

# Standards and Quality in Argyll and Bute Schools 2013/14

## Community Services: Education



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# Foreword

Welcome to this Standards and Quality Report 2013/14 for Argyll & Bute Council's Education Service.

This report is aimed at providing the reader on how our service performs. It highlights the many excellent developments in our service and recognises the dedication of staff, pupils, parents, and wider partners in supporting our young people *"to be ambitious and realise their full potential"*.

As Policy Lead I wish to express my appreciation to everyone involved in educating and supporting our young people in our pursuit of *"Making Argyll and Bute a place people choose to live, learn, work and do business"*.



Councillor Rory Colville  
Policy Lead  
Education and Lifelong Learning

# Section 1: Introduction

- 1.1 Argyll and Bute, the second largest local authority by area covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.13 persons per hectare). The population of 88,050 is scattered across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

Over half of Argyll and Bute's population live in 'rural' areas, as classified by the Scottish Government's urban-rural Classification (2011-2012). A further 30% per cent live in communities with populations between 3,000 and 10,000 people designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people.

Argyll and Bute is an area of outstanding natural beauty with mountains, sea lochs, and 23 inhabited islands. The geography provides challenges for service delivery, particularly in communications and transport.

## 1.2 The Scottish Index of Multiple Deprivation (SIMD)

The SIMD, produced by the Scottish Government, identifies small-area concentrations of multiple deprivation across Scotland. The SIMD is produced at data zone level, with data zones being ranked from 1 (most deprived) to 6,505 (least deprived).

Of the 122 datazones that cover Argyll and Bute, 10 were ranked as being in the 15% most overall deprived datazones in Scotland.

These ten datazones are located in Argyll and Bute's towns:

- Two each in Helensburgh, Rothesay and Campbeltown
- Three in Dunoon
- One in Oban.

The SIMD measures deprivation on seven domains, as well as providing an overall measure of multiple deprivation. One of the seven domains is the 'geographic access domain', which measures access to a range of basic services.

Of Argyll and Bute's 122 datazones, 53 are within the 15% most access deprived datazones in Scotland. Between them, they include 45% of Argyll and Bute's total population. The most access deprived datazone in Scotland covers the islands of Coll and Tiree.

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, and
- We respect and value everyone.

## Section 2: Context

- 2.1 Community Services is the largest of the services within Argyll and Bute and accounts for approximately 56% of the total expenditure of the Council. The Council offices are located in Lochgilphead with three education offices based in Dunoon, Oban and Helensburgh.

Within Community Services, Education is statutorily, required as prescribed in the 'Standards in Scotland's Schools etc. Act 2000' to provide 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 is currently responsible for:

- Seventy two primary schools;
- Three 3-18 schools;
- Five secondary schools;
- Two joint campuses;
- One learning centre, and
- Two pre-school centres.

61% of Argyll and Bute primary schools have an FTE of 3 or less covering the 5 to 12 age group.

The total school pupil roll stands at 10,767 (September 2013 Census), made up of 5,680 primary pupils, 4979 secondary pupils and 16 Learning Centre pupils. This compares with a total pupil roll of 10,767 in 2012/13, 11,065 in 2011/12 and five years earlier 11,689 in 2008/09. In addition there are 1043 pre-school children. These children are in two Council pre-school centres and fifty pre-school classes. A further 738 children are catered for in voluntary, privately and independently managed pre-school establishments.

Our children and young people are supported in their learning by:

- 817.86 FTE (Full Time Equivalent) teachers;
- 71.47 FTE classroom assistants;
- 165 FTE ASN assistants;
- 14.44 pupil support assistants;
- 108.06 clerical assistants;
- 8.9 FTE librarians in secondary schools, and
- 27.67 FTE technicians.

Early Years Education provision within our schools employ 120 childcare and education workers (73.87 FTE) and the two Council-run pre-school centres each have a head of centre and senior childcare and education worker.

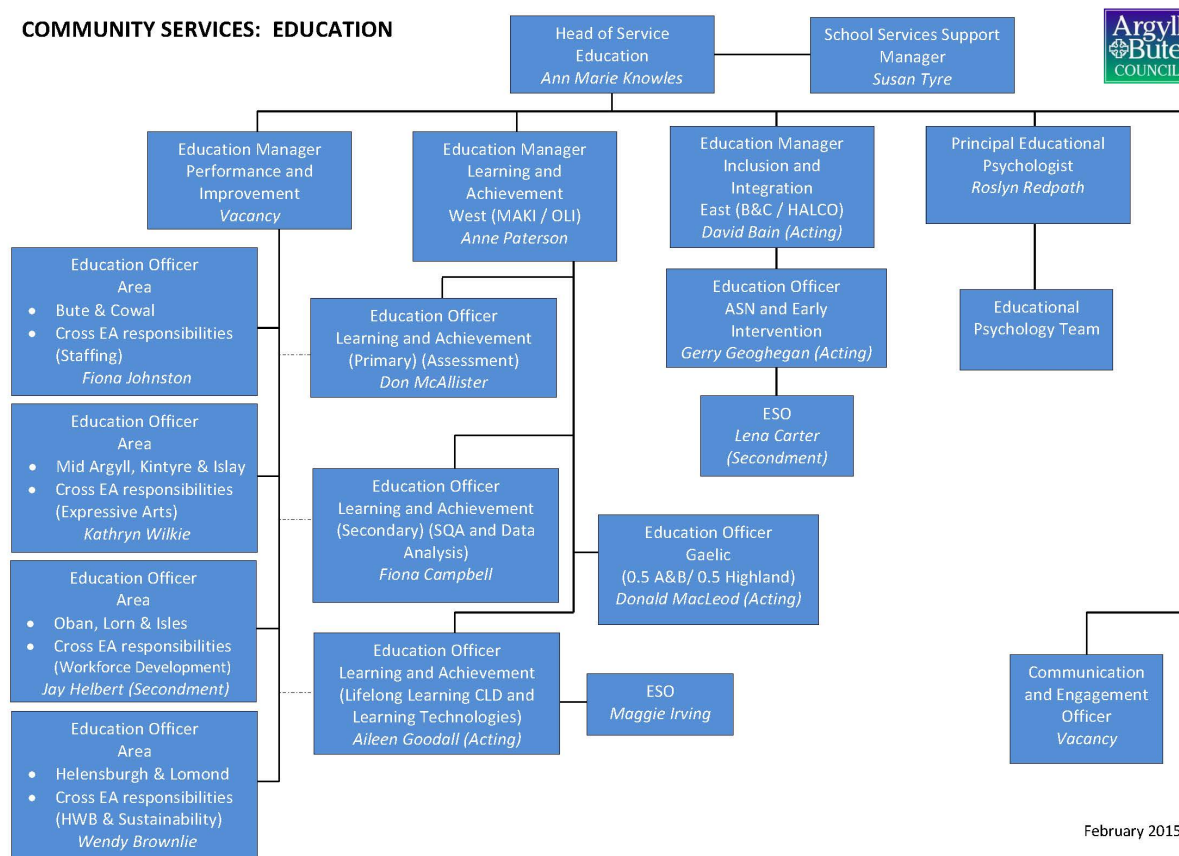
A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning Act are available across a number of schools within the Authority.

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training to staff on meeting additional support needs in mainstream settings, as well as offering guidance on the implementation of effective universal early intervention approaches. In addition, these services work along with others, following the Getting it Right for Every Child practice model, to provide direct support to pupils and families, as required.

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

All schools have a Parent Council as anticipated and defined within the Scottish Schools (Parental Involvement) Act 2006.

Following Community Service Committee approval in February 2014 a revised Education Management Structure, as detailed in the organisational structure below, came into place.



## Section 3: Legislative Duty and Service Aims

- 3.1** The context for the planning of services within Education Services includes national priorities and developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities contained within the Single Outcome Agreement agreed with Community Planning Partners.

**The Standards in Scotland's Schools etc Act, 2000** sets out the national agenda for Education. The act provides an improvement framework for Scottish Education.

The improvement framework operates at three levels- national government, local government and individual schools. The national approach for improvement in Scottish Education has been updated since the introduction of the Act in 2000 and now includes:

- The Journey to Excellence;
- Curriculum for Excellence;
- How Good is Our School?;
- The Child at the Centre, and
- How Good is our Community Learning and Development?

### **3.2 The Journey to Excellence, How Good is Our School? and The Child at the Centre**

These national publications bring together the principles of self- evaluation, improvement planning and school effectiveness and improvement.

Councils are required to address, through local improvement objectives, National Priorities established by the former Executive. Schools are required to ensure that their improvement plans take account of the local improvement objectives.

The aim of **How Good is Our School?: The Journey to Excellence** is to provide practical support for all those schools and early education centres which are now ready to make that step from change from good to great. This change of perspective from aiming for very good to aiming for excellent is a sign that the quality culture within Scottish schools has matured, that Scottish Education is ready to take self- evaluation to the next level.

### **3.3 Curriculum for Excellence**

Curriculum for Excellence sets out an aim where: *“all children develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.”*

### **3.4 The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009**

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. Collaborative working among all those supporting children and young people is promoted and the Act sets out parents' rights within the system. The 2004 Act was amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

### **3.5 Children and Young People (Scotland) Act 2014**

This Act aims to strengthen the rights of children and young people in Scotland by encouraging Scottish Ministers and Public Bodies to think about these rights and how they relate to their work. It has also created new systems to support children and young people and to help identify any problems at an early stage, rather than waiting until a child or young person reaches crisis point. This includes identifying a Named Person for every child and giving guidance on planning to support their agreed needs.

The Act is very wide-ranging and also:

- Increases the powers of Scotland's Commissioner for Children and Young People;
- Makes changes to early learning and childcare;
- Provides extra help for looked after children and young people in care, and
- Provides free school dinners for children in Primaries 1-3.

### **3.6 The Equality Act 2010**

The Equality Act places a duty on education authorities to ensure that children and young people are not discriminated against and to ensure that they are able to have full access to the physical environment, the curriculum and information. All services for children and young people – Health, Education, Police, Social Work, Housing and voluntary organisations are required to adapt and streamline their systems and practices to improve how they work together to support children and young people.

### **3.7 The Scottish Schools (Parental Involvement) Act 2006**

This Act aims to provide parents and carers with every opportunity to become more involved in their children's education.

### **3.8 Gaelic Language (Scotland) Act 2005**

The Gaelic Language (Scotland) Act 2005, *Achd na Gàidhlig (Alba) 2005* gives formal recognition to the Scottish Gaelic Language. The Act aims to secure Gaelic as an official language of Scotland that commands equal respect with English, by establishing Bòrd na Gàidhlig as part of the Government Framework in Scotland and also to produce National Gaelic Language Plans that provide strategic direction for the development of the Gaelic language.



## **National Gaelic Language Plan 2012-17**

Bòrd na Gàidhlig has a duty to prepare a National Gaelic Language Plan and to take a lead in delivering aspects of it. There is also a clear role for Gaelic speakers, public bodies, local authorities, Gaelic organisations and others to work with the Bòrd in ensuring the Plan is implemented as fully as possible. The National Gaelic Language Plan, 2012-17, is a strategy for the growth of the Gaelic language. It seeks to secure an increase in the number of people learning, speaking and using Gaelic in Scotland. The plan sets out an ambition to increase numbers and grow opportunities through key areas:

- Home and Early Years;
- Education: Schools and Teachers;
- Education: Post School Education, Communities and Workplace;
- Arts and Media, Heritage and Tourism;
- Economic Development, and
- Language corpus.

## **Argyll and Bute Council Gaelic Language Plan 2014-18**

Argyll and Bute Council recognises the role Gaelic has played in the history of Argyll and Bute and continues to promote the language and its culture to communities. It is committed to giving Gaelic and English languages equal respect and continues to make an active offer of Gaelic services to the public. A Gaelic Language Plan was developed under sections 3 and 7 of the Gaelic Language (Scotland) Act 2005 and approved by Bòrd na Gàidhlig April 2014. The Plan describes how the Council, in partnership with other organisations, will address the needs of individuals, groups and communities. It aims to increase the number of Gaelic speakers in Argyll and Bute, increase opportunities for using Gaelic in the community, promote bilingualism in the home and in our education establishments. It further promotes economic benefits of Gaelic related activities while promoting the status and visibility of Gaelic through the themes identified in the National Gaelic Language Plan.

### **3.9 The Single Outcome Agreement**

The Single Outcome Agreement (SOA) commits all Councils to achieving identified local outcomes which in turn contribute to the Scottish Government's National Outcomes. A number of public sector organisations are statutory partners in Community Planning including Argyll and Bute Council, NHS Highland, Scottish Fire and Rescue Service, Police Scotland, Third Sector Partnerships and Highlands and Islands Enterprise. Scottish Ministers have a duty to promote and encourage the use of Community Planning.

### 3.10 Authority Priorities 2013 – 2014

The Education Service Aims to:

To work together to create community, with a culture, where our young people are included, successful, ambitious and creative and where they can aspire to be the best they can be.

**Raising Attainment  
and  
Promoting Achievement  
through**

Curriculum for Excellence

- assessment and reporting
- literacy
- numeracy
- health and wellbeing

**Raising Attainment  
and  
Promoting Achievement  
through**

- broad general education
- senior phase models
- opportunities for all

**Raising Attainment  
and  
Promoting Achievement  
through**

engaging families  
and  
the wider community

**Raising Attainment  
and  
Promoting Achievement  
through**

the development of  
effective leadership  
at all levels

# Section 4: What key outcomes have we achieved?

## 4.1 Key Performance Outcomes and Fulfilment of Statutory Duties

### Attainment in National Qualifications

The Council received SQA examination results for all pupils entered for formal qualification in session 2013/14 in August. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute secondary schools. Due to changes to the presentation of statistical information no national or benchmarking 'family' comparisons data will be available until spring 2015. The introduction of Insight, formerly The Senior Phase Benchmarking Tool (SPBT), presents a significant change for all Scottish Local Authorities in receiving, reviewing and presenting examination data. As a consequence of these changes, the content and style of this report differs from previous attainment reports. Schools in Argyll and Bute, in common with other secondary schools in Scotland began to work towards the introduction of alternative curriculum structures for senior phase learners (S4 – S6). The structure for S4 changed during session 2013/14 with further changes planned for implementation across 2014/15 and 2015/16.

This section of the Standards and Quality report provides information on the overall performance of Argyll & Bute pupils entered for new National Qualifications in May 2014.

The following tables illustrate performance in each of the ten secondary schools across the New National Qualifications Framework:

COURSE	ARGYLL & BUTE AVERAGE (%)	NATIONAL AVERAGE (%)	DIFFERENCE (%)
INTERMEDIATE 1	72.2	73.2	-1
NATIONAL 4	89.4	93	-3.6
INTERMEDIATE 2	70.4	77.9	-7.5
NATIONAL 5	81.7	81.1	0.6
HIGHER	76.6	77.1	-0.5
ADVANCED HIGHER	78.5	81	-2.5

Due to the implementation of the revised National Qualifications at level 3, 4 & 5 it is not reasonable to compare statistical outcomes across earlier years. Standard Grade and Intermediate 1 & 2 qualifications have been replaced by National 3, 4 & 5. These overlaps prevent direct comparisons with previous years. As a consequence of these changes extreme caution should be exercised when making comparisons.

The following tables illustrate overall performance of Argyll and Bute schools across all course levels.

<b>Intermediate 1 *</b>	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	79.8%	78.9%	79.5%	72.8%
% of number passes Grade A-C National Average				73.2%

<b>Intermediate 2 *</b>	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	81.1%	79.1%	80.5%	70.7%
% of number passes Grade A-C National Average				77.9%

<b>National 4 **</b>	10/11	11/12	12/13	13/14
% of number passes Authority Average	No National 4 presentations across 10/11 - 12/13			100.0%
% of number passes National Average				93.0%

<b>National 5 **</b>	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	No National 5 presentations across 10/11 - 12/13			82.0%
% of number passes Grade A-C National Average				81.1%

<b>Higher</b>	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%
% of number passes Grade A-C National Average				77.1%

<b>Advanced Higher</b>	10/11	11/12	12/13	13/14
% of number passes Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%
% of number passes Grade A-C National Average				81.0%

Overall the results for pupils in 2014 are below and in some instances significantly below national averages. National 4 and National 5 results are positive overall.

### **Footnotes**

\* 2014/2015 will be the last academic year that Intermediate 1 and Intermediate 2 qualifications will be offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5.

\*\* 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date.

<sup>1</sup> SQA Performance data was collected on 19<sup>th</sup> November for the preceding year's academic results i.e. data collected on 19.11.2014 was for 2013-2014 academic year. The data was collected from SEEMiS Vision.

National Averages have been taken from Summary Statistics for Schools in Scotland, No.4 2013 Edition, 11th December, 2013 (amended 11th February 2014)

### **What we plan to do next:**

As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge. Key approaches include:

- i. an expectation that all Head Teachers will submit their initial analysis of their school's results to the Education Service following the initial release of results by the SQA in August;
- ii. members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discreet subject areas, identification of key trends: positive and negative, three year averages and subject trends;
- iii. meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools;
- iv. ensuring evaluative discussions between school senior management team and subject department leaders take place. These will focus primarily on the performance of individual subject departments across one, three and five years;
- v. Head Teachers invite local Elected Members to a meeting with senior school staff to discuss the examination results in depth;
- vi. following the December report to the Council by the Head of Service and Education Manager, reports on achievement, including examination results, for individual secondary schools/joint campuses will be presented by Head Teachers/Principals at their respective Area Committee meeting;
- vii. Education Officers will take forward a programme of school visits to discuss detailed analysis and predictions for the next examination period. (Due to the revised timescales for the presentation of national attainment statistics, these discussions are anticipated for conclusion early in 2015). Where appropriate, improvement actions at subject level to be agreed. These may include working across schools to improve consistency of standards, and
- viii. in addition, examination results and approaches to quality improvement will be routinely discussed with the Education Scotland, Area Liaison Officer.

## **4.2 Skills for Work and Wider Achievement Partnership Awards**

### SQA designated Skills for Work Qualifications

Skills for Work courses focus on generic employability skills that are needed for success in the workplace. The courses offer opportunities for learners to acquire these generic employability skills through a variety of practical experiences that are linked to a particular vocational area such as construction, hairdressing, hospitality and engineering.

Skills for Work courses are delivered in partnership with our local colleges and employers, giving young people the chance to spend time in a different learning environment, meet new people and face new challenges.

The range of courses available to learners include:

COURSE	LEVEL	NO
Aquaculture	National Progression Award	9
Creative Digital Media	Intermediate 1	31
Construction Crafts	National 4	27
Construction Crafts	National 5	35
Early Education and Childcare	Intermediate 1	39
Early Education and Childcare	Intermediate 2	48
Early Education and Childcare	Higher	8
Engineering Skills	National 4	48
Engineering Skills	National 5	4
Hairdressing	Intermediate 1	49
Hairdressing	Intermediate 2	35
Health and Social Care	Higher	27
Hospitality	Intermediate 1	23
Hospitality	Intermediate 2	154
Rural Skills	Intermediate 1	26
Rural Skills (Horticulture)	National Progression Award	12
Rural Skills	Intermediate 2	12
Sport and Recreation	National 4	6
Sport and Recreation	National 5	8
Uniformed and Emergency Services	Intermediate 1	7
<b>TOTALS</b>		<b>608</b>

#### Wider Achievement Partnership

Working in partnership central education staff and secondary schools developed a greater range of wider achievement qualifications. The awards offered are:

COURSE	LEVEL	TOTAL
Award Scheme Development Accreditation Network	New Horizons	6
Award Scheme Development Accreditation Network	Personal Development	8
Award Scheme Development Accreditation Network	Enterprise Course	2
Award Scheme Development Accreditation Network	Bronze	41
Award Scheme Development Accreditation Network	Silver	19
Award Scheme Development Accreditation Network	Towards Independence	6
British Safety Council Basic Food Hygiene Certificate		131
CEPIS: European Computer Driving Licence		3
Duke of Edinburgh	Bronze	73
Duke of Edinburgh	Silver	17
Duke of Edinburgh	Gold	8
Friends Against Bullying (FAB)		33

Sports: Basketball Scotland - Getting Started – Basketball		16
John Muir Award		41
Sports: Pool Lifeguard		7
Princes Trust XL	Access 3	34
Princes Trust XL	Intermediate 1	8
SALTIRE Awards Scheme		124
Sports: SFA Early Touches – Football		2
Sports First Aid		24
Sports Leader Award		121
SQA: Acting and Theatre Performance	National Certificate	9
SQA: Administration	Intermediate 2	8
SQA: Leadership	Intermediate 2/Higher	187
SQA: Leadership	National 5	11
SQA: Leadership in Practice	Higher	6
SQA: Personal Development Award	Intermediate 2	12
SQA: Personal Finance – Money Management		16
SQA: Psychology	Higher	40
SQA: Psychology	Intermediate 1	12
SQA: Travel and Tourism	National 5	13
SQA: Work Experience	Intermediate 1	257
Tutoring		45
YASS – S6 Open University		28
S6 Argyll College UHI Partnership	SCQF Level 7	21
Youth Scotland: Youth Achievement Award		35
<b>TOTALS</b>		<b>1424</b>

Access to *Skills for Work* and Partner Achievement Qualifications benefitted 2,032 young people during session 2013/14. As a result of these programmes young people have developed skills for learning, life and work supporting progress into positive and sustained destinations post-school.

**What we plan to do next:**

- Central staff and schools will further develop and promote these opportunities thereby extending partnership working.

**4.3 School Leavers’ Destinations**

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The initial destination information is based on the known status of school leavers on the ‘snapshot’ date of Monday 7<sup>th</sup> October 2013.

Overall Argyll and Bute recorded a 2.4% increase in young people entering a positive destination post school from the initial SLDR figure of 2011/12. Particular success was achieved by Rothesay Academy who recorded an 11% increase in positive destinations from the previous SLDR cohort and Campbeltown Grammar a 10% increase.

The table below illustrates the initial post school destinations of leavers, from the 10

Argyll and Bute Secondary Schools, who were eligible to leave compulsory education between 1<sup>st</sup> August 2012 and 31<sup>st</sup> July 2013. A total of 875 young people left school during this time and 92.5% entered a positive destination i.e. they secured a place for further study, training, employment, voluntary work or an Activity Agreement.

School	Total leavers	HE	FE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not seeking	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%
Campbeltown GS	88	35.2	23.9	1.1	36.4	0	0	3.4	0	96.9	3.4
Dunoon GS	176	35.2	29.5	4.0	20.5	0	3.4	6.3	1.1	92.6	7.4
Hermitage A	201	42.8	24.9	3.0	15.9	0	1.0	10.4	2.0	87.6	12.4
Islay HS	38	23.7	5.3	2.6	57.9	0	0	10.5	0	89.5	10.5
Lochgilphead HS	83	55.4	9.6	1.2	27.7	0	0	6.0	0	94.0	6.0
Oban HS	201	29.9	17.4	6.0	39.3	1.0	0	5.5	1.0	93.5	6.5
Rothesay A	48	35.4	29.2	8.3	16.7	2.1	2.1	6.3	0	93.8	6.3
Tarbert A	11	45.5	18.2	0	36.4	0	0	0	0	100	0
Tiree HS	8	37.5	0	0	62.5	0	0	0	0	100	0
Tobermory HS	21	61.9	14.3	0	23.8	0	0	0	0	100	0
<b>Total</b>	<b>875</b>	<b>37.9</b>	<b>21.4</b>	<b>3.7</b>	<b>28.1</b>	<b>0.3</b>	<b>1.0</b>	<b>6.6</b>	<b>1.9</b>	<b>92.5</b>	<b>7.</b>

Increasingly effective use is being made in secondary schools of the 'risk matrix' as a key tool to identify vulnerable pupils at risk of not making a positive post school transition. As a result of this and other strategies and partnership working Argyll and Bute Council achieved a 92.5% positive destination return for session 2012/13. This shows an increase of 2.4% from the previous academic session initial return and is 1.1% higher than the Scottish average for session 2012/13 which stands at 91.4%.

#### **What we plan to do next:**

Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations.

Work towards the recommendations contained within the report Education Working for All. Many of these recommendations are of relevance to school-age young people, including:

- Preparing all young people for employment forming a core element of Curriculum for Excellence, and
- Senior phase pathways including industry-recognised vocational qualifications alongside academic qualifications.



#### 4.4 Attendance and Exclusions

**Attendance:** Over the last four years, the percentage attendance figures in both primary and secondary schools have been consistent and in line with the national average (where available).

Attendance	2010/11	2011/12	2012/13	2013/14
Primary	95%	96%	95%	96%
National	95%	N/A	95%	N/A
Secondary	92%	93%	93%	93%
National	91%	N/A	92%	N/A

As result of Scottish Government schedule of data collection there was no data collection in 2011/12 or 2013/14.

##### **What we plan to do next:**

- Provide ongoing support to schools to maintain these positive percentage attendance figures in both sectors.

**Exclusions:** The number of exclusion incidents per 1000 pupils in primary schools in Argyll and Bute has fallen year on year since 2010/11 and is lower than the national figure (where it is available). The rate in secondary schools dropped for three successive years rising slightly this session. Despite this rise this rate is lower than the national figure (where it is available). The number of exclusions nationally has been falling year on year since 2006/07 and this data is now only collected by Scottish Government every second year.

Exclusions incidents per 1000 pupils	2010/11	2011/12	2012/13	2013/14
Primary	8.61	7.97	6.14	5.46
National	11.5	N/A	10.4	N/A
Secondary	61.07	51.45	51.39	52.46
National	72.2	N/A	58.4	N/A

##### **What we plan to do next:**

- Continue to work with schools in reviewing the number of exclusions and support them to aim for continuous improvement and the effectiveness of the revised Exclusions Policy.

## 4.5 Staying on rates

The percentage of pupils staying on to S5 (September) and to S6 in Argyll and Bute is:

Staying on rates as a percentage of the S4 cohort	2010/11	2011/12	2012/13	2013/14
S5 (September)	91%	89%	92%	90%
National	83%	85%	86%	87%
S6	64%	68%	64%	74%
National	54%	56%	59%	61%

The percentage of pupils staying on (90%) to S5 is consistently above the national average.

### What we plan to do next:

- Further develop our work with schools to support pupils into positive and sustained destinations.

## 4.6 Achievement and Recognition of Schools and the Service in National Awards

The Scottish Education Awards celebrate the hard work and success which takes place across Scottish Education. They recognise the achievements of people who dedicate their lives to children and young people and showcase the valuable work and innovation in Scottish classrooms. Argyll and Bute continues to perform well in these awards. This recognition celebrates the success and raises the profile of our pupils, schools and staff. We are proud to note the achievement of our staff and schools. Notably;

### **Scottish Education Awards**

Education Supporter of the Year

- Finalist, Ailsa Cassidy, Rothesay Joint Campus.

### **Enterprise and Employability Across Learning Award** (Primary and Early Years)

- Finalist, Lochdonhead Primary School, and
- Finalist, Port Ellen Primary School.

Social Enterprise Academy Awards recognise schools who are effectively developing students as responsible citizens with more understanding of social justice and community.

### *Social Enterprise Academy*

- Social Enterprise Award - Lochdonhead Primary School, and
- Social Enterprise Award – Port Ellen Primary School.

**Kodu** is a game application developed by Microsoft to introduce young people to computer games design. The visual programming language allows students to design and build 3 dimensional games. Kodu helps young people to learn the core concepts of computer science through a project approach which includes narrative writing, design and maths.

### *UK Kodu Games Design Cup*

- Winner - Cardross Primary School.

The **Sport Scotland School Sport Award** is a national initiative designed to encourage schools to continuously improve the quality and quantity of physical education and school sport opportunities, within and outwith the curriculum. It also encourages strengthened sporting links between schools and their local communities.

#### *Sport Scotland School Sport Award*

Four Argyll and Bute Schools were amongst the first 15 schools in Scotland to gain a Gold Sport Scotland School Sport Award: Arinagour Primary School, Park Primary School, Salen Primary School and Campbeltown Grammar School. This award recognised achievement in the delivery of physical education and sporting opportunities.

#### **What we plan to do next:**

- Support and positively promote engagement with national education awards in order that the work of pupils, schools and staff is celebrated, acknowledged and recognised.

### **4.7 Fulfilment of Statutory Duties**

The context for the planning of services within Education includes National Priorities and Developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities agreed with Community Planning Partnership. In session 2013/14 Education Services undertook to deliver a number of key objectives. Success has been achieved in:

- Meeting all requests for new Children's Support Plans within the statutory timescale;
- Successful adoption of the GIRFEC practice model. Since 2012, every child and young person in an Argyll and Bute education establishment now has a Named Person;
- GIRFEC implementation and practice development took place in advance of the agreed legislative requirement;
- The revised Exclusions Policy has been introduced to conform with Scottish Government recommendations. This policy has been in use since November 2013, and
- The Early Years Team consulted with stakeholders on the introduction of the 600 hours childcare provision. Plans for the introduction of this have now been put in place.

Very good progress has been made in taking forward each of these statutory duties.

#### **What we plan to do next:**

- Continue to fulfill Statutory Requirements within recommended timescales, and
- Evaluate the impact of the revised Exclusion Policy on vulnerable groups through an examination of exclusion information.

# Section 5: How well do we meet the needs of our stakeholders?

## 5.1 Impact on Service Users, Staff and Community

We have established practitioner forums which support the work of schools 3-18 in key curricular areas. These areas include Literacy, Numeracy, Health and Wellbeing, Learning Technologies and Assessment and Moderation. The forums are comprised of practitioners from schools and the central education team who have an interest in the relevant area.

### Literacy:

<b>Key aim:</b> Develop the literate child in Argyll and Bute	
<b>Key Actions</b>	<b>Impact for Learners</b>
Collate and analyse literacy data from all schools over the last five years, and  Develop a Literacy Action Plan.	The analysis of the P4 literacy data has resulted in an increased focus on the lowest performing 20% with an emphasis on evaluating the impact for learners of interventions put in place. The Literacy Action plan will support schools to enhance the literacy skills of all learners while focusing on reducing the attainment gap.
Support schools to gather information on the literacy skills of Looked After Children at the primary stage including their view of themselves as learners.	Improving quality information from schools is informing more effective planning for Looked After Children.
Continue the development of early level literacy through various initiatives including: <ul style="list-style-type: none"> <li>• Book Bug;</li> <li>• Play, Talk, Read, and</li> <li>• I Can.</li> </ul>	As a result of the training for parents and third sector organisations parents are: <ul style="list-style-type: none"> <li>• More confident in developing literacy skills in the home, and</li> <li>• Have a greater understanding of the importance of attachment.</li> </ul>
<b>What we plan to do next:</b> <ul style="list-style-type: none"> <li>• Evaluate approaches to addressing the needs of those children who are underachieving in reading to close the attainment gap;</li> <li>• Produce a literacy policy;</li> <li>• Gather further data around the literacy skills of Looked After children;</li> <li>• Further develop reciprocal reading;</li> <li>• Continue to develop assessment approaches working with the authority SSLN assessors;</li> <li>• Continue to update and develop moderation of writing, and</li> <li>• Provide an on-going programme of high quality CPD for staff.</li> </ul>	

## Numeracy:

<b>Key aim:</b> Support schools to continue the development of numeracy across the curriculum.	
<b>Key Actions</b>	<b>Impact for Learners</b>
<p>Develop support materials for teachers to further develop their understanding of numeracy activities across the curriculum;</p> <p>Support schools to develop a better understanding of;</p> <ul style="list-style-type: none"> <li>• progression in numeracy;</li> <li>• make numeracy development a priority as part of the school improvement process, and</li> <li>• engage with new guidance produced by Education Scotland.</li> </ul>	<p>A very successful Numeracy Bags pilot in South Kintyre:</p> <ul style="list-style-type: none"> <li>• Enhanced the numeracy skills and understanding of early level children, and</li> <li>• Helped their families support their learning more effectively.</li> </ul> <p>Learners continue to develop an increased understanding of the application of numeracy skills in real life context.</p>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Review numeracy policy taking into account National Guidance, Progression Pathways and Significant Aspects of Learning;</li> <li>• Continue to populate the Argyll and Bute Numeracy Website with resources for teachers, learners and parents, and</li> <li>• Provide guidance and support for numeracy development workshops at a local level.</li> </ul>	

## Assessment and Moderation:

<b>Key aim:</b> To support schools and clusters to embed moderation and tracking as a major strategy for assessing progress and ensuring high standards of attainment for all pupils and learners.	
<b>Key Actions</b>	<b>Impact for Learners</b>
<p>Provide support and training to early years providers to promote effective professional dialogue and a shared understanding of standards.</p>	<p>Early years practitioners across local authority settings and 12 private providers have a clearer understanding of standards ensuring more effective learning for pupils at the early level;</p> <p><i>“...This work let us see a better way to complete our pupils’ Learning Journey Folders.”</i></p>
<p>Work in partnership with Education Scotland to trained 43 Local Area Facilitators who will support the skills development of staff in their own schools to moderate standards of curricular delivery and learners’ achievements.</p>	<p>Facilitators are now delivering moderation activities ensuring learners activities are benchmarked within the school and across the cluster.</p> <p>Schools are at the early stages of developing effective procedures for the tracking of progression within the Broad General Education.</p>
<p>Work with staff to develop an understanding of <i>significant aspects of</i></p>	<p>PE planners featuring skills, assessment and next steps have been developed and</p>

<i>learning</i> and assessment in PE.	are being routinely used across schools.
<b>What we plan to do next:</b>	
<ul style="list-style-type: none"> <li>• Continue to work with partner providers, schools and other partners to provide opportunities for professional dialogue to moderate and share the standard;</li> <li>• Further develop the work of the Authority Assessment Forum, and</li> <li>• Evaluate the impact of the work of Local Area Facilitators on raising standards across quality indicators.</li> </ul>	

### Health and Wellbeing:

<b>Key aim:</b> Support schools with the development of Health & Wellbeing 3 – 18.	
<b>Key Actions</b>	<b>Impact for Learners</b>
Further develop and update Health & Wellbeing Documentation and disseminate with key message information.	Schools are using these documents in a range of ways <ul style="list-style-type: none"> <li>• To audit current practice;</li> <li>• To further develop staff understanding of Health and Wellbeing responsibility of All;</li> <li>• To create Health &amp; Wellbeing policies, and</li> <li>• To improve delivery of the Health and Wellbeing Curriculum.</li> </ul>
<p>Within Physical Education to:</p> <ul style="list-style-type: none"> <li>• Develop a clear understanding of PE delivery in Argyll &amp; Bute;</li> <li>• Identify schools not meeting the Scottish Government 2 hour PE target;</li> <li>• Develop a programme of CPD meeting the needs of teachers delivering PE, and</li> <li>• Share good practice with a focus on specific areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• An ongoing audit of HMle reports has identified an increase in positive observations about teaching and learning within PE;</li> <li>• 98% of Argyll and Bute schools are delivering 2 hours of quality PE as identified in the Scottish Government Healthy Lifestyle survey, and</li> <li>• An extensive PE CDP programme was delivered across Argyll and Bute supporting teachers to deliver quality PE experiences to learners.</li> </ul>
Continue to implement the Respect Me methodology across all schools to support anti-bullying.	A new Authority Anti-Bullying Policy was created, staff are becoming more confident in addressing bullying behaviours, training has begun with staff, pupils and parents.
<b>What we plan to do next:</b>	
<ul style="list-style-type: none"> <li>• Support schools with the implementation of Health &amp; Wellbeing 3 – 18;</li> <li>• Support schools to complete development of establishment anti-bullying policies;</li> <li>• Continue to provide targeted support to ensure 100% of schools meet the 2 hour Scottish Government PE target, and</li> <li>• Develop a programme in partnership with Stramash in PE Outdoors to continue to meet the needs of schools with restricted indoor facilities.</li> </ul>	

## Information Communications Technologies (ICT):

<b>Key aim:</b> Implement key changes from Learning Technologies strategy	
<b>Key Actions</b>	<b>Impact for Learners</b>
<p>Provide opportunities to share innovative practice using emerging technologies.</p> <p>Develop computer science, app development and robotics disciplines in interdisciplinary contexts.</p> <p>Refresh the coordinators group to place a firm emphasis on learning and teaching.</p>	<p>The impact of the increased use of technologies to transform learning across our schools is evidenced by attendance and engagement in:</p> <ul style="list-style-type: none"> <li>• The Argyll and Bute Kodu Competition;</li> <li>• The Scottish Learning Festival;</li> <li>• Apple Teaching and Learning Conference, and</li> <li>• Central and local CPD events.</li> </ul> <p>Through Improvement plans, schools are strategically planning the improvement of technology to transform teaching and learning.</p> <p>Increased support to schools, from the central team has raised staff confidence in the use of learning technologies to transform teaching and learning across our schools.</p>
<p>Provide ongoing training around Learning Technology pedagogy and approaches e.g. iPad pilot.</p>	<p>Digital skills resources and appropriate CPD opportunities have been issued to all schools with. Both have been well received and attended.</p> <p>Schools are demonstrating increased awareness of skills development and progression. This is evidenced by transformational classroom use of technology by pupils.</p> <p>The quality, consistency, range and sustainability of Learning Technologies CPD has been improved to take account of the demand for new and emerging technologies, particularly iPads as evidenced by high uptake and demand for courses.</p> <p>All iPad pilot participants have been surveyed with a 90+% positive response to value and impact on learning.</p>
<p><b>What we plan to do next:</b> Continue to provide opportunities for schools and the central team to:</p> <ul style="list-style-type: none"> <li>• Share innovative practice using emerging technologies;</li> <li>• Offer ongoing training in Learning Technology pedagogy and approaches, and</li> <li>• Review and update the Learning Technologies strategy</li> </ul>	

## Curriculum Planning:

**Key aim:** To assist schools in implementing their curriculum plans and review the impact of the plans for learners.

### Key Actions

Arrange a series of three Curriculum Design Days for all primary school head teachers.

- Day 1 will focus on the evaluation of where establishments are in terms of their curriculum design;
- Day 2 will provide participants with support workshops on the four contexts of the curriculum, the design principles and the four capacities, and
- Day 3 will allow participants to share their emerging practice and to support each other in setting next steps and evaluate their progress within the HGIOS Quality Indicator 5.1 (Curriculum).

Part of the Framework for Raising Attainment specifically identified the need to:

- Provide opportunities for secondary head teachers to discuss and network with

### Impact for Learners

Primary establishments across Argyll and Bute now have a curriculum design in place following consultation with staff, parents and pupils. Examples include:

- Lismore Primary School audited all aspects of their curriculum to produce an evaluative and interactive display which demonstrates breadth and challenge throughout the curriculum;
- Port Ellen Primary School implemented their curriculum design with evidence emerging of increased expectations and standards of achievement, and
- Hermitage, Sandbank, Dunoon and Dalmally Primaries undertook self- evaluation and analysis of curriculum development leading to observable improvements in learners' experiences and achievements.

Very positive feedback has been received from head teachers:

*"I found the day clarified my own thinking about the curriculum. It enabled me to confidently return to school and have professional dialogue with my staff."*

*"I found the days to be very supportive.....the opportunity to engage in professional dialogue with colleagues from across the authority was particularly helpful."*

*"We were given a very clear steer on what was expected and I found that very useful."*

- Working with Head Teacher colleagues from across Scotland secondary head teachers were provided with opportunities to



<p>colleagues both within and from outside the authority, and</p> <ul style="list-style-type: none"> <li>• Deliver a programme of meetings in partnership with HMle to provide head teachers with the opportunity to gain further awareness of the national picture.</li> </ul>	<p>discuss and reflect on their own curriculum plans, and</p> <ul style="list-style-type: none"> <li>• A well-received workshop took place with representatives from all schools, where colleagues were challenged to identify priorities for future action and measures of success.</li> </ul>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Support those schools still developing their curriculum design plan to complete this activity;</li> <li>• Undertake further work to support head teachers and schools across all sectors to develop depth of learning and improved attainment and achievement as a result of continuous improvement in curriculum development, and</li> <li>• Continue to work in partnership with CLD, UHI, Argyll College and others to ensure relevant high quality learning experiences for all pupils.</li> </ul>	

**Sharing Practice:**

<p><b>Key aim:</b> To identify and share good practice across schools and partner providers</p>	
<p><b>Key Actions</b></p>	<p><b>Impact for Learners</b></p>
<p>Organise a two day 'Raising Attainment' conference in March 2014.</p>	<p>The conference effectively provided a forum for launching and highlighting a number of initiatives including:</p> <ul style="list-style-type: none"> <li>• 'Leading Planning in the Early Years' advice and guidance;</li> <li>• Seminars and opportunities for professional dialogue sessions;</li> <li>• Children presenting effective inter-disciplinary learning;</li> <li>• New PRD processes, and</li> <li>• Examples of good Transition strategies.</li> </ul>
<p>Develop the use of Sharing Argyll's Learning Initiatives (SALi) to promote professional learning opportunities.</p>	<p>From February 2014 SALi has been used to share professional learning opportunities and host developing resources. This has assisted all teachers, including supply teachers, to access professional learning activities. It has also provided a platform for sharing localised training opportunities across the authority area.</p>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Further develop SALi to promote professional learning opportunities, and</li> <li>• Organise events enabling good practice across the authority to be shared.</li> </ul>	

## Teaching and Learning:

<p><b>Key aim:</b> Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups</p>	
Key Actions	Impact for Learners
<p>Arrange a conference for TLC Coordinators supported by a keynote address from Professor Dylan William;</p> <p>Support key members of staff to evaluate their progress to date and plan next steps collegiately;</p> <p>Extend the TLC programme by training new coordinators, and</p> <p>Provide opportunities for TLC coordinators to work together on improvement plans ensuring a consistent standard across Argyll and Bute.</p>	<ul style="list-style-type: none"> <li>• Pupils became more involved in the improvement of teaching and learning by providing feedback on their learning experiences in the classroom.</li> <li>• The success of this work was reflected in feedback from teachers which included the following comments;               <p>“...formative assessment strategies are embedded in classes and staff observed each other and engaged in professional discussion on theory and practice as ‘critical friends’.”</p> <p>“Pupils work with teachers to plan using prior learning; they continuously self and peer reflect to evaluate their success and identify next steps.”</p> <p>“We have revised and re-examined the new curriculum in a more analytical way – particularly in terms of planning and when designing assessment tasks.”</p> </li> </ul>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the impact of TLC groups on learners’ achievements, and</li> <li>• Consider the development of the use of TLCs across more areas of teaching and learning.</li> </ul>	

## Promoting the work of Argyll and Bute:

<p><b>Key aim:</b> Extend engagement with partners to promote the work of Argyll and Bute nationally and to engage in networking opportunities.</p>	
<p><b>Key Actions</b></p>	<p><b>Impact for Learners</b></p>
<p>Continue to showcase the work of Argyll and Bute at the Scottish Learning Festival.</p>	<p>Raise the profile of the work of our Literacy, Numeracy, Health &amp; Wellbeing, Learning Technology and Assessment Forums. Sharing this work nationally allowed us to gather feedback and views which then informed the ongoing work of the Forums.</p>
<p>Continue to support staff to work with other local authorities and with national groups, as appropriate.</p>	<p>Staff participation in national groups and engagement with national officers ensures that:</p> <ul style="list-style-type: none"> <li>• staff are well informed and knowledgeable about national developments and initiatives, and</li> <li>• are at the forefront of informing these developments.</li> </ul>
<p>Continue to facilitate our personnel to:</p> <ul style="list-style-type: none"> <li>• Work with HMIE as Associate Assessors, and</li> <li>• Engage with Education Scotland and SQA in development work.</li> </ul>	<p>As a result of this engagement pupils benefit from working with staff who are motivated, engaged and well informed in curriculum development.</p>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>• Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIE and SQA.</li> </ul>	

# Section 6: How good is our delivery of Education processes?

## 6.1 Inclusion equality and fairness

Schools have improved the tracking and planning for Looked After Children (LAC). Schools have a designated person with a responsibility for LAC and all LAC have planning to identify their needs and appropriate outcomes. There is evidence of improved partnership working with other services to better support LAC. Support to looked after children is needs based through appropriate assessment processes and using evidence based interventions to meet needs. Schools have procedures in place to ensure that looked after children have:

- An identified named person;
- A designated senior manager with whole school responsibility for looked after children;
- Screening to identify whether the child or young person has additional support needs;
- Procedures in place to ensure that the individual educational needs of looked after children will be known to their respective teachers;
- A support plan or equivalent if required with appropriate educational outcomes, and
- A progress review on a single agency and multi-agency basis as appropriate and support plans updated accordingly.

A child or young person has their needs and educational outcomes recorded in a universal child's plan. This identifies the child/young person's needs, appropriate outcomes and the actions required to meet these outcomes. If an individual requires more intense support then this may necessitate intervention involving authority resources, Education Psychology or support from other external services.

Attainment, attendance and exclusion statistics for LAC/LAAC are presented for scrutiny at education management team and the Corporate Parenting Board. In the senior phase, LAC benefit from supported opportunities funded by the Youth Employment Opportunities Fund. These opportunities increase their chances of obtaining a positive destination.

In order to support vulnerable young people to achieve formal qualifications specific curriculum programmes are used. For example, the EXite programme in Dunoon Grammar and the Princes Trust xL used in Rothesay Academy and Oban High School.

### **What we plan to do next:**

- Share good practice and develop further opportunities to support vulnerable young people to achieve to their fullest potential. The planned review of Additional Support Needs (ASN) provision, will include an opportunity to review and revise ASN policy.

We have enhanced the capacity of our staff and schools to meet the needs of our most vulnerable young people. This is demonstrated by a reduction in the number of pupils placed in establishments out with Argyll and Bute. Over a three year period this number has reduced from 47 to 22.

### **What we plan to do next:**

- Support staff and schools to build capacity to meet the needs of our most vulnerable young people within our own establishments, further reducing the number of children placed in educational establishments outside the Authority.

## Education Scotland Inspection Reports

In session 2013/2014 Education Scotland conducted inspections in one 3-18 school and eight primary schools. Across a total of sixty-six quality indicators 70% were rated as good or better. This is an increase of 14% from the previous session.

Key:

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

### What we plan to do next:

- Support schools to further develop their understanding of the increased expectations from Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation.

### Raising Attainment, Quality Assurance and Self-Evaluation

Education Services continues to provide a range of feedback and support to all educational establishments to assist them in taking forward their quality assurance and self-evaluation processes. In Session 2013/14 six school reviews were carried out leading to agreed identified priorities for action. Through this process and working in partnership with central staff, schools:

- Continued to raise attainment and achievement;
- Developed an understanding of their strengths and areas for development, and
- Improved outcomes for young people.

Central staff met with secondary Head Teachers to discuss school attainment and achievement. Actions leading to improved attainment were identified and prioritised.

### What we plan to do next:

Continue to work in partnership with schools and partner organisations to:

- Support the identification of priorities which will secure improved outcomes for young people;
- Support self-evaluation activities, and
- Encourage and promote leadership of self-evaluation at all levels.

### Performance reporting to secure improvement.

A range of performance reports were provided reports on the work of our establishments and central team through the following mechanisms:

- Reporting to the Local Area Committee;
- Management information updates;
- Committee Reports to the whole Council;
- The Education Service website, and

- The annual Standards and Quality Report.

**What we plan to do next:**

- Further develop the range of performance reports to illustrate the performance of Education Service, schools and establishments.

# Section 7: How good is our management?

## 7.1 This section focuses on operational management activities necessary to ensure effective service delivery.

### Policy review and development

A number of Education policies were reviewed and updated in line with recommendations from Scottish Government and other stakeholders. These included:

- The Authority Exclusion Policy;
- Our Anti-Bullying Policy, and
- Our Professional Review and Development Policy for Teachers. This was validated by the General Teaching Council for Scotland (GTCS) in May 2014.

### What we plan to do next:

- Undertake further refinement of key policies in line with recommendations from Scottish Government and other stakeholders, as required.

### Participation of learners and other stakeholders

Effective support was provided to schools to promote active parental involvement in their child's learning. This included the development and piloting of a numeracy resource for parents of primary 1 pupils. The resource was formally evaluated and very positive feedback was received from teachers, pupils and parents. Some positive comments from parents including:

*'My child enjoyed the activity'*

*'This was a great game which we all enjoyed playing'.*

Teachers identified that the use of this resource had led to noticeable improvement in the classroom, particularly where children had previously experienced difficulty.

### What we plan to do next:

- Promote the use of key resources by teachers and schools.

Psychological services began to audit their contribution to the work of strategic groups leading on key authority initiatives and developments. This work was then mapped to key objectives across education and the Integrated Children's Service Plan.

### What we plan to do next:

- Explore a model to further evaluate the effectiveness of strategic groups and consider the contribution across agencies.

Further developing the successful Twitter Pilot, The Early Years Team widened strategic engagement with relevant online communities and:

- Raised the profile of Family Information Service developments with a wider audience, and
- Increased access to professional learning opportunities for staff through use of social networks.

**What we plan to do next:**

- Further develop the use of social media to secure improved outcomes for staff and learners.



## Section 8: How good is our leadership?

- 8.1 Further developing the effectiveness of the self-evaluative processes with schools by providing continuing professional development for teachers remained a key priority for Education Services. This focused on raising staff awareness of the national picture and expectations in terms of curriculum delivery and teaching and learning approaches. In Bute and Cowal curriculum review work was carried out with two large primaries and in two clusters with the remaining smaller schools. Building on this work, reviews were carried out in three schools, taking a closer look at their own self-evaluation evidence and engaging in discussions with pupils, staff and parents. This work enhanced staff knowledge and understanding of good practice in learning and teaching and provided them with opportunities to review and challenge their own professional practice and that of colleagues. It built capacity for colleagues to support each other in the self-evaluation process and to provide constructive feedback on observations in a climate of trust and professionalism.

### **What we plan to do next:**

- Build on this work to provide increased opportunities for staff to be involved in the school review process.

Early Years leadership activities for session 13/14 included:

- Introducing Lead Childcare and Education Workers in four of our largest Pre5 units;
- Focusing on self-evaluation and improvement planning, and
- Encouraging all practitioners take responsibility for an element of the improvement plan.

Enhanced leadership in our schools through delivery of our established conference programme for Newly Appointed Head Teachers supported them in:

- Gaining an understanding of the work of other Council services that would support them in their role, and
- Accessing professional advice and support from peer Head Teachers across a range of areas including high level curriculum planning and self-evaluation processes.

The conference was very well received and one participant commented:

*‘time with experienced head teachers gave professional input and illustrated examples that can be put into practice across a number of areas..’*

Other significant achievements include:

- The establishment of a partnership with the new Scottish College for Educational Leadership (SCEL) is supporting senior practitioners to embark upon the Fellowship Programme;
- A partnership has been agreed with UHI to deliver the Primary Graduate Diploma in Education, a number of places will be taken by Gaelic speakers. This opportunity will be based in Oban and will ensure enhanced teacher capacity in

- our rural areas particularly within Gaelic medium, and
- Support to Newly Qualified Teachers (NQT) through our Teacher Induction Programme. 17 NQT's participated in the programme. This included a range of activities designed to:
    - Directly impacted on their classroom practice;
    - Further develop their skills of practitioner research and enquiry, and
    - Enhance their understanding of teacher leadership.

**What we plan to do next:**

Continue to work with colleagues in all schools and establishments to develop leadership at all levels by:

- Delivering targeted support for teachers carrying out a supporter or mentor role for students and early career colleagues;
- Continuing to evaluate and review the Teacher Induction Scheme in partnership with the GTCS, to ensure the highest standards continue to be met;
- Enhancing the programme of professional development for teachers carrying out the role of supporter or mentor for newly qualified teachers;
- Reviewing our provision for leadership development in education to ensure that future career development provision is aligned with the new Standards for Leadership and management and coordinated with National developments in pathways to headship, and
- Exploring ways in which partnership with SCEL can be enhanced.

## Section 9: How good is our capacity to improve?

- 9.1 Regular engagement with progress towards implementation of the new qualifications took place in a range of ways including:
- Discussions between central staff, head teachers, school SQA coordinators and teachers delivering the new qualifications, and
  - Briefings by SQA officers providing the most up-to-date informed support for subjects.

This support ensured:

- All schools were effectively prepared to implement the new national qualifications, and
- All schools successfully delivered National 4 and National 5 courses.

We have been worked with schools to encourage more robust pupil tracking. This work has identified pupils whose performance is lower than that predicted by prior assessment. Consequently schools have identified priorities to support improved attainment and outcomes for these young people. Progress towards these priorities are reviewed regularly at meetings between central staff and school senior managers.

The quality of evaluations from Education Scotland inspections, along with positive SQA exam results, provides evidence the work we have been leading with our schools on raising attainment and achievement, along with a focus on self-evaluation and curriculum is bringing about improvements.

### **What we plan to do next:**

Continue to develop our shared work with schools to focus on raising attainment and achievement for all pupils, through:

- Engaging with partners and the wider community;
- Developing effective leadership at all levels;
- Progress curriculum and assessment developments and curriculum design, and
- Support a better understanding of the use of the National Benchmarking Tool (now renamed Insight), to support our analysis of attainment and wider achievement.



**Argyll and Bute Council**  
**Community Services : Education**  
Argyll House  
Alexandra Parade  
Dunoon  
PA23 8AJ

Tel: 01369 708509

[www.argyll-bute.gov.uk](http://www.argyll-bute.gov.uk)