PLAN 2023 – 2026

NIF DRIVERS	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		
	Outcome	Action	Target
Performance Information	Learners: increased attendance	<ul style="list-style-type: none"> <li>Extend: Attendance Action Plan/ Improvement Strategy 2022- 2026</li> </ul>	Stretch Aim Target: Attendance WDC Equalities Targets
Parental/ Carer Involvement and engagement	Learners: increased engagement	<ul style="list-style-type: none"> <li>Embed: The Circles Framework</li> <li>Embed: Nurture Principles and Trauma Informed Practice</li> <li>Extend: Incredible Years Classroom</li> <li>Management to all schools</li> <li>Extend: Onery at early level.</li> </ul>	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	Learners: increased progress, achievement	<ul style="list-style-type: none"> <li>Embed: WDC ASN Strategic Plan 2023/24</li> <li>Embed: The Circles Framework</li> <li>Extend: Designing the Learning (project based learning) offer to secondary.</li> </ul>	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	System: integrated working to develop the talent of our diverse young people	<ul style="list-style-type: none"> <li>Evaluate: Family Hub / The Hive</li> <li>projects</li> <li>Extend: numbers of families engaging for sustained period of time.</li> </ul>	Stretch Aim Target: Family Hub

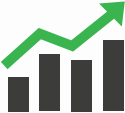


# Plan for Excellence & Equity: Engage, Embed, Extend, Evaluate

## THE SERVICE PLAN 2023 – 2026

NIF DRIVERS	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		
	Outcome	Action	Target
Performance Information	Learners: progress, achievement  Practitioners: adaptive experts who teach based on a clear understanding of what works best for raising learner achievement	Engage: Revised Literacy Strategy Engage: Revised Numeracy Strategy Evaluate: Well Being Strategy Extend: Assessment Strategy Embed: Early Level Literacy Strategy ( word aware)	·Stretch Aim Targets Attainment ·Provision of one to one / small group tuition ·Provision of out of hours learning ·Stretch Aim Target: Positive Destination ·Stretch Aim Target: Participation Measure · Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
Parental/ Carer Involvement and engagement	Practitioners: adaptive experts who teach based on a clear understanding of what works best for raising learner achievement	Embed: WDC Improvement Framework Engage: Osiris Curriculum Leader Programme Extend : Improving Our Classrooms Extend : Insight into Impact Improvement Extend : WDC Data Coach Programme Engage: Visible Learning Programme	·Stretch Aim Target: Positive Destination ·Stretch Aim Target: Participation Measure Stretch Aim Target: BGE/ Senior Phase Narrow the Attain Gap
Teacher and practitioner professionalism	Leaders: enhanced visibility into school performance and decision making based on evidence	·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.	·Improvement Pathways leads to : all schools / ELC graded very good for Quality Indicator 3.1 and 1.3. · All Schools engaged in West Partnership Improving Our Classroom, Department, School Series

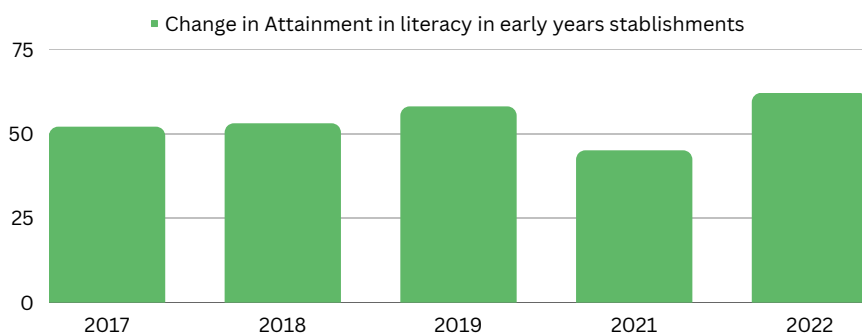


# How we will measure success

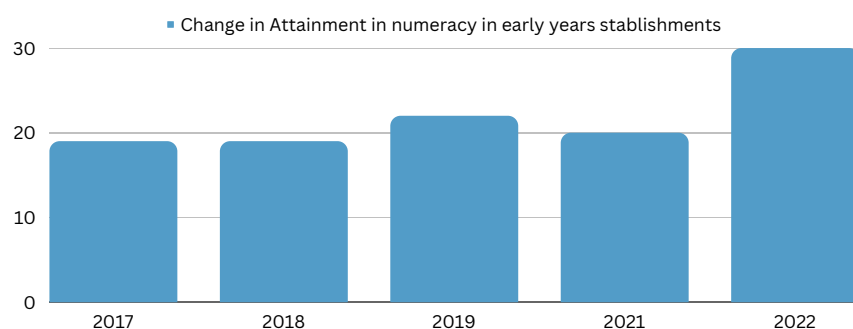
How we will measure success		2026 Target
Ensuring wellbeing, equality and inclusion		Stretch Aims Health and Well Being – Attendance Cost of the School Day – Family Hub Participation Measure Quality Indicator Evaluations
Raising attainment and achievement, Narrowing the poverty gap;		Stretch Aims ACEL Levels – Non Rounded ValuesACEL Levels – 3rd +, 4th+ Quality Indicator Evaluations
Increasing creativity and employability		Stretch Aims Health and Well Being – SCQF Level 5 SQA National SCQF Level 6 SQA Nation Participation Measures Quality Indicator Evaluations

# Early Level Baseline

## Changes in Attainment for Literacy in Early Years Environments



## Changes in Attainment for Numeracy in Early Years Environments



## Stretch Aims: Plus Stretch Aims - Early Years Baseline Attainment

EARLY YEARS LITERACY (%)					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)
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
2024-25	64-68	59-63	-	78-82	19-23
2025-26 Stretch Aim	69	66	73	84	20

EARLY YEARS NUMERACY (%)					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q5)
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
2024-25	32-36	29-33	-	41-45	12-16
2025-26 Stretch Aim	36	33	49	46	13

## Stretch Aims: Core Stretch Aims (A)

(A) ACEL LEVELS – NON ROUNDED VALUES				
ACEL LITERACY P1, P4 AND P7 COMBINED (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	62	57	74	18
Published 21-22	71	67	85	19
WDC Analysis 22-23	73	68	80	12
2023-24	71-75	66-70	79-83	13-17
2024-25	72-76	68-72	81-85	13-17
2025-26 Stretch Aim	76	72	85	13

(A) ACEL LEVELS – NON ROUNDED VALUES				
ACEL NUMERACY P1, P4 AND P7 COMBINED (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	72	65	82	17
Published 21-22	78	74	91	18
WDC Analysis 22-23	80	76	90	14
2023-24	75-79	71-75	83-87	12-16
2024-25	77-81	75-80	86-90	11-15
2025-26 Stretch Aim	81	80	91	11

## Stretch Aims: Core Stretch Aims (B &C)

(B) SCQF LEVEL 5 – SQA NATIONALS 1 OR MORE AT SCQF LEVEL 5 (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	85.9	78.0	97.1	19.1
Published 21-22	84.1	77.8	98.1	20.3
2022-23	86.2	78.9	97.9	19.0
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

(C) SCQF LEVEL 6 – SQA NATIONALS 1 OR MORE AT SCQF LEVEL 6 (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	62.2	48.9	85.3	36.4
Published 21-22	59.4	50.0	71.2	21.2
2022-23	62.7	50.9	87.2	36.3
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

## Stretch Aims: Core Stretch Aims (D&E)

(D) PARTICIPATION MEASURE PARTICIPATION MEASURE (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	90.8	86.9	95.5	8.6
Published 21-22	90.1	86.1	95.7	9.6
2022-23	90.6	86.4	95.7	9.3
2023-24	91.1	87.0	95.7	8.7
2024-25	91.6	87.3	95.8	8.5
2025-26 Stretch Aim	92.0	87.5	95.8	8.3

(E) HEALTH AND WELLBEING - ATTENDANCE ATTENDANCE (%)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
Published 20-21	94.3	92.9	96.9	4.0
Published 21-22	91.3	89.6	94.4	4.8
2022-23	91.3	89.8	94.4	4.6
2023-24	88-92	86-90	91-95	3-7
2024-25	90-94	88-92	91-95	3-7
2025-26 Stretch Aim	94	92	95	3

## Stretch Aims: Cost of the School Day - Family Hub

REFERRALS AND FAMILIES ENGAGED IN FAMILY HUB			
	#Referred	#Engaged	%Engaged
Current Level (20/21)	234	183	78
Current level (21-22)	163	128	79
2023 Target	-	-	80
2024 Target	-	-	81
2025 Target	-	-	82
2026 Target	-	-	83

## Stretch Aims: ACEL levels – Secondary – 3rd Level+

ACEL LEVELS – SECONDARY LITERACY – 3RD LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	83	79	93	81	2
Published 2021-22	82	77	92	92	15
WDC Analysis 2022-23	87	82	92	100	18
2023-24	90-94	89-93	-	93-97	14-18
2024-25	86-90	84-88	-	96-100	12-16
2025-26 Stretch Aim	88	83	-	94	11

ACEL LEVELS – SECONDARY NUMERACY – 3RD LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	90	85	98	87	2
Published 2021-22	88	86	91	97	11
WDC Analysis 2022-23	88	83	97	100	17
2023-24	85-89	84-88	-	93-97	9-13
2024-25	88-92	86-90	-	96-100	10-14
2025-26 Stretch Aim	90	88	-	97	9

## Stretch Aims: ACEL levels – Secondary – 4th Level+

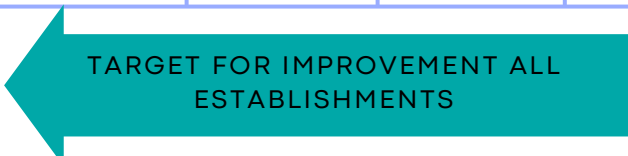
ACEL LEVELS – SECONDARY LITERACY – 4TH LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	40	33	47	42	9
Published 2021-22	44	38	52	54	16
WDC Analysis 2022-23	55	50	54	78	28
2023-24	57-61	51-55	-	83-87	32-36
2024-25	53-57	46-50	-	71-75	25-29
2025-26 Stretch Aim	52	49	-	70	21

ACEL LEVELS – SECONDARY NUMERACY – 4TH LEVEL+					
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 V Q5)
Published 18-19	61	49	78	77	28
Published 2021-22	50	45	59	49	4
WDC Analysis 2022-23	58	46	77	80	34
2023-24	56-60	50-54	-	80-84	30-34
2024-25	64-68	57-61	-	82-86	25-29
2025-26 Stretch Aim	62	59	-	81	22



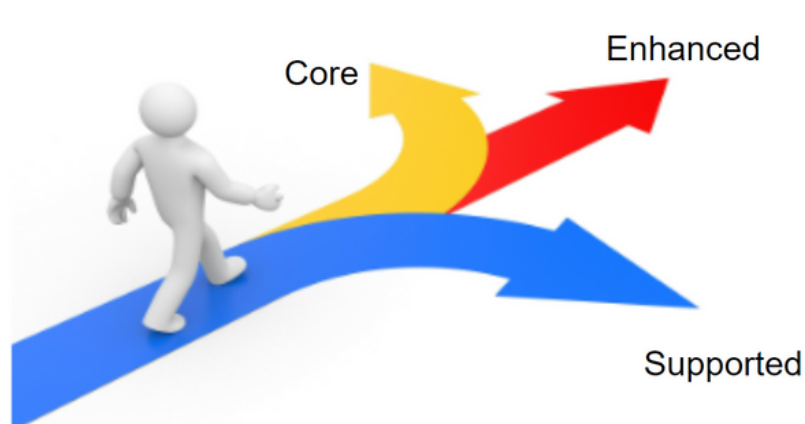
## How will we measure success?

### The Quality Indicator Evaluations

	2022/23 EVALUATIVE GRADES/ NUMBER OF SCHOOLS					
Quality Indicator	6 Excellent	5 Very Good	4 Good	3 Satisfactory	2 Weak	1 Unsatisfactory
1.3 Leadership of Change	1	15	19	4	-	-
2.3 Learning, Teaching & Assessment	0	7	27	5	-	-
3.1 Ensuring wellbeing, equality & Inclusion	0	22	16	1	-	-
3.2 Raising Attainment & Achievement	0	6	28	5	-	-
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



West Dunbartonshire Council

## ANNUAL REPORT 2022/23

## IMPROVEMENT FRAMEWORK & IMPROVEMENT PLAN 2023/24

