



Education Services

'Building on our strong foundation'

West
Dunbartonshire
COUNCIL

WEST DUNBARTONSHIRE COUNCIL
NATIONAL IMPROVEMENT FRAMEWORK PLAN
2022/23

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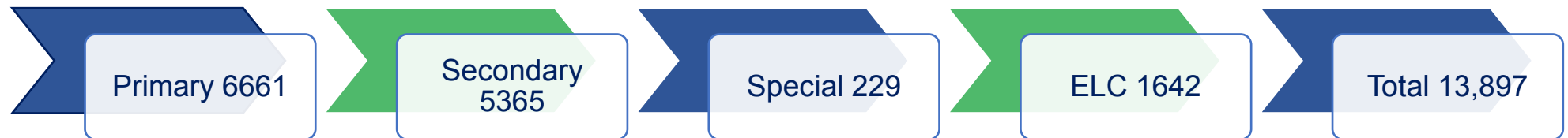
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1. CONTEXT

The Scottish Index of Multiple Deprivation (SIMD) figures for 2020 indicate that 45.1% of pupils in West Dunbartonshire live in the most deprived areas (SIMD deciles 1 and 2). This is significantly higher than the national average. The percentage of pupils in living in the least deprived areas (SIMD deciles 9 and 10) is 5.1%, which is significantly lower than the national average.

Children and Young People – numbers in each sector



Provision



2. KEY ACHIEVEMENTS

- Delivery of the provision of 1140 hours entitlement for all 3 and 4 year olds and eligible 2 year olds
- Maintained our record of 100% positive inspections in ELC and schools
- Increased provision of digital learning devices supporting digital inclusion
- Improvement gains in attainment and tackling the attainment gap



3i) National and Local Priorities

Local Priorities

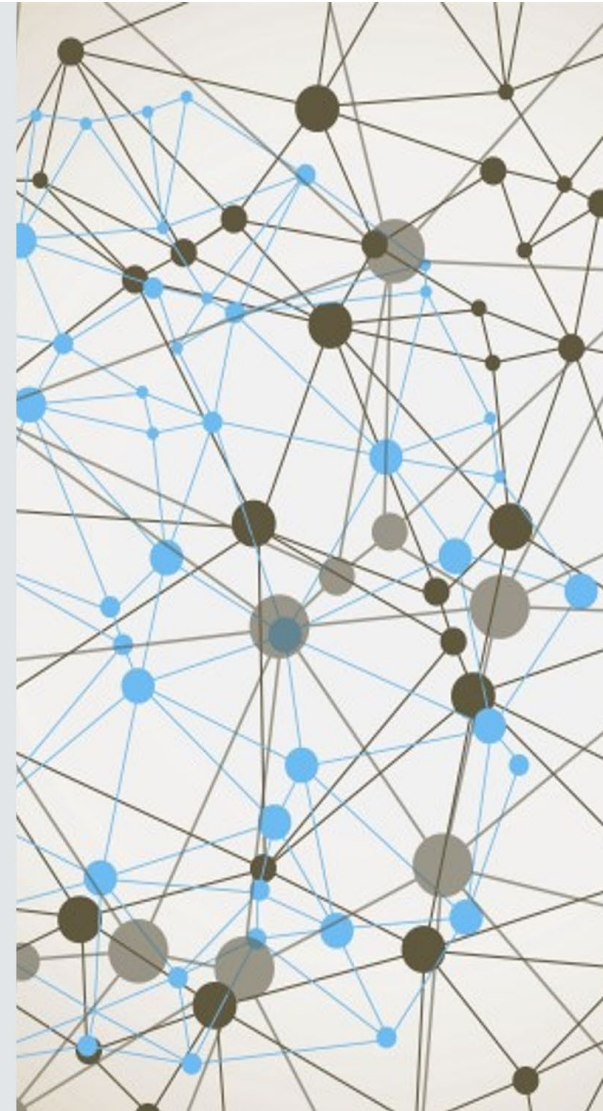
West Dunbartonshire Council set 3 Strategic Priorities :

Well Being
Sustainability
Empowerment

The Council Priorities feed into the Education Delivery / Improvement Plans.

The Education Delivery / Improvement Plans have set high level objectives aligned to the National Improvement Framework Priorities.

School and ELCC plans are aligned to the Education Delivery / Improvement Plans.



3ii) Education Service Delivery Plan Priorities



Our 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 pupils

Improvement in attainment, particularly in literacy and numeracy

Informed by the national priorities and the local context West Dunbartonshire Education Service provides clear and cohesive strategic direction to schools and ELC's about the priorities for improvement. Alignment of local delivery/ improvement plans; and school / ELC plans ensures a sharp streamlined focus on clear priorities and outcomes for our service.

4. West Dunbartonshire Performance – NIF Measures

A sharp and determined focus on the outcomes set to deliver excellence and equity has seen progress made towards achieving our long term goals which aim to:

- Raise attainment and tackle the poverty related attainment gap
- Develop high quality leadership, learning, teaching and assessment
- Increase levels of family engagement ensuring meaningful engagement with key stakeholders
- Provide an integrated service with our youth and community services.

Through robust monitoring and data analysis we are clear about areas of strength and priority areas for the next phase of improvement. The context of COVID did impact on delivery of some long and short term outcomes for attainment and equity. An Education Strategy to raise attainment, narrow the poverty related attainment gap; and recover from the impact of Covid delivered key attainment and equity gains in session 2021/22.

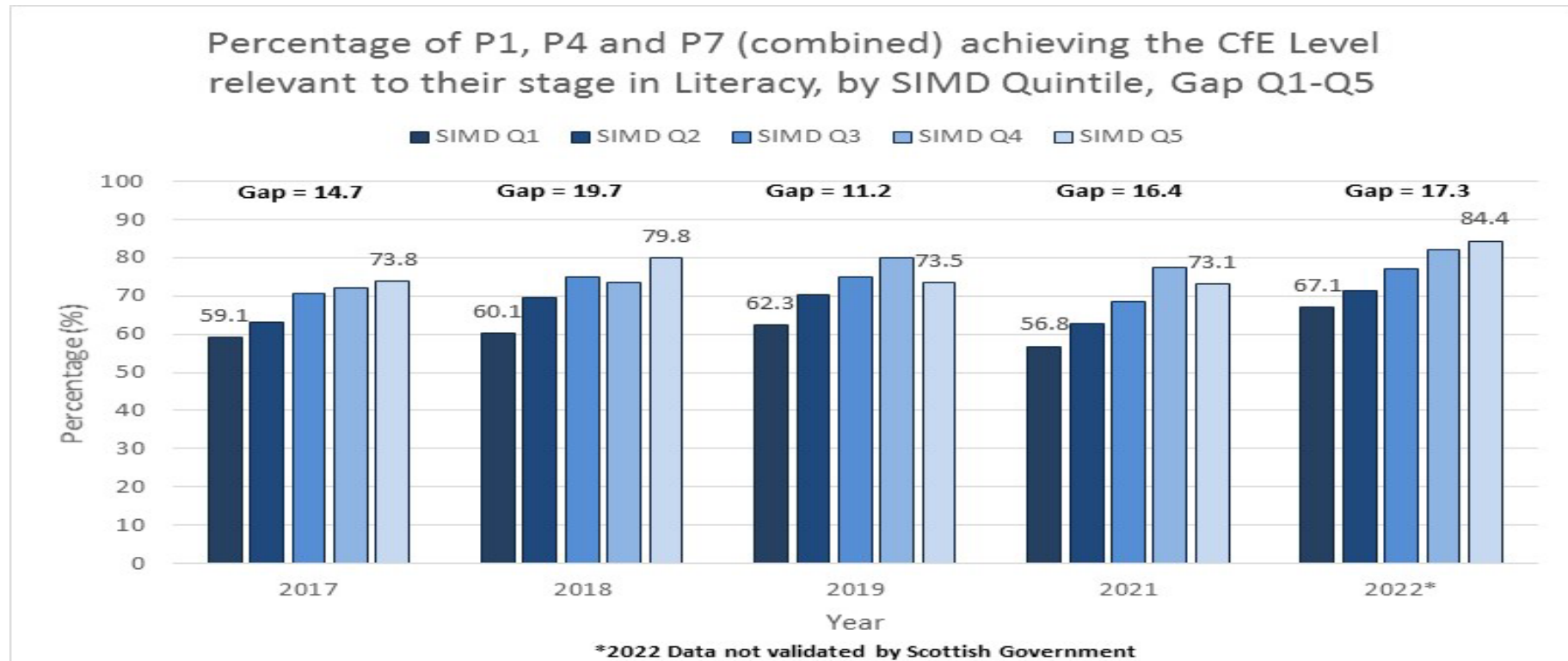
As a strong collaborative service promoting improvement through improvement partnerships and Local Learning Communities we are well placed to deliver on the refreshed mission and increased expectations of the Scottish Attainment Challenge. Revised scrutiny and reporting systems are in place to monitor the delivery of National Improvement Outcomes supported by Strategic Equity and Pupil Equity Funding.

A contextual analysis of West Dunbartonshire Performance in key performance areas is detailed in the following section.

The purpose of this section of the report is to compare current performance data for West Dunbartonshire against local and national benchmarks.

Primary CfE P1, P4, P7 Literacy

It is worth noting when comparing data by SIMD that **44 %** of primary pupils in West Dunbartonshire reside in SIMD Quintile 1, while **8 %** reside in SIMD Quintile 4 and only **5 %** reside in SIMD Quintile 5.



In session 2021/22 the percentages of children in West Dunbartonshire at P1, P4 and P7 achieving the relevant Curriculum for Excellence level in literacy were as follows per SIMD quintile:

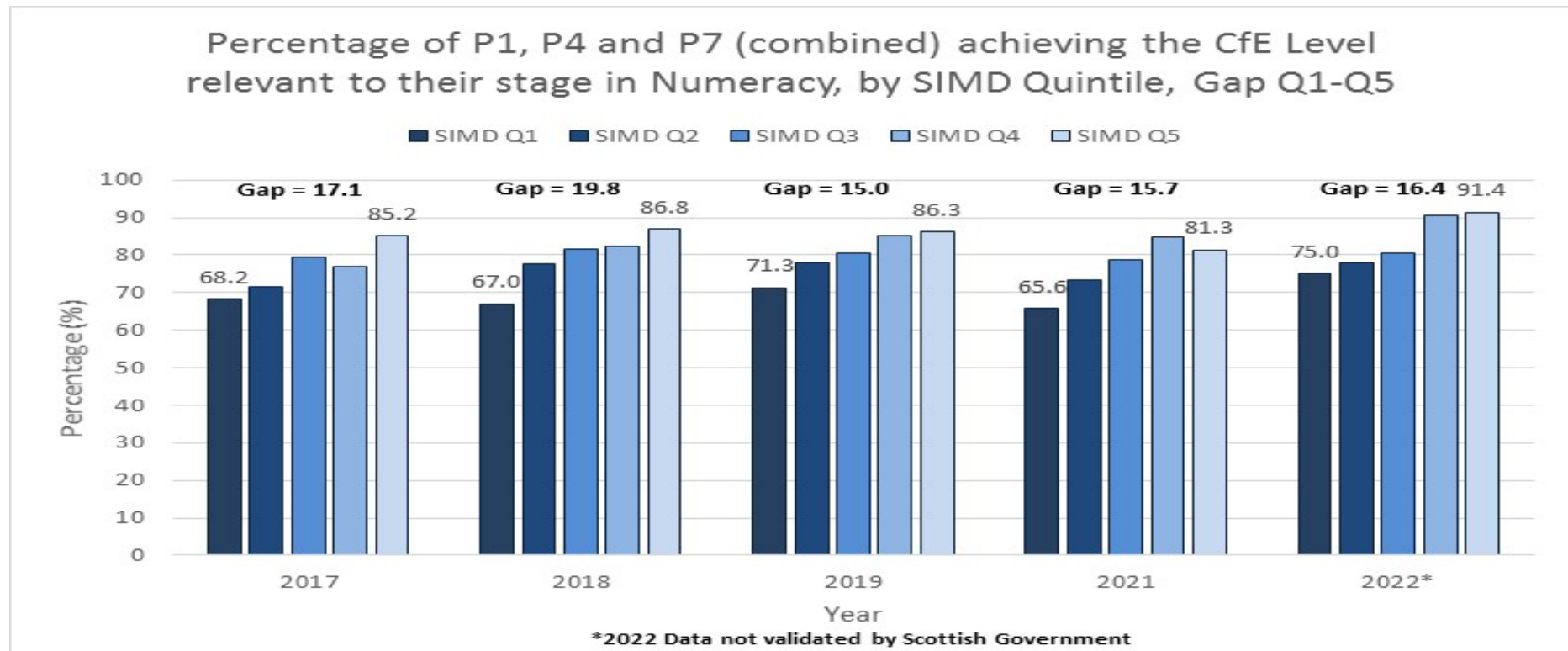
- Quintile 1 = 67.1 %
- Quintile 2 = 71.5 %
- Quintile 3 = 77.0 %
- Quintile 4 = 82.3 %

- Quintile 5 = 84.4 %

In session 2021/22 for P1, P4 and P7 the literacy the gap between children in SIMD Quintile 1 and 5 was 17.3 %, while the gap between children in SIMD Quintile 1 and 4 was 15.2 %. The gap between the most deprived and least deprived in Quintile 5 has increased since the 2020/21 collection, while the gap between the most deprived and least deprived in Quintile 4 has decreased since the 2020/21 collection. To reach the 2022/23 aim for combined literacy we must reduce the gap by 4 %.

Cohort	Session ending					
	2017	2018	2019	2021	2022*	2023 AIM
All pupils	63.6	66.6	68.2	62.4	69.3	74
SIMD Q1	59.1	60.1	62.3	56.8	67.1	72
SIMD Q2	63.3	69.6	70.2	62.7	71.5	74
SIMD Q3	70.6	74.9	75.1	68.4	77.0	80
SIMD Q4	72.0	73.4	80.1	77.6	82.3	83
SIMD Q5	73.8	79.8	73.5	73.1	84.4	85
Gap Q1 v Q4	13.0	13.3	17.8	20.8	15.2	11
Gap Q1 v Q5	14.7	19.7	11.2	16.4	17.3	13

Primary CfE P1, P4, P7 numeracy



In session 2021/22 the percentages of children in West Dunbartonshire at P1, P4 and P7 achieving the relevant Curriculum for Excellence level in numeracy were as follows per SIMD quintile:

- Quintile 1 = 75.0 %
- Quintile 2 = 77.8 %
- Quintile 3 = 80.5 %
- Quintile 4 = 90.5 %
- Quintile 5 = 91.4 %

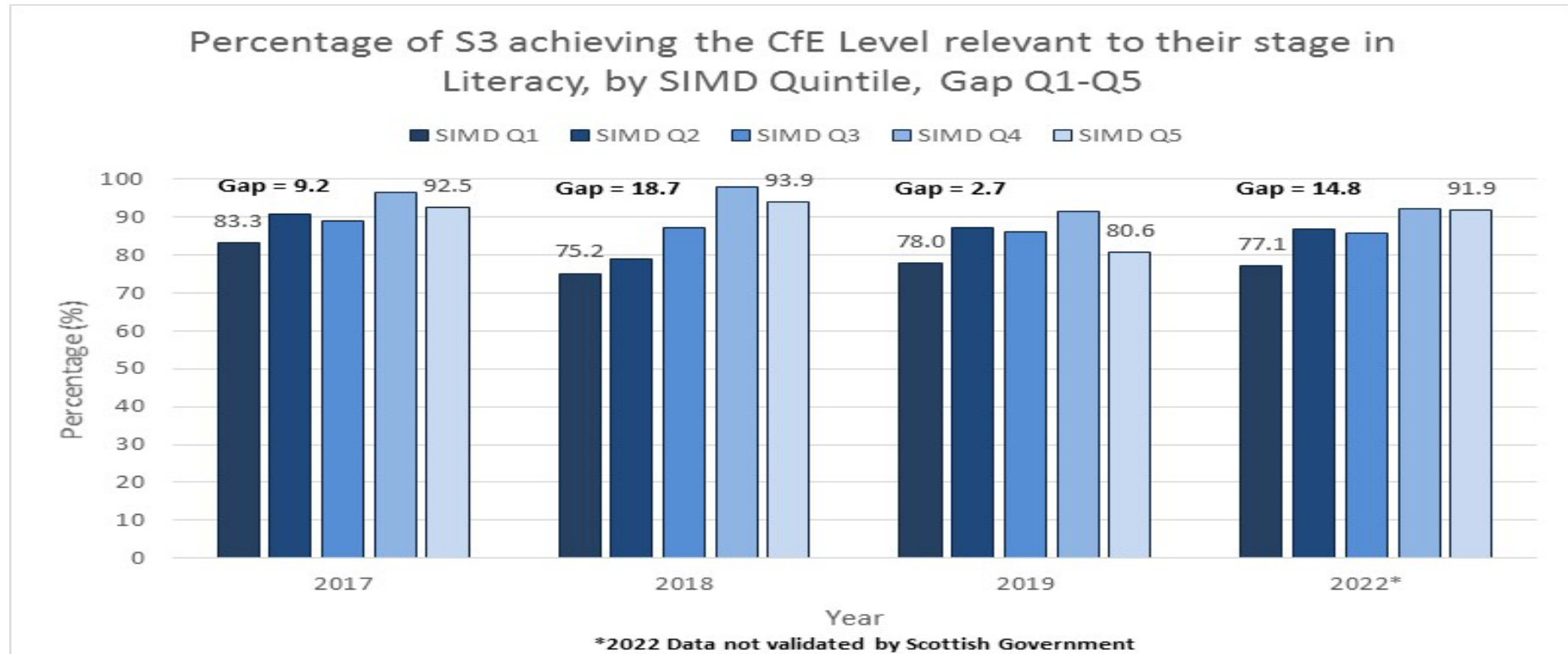
In session 2021/22 for P1, P4 and P7 CfE numeracy the gap between children in SIMD Quintile 1 and 5 was 16.4 %, while the gap between children in SIMD Quintile 1 and 4 was 15.4 %. As with literacy, the gap between

the most deprived and least deprived in Quintile 5 has increased since the 2020/21 collection, while the gap between the most deprived and least deprived in Quintile 4 has decreased since the 2020/21 collection. To reach the 2022/23 aim for combined numeracy we must reduce the gap by 5 %.

Cohort	Session ending					
	2017	2018	2019	2021	2022*	2023 AIM
All pupils	72.1	74.0	76.2	71.8	78.5	80
SIMD Q1	68.2	67.0	71.3	65.6	75.0	80
SIMD Q2	71.4	77.6	78.1	73.5	77.8	80
SIMD Q3	79.5	81.5	80.6	78.6	80.5	82
SIMD Q4	77.0	82.1	85.3	84.6	90.5	90
SIMD Q5	85.2	86.8	86.3	81.3	91.4	91
Gap Q1 v Q4	8.8	15.1	14.0	19.0	15.4	10
Gap Q1 v Q5	17.1	19.8	15.0	15.7	16.4	11

Secondary CfE literacy

There has been a fluctuating picture in Secondary schools in all measures by the end of S3. It is also worth noting when comparing data by SIMD that **44 %** of secondary pupils in West Dunbartonshire reside in SIMD Quintile 1 while **8 %** reside in SIMD Quintile 4 and only **5 %** reside in SIMD Quintile 5.



There was no CfE collection for secondary schools in 2019/20 or 2020/21 due to COVID-19. In session 2021/22 the percentages of young people in West Dunbartonshire at S3 achieving the relevant Curriculum for Excellence level in literacy were as follows per SIMD quintile:

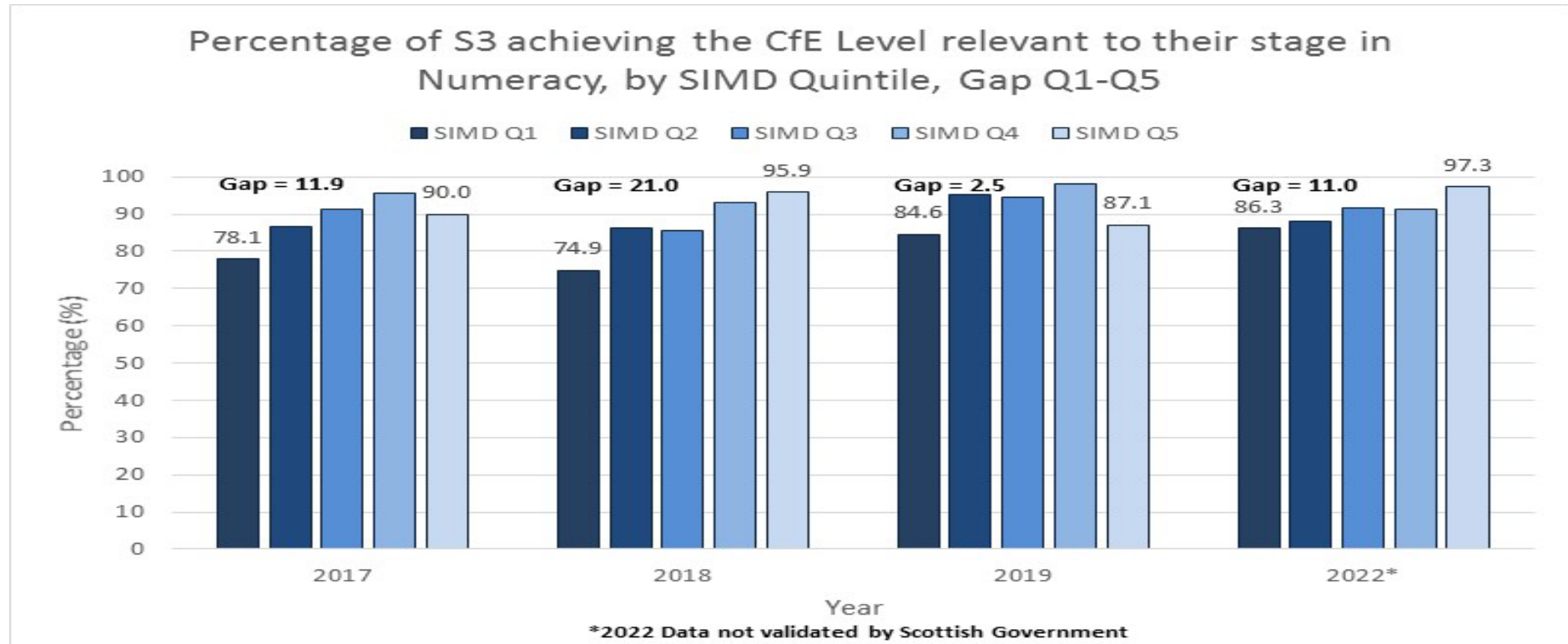
- Quintile 1 = 77.1 %
- Quintile 2 = 86.8 %
- Quintile 3 = 85.6 %
- Quintile 4 = 92.4 %

- Quintile 5 = 91.9 %

In session 2021/22 for S3 literacy the gap between young people in SIMD Quintile 1 and 5 was 14.8%, while the gap between young people in SIMD Quintile 1 and 4 was 15.3 %. The gap between the most deprived and least deprived in Quintile 5 has increased since the 2018/19 collection, while the gap between the most deprived and least deprived in Quintile 4 has increased since the 2018/19 collection. To reach the 2021/22 aim for S3 literacy we must reduce the gap by 3 %.

Cohort	Session ending				
	2017	2018	2019	2022*	2023 AIM
All pupils	88.7	83.4	83.6	82.9	83
SIMD Q1	83.3	75.2	78.0	77.1	80
SIMD Q2	90.7	78.9	87.2	86.8	86
SIMD Q3	89.1	87.2	86.1	85.6	86
SIMD Q4	96.6	98.0	91.7	92.4	92
SIMD Q5	92.5	93.9	80.6	91.9	92
Gap Q1 v Q4	13.3	22.8	13.7	15.3	12
Gap Q1 v Q5	9.2	18.7	2.7	14.8	12

Secondary CfE numeracy



In session 2021/22 the percentages of young people in West Dunbartonshire at S3 achieving the relevant Curriculum for Excellence level in numeracy were as follows per SIMD quintile:

- Quintile 1 = 86.3 %
- Quintile 2 = 88.0 %
- Quintile 3 = 91.6 %
- Quintile 4 = 91.4 %
- Quintile 5 = 97.3 %

In session 2021/22 for S3 numeracy the gap between young people in SIMD Quintile 1 and 5 was 11.0 %, while the gap between young people in SIMD Quintile 1 and 4 was 5.1 %. The gap between the most deprived and

least deprived in Quintile 5 has increased since the 2018/19 collection, while the gap between the most deprived and least deprived in Quintile 4 has decreased since the 2018/19 collection. To reach the 2020/21 aim for S3 numeracy we must reduce the gap by 2 %.

Cohort	Session ending				
	2017	2018	2019	2022*	2023 AIM
All pupils	84.4	82.3	89.7	88.5	89
SIMD Q1	78.1	74.9	84.6	86.3	88
SIMD Q2	86.5	86.2	95.1	88.0	90
SIMD Q3	91.4	85.7	94.4	91.6	92
SIMD Q4	95.5	92.9	97.9	91.4	92
SIMD Q5	90.0	95.9	87.1	97.3	97
Gap Q1 v Q4	17.4	18.0	13.3	5.1	4
Gap Q1 v Q5	11.9	21.0	2.5	11.0	9

SCQF Level 4



GAP Q1-Q4: 2018 = 5.1%

2019 = 4.3%

2020 = 4.9%

2021 = 1.9%

GAP Q1-Q5: 2018 = 6%

2019 = 2.4%

2020 = 2.3%

2021 = 5.3%

For 2020/21 leavers in West Dunbartonshire the percentages achieving one or more qualification at SCQF level 4 or above were as follows per SIMD quintile:

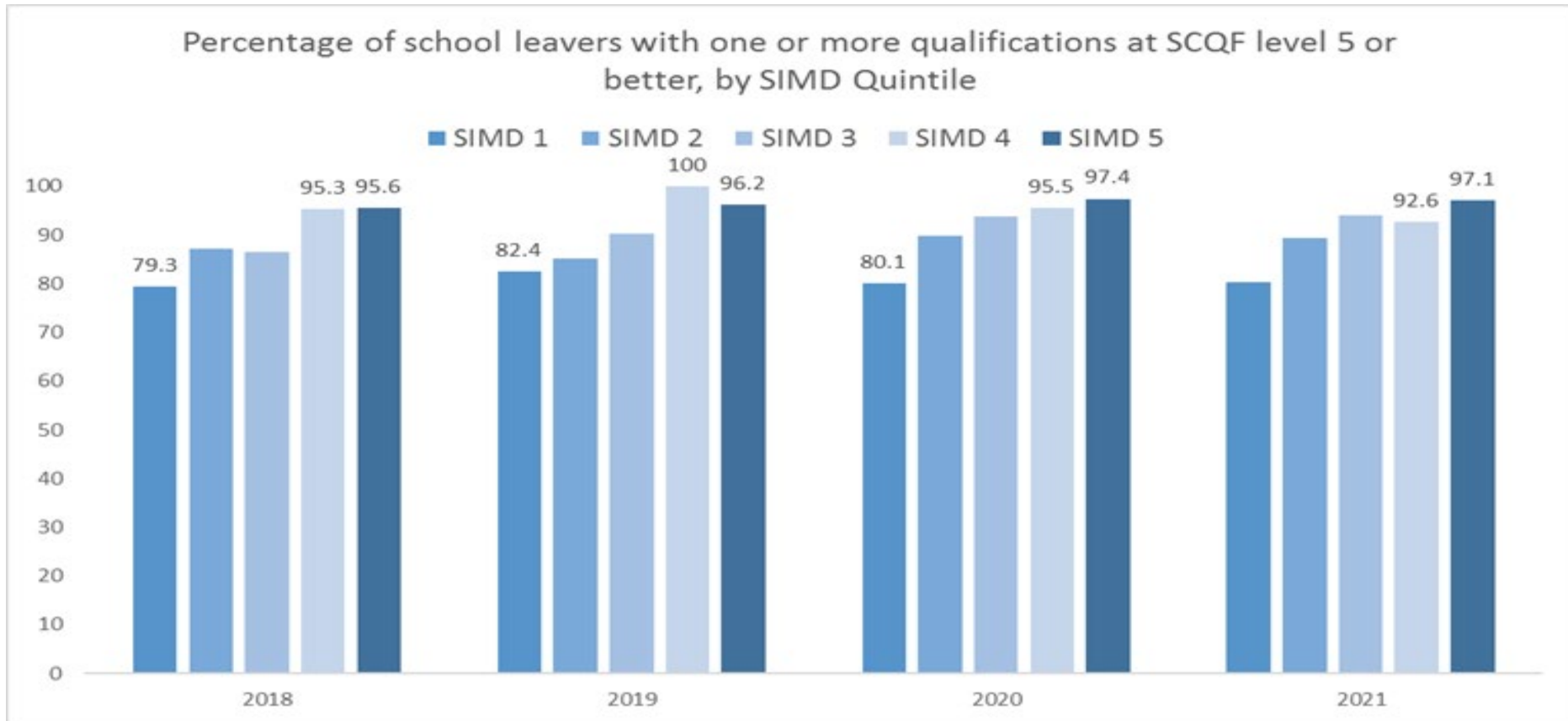
- Quintile 1 = 93.2%
- Quintile 2 = 96.7%
- Quintile 3 = 98.0%
- Quintile 4 = 95.1%
- Quintile 5 = 98.5%

For 2020/21 leavers at SCQF level 4 the gap between young people in SIMD Quintile 1 and 4 was 1.9% and the gap between Quintile 1 and 5 was 5.3%. The gap between Q1 and Q4 has narrowed since the previous year, the gap between Q1 and Q5 has widened since the previous year, but is narrower than in 2018. Both are smaller than the gaps found in the virtual comparator.

	% of school leavers with one or more qualifications at SCQF level 4 or better					
	2017/18 Leavers	2018/19 Leavers	2019/20 Leavers	2020/21 Leavers	2020/21 Virtual Comparator	2022/23 Aim (2021-22 Leavers)
All Pupils	96.1	96.4	96.8	95.5	96	97.8
Quintile 1	94	95.7	95.1	93.2	93.3	96.4
Quintile 2	97.4	96.1	97.1	96.7	97	98.3
Quintile 3	96.6	95.9	99.1	98	98.7	99.5
Quintile 4	99.1	100	100	95.1	97.7	97.8
Quintile 5	100	98.1	97.4	98.5	99.3	99.3
GAP Q1 v Q4	5.1	4.3	4.9	1.9	4.4	1.4
GAP Q1 v Q5	6	2.4	2.3	5.3	6	2.9

Information source: Insight Website

SCQF Level 5



GAP Q1-Q4: 2018 = 16%

2019 = 17.6%

2020 = 15.4%

2021 = 12.4%

GAP Q1-Q5: 2018 = 16.3%

2019 = 13.8%

2020 = 17.3%

2021 = 16.9%

For 2020/21 leavers in West Dunbartonshire the percentages achieving one or more qualification at SCQF level 5 or above were as follows per SIMD quintile:

- Quintile 1 = 80.2%
- Quintile 2 = 89.3%
- Quintile 3 = 94.0%
- Quintile 4 = 92.6%

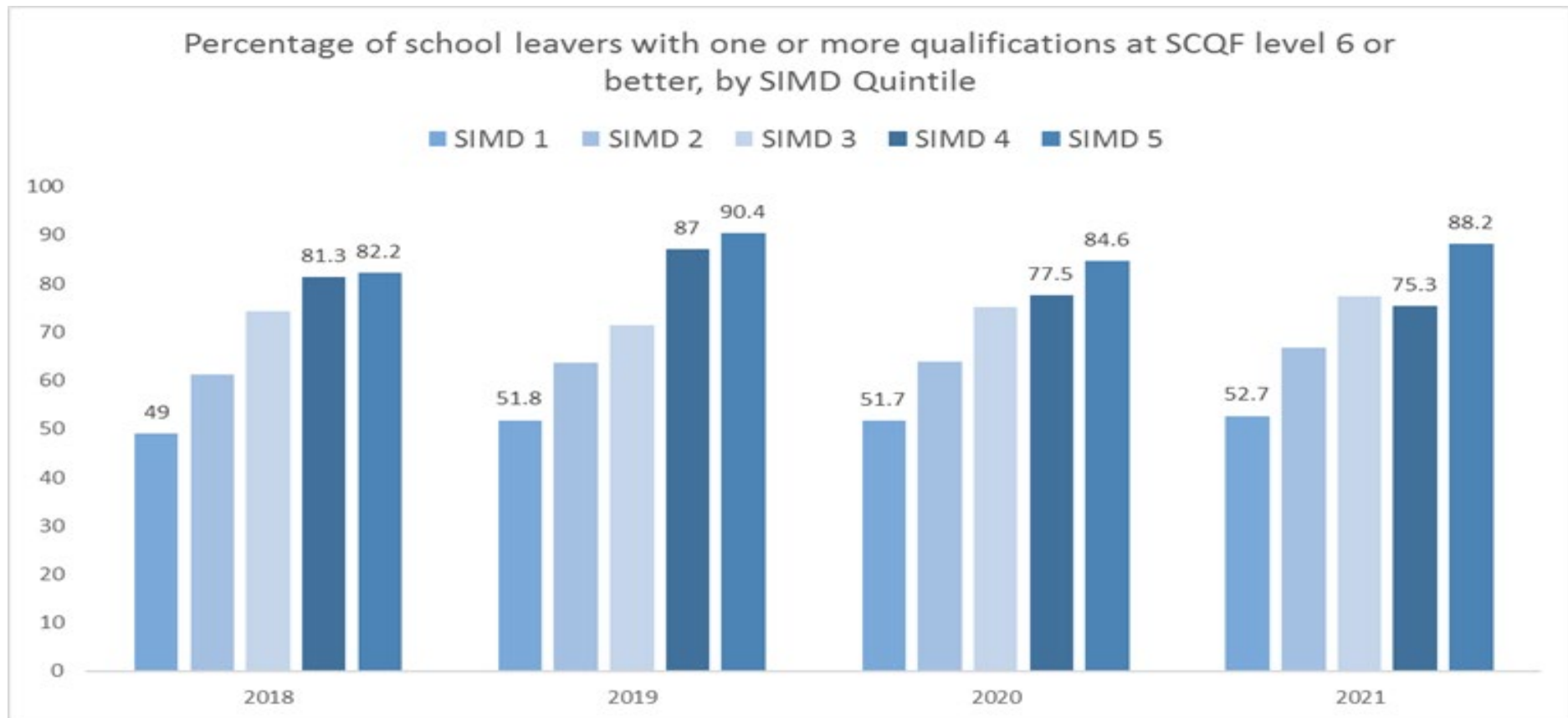
- Quintile 5 = 97.1%

For 2020/21 leavers at SCQF level 5 the gap between young people in SIMD Quintile 1 and 4 was 12.4% and the gap between Quintile 1 and 5 was 16.9%. Both gaps have narrowed since the previous year. Both are smaller than the gaps found in the virtual comparator.

	% of school leavers with one or more qualifications at SCQF level 5 or better					
	2017/18 Leavers	2018/19 Leavers	2019/20 Leavers	2020/21 Leavers	2020/21 Virtual Comparator	2022/23 Aim (2021-22 Leavers)
All Pupils	84.8	86.9	86.9	87.3	87.4	87.4
Quintile 1	79.3	82.4	80.1	80.2	80.3	80.6
Quintile 2	87.1	85.2	89.9	89.3	88.8	90.1
Quintile 3	86.5	90.2	93.8	94	94.3	94.6
Quintile 4	95.3	100	95.5	92.6	94.1	96
Quintile 5	95.6	96.2	97.4	97.1	97.8	97.3
GAP Q1 v Q4	16	17.6	15.4	12.4	13.8	15.4
GAP Q1 v Q5	16.3	13.8	17.3	16.9	17.5	16.7

Information source: Insight Website

SCQF Level 6



GAP Q1-Q4: 2018 = 32.3%

2019 = 35.2%

2020 = 25.8%

2021 = 22.6%

GAP Q1-Q5: 2018 = 33.2%

2019 = 38.6%

2020 = 32.9%

2021 = 35.5%

For 2020/21 leavers in West Dunbartonshire the percentages achieving one or more qualification at SCQF level 6 or above were as follows per SIMD quintile:

- Quintile 1 = 52.7%
- Quintile 2 = 66.7%
- Quintile 3 = 77.3%
- Quintile 4 = 75.3%

- Quintile 5 = 88.2%

For 2020/21 leavers at SCQF level 6 the gap between young people in SIMD Quintile 1 and 4 was 22.6% and the gap between Quintile 1 and 5 was 35.5%. The gap between Q1 and Q4 has narrowed since the previous year, the gap between Q1 and Q5 has widened since the previous year. Both are smaller than the gaps found in the virtual comparator.

	% of school leavers with one or more qualifications at SCQF level 6 or better					
	2017/18 Leavers	2018/19 Leavers	2019/20 Leavers	2020/21 Leavers	2020/21 Virtual Comparator	2022/23 Aim (2021-22 Leavers)
All Pupils	60.3	63.5	62.2	65.2	65.4	65.8
Quintile 1	49	51.8	51.7	52.7	53.3	54.7
Quintile 2	61.2	63.6	63.9	66.7	66.7	68
Quintile 3	74.2	71.5	75.2	77.3	75.4	80.4
Quintile 4	81.3	87	77.5	75.3	76.9	78
Quintile 5	82.2	90.4	84.6	88.2	89.9	90.1
GAP Q1 v Q4	32.3	35.2	25.8	22.6	23.6	23.3
GAP Q1 v Q5	33.2	38.6	32.9	35.5	36.6	35.4

Attendance

The challenge of COVID in session 2021/22 did impact on school attendance levels:

- overall attendance across West Dunbartonshire for the 2021/22 session was 88.4%, which is a reduction from 91.8 % in 2018/19 before the pandemic, while unauthorised absence was 4.5 % of the total absence rate of 11.6 %.
- in 2021/22, secondary schools had a lower pupil attendance rate, with a range of 84 % to 87 %, compared to primary schools with a range of 84 % to 95 %.
- an action plan for improvement has been produced with attendance featuring as a core stretch aim for West Dunbartonshire.

5. Stretch Aims

CORE Stretch Aims

(a) ACEL levels

	ACEL Literacy P1, P4 and P7 Combined (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	67	56	81	25
Current (published) level (20-21)	62	57	74	17
Current level (21-22) *	71	67	84	17
June 2023 target	74	72	85	13
Improvement (percentage point)	3	5	1	4

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

	ACEL Numeracy P1, P4 and P7 Combined (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	75	65	87	21
Current (published) level (20-21)	72	65	82	17
Current level (21-22)	78	75	91	16
June 2023 target	80	80	91	11
Improvement (percentage point)	2	5	0	5

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

(b) SCQF Level 5

	1 or more at SCQF Level 5 (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	87.7	77.9	96.1	18.2
Current (published) level (20-21)	87.3	80.2	97.1	16.9
Current level (21-22)				
2023 target	87.4	80.6	97.3	16.7
Improvement (percentage point)	0.1	0.4	0.2	0.2

(c) SCQF Level 6

	1 or more at SCQF Level 6 (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21)	66.0	49.5	83.9	34.4
Current (published) level (20-21)	65.2	52.7	88.2	35.5
Current level (21-22)				
2023 target	65.8	54.7	90.1	35.4
Improvement (percentage point)	0.6	2.0	1.9	0.1

(d) Participation measure

	Participation Measure (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (2022) *	92.4	87.4	96.7	9.3
Current (published) level (20-21)	90.8	86.9	95.5	8.6
Current level (21-22)	90.1	86.1	95.7	9.6
2023 target	92.0	87.5	95.8	8.3
Improvement (percentage point)	1.9	1.4	0.1	1.3

*SDS Publication for 2022

(e) Health and Wellbeing - Attendance

	Attendance (%)			
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 v Q5)
National (20-21) *	92.0	88.7	95.0	6.3
Current (published) level (20-21)	94.3	92.9	96.9	3.6
Current level (21-22)	91.3	89.6	94.4	4.7
2023 target	94.5	93	97.1	4.1
Improvement (percentage point)	3.2	3.4	2.7	0.7

*Scottish Government Attendance and Absence Publication for 2021/22

Additional (PLUS) Stretch Aims

SCQF Level 4

	1 or more at SCQF Level 4 (%)				
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
National (20-21)	96.2	92.6	-	98.9	-
Current (published) level (20-21)	95.5	93.2	95.1	98.5	1.9
Current level (21-22)					
2023 target	97.8	96.4	97.8	99.3	1.4
Improvement (percentage point)	2.3	3.2	2.7	0.8	0.5

Early Level attainment

	Early Level Literacy (%)				
	Overall levels	SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
Current level (20-21)	44.5	39.5	37.7	42.9	- 1.8
Current level (21-22)	62.2	52.4	71.4	81.5	19
2023 target	67.2	57.4	73.4	83.5	16
Improvement (percentage point)	5	5	2	2	3

	Overall levels	Early Level Numeracy (%)			
		SIMD Q1	SIMD Q4	SIMD Q5	Gap (Q1 v Q4)
Current level (20-21)	20.0	21.5	15.0	14.3	- 6.5
Current level (21-22)	30.0	25.6	47.6	44.4	22
2023 target	33	28.6	48.6	45.4	20
Improvement (percentage point)	3	3	1	1	2

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
2023 target	-	-	80
Improvement (percentage point)	-	-	1

6. IMPROVEMENT OBJECTIVES

Aligned to the NIF the service has identified a set of high level objectives for session 2022/23. The objectives reflect the NIF Drivers and the key national education policy pillars. The service has set increased expectations for improved outcomes and an acceleration of progress.

NIF Priority 1: Placing the human rights and needs of every child and young person at the centre of education

OBJECTIVE
Implement Refreshed GIRFEC principles
Develop and implement UNCRC strategy
Implement Young Carers Strategy
Implement elements of 'The Promise' 21-24
Implement Revised Child Protection Policy and Partnership improvement Plan
Implement LGBTi Policy
Develop participatory budgeting opportunities
Revise Parental involvement and engagement strategy
Improve care planning at ELC
Develop processes for pupil voice informing curriculum and learning experiences.
Implement Young Ambassador Programme Year Two
Implement revised MVP programme
Further develop the use of Learner Journals to encourage children in leading their learning and planning next steps
Deliver IMS Primary Music Course
Increase opportunities to promote social justice and celebrating diversity
Development year two of ASN estate workstream
Service level quality assurance
Self evaluation linked to CI QI (1.2) & (1.4) and Health and Social Care Standards.
Align ELC Improvement Framework with Care Inspectorate Self Evaluation Care Quality Framework
Shared Self-Evaluation Framework Toolkit is piloted
Prepare for implementation of the National Standard Criteria and Care Inspectorate Framework for Inspection

NIF Priority 2: Improvement in children and young people's health and wellbeing



OBJECTIVE
Deliver the Armed Forces Covenant
Implement Creative Learning Strategy across all schools
Develop The Mental Health and Wellbeing Strategy
Implement Distress Brief Intervention Programme
Winning Scotland & Early Years Scotland CLPL on 'Applying a Growth Mindset Theory in an ELC setting'.
Provide training opportunities for companions in the delivery of the Seasons for Growth programme
Pilot training of key staff to deliver LIAM (let's introduce anxiety management) programme
Improve practitioner confidence in providing high quality outdoor learning experiences
Deliver training programme for ELC on SIMOA (Safety, Inspect, Monitor, Observe, Act)
Deliver nurture principles training.
Provide mindfulness training to teaching and non-teaching staff
Deliver evidence based parenting programmes to targeted parents
Communication Literacy Person (CLP) works in collaboration with SLT to improve experiences for children
Support the delivery of evidence based parenting programmes
Produce a WDC pupil survey on HWB
Pilot and implement a mental health curricular programme at second level
Support non denominational schools to use the new RSHP national curriculum
Increase the number of schools using the HWB progression pathways
Increase the number of schools delivering safety curriculum including CPR and water safety
Promote the use of PATHS in primary and early years
Improve children's skill development in a range of sports
Improve food technology and healthy eating habits through 1140 curriculum
Deliver Therapeutic Sound programme to be delivered as part of YMI
Identify ELC who require improved outdoor space

NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people



OBJECTIVE
Increase awareness of and address equalities gaps for those with protected characteristics
Provide 1140 hours statutory ELC which meets the needs of families in WDC
Literacy and numeracy progress is used to measure the attainment gap
Implement curriculum reform (BGE and Senior Phase)
Implement SAC Refreshed Mission
Implement Attendance Improvement Plans
Deliver year two of the Additional Support Needs Strategy
Develop use of leadership pathways
Implement increased expectations of the refreshed SAC mission
CLPL programme on vocabulary development at early level
Coach and support early level staff in creating communication friendly environment
Develop parental involvement in Equity Groups at establishment level
Develop CLPL programme for parents on range of children's needs/supports
Increase levels of parental engagement throughout all stages involved with Instrumental Music Service
Implement increased expectations for parental engagement to deliver equity
Implement national recommendations on education reform
Ensure equitable access to IMS and increase number of pupils affected by poverty to sustain instrumental lessons
Conduct a feasibility study for transition to 1:1 pupil:device ratios
Improve the quality of children's transition experiences.
Implement WDC Improvement Framework
To close the poverty-related attainment gap at LA and school level
Implement third phase of improvement framework to accelerate progress (attainment/ attainment gap)

NIF Priority 4: Improvement in skills and sustained, positive school leaver destinations for all young people



OBJECTIVE
Develop SP transition planning for pupils with ASN to improve positive destinations
Realising the Ambition awareness raising for ELC with children under 3 years.
Increase levels of parental engagement across the BGE
Implement curriculum improvement using "Deep Learning" programme
Use Froebelian approaches within the 1140 curriculum to increase opportunities for children to learn practical life skills
Implement skills based programme (device repair)
Expansion of course provision in Senior Phase
Evaluate whether there is 'parity of esteem' amongst course offer in Senior Phase

NIF Priority 5: Improvement in attainment, particularly in literacy and numeracy



OBJECTIVE
Deliver Year Two of CLPL programme for ASN
Develop engagement in the Professional Review and Development and Professional Development Processes
Implement Coaching Programme for Middle Leaders
Improve the quality of ELC planning, tracking, monitoring and observation
Continue to track attainment in literacy and numeracy at ELC and close the gap
Implement reading strategy to promote the importance of reading with families
Develop year two of Engaging Learners' Pathways
Embed Programmes (Word Aware, Reciprocal Teaching, Rhyme Aware, SEAL) for ELC.
Implement next phase of 1+2 Languages

7. Governance

West Dunbartonshire Quality Framework

In 2022, West Dunbartonshire Council will begin a three year evaluation cycle of quality indicators to determine the quality of our education provision. To do this, we will establish an 'Improvement Board' and six 'Quality Groups', each addressing chosen quality indicators as part of a three year cycle.

Whilst the Educational Services committee is the accountable body for improving the quality of education provision in West Dunbartonshire Council, the Improvement Board will be responsible for improvement in the quality of education provision. The purpose of the 'Improvement Board' is to ensure the quality of the education service in West Dunbartonshire; monitor progress against aims, targets and outcomes; and govern the work of the 'Quality Groups'.

The 'Improvement Board' will be led by the Chief Education Officer and the 'Quality Groups' will be led by officers and headteachers.

Improvement Framework

The [School Improvement Framework 2021-2025](#) has been developed to monitor quality and build capacity through empowerment and collaboration. It is a framework which is agile and responsive. The Framework, which is implemented by central officers working with headteachers and heads of centre is designed to:

- Build capacity for sustained improvement through high quality leadership
- Deliver high quality learning experiences leading to improved outcomes
- Monitor the progress against the outcomes and aims of the Scottish Attainment Challenge
- Scrutinise quality and impact of school / ELC improvement planning.