

**EDUCATION STANDARDS AND QUALITY REPORT 2014/15**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report is to update the Community Services Committee on the major achievements made within Education in Argyll and Bute across the session 2014/15 and includes the SQA examination results for pupils who sat examinations in May/June 2015.

The report is presented in a revised format based around the principle high level questions as outlined within Quality Management in Education (QMIE), the self-evaluation framework used by the Education function of the Local Authority.

Details of this report are based on the Standards and Quality Report for 2014/15. The full report will be available to view on Argyll & Bute Council website <http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards>

**2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Community Services Committee note the continuing progress made in relation to Education within Argyll and Bute. The Committee are asked to note the commitment of staff and the success and achievements of our children and young people.

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**3.0 EXECUTIVE SUMMARY**

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**4.0 RECOMMENDATIONS**

- 4.1 It is recommended that the Community Services Committee note the continuing progress made in relation to Education within Argyll and Bute. The Committee are asked to note the commitment of staff and the success and achievements of our children and young people.

**5.0 DETAIL**

- 5.1 The Education Service reports on its quality and standards on an annual basis. The report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2014/15.
- 5.2 Particular successes highlighted within the appended report include:
- Improved results overall in National 4, Higher and Advanced Higher awards;
  - Delivery of a greater range of wider achievement qualifications across our schools including:
    - Award Scheme Development Accreditation Network;

- British Safety Council Basic Food Hygiene Certificate;
  - Duke of Edinburgh;
  - John Muir Award, and
  - The Saltire Award scheme.
- 91% of young people entered a sustained positive destination post school;
  - The number of schools receiving recognition and awards at local and national level. Particularly notable is the success of St Mun's Primary at the Rolls Royce Science Awards and Dunoon Primary at the Microsoft Awards
  - Every child and young person in Argyll and Bute has a Named Person;
  - A draft literacy policy has been developed and will be finalised following analysis of the self-evaluation activity undertaken as part of the validated Self Evaluation (VSE) process for Educational Psychology Services;
  - Use of the Sharing Argyll Learning Initiatives, online resource, to promote quality Professional Learning Opportunities for all staff including our valued supply teachers;
  - Two days training to cluster numeracy representatives from our Numeracy Hub Champion;
  - All local area facilitators were trained in the use of the assessment and moderation toolkit;
  - There is a greater emphasis in establishments on joint planning and reviewing of learning improving consistency of expectations for learner achievement;
  - Primary establishments across Argyll and Bute have further developed and refined their curriculum plans to provide learning that is cohesive and relevant for children.
  - Pupils in 98% of schools are experiencing 2 hours or 2 periods of quality PE which is enhancing their health and well-being;
  - The revised Staged Intervention Policy brings together key aspects of practice and legislation relating to Additional Support Needs (ASN) and GIRFEC (Getting it right for Every Child).
  - A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:
    - pre-career teachers on the Post Graduate Programme provided in partnership with University of Highlands and Islands;
    - Newly Qualified teachers undertaking the Teacher Induction Scheme in Argyll and Bute;
    - Non-promoted teachers who lead aspects of school development;
    - Teachers seeking leadership roles and promoted posts;
    - Aspiring Head Teachers (through the 'Into Headship' Programme delivered in partnership with the University of Highlands and Islands and the Scottish College for Educational Leadership);
    - Newly promoted Head Teachers, and

- Experienced Head Teachers.

### 5.3 What are we going 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:
  - 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;
  - 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, and
  - meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools.
- Central staff and schools will further develop and promote *Skills for Work* and Partner Achievement Qualification opportunities thereby extending partnership working and wider achievement qualifications;
- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations;
- Support and positively promote engagement with national education awards in order that the work of pupils, schools and staff is celebrated, acknowledged and recognised;
- Through the Literacy Forum and activities arising from the attainment challenge across schools, increase the focus on evidence based interventions at the early primary stage;
- Schools will undertake focused activity to raise attainment on an aspect of reading, writing or numeracy in preparation for full implementation of the National Improvement Framework;
- Undertake focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement;
- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIE, SQA;
- Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level;
- Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement;
- 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;

- 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;
- Work with colleagues in all schools and establishments to develop leadership at all levels, and
- We will continue to work with schools to focus on raising attainment and achievement for all pupils.

## **6.0 CONCLUSION**

- 6.1 The next Standards & Quality Report will be due December 2016 reporting on progress in session 2015/16.

## **7.0 IMPLICATIONS**

- 7.1 Policy - This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).
- 7.2 Financial – Standards and Quality Report allows targeting of financial input into areas of development.
- 7.3 Legal – Meet statutory requirements as prescribed in the ‘Standards in Scotland’s etc. Act 2000.
- 7.4 HR – None.
- 7.5 Equalities – None.
- 7.6 Risk - The performance of Education in Argyll and Bute can significantly enhance or detract from the Council’s reputation and attractiveness as an area to work and live in.
- 7.7 Customer Service – This report provides elected members with an overview of Service Performance.

Cleland Sneddon  
**Executive Director of Community Services**

Councillor Rory Colville  
**Policy Lead for Education and Lifelong Learning**  
10 November 2015

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**APPENDICES**

Appendix 1 – Standards and Quality Report 2014/15