



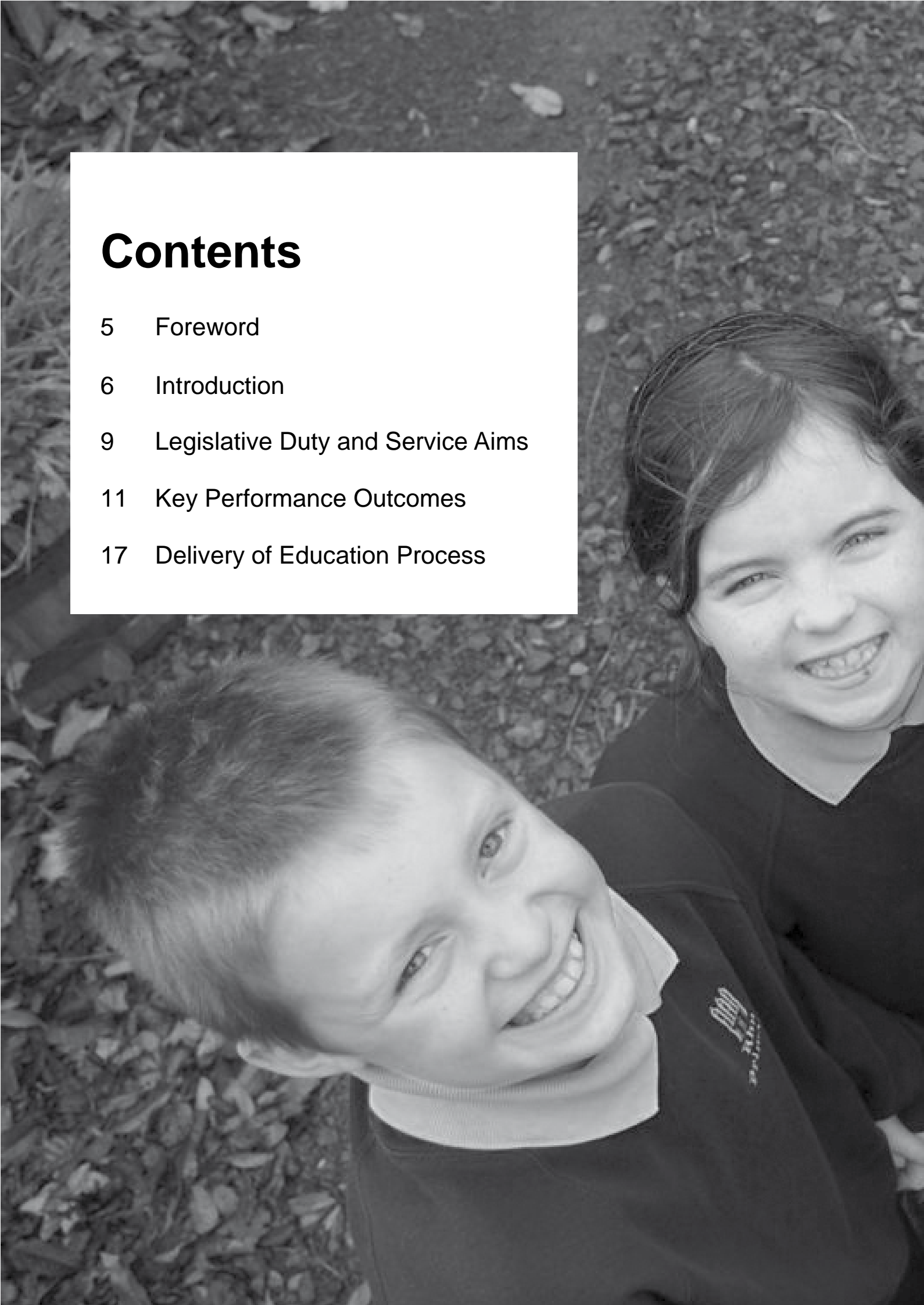
Community Services: Education



**Standards and Quality in
Argyll and Bute Schools
2011/12**

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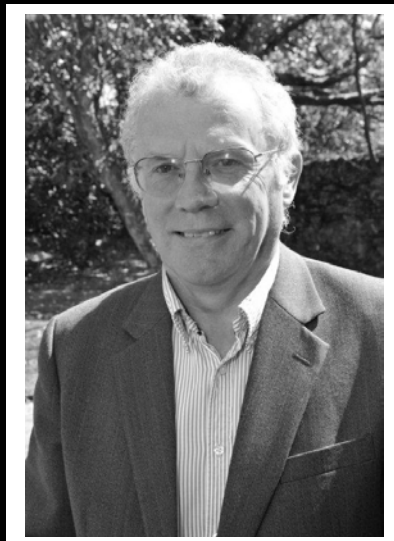


Foreword

I am pleased that you are about to read our education service's 2011/12 Standards and Quality Report.

Education is the key to both individual and community success and it's vital that we measure our performance and demonstrate continuous improvement in all that we do. Curriculum for Excellence is driving major change in the delivery of education in Argyll & Bute and brings with it challenges as well as success stories. Over the next few years we will have to find ways of continuing to improve and innovate but within the most difficult financial period any of us have ever experienced.

Our education staff show great commitment and professionalism and I am sure what they do is greatly appreciated by our pupils, parents, carers and the wider community. All this staff effort is reflected in what you are about to read and I hope you enjoy it.



Mike Breslin
Lead Councillor
Education and Lifelong Learning

Introduction

Argyll and Bute is one of the largest and most sparsely populated local authority areas in Scotland. The population of 91,000 is scattered across an area of just under 2,700 square miles. It is approximately 120 miles long from the Isle of Coll in the north to Southend in Kintyre, and 100 miles wide from Bridge of Orchy in the east to the island of Tiree in the west. Two-thirds of the population lives in small towns with a population of less than 10,000 and a third live in settlements with a population of less than 1,000.

It is an area of outstanding natural beauty with mountains, sea lochs, islands and more than 3,000 miles of coastline. The geography provides challenges for service delivery, particularly in communications and transport.

Argyll and Bute Council's vision 'Realising our Potential Together' is underpinned by 4 key values:

- We involve and listen to our customers and communities
- We take pride in delivering best value services
- We are open, honest, fair and inclusive
- We respect and value everyone

Community Services is the largest service within Argyll and Bute and accounts for approximately 69% of the total expenditure of the Council. The Council offices are located in Lochgilphead and three education offices are based in Dunoon, Oban and Helensburgh. Within Community Services, Education is responsible, under the 'Standards in Scotland's Schools etc. Act 2000' for providing school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

The service manages seventy-three primary schools, three 3-18 schools, five secondary schools, two joint campuses, one learning centre and two pre-school centres.

The total school pupil roll stands at 10,767 (September 2012 Census), made up of 5,698 primary pupils, 5,052 secondary pupils and 17 Learning Centre pupils. This compares with a total pupil roll of 11,065 in 2011/12 and 13,227 in 2000/01. In addition there are 1003 pre-school children in the two Council pre-school centres and 48 pre-school classes in schools. This does not include the 25 voluntary and private pre-school establishments catering for another 684 children in the Council area.

Young people are taught by 419.69 FTE (full Time Equivalent) primary teachers, 432.20 FTE secondary teachers and 5.7 FTE special teachers. The teachers are supported by 248 classroom assistants (79.09 FTE), 389 SEN assistants (176.66 FTE), 42 pupil support assistants (14.39 FTE), and 190 clerical assistants (109.39 FTE). In addition, the ten schools with secondary pupils each have a librarian (8.9 FTE) and 33 technicians (27.17 FTE).

Early years education provision within our schools employ 110 childcare and education workers (64.62 FTE) and the two Council-run pre-school centres each have a head of centre and senior childcare and education worker. One mainstream pre 5 unit also has a senior childcare and education worker.

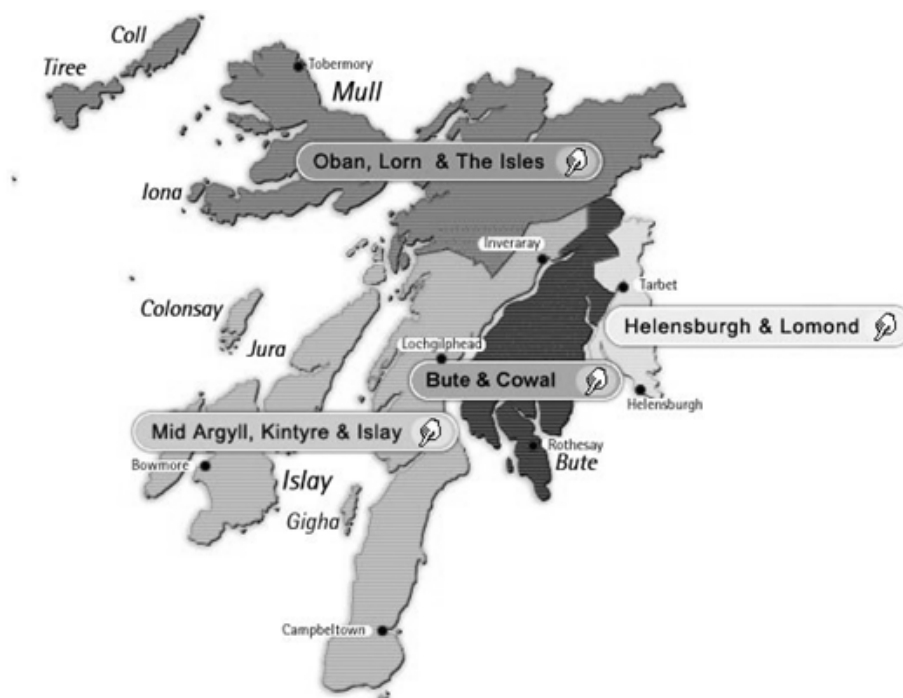
Four islands have their own secondary education provision and secondary pupils from remote locations or other islands travel to the most accessible school, staying in hostels or other arranged accommodation during the school week where necessary. Around 80% of Argyll and Bute primary schools have fewer than three teachers, with composite classes covering the 5 to 12 age group.

Five primary schools, five secondary schools and two joint campuses have integral learning centres that make low stimulus provision for children and young people with additional support needs. In addition, there is one free-standing learning centre making provision for pupils with additional support needs. The majority of children and young people with additional support needs have education provision made in their local pre-school centre or mainstream school. The Pupil Support Service provides advice, guidance and training on additional support needs to staff in mainstream setting as well as providing support for pupils with additional support needs.

Gaelic Medium Education is available in six pre-school and primary establishments, Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree and there is continuity and progression of language skills in the five associated secondary establishments.

All schools have a Parent Council under the Scottish Schools (Parental Involvement) Act 2006.

The Education Management Team comprises the Head of Education, Quality Standards Manager, Quality Improvement Manager (Secondary), Quality Improvement Manager (Pupil Support), Quality Improvement Manager (Early Years) and the Principal Educational Psychologist. In addition, Quality Improvement Officers have responsibility for specific service priorities and each acts as a partnership officer for a group of schools.



The administration of the service is based in Argyll House, Dunoon with sub-offices in Helensburgh and Oban. An education training centre is located within the Inveraray Primary School building.

Argyll and Bute schools are consistently amongst the best in the country. Performance in most national assessment and national qualification measures is generally above the national average. This commitment to excellence contributes to raising achievement in schools making Argyll and Bute a more desirable place to live and work.



Legislative Duty

Community Services: Education is responsible, under the 'Standards in Scotland's Schools etc. Act 2000', for providing school education for every child of school age that is directed to the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

The Education Authority, in implementing the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 (ASL Acts), aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. In discharging its duties under the ASL Acts and the Equality Act 2010, the Education Authority works collaboratively with partner agencies. The Equality Act places a duty on education authorities to ensure that children and young people with a disability are not discriminated against and to ensure that they are able to have full access to the physical environment, the curriculum and information.

The Aims of Argyll and Bute Council Education Service are:

- to strive continuously to improve the quality of education for all in Argyll and Bute
- to become a learning organisation that is outward looking and values creativity and shared reflection
- to actively promote partnership working and quality of opportunity
- to embed the principles and practice of self-evaluation
- to ensure that resources are managed effectively and that Best Value is secured
- to equip our children and young people with the skills and knowledge they require in order to become:

Successful Learners with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas.

Confident Individuals with:

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambitions.

Responsible Citizens with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

Effective Contributors with:

- an enterprising attitude
- resilience
- self reliance
- the ability to meet the demands of our changing world.

**Quality Management in Education, 2nd Edition, 2006 (QMIE 2)
(HMIE Framework for Self-Evaluation for Quality Improvement)**

The Education Service gathers management information and evidence that enables it to judge the effectiveness of its performance against six high-level questions. These questions also form the basis for the inspection of the education functions of the Council by HMIE.

These are:

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

Each of these high-level questions is answered by evaluating the quality of education across ten key areas. At the centre of this framework are key performance outcomes and the impact provision is having on service users, the community and staff. Inputs, such as leadership and management, support the effectiveness of education processes and together help to arrive at an overall evaluation of the service's capacity for improvement.

This process of self-evaluation ensures that we can:

- achieve the best outcomes for all learners
- take action to sustain quality, improve services and achieve excellence
- meet the responsibilities set out in the relevant legislation and
- meet the requirements of Best Value and Efficient Government.

This report has been compiled with reference to the Key Areas and Quality Indicators in QMIE 2.

Key Performance Outcomes

Examination performance of pupils in Argyll and Bute is generally above or well above the national averages. Level 3 results (Access 3 and Standard Grade foundation) have been adversely affected by the introduction of alternative courses. These courses, provided in association with Argyll College, are not counted in the authority's Scottish Qualifications Authority (SQA) analysis. 2012 results are pre-appeal.

The authority has been working with schools to encourage more robust pupil tracking in order to identify pupils whose performance is lower than that predicted by prior assessment. Other initiatives include monitoring of performance of Looked After Children and encouraging more pupils to take five Highers when they are clearly capable of doing so.

The ten-year range shows the difference between the highest and lowest percentages achieved in the authority between 2003 and 2012.

SQA Examination Performance 2008/2012

By the end of S4: Standard Grade, Intermediate 1 and 2.

| | 2008 | 2009 | 2010 | 2011 | 2012 | 10 year range |
|---------------------------|------|------|------|------|------|---------------|
| English Level 3 | 97 | 95 | 96 | 93 | 93 | 93 – 97 = 4% |
| Maths Level 3 | 96 | 93 | 94 | 92 | 92 | 92 – 96 = 4% |
| English and Maths Level 3 | 95 | 92 | 93 | 88 | 88 | 88 – 95 = 7% |
| | | | | | | |
| 5+ Level 3 | 94 | 92 | 94 | 92 | 95 | 92 – 95 = 3% |
| 5+ Level 4 | 84 | 81 | 84 | 79 | 81 | 79 – 84 = 5% |
| 5+ Level 5 | 37 | 36 | 39 | 37 | 41 | 34 – 42 = 8% |

By the end of S5: Higher

| | 2008 | 2009 | 2010 | 2011 | 2012 | 10 year range |
|-------------|------|------|------|------|------|---------------|
| 1 + Higher | 45 | 46 | 48 | 49 | 45 | 41 – 48 = 7% |
| 3 + Highers | 25 | 24 | 24 | 27 | 24 | 20 – 27 = 7% |
| 5 + Highers | 10 | 10 | 09 | 13 | 10 | 09 – 13 = 4% |

By the end of S6: Higher and Advanced Higher

| | 2008 | 2009 | 2010 | 2011 | 2012 | 10 year range |
|---------------------|------|------|------|------|------|---------------|
| 3 + Highers | 31 | 36 | 34 | 37 | 38 | 29 – 38 = 9% |
| 5 + Highers | 19 | 23 | 22 | 23 | 27 | 18 – 27 = 9% |
| 1 + Advanced Higher | 13 | 17 | 15 | 16 | 21 | 12 – 21 = 9% |

How do HMIE rate our schools?

In session 2011/12, HMIE conducted inspections in one secondary school, one joint campus and five primary schools. Out of a total of forty quality indicators, 92.5% were rated as good or better. Our target measure of 75% of all quality indicators being rated as good or better was exceeded.

| Quality Indicator | Ex | VG | G | S | W | US |
|-------------------------------------|----|----|---|---|---|----|
| Improvements in performance | 0 | 3 | 5 | 0 | 0 | 0 |
| Learners' experiences | 0 | 5 | 3 | 0 | 0 | 0 |
| Meeting learning needs | 0 | 1 | 6 | 0 | 1 | 0 |
| The curriculum | 0 | 2 | 4 | 2 | 0 | 0 |
| Improvement through self-evaluation | 0 | 1 | 7 | 0 | 0 | 0 |

| KEY | | |
|-----|----------------|---|
| Ex | Excellent | Outstanding, sector leading |
| VG | Very Good | Major strengths |
| G | Good | Important strengths with some areas for improvement |
| S | Satisfactory | Strengths just outweigh weaknesses |
| W | Weak | Important weaknesses |
| US | Unsatisfactory | Major weaknesses |



Skills for Work and Alternative Qualifications on Offer 2011/2012

Skills for Work courses help pupils develop practical vocational skills and develop skills that will improve and enhance their future employment prospects. A variety of Skills for Work courses are offered in each of our secondary schools, dependent upon the areas of interest expressed by pupils. The courses are run in partnership with local colleges and employers.

Over the last 5 years central education staff have worked in partnership with secondary schools and their local learning communities to support them to offer a greater range of alternative qualifications and wider opportunities to young people in order to help them move into a positive and sustained destination. In session 2011-2012 a total of 621 pupils took part in Skills for Work across our 10 secondary schools and 1386 young people opted to study alternative qualifications.

| Skills For Work | | |
|------------------------------|----------------|----------------|
| Course | Level | Numbers |
| Creative Design Media | Intermediate 1 | 19 |
| Construction | Intermediate 1 | 60 |
| Construction | Intermediate 2 | 33 |
| Early Education and | Intermediate 1 | 102 |
| Early Education and | Intermediate 2 | 45 |
| Engineering | Intermediate 1 | 8 |
| Financial Services | Intermediate 1 | 0 |
| General Operations | NC | 6 |
| Hairdressing | Intermediate 1 | 85 |
| Hairdressing | Intermediate 2 | 24 |
| Hospitality | Intermediate 1 | 50 |
| Hospitality | Intermediate 2 | 47 |
| Motor Vehicle | Intermediate 1 | 26 |
| Rural Skills | Intermediate 1 | 60 |
| Rural Skills | Intermediate 2 | 17 |
| Sport and Recreation | Intermediate 1 | 7 |
| Uniformed and Emergency | Intermediate 1 | 32 |
| TOTAL | | 621 |
| ASDAN | Bronze | 7 |
| ASDAN | Silver | 21 |
| ASDAN | Gold | 5 |
| ASDAN | New Horizons | 8 |
| ASDAN | Transition | 3 |
| ASDAN | Work Right | 4 |
| ASDAN | Towards | 12 |
| ASDAN | COPE | 10 |
| Basic Food Hygiene | Certificate | 204 |
| Digital Photography | | 20 |
| Duke of Edinburgh | Bronze | 49 |
| Duke of Edinburgh | Silver | 39 |
| Duke of Edinburgh | Gold | 10 |
| ECDL | | 33 |
| Enterprise and | National | 80 |
| Friends Against Bullying | | 25 |
| Health and Safety at Work | British Safety | 24 |
| Getting Started – Basketball | | 14 |
| Health and Social Care | Higher | 6 |

| | | |
|---------------------------|----------------|-------------|
| John Muir | | 51 |
| Leadership | Intermediate 2 | 25 |
| Leadership | Higher | 0 |
| Millennium Volunteers | 5-200 | 68 |
| Personal Finance | Intermediate 2 | 10 |
| Princes Trust XL Personal | Access 3 | 16 |
| Psychology | Intermediate 1 | 2 |
| Psychology | Intermediate 2 | 5 |
| Psychology | Higher | 6 |
| Recording Financial | HN Unit | 2 |
| Saltire 100 | | 70 |
| SFA Early Touches – | | 14 |
| Sports Coaching Award – | Level 1 | 5 |
| Sports First Aid | | 0 |
| Sports Leader | Award | 59 |
| SQA P D Award | Intermediate 2 | 2 |
| Tutoring | | 28 |
| Work Experience | Intermediate 1 | 439 |
| YASS – S6 Open University | | 8 |
| Youth Achievement | | 2 |
| TOTAL | | 1386 |
| GRAND TOTAL | | 2007 |

A total of 1306 pupils took part in an alternative qualification across the 10 secondary schools during academic session 2011-2012.

A grand total of 621 pupils were involved in Skills for Work and other alternative qualifications across the 10 secondary schools during academic session 2011/12.



School Leavers Destination Information for Argyll and Bute pupils

Skills Development Scotland supplies information about the destinations of secondary school leavers to the Scottish Government on an annual basis. The following information return is based on pupils who left school between the 1 August 2011 and the 31 August 2012. We have also included an analysis of these statistics over the previous 2 year period.

| | CGS | DGS | HA | IHS | LHS | OHS | RA | TAR | TIR | TOB | TOTAL |
|------------------------------------|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|------------|
| Pupil Nos | 84 | 185 | 247 | 32 | 87 | 202 | 83 | 31 | 9 | 25 | 985 |
| HE | 23 | 62 | 107 | 6 | 32 | 71 | 30 | 12 | 3 | 8 | 354 |
| FE | 22 | 53 | 54 | 3 | 12 | 34 | 34 | 4 | 1 | 6 | 223 |
| Training | 2 | 9 | 7 | 0 | 0 | 8 | 3 | 1 | 0 | 0 | 30 |
| Employment | 29 | 43 | 43 | 17 | 37 | 69 | 8 | 12 | 5 | 11 | 274 |
| Voluntary | 0 | 0 | 2 | 0 | 0 | 8 | 3 | 1 | 0 | 0 | 3 |
| U/E Seeking | 7 | 17 | 32 | 4 | 6 | 18 | 7 | 2 | 0 | 0 | 93 |
| U/E not Seeking | 1 | 0 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 6 |
| Not Known | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total Positive Destinations | 76 | 167 | 214 | 26 | 81 | 183 | 75 | 29 | 9 | 25 | 885 |
| Total Other | 8 | 18 | 33 | 6 | 6 | 19 | 8 | 2 | 0 | 0 | 100 |

SCHOOL KEY

| | | | |
|-----|---------------------|-----|-----------------|
| CGS | Campbeltown Grammar | DGS | Dunoon Grammar |
| HA | Hermitage Academy | IHS | Islay High |
| LHS | Lochgilphead High | OHS | Oban High |
| RA | Rothesay Academy | TAR | Tarbert Academy |
| TIR | Tiree High | TOB | Tobermory High |

| | 2008/09 | 2009/10 | 2010/11 |
|---|------------|------------|------------|
| Argyll and Bute 2011/2012 | % | % | % |
| Higher Education | 38.6 | 35.1 | 35.9 |
| Further Education | 20.4 | 19.4 | 22.6 |
| Training | 3.3 | 3.6 | 3 |
| Employment | 24.8 | 29.3 | 27.8 |
| Voluntary Work | 0.4 | 0.4 | 0.3 |
| Unemployed and seeking employment or training | 10.4 | 10.6 | 9.4 |
| Unemployed and not seeking employment or training | 1.3 | 1.1 | 0.6 |
| Destination unknown | 0.8 | 0.5 | 0.1 |
| Total Number of School Leavers | 972 | 957 | 985 |

Scottish Education Awards 2011

Argyll and Bute continues to perform well in the National Awards with an increased level of entries this year. This national recognition raises the profile of our schools, pupils and staff.

2012 Finalists from Argyll and Bute

- **Learning Through Technology Award: Winner**
Port Ellen Primary School
- **Learning Through Technology Award: Finalist**
Hermitage Primary School
- **Educational Supporter of the Year: Winner**
Alison Robertson, Furnace Primary School
- **Enterprise and Employability Across Learning Award (Primary and Early Years): Finalist**
Kilmodan Primary School
- **Head Teacher of the Year: Finalist**
Alison Palmer

Other National Awards

- **UK Nursery of the Year Award: Winner**
The Cottage Kindergarten, Helensburgh
- **Social Enterprise Academy Award – Primary: Winner**
Colgrain Primary School
Kilmodan Primary School
- **Cook for the Queen Award: Winner**
St Columba's Primary School



Delivery of Education Process

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

Well planned, joined-up learning within the 4 contexts of learning

- The authority has led on providing opportunities for head teachers to come together to consider the development of learning reflecting their local context and area. An authority Expectations and Aspirations document was issued which clusters then developed further to ensure that pupils in their local area experienced smooth, well planned learning opportunities.
- Staff working with the Experiences and Outcomes (Es & Os) and developing their skills in planning, evidenced through forward plans and emerging practice in recording coverage of Es & Os.
- Redesigning the P5-7 curriculum in Kirn Primary School to a faculty model sharing the skills and expertise of staff to provide coherent opportunities to deepen and broaden learning. This development will be evaluated and shared as good practice across the authority.
- Embedding of social enterprise skills across the curriculum, this has strengthened links with the local community and raised awareness of global citizenship issues.
- Schools working with Community Learning and Development to involve a range of partners in presenting learning in a variety of community based contexts.
- Schools are expected to deliver at least three interdisciplinary learning opportunities across each academic session.
- Early Level classes are being established as a pilot in 10 schools and pre-five units developing an early years curriculum which incorporates both nursery and early level pupils.
- The development of a skills based approach to learning in partnership with Govan High School. This is informing work across the Cowal cluster (Dunoon Grammar School and its associated primary schools).

Smooth and well-paced progression in learning and smooth transitions

- Positive progress has been made across all clusters of schools in a range of ways that promote progression and learning and smooth transitions.
- Cluster planning involving primary and secondary staff to develop further the P7-S1 transition model. Pupils now engage in an extended transition programme with learning delivered by teachers from both sectors working together, eg. Hooked on Hermitage, PSEd residential in Cowal, P5-S1 Interdisciplinary planners in Lorn.
- Reorganising individual classes to a whole school approach with two teachers and sub groups of children based on ability, making best use of resources and ensuring appropriate pace and challenge in learning.
- The use of ability based literacy groups to provide challenge and enjoyment and to support the development of higher order reading skills.
- The impact of the structured approach to developing professional dialogue through Teaching and Learning Communities (TLCs) and the commitment by schools to continue to support opportunities for staff. TLCs are enabling and empowering staff thereby increasing their confidence in Assessment is for Learning and other pedagogies.
- 17 projects were funded across the Authority designed to bring staff together to share practice and moderate standards. For example, Islay cluster of schools set up a local system to moderate standards of learning, teaching and attainment in writing. Ardrishaig Primary early years staff set up dialogue groups with partner pre-five establishments to ensure continuity of progression into P1.





Challenges

- Resources to support the innovative practices particularly in terms of facilitating staff from small schools to meet together to engage in professional dialogue and share good practice.
- The time it takes to effect transformational change.
- The continued development of assessment and opportunities for meaningful moderation.
- The move from cross-curricular to interdisciplinary learning and embedding assessment.
- To continue to increase the skills level of all staff.

Every child and young person is entitled to experience a broad general education (up to end of S3)

- All schools are currently engaged in developing the curriculum related to experiences and outcomes across the curricular areas within Curriculum for Excellence.
- Across the authority there are many examples of developing practice in active learning at the early years. Kilninver Primary nursery and P1-3 staff jointly plan and present learning linked across pre-five to primary. Luig Primary organise learning within an Early Level Class, much of which is explorative and experiential in nature. Park Primary early level staff jointly plan to deliver active and challenging learning experiences through imaginative interdisciplinary themes.
- The authority has engaged secondary schools in restructuring their S1-S2 and in some cases S3 curriculum to provide a broader general education. Oban High School will introduce choice at S2 and again at S3 in order to broaden their curriculum. Oban High School pupils engage in interdisciplinary learning that comprises 25% of the S1/2 curriculum.
- The development of Curriculum for Excellence learning area for S1 pupils in Campbeltown Grammar School. This allows maximum flexibility for learners and teachers.
- Various Literacy initiatives continue to promote active learning. Almost all teachers across Argyll have been trained in Big Writing, an interactive approach to teaching writing that has shown an increase in extended writing, especially from boys.
- CLD Youth Service team members are working closely with schools to provide a range of alternative curriculum activities, including Princes Trust XL, ASDAN courses, Pupil Support / Alternatives to Exclusion, Peer Education Projects, PSD and Youth Achievement Awards.

Active and engaging learning and teaching

- The authority has promoted active and engaging learning and teaching. Eighteen new TLCs have been set up across the authority to develop further formative assessment techniques and link this with planning for assessment. Existing TLCs continue to impact on pupils' learning experiences. Teachers talk enthusiastically during School Reviews about their experience improving as a result of TLC activity.
- Co-operative Learning Academies continue to be organised. Thirty teachers were trained last session. There is evidence through school reviews and quality improvement officer visits to classrooms of regular pupil engagement in co-operative learning.
- Development of Creative Learning Network – this allows partnerships to develop between teachers and artists based on mutual understanding of each other's needs. This gives time for dialogue based on Curriculum for Excellence and practice, both from artists and teachers. Continuing Professional Development (CPD) is offered within this forum focusing on skills development of teachers and artists.
- Development of MuBu for learning of music in primary aged children. This after school central approach allows children often from small primary schools, to learn with peers, and to have a group learning session, deepening understanding of a real breadth of musical concepts.



Assessment and Learning

- The authority issued an assessment framework in April 2010. Schools have developed their own policy from this guidance framework.
- Guidance on tracking and attainment has been issued in June 2011 and schools are working to produce their own policy from this guidance.
- An Argyll and Bute Assessment 3-18 GLOW page has been set up for dissemination/sharing good practice.
- Each cluster during session 2011/2012 held a day on assessment and sharing moderation through professional dialogue. These sessions were coordinated and facilitated by the quality improvement officer with responsibility for assessment.
- Assessment in-services for clusters and cooperatives have been held throughout the session.
- Individual schools and clusters have been developing local NAR material.
- The authority's moderation of writing programme continues to ensure consistent standards of achievement are maintained.
- A pilot programme for moderating interdisciplinary learning took place aimed at highlighting high standards of learning and teaching and achievement.



Achievement Profiles

- E Portfolios have been piloted and trialed in selected schools for P7 profiles.
- Schools have drawn up a statement of pupil opportunities for personal achievement.

A working group produced guidance on P7 profiles to be implemented fully during session 2012-13.

Challenges

- Supply costs and availability of supply teachers.
- Travel time and subsistence costs to bring groups together from a rural authority.
- Reporting to parents and parent councils on attainment.

Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications (S4-6 and ages 16-18 out of school)

- Some schools are considering looking at two timetables – junior school/senior school (Hermitage Academy).
- Schools are looking at timetabling S4-6 together where pupils are able to follow courses based on ability, not age (Islay High School).
- Schools are timetabling to allow College links to be built in (provide full day or half day options).
- Schools are investigating timetables which allow longer periods of time to deliver personal achievement.
- Schools are beginning to look at Curriculum for Excellence Teachers for the BGE S1-3.
- Some schools are actively considering asymmetric timetables.
- Schools are looking at timetabling in longer periods of time – blocks of double periods.
- Schools are now actively looking to partner providers to extend curriculum choice available.
- Authority staff given the opportunity to attend conferences and discuss curriculum planning.
- National development officers and head teachers from other authorities have attended conferences in Argyll and Bute and provided the national perspective.

- Schools were given the opportunity to discuss their plans in groups of schools of similar size.
- Schools were tasked to develop plans mapping out stages from existing to new arrangements.
- National exemplars and advice have been provided for schools.
- Structures are being developed on an ongoing basis with schools.
- All schools are being asked to expand their use of the pupil voice to consult on timetabling/curriculum structures.

Learners developing the four capacities

Our secondary schools are delivering the following courses in partnership with college and/or CLD staff: a variety of organisations including the local college, Third Sector, local employers and Community Learning and Development staff.

- Higher Beauty Therapy
- NPA Enterprise/Employability
- John Muir Award
- Sports Leader
- Duke of Edinburgh Awards
- ASDAN XL Awards
- BSC Health and Safety at work, First Aid Lifting and Handling
- Basic Food Hygiene Certificate
- Youth Achievement
- New Heroes
- Millennium Vol Awards



- C&G Motor Vehicle Maintenance
- Digital Photography
- ECDL
- Creative Computing
- Personal Finance
- Psychology
- YASS Open University for S6.

Challenges

- Timetabling is a challenge – practical difficulties and creative timetabling experience in schools.
- Staff experience and the needs of schools – junior/senior teachers.
- Asymmetric week – difficulty with transport (buses).
- Parental consultation on timetables and new qualifications –there is lack of understanding.
- Quality assurance of partner providers.

Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing

Skills for learning, life and work

- Argyll and Bute Council put together a working group to look at how the authority would take forward Building the Curriculum 4. This group developed a framework document for teaching colleagues and partner agencies to use along with a pictorial visual – The ABC Skills Tree.
- All schools have been issued with the framework, poster copies of the Skills Tree and CPD sessions have been organised to build capacity of knowledge and understanding with regards to skills for learning, life and work. Local employers and partners agencies will be involved in these CPD sessions.
- The local authority is represented on the Inter-authority skills group which allows for the sharing of good practice across Scotland.
- The Argyll and Bute Council Skills Framework Document and Skills Tree has been acknowledged as being a national example of good practice.
- An on-line version of the Skills Tree has been developed so that pupils can record electronically how they are developing skills for learning, life and work both in the classroom and through their after school participation. This on-line version is being piloted with pupils across Cowal schools during the current academic session. The on-line version covers achievement, pupil-profiling at the key stages highlighted under Curriculum for Excellence.

- Oban High School have been working in partnership with Skills Development Scotland to develop an interdisciplinary project that examined the impact of wind farms on the local area and encompassed relevant career management skills
- The best examples of interdisciplinary learning have skills for learning, life and work at the heart of the project. An authority framework for interdisciplinary learning provides guidance to schools.
- In a pilot scheme to explore the potential for CLD adult learning contributions to 16+ agendas, CLD staff in Campbeltown attend the 16+ transition meetings and 16+ progression planning meetings for individuals with additional needs. In addition, CLD adult learning staff are:
 - working in partnership with SDS, JCP, Employability and the school to organise work-related courses for school-leavers that can contribute to gaining employment such as food hygiene, first aid, and health and safety;
 - running informal Learner Drop in sessions at the Library for impartial advice on all learning opportunities and training in the area; 16+ individuals can be signposted to this service for advice on fee waivers, bursaries, student loans and ILA Scotland accounts, and
 - working with Argyll College to plan an interactive music workshop for 16+ pupils with additional needs, to encourage and support their progression out of school and help with the process of independent living. This has the potential to set up a more formal ASDAN course focusing on the “Towards Independence” award.

Literacy and numeracy

- A Literacy Leader has been identified within all schools and the authority has provided ongoing training for them. This has focused on literacy across learning. Dunoon Grammar School has formed a Literacy across Learning group that will lead developments. The Maths and English department at Hermitage Academy have worked closely together on various projects, including a Literacy Olympics reward scheme, an integrated gardening project and ‘Junior apprentice’.
- The Reading Initiative is aimed at closing the gap in achievement at early years through a programme for early intervention in identifying reading needs and subsequent targeted support. This is being extended to bring a self evaluation focus to assessing the impact of literacy initiatives across the authority.
- The Argyll Reading Partners scheme has led to the provision of locally based tutors who have trained teams of paired readers in schools. In the schools in which this scheme operates, there has been an increase in motivation of reluctant readers.
- Appointed development officers in numeracy, literacy and health and wellbeing. These officers worked in partnership with schools to assist schools in the development of their understanding of the whole school aspect of these areas.
- All clusters are engaging in the ‘Big Writing’ programme which has served to increase motivation and improve standards in writing.

- In Campbeltown, a Volunteer Peer Mentoring scheme is being explored by CLD adult literacy staff with a view to setting up a scheme to allow 16+ individuals to be paired up with younger pupils to be mentored and support their development.

Health and wellbeing

- Supporting schools to embed Health and Wellbeing in their curriculum.
- Continuing to enhance delivery of programmes to support health and wellbeing curriculum in the areas of:
 - Relationships, Sexual Health and Parenthood training for secondary teachers
 - substance misuse – “Natural High” programme delivered to S1 and S2 pupils and “Smoke Free Me” delivered to P7 and some P6 pupils. These programmes were funded by Argyll and Bute’s Alcohol and Drugs Partnership and NHS Highland respectively. Substance misuse training delivered jointly to staff in 3 secondary schools with Argyll and Bute’s Alcohol and Drugs Partnership.
- Schools, in conjunction with educational psychology services, have explored and successfully implemented universal approaches to mental health and wellbeing including whole class approaches to anxiety and depression and staff development on attainment and resilience building.

Active Schools, Sports Development and Leisure Services

There has never been a more exciting time to be involved in sport and the Leisure and Youth Services team has continued to support schools to embed Health and Wellbeing within the curriculum and beyond.

- Participation in sport and physical activity has continued to rise with 778 extra-curricular clubs being delivered across the academic year in primary and secondary schools supported by over 600 volunteers ranging from teachers to parents, students, community coaches and senior pupils. The highlight of the coach education calendar was the Annual Coaching Champions weekend led by Community Sports Development, which gives staff and senior pupils the opportunity to gain a range of coaching qualifications to utilise within their school or community.



- Active Schools recognises the major part sport and physical activity can play in improving health and wellbeing by engaging with hard to reach young people and their families by contributing to the wider health and equalities agenda. The team successfully worked in partnership with a range of internal and external groups to offer discounted programmes to help increase access, family health intervention programmes, peer mediation, diversionary activities and sporting opportunities for young people with additional support needs.
- All secondary schools are now fully engaged with sports leadership, working in partnership with Active schools to offer a range of Sports Leader UK Awards, in house training and NGB Awards. Six pupils from Argyll and Bute were involved with the national Young Ambassadors Programme and four secondary schools attended the national Lead 2014 conference. The annual Argyll and Bute Volunteer Awards delivered in partnership with Argyll Voluntary Action also gave Active Schools the opportunity to reward and recognise the work of school volunteers. Other methods of recognition included a school lunch celebration days, clothing to provide some identity and professional image and to supply equipment to help volunteers with their clubs.
- School-community links have continued to strengthen both in number and quality with pupils benefiting from curricular taster sessions, sports festivals and open club sessions with membership of clubs continuing to increase. The introduction of the national Community Sports Hub programme, being rolled out in Mid Argyll/North Kintyre is facilitating more coordinated and integrated sport and physical activity programmes within the area.
- School swimming continues to be delivered by Leisure Services within South Kintyre, Helensburgh and Lomond and Bute. Leading on the Argyll and Bute Aquatics Plan, the service is continuing work with Education to develop a school swimming programme that dovetails into the Argyll and Bute Council Learn to Swim Scheme. Additional less traditional sports programmes have been developed for schools between Active Schools/Leisure such as powerhoop and shokk as part of the Fit for Girls Programme as well as developing more effective joint marketing strategies.

World of work, enterprising activities and culture

- Work Based Vocational Learning (WBVL) – In light of the changing world in which we live in and the fact that young people will change employment far more frequently in their lifetime Argyll and Bute Council re-examined how pupils were engaging in the world of work during their senior phase of education. A greater emphasis is now placed on individualised placements that reflect young people’s future career goals and aspirations. The range and diversity of work based placements available to school pupils across Argyll and Bute was used as a case study by Education Scotland and features in the new Work Experience Policy launched this year.
- Social Enterprise – over the last three years the authority has developed a partnership with the Social Enterprise Academy in order to build capacity, knowledge and understanding on how to successfully operate and run a social enterprise company. To date 30 teaching colleagues have completed training with the Social Enterprise Academy (one of our most successful local social enterprise companies). Fifteen schools now have a successful social enterprise company up and running and a further 5 are in the early stages of planning and implementation. The Social Enterprise Academy had recognised the fantastic work being done in this field and 6 school based companies have received recognition for their efforts at the National Social Award award ceremony.



- Oban High is also running an alternative senior phase option choice column two afternoons a week for S6 pupils. The Pathways project allows pupils to select from a variety of short courses and employer placements. The aim of the project is to make connections between school based curriculum and the world of work. Pathways allows pupils to develop additional skills that they can use in learning, life and work.

Challenges

- Good practice needs now to be shared and schools, through cluster working supported by the quality improvement team, need to review and develop further their approach to interdisciplinary learning.
- Building on existing partnership and creating new ones to ensure a breadth of opportunity and choice for sustained post school destinations.
- Building leadership capacity in very small schools to develop literacy, numeracy and health and wellbeing.
- Building capacity to ensure schools review traditional approach to numeracy and build on active and contextual learning.

Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide Learners reviewing learning and setting goals

- All schools have Personal Learning Plans for pupils. Schools are moving towards seamless integration of Personal Learning Planning. Next steps are profiling achievement and reporting to parents.
- Schools are providing pupils with meaningful regular one to one dialogue on learning eg. Oban High School has restructured its guidance system to provide dedicated timetabled periods for personal learning planning, one to one guidance, target setting and group discussion on learning, and in Tarbert Academy focused Learning Conversations are taking place for all pupils. Pupils in primary schools are demonstrating increasing awareness of their personal learning targets.

Enrichment and challenge around additional support needs

- Learning Centre provision with strong mainstream links including part placement is in place. These inclusive links with main stream are becoming more embedded across the authority and impacting positively on outcomes for children with additional needs.
- Outcome focus in Curriculum for Excellence enhances opportunities for pupils with ASN to achieve and attain in line with their potential. Wider achievement is recognised more readily in Curriculum for Excellence.

Learners identifying and planning opportunities for personal achievement

- Providing a range of projects by the Creative Arts in Schools Team to give pupils throughout Argyll and Bute the opportunity to participate in high quality cultural projects often working with professional artists.

Challenges

- Bringing together all key partners to discuss roles and responsibilities for Opportunities for All
- ensuring an in depth knowledge and understanding of each partner's role and responsibilities
- Financial restrictions caused by decreasing budgets
- Ongoing work with schools to embed 16+ Learning Choices policy and procedures competing with other education priorities
- Implementation of Risk Matrix procedures, supported by training of all appropriate staff from 3-18
- Building on partnerships with Social Work and Education Psychology in order to focus support for vulnerable groups through their post-16 transition

Partnership working to support learners

- Effective multiagency partnerships are in place. Oban High School commended by inspectors as an example of national best practice.
- Carefirst in schools. A pilot is in progress which will allow education staff to have direct access to Social Work files and electronic information held on their Carefirst system. The outcomes for children are improved as staff can be more efficient and proactive in their responses to children's needs.
- Establishment of Early Years team and effective partnership working resulting in more accurate, timeous and detailed planning which allows for higher quality provision to meet the needs of pre-3 children.

Challenges

- The challenge is to extend the creativity of Primary PLPs into the secondary sector and connect the process more closely to learning.
- Ensure equity of provision across the authority to support children with high tariff needs
- To continue work in raising attainment for LAAC Pupils. Structures are in place but there is need to continue to focus on this area.

Every young person is entitled to support in moving into a positive and sustained destination (post 16)

Range of learning opportunities, meeting individual needs

- A strategy group for 16+ Learning Choices was established in May 2011 involving key local authority departments and partner agencies. An action plan for the delivery of 16+ Learning Choices has been submitted to the Scottish Government and is in the process of implementation.
- Due to the geographical area that Argyll and Bute covers additional funding has been secured to appoint two 16+ Learning Choices Development Officers until March 2012. The Development Officers are working with schools and partner agencies to benchmark current provision and identify gaps in provision and geographical hurdles faced.
- Personal support, careers information, advice and guidance.
- There are local partnership groups operating based on the geographical boundaries of the 10 secondary schools. These partnership groups are led by a representative from Community Learning and Development.
- Complying with Additional Support Needs code of practice around transitions.
- The local authority has signed a data sharing agreement with SDS to allow for the sharing of information with regards to young people's status.
- The role of Trusted Professionals is being developed for the delivery of Activity Agreements. This role will be shared by a variety of organisations including SDS, CLD Youth Workers and the voluntary sector. Appropriate training is currently being discussed and planned for delivery during November.

Challenges

- Bringing together all of the key partners to discuss 16+ Learning Choices and each partners responsibilities.
- Ensuring an in depth knowledge and understanding of each partner's role and responsibilities.
- Financial restrictions caused by decreasing budgets.



The following processes are in place to support delivery across the entitlements

Planning to deliver the 6 entitlements

- The authority is in the fourth year of a six-year Curriculum for Excellence Action Plan. The plan includes a focus on learning, teaching and assessment practices and includes all elements of the national timeline. The plan will be refined further to reflect all aspects of the national timeline.
- A wide-ranging programme for supporting the development of approaches to assessment in schools is in place. The authority leads on Moderation of Writing through individual cluster workshops. This will be developed further during 2012/13 to include listening and talking, numeracy and interdisciplinary learning.
- Continuing Professional Development.
- The sustaining, supporting and further development of Teacher Learning Communities will allow clusters to move forward with planning for assessment.

Leadership

- An authority developed leadership programme for aspiring leaders and those wishing to refresh their skills in team leadership has enrolled 42 teachers.
- Holding conferences led by members of the quality improvement team enabling senior leaders from the secondary sector to develop their thinking around proposed curriculum assessment consultation in the senior school.
- Continuing the work of the Curriculum for Excellence Steering Group to ensure service wide involvement in strategic planning.
- Providing a two day training programme on the new model for school inspection.
- Organising a one-day conference for pre-school leaders and managers with keynote addresses by Sally Featherstone on literacy at the early years.
- Holding successful development days for leaders of secondary subjects which covered areas such as pedagogy, resources and Curriculum for Excellence.

Assessment Arrangements

- All schools are engaging with the authority's Framework for Assessment, which includes clear guidance on the use of formative and summative assessment.
- Schools are implementing diagnostic summative assessment activities in numeracy and literacy at key stages in primary and early secondary.

- Understanding, applying and improving standards.
- There has been 100% engagement with the authority's Reading Initiative, allowing more focused identification of reading needs at pre-school, P1, 2 and 4, with additional materials aimed at P7-S1 transition.
- Local clusters are beginning to set up their own systems for moderating standards and sharing expectations in line with Building the Curriculum

Self-evaluation

- The authority has restructured its approach to School Review and aims to build capacity in its schools for self-evaluation, with particular emphasis on achievement, curriculum, learning experiences and meeting needs. This will be achieved through meaningful and regular partnership working between quality improvement officers and head teachers, with rigorous professional dialogue improving a school's ability to reflect on its practice and affect necessary improvement. Two pilots have taken place which are due to be evaluated. A further three pilots are due to take place in the coming months.
- In 2011-12, seven schools participated in a school review under the new partnership arrangements. A report for each review was produced which highlighted key strengths and next steps for school improvement.

Challenges

- Ensuring continuity of quality leadership across all schools.
- Developing career pathways for teachers when the structures of promoted posts are limited.
- Ensuring a true understanding of distributed leadership across all schools.
- In a large geographic area bringing all staff together and considering supply costs, travel and subsistence.

Ensuring wide coverage of establishments within the new programme for school review.



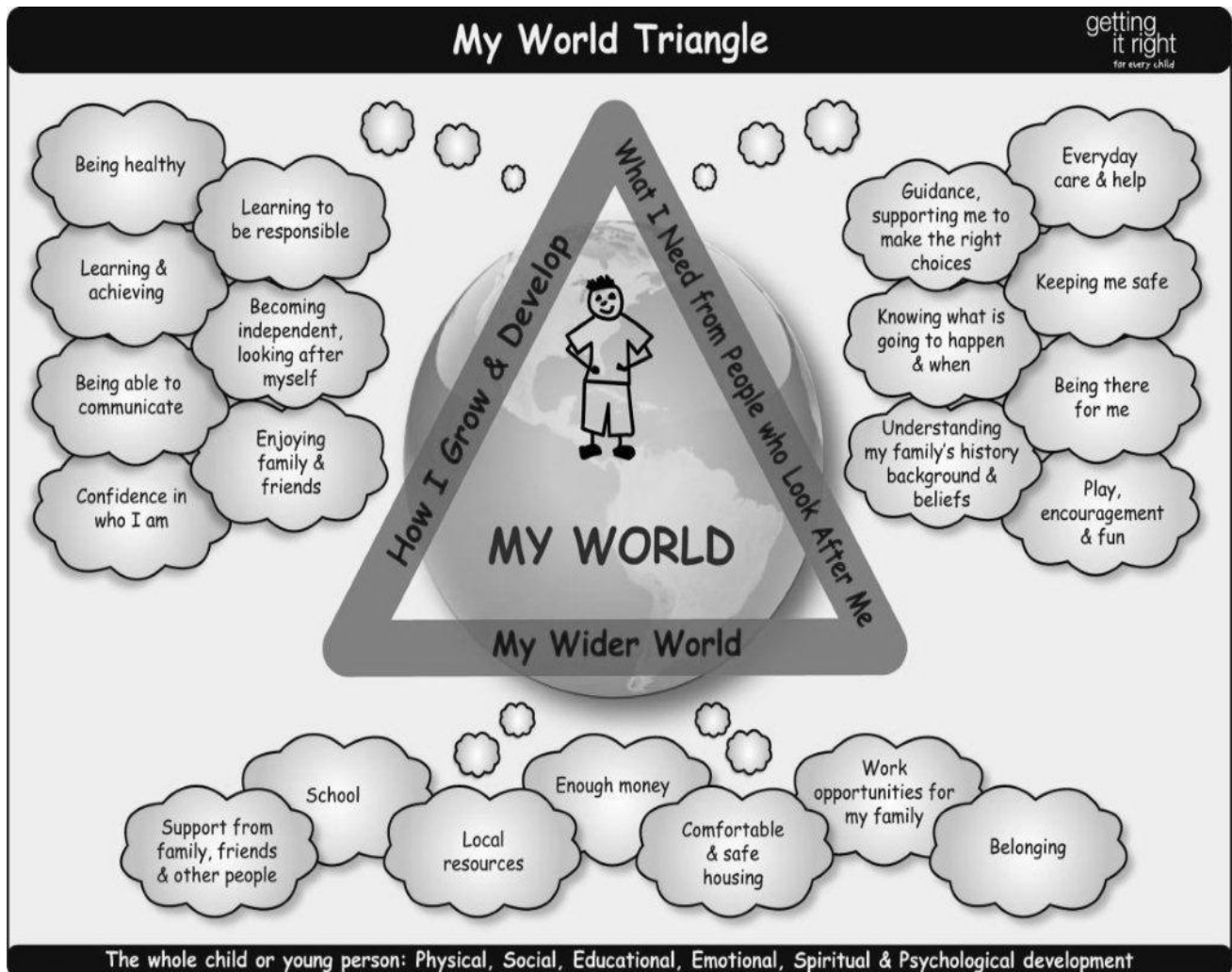
Multi-agency working

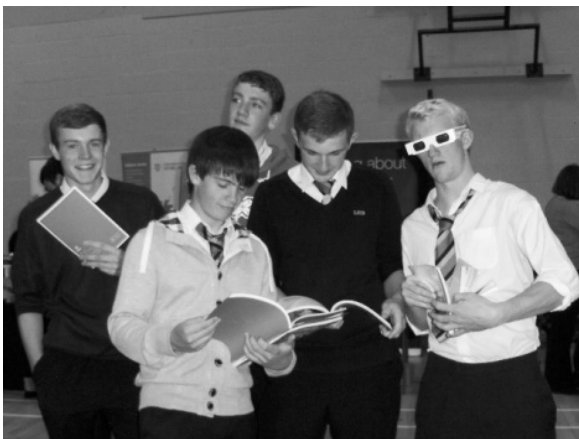
The Education Service participated in phase 1 of Early and Effective Intervention (EEI), which was launched in November 2011. EEI is a multi-agency response to police generated concerns around children and young people. Phase 1 addressed the issue of youth offending.

Getting It Right for Every Child (GIRFEC) was formally launched across the Argyll and Bute authority area in January 2012. GIRFEC aims to improve practice between services such as education, health, social work and police to ensure that all children and young people get the support they need when they need it. A new single agency plan was introduced which introduced the use of 'My World Triangle' to assess a child's needs.

A significant number of education staff attended the multi-agency GIRFEC Named Person/Lead Professional training during session 2011-2012.

Following the outcome of the Child Protection inspection in June 2010, the Education Service has been fully involved in the Child Protection Committee's improvement agenda alongside other agencies. This has included participating in self-evaluation and audit activities.





Glossary

ASDAN – Award Scheme Development and Accreditation Network

BSC – British Safety Council

C & G - City & Guilds

ECDL – European Computer Driving Licence

FTE – Full Time Equivalent

HMIE – Her Majesty's Inspectorate of Education

JCP - JobCentre Plus

LAAC – Looked After and Accommodated Children

MuBu – Music Buddies

NAR – National Assessment Resource

NGB - National Governing Bodies

NPA – National Progression Award

PLP - Personal Learning Plan

YASS - Young Applicants in Schools Scheme