

Standards and Quality in Argyll and Bute Schools 2014/15

Community Services: Education



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Foreword

Welcome to this Standards and Quality Report 2014/15 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 the 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".

From the busiest Town Centre to Highland Glen or to the most remote Island, Education Services deliver a pathway to achieving the highest attainment in some of Scotland's most challenging and unspoiled environments. As Policy Lead I believe that our staff and our children and young people are the greatest assets we have and I congratulate them all.



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 87,660 (NRS 2014 MYE) 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.

More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2013-2014). A further 32% 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 2012, produced by the Scottish Government, identifies small-area concentrations of multiple-deprivation across Scotland. The SIMD is produced at datazone level, with datazones 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;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs, and
- Two Early Learning and Childcare centres.

61% of Argyll and Bute primary schools have a FTE (full time equivalent) of 3 or less teachers covering the 5 to 12 age group.

The total school pupil roll stands at 10,575 (September 2014 Census), consisting of 5,770 primary pupils, 4785 secondary pupils and 20 pupils in the school for pupils with complex additional needs. This compares with a total pupil roll of 10,670 in 2013/14, 10,767 in 2012/13, 11,065 in 2011/12 and five years earlier 11,292 in 2009/10. In addition there are 793 pre-school children. These children are in two Council Pre-School Centres and fifty one Pre-School classes. A further 654 children are catered for in twenty three voluntary, privately and independently managed Pre-School establishments.

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

- 865.55 FTE teachers;
- 79.63 FTE classroom assistants;
- 153.91 FTE ASN assistants;
- 15.44 pupil support assistants;
- 116.68 clerical assistants;
- 10.00 FTE librarians in secondary schools, and
- 30.10 FTE technicians.

Early Learning and Childcare is available within fifty one Services provided in Schools. These fifty one Services are managed by the Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two Pre-School Centres are managed by Heads of Centre, supported by a Senior within each provision. In addition 136 childcare and education workers (89.56 FTE) are employed. The Early

Years Service commissions an additional twenty three services to deliver Early Learning and Childcare.

Youth work activities are delivered in every area by Community Learning Development; Youth Workers (9.5FTE) and Youth Work Assistants (4.4FTE).

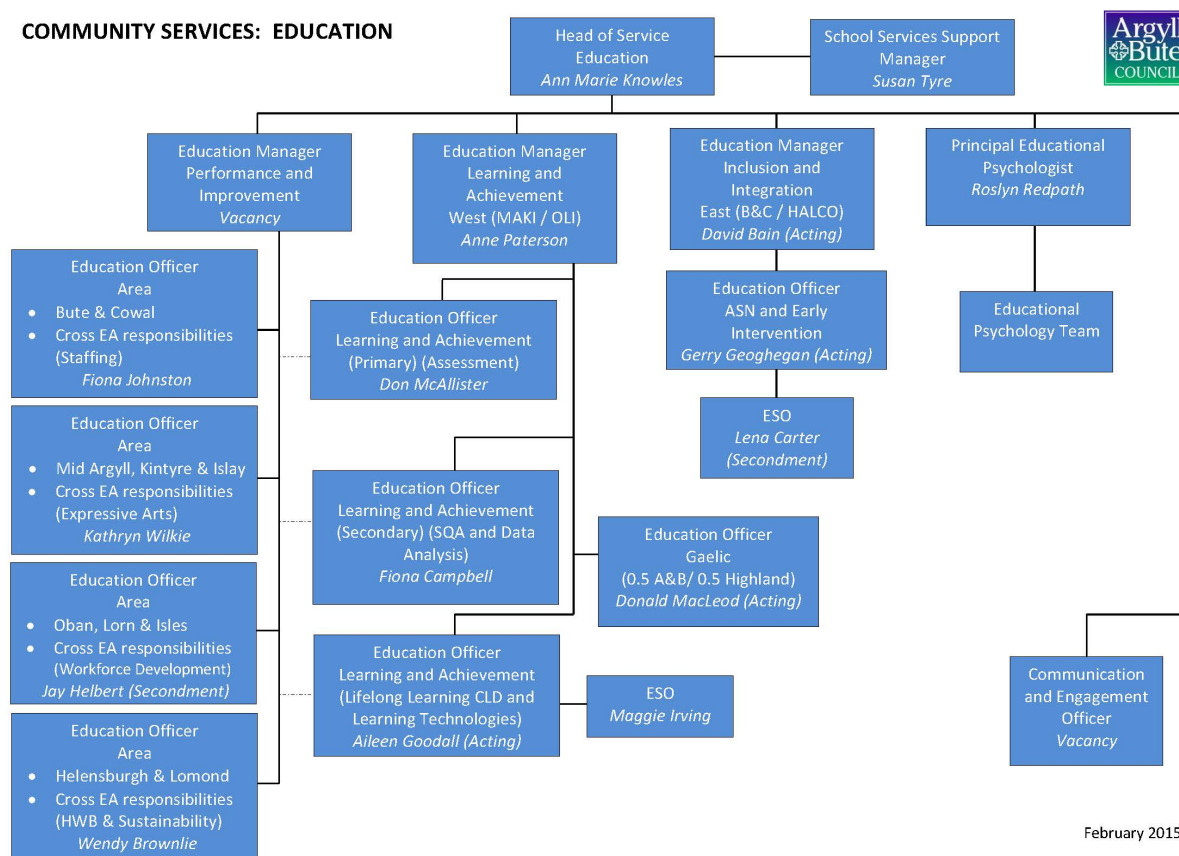
A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning (ASL) Act are available across a number of schools within the Authority.

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 (GIRFEC) 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, with the exception of one very small primary school, 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 language, 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, and 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 2014 – 2015

The Education Service Aims:

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:

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

**Raising Attainment
and
Promoting Achievement
through:**

- Broad General Education
- Senior Phase models
- Developing Scotland's Young Workforce

**Raising Attainment
and
Promoting Achievement
through:**

Children, young people and families
in
the wider community.

**Raising Attainment
and
Promoting Achievement
through:**

The development of
effective leadership of learning
for 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 2014/15 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 was 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 2015.

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 (%) |
|-----------------|---------------------------|----------------------|----------------|
| NATIONAL 4 | 94.7 | 93.3 | +1.4 |
| NATIONAL 5 | 74.8 | 79.8 | -5.0 |
| HIGHER | 76.8 | 78.1 | -1.3 |
| ADVANCED HIGHER | 83.6 | 80.9 | +2.7 |

Due to the implementation of the revised National Qualifications at level 3, 4, 5, and Higher 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 and a new Higher. 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.

| National 4 ** | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
|----------------------------|--|-------|-------|--------|-------|
| % passes Authority Average | No National 4 presentations across 10/11 - 12/13 | | | 100.0% | 94.7% |
| % passes National Average | | | | 93.0% | 93.3% |

| National 5 ** | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
|--------------------------------------|--|-------|-------|-------|-------|
| % awards Grade A-C Authority Average | No National 5 presentations across 10/11 - 12/13 | | | 82.0% | 74.8% |
| % awards Grade A-C National Average | | | | 81.1% | 79.8% |

| Higher | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
|--------------------------------------|-------|-------|-------|-------|-------|
| % awards Grade A-C Authority Average | 75.9% | 76.2% | 77.6% | 76.9% | 76.8% |
| % awards Grade A-C National Average | | | | 77.1% | 78.1% |

| Advanced Higher | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
|--------------------------------------|-------|-------|-------|-------|-------|
| % awards Grade A-C Authority Average | 75.5% | 85.2% | 79.3% | 79.0% | 83.6% |
| % awards Grade A-C National Average | | | | 81.0% | 78.5% |

Overall, the results for pupils across almost all levels are above the results noted in the 11 December 2014 Community Services Paper with the exception of National 5 results. It is worth noting that as SQA attainment is updated regularly within management reporting systems information at different stages of the academic session can be different for similar measures.

Footnotes

** 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.

National Averages have been taken from Summary Statistics for Schools in Scotland, Number 4, 2013 Edition, 11th December 2013 (amended 11th February 2014) and from information provided by SQA August 2015.

Argyll and Bute averages (2010-2014) were taken from SEEMis Vision in November 2014. Argyll and Bute averages (2014/15) were taken from SQA data provided in August 2015 and as such are liable to change throughout the session.

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 discrete 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. 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

| COURSE | LEVEL | Nos Pupils |
|-------------------------------|----------------------------|-------------------|
| Automotive Skills | National Progression Award | 9 |
| Creative Digital Media | Intermediate 1 | 23 |
| Construction Crafts | National 4 | 7 |
| Construction Crafts | National 5 | 26 |
| Cosmetology | Intermediate 1 | 21 |
| Cosmetology and Beauty | Higher | 10 |
| Early Education and Childcare | Intermediate 1 | 61 |
| Early Education and Childcare | Intermediate 2 | 31 |
| Early Education and Childcare | Higher | 8 |
| Engineering Skills | National 4 | 58 |
| Hairdressing | Intermediate 1 | 27 |
| Hairdressing | Intermediate 2 | 28 |
| Hospitality | Intermediate 1 | 27 |
| Hospitality | Intermediate 2 | 86 |
| Rural Skills | Intermediate 1 | 36 |
| Sport and Recreation | National 4 | 43 |
| Travel and Tourism | National 5 | 11 |

| | | |
|----------------------------------|----------------|------------|
| Uniformed and Emergency Services | Intermediate 1 | 13 |
| TOTALS | | 525 |

Skills for Work courses focus on generic employability skills that are needed for success in the workplace. These SQA courses offer opportunities for learners to acquire employability skills through a variety of practical experiences that are linked to a particular vocational area such as Construction, Hairdressing, Hospitality and Engineering.

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 includes:

Wider Achievement Partnership

Through partnership working central education staff and secondary school colleagues have been developing a range of wider achievement courses that enhance the opportunities already offered in the senior phase curriculum. These new courses allow our young people to further develop their skills for learning, life and work.

The awards offered during 2014/15 included:

| Organisation | COURSE/LEVEL | Nos of Pupils |
|-------------------------|---|----------------------|
| ASDAN | Certificate of Personal Effectiveness | 32 |
| ASDAN | Certificate of Personal Effectiveness | 9 |
| ASDAN | Towards Independence: Animal Care | 3 |
| ASDAN | Towards Independence: Independent Living | 2 |
| ASDAN | Towards Independence: Using a Computer | 3 |
| ASDAN | Towards Independence: Business Enterprise | 3 |
| ASDAN | Towards Independence: Work Awareness | 2 |
| ASDAN | Towards Independence: Performing Arts | 3 |
| ASDAN | Towards Independence: Starting Out | 1 |
| ASDAN | Towards Independence: Practical Workshop | 2 |
| ASDAN | Transition Challenge: Feeling Good | 4 |
| ASDAN | Transition Challenge: Moving Forward | 4 |
| ASDAN | Foodwise Course | 14 |
| ASDAN | Personal Finance | 5 |
| ASDAN | Employability Award | 9 |
| Duke of Edinburgh | Bronze | 63 |
| Duke of Edinburgh | Silver | 24 |
| Duke of Edinburgh | Gold | 4 |
| Saltire | SALTIRE Awards Scheme | 187 |
| | Friends Against Bullying (FAB) | 28 |
| Princes Trust | XL Personal Development | 20 |
| John Muir | Intermediate | 17 |
| John Muir | Introductory | 9 |
| | YASS – S6 Open University | 25 |
| Youth Achievement Award | Bronze | 24 |

| | | |
|-------------------------------|--|-------------|
| Youth Achievement Award | Silver | 5 |
| Scottish Football Association | Football Coaching | 27 |
| Scottish Football Association | Football Refereeing | 30 |
| Scottish Football Association | Football - Early Touches | 38 |
| | Sports First Aid | 15 |
| | Positive Coaching Scotland | 28 |
| | Day Leader Award | 28 |
| SRU | Rugby Ready | 28 |
| UKCC | Introduction to Shinty | 28 |
| | Sports Leader Award | 170 |
| SQA | Enterprise and Employability NPA | 64 |
| SQA | Leadership | 64 |
| SQA | Psychology (Intermediate 2) | 2 |
| SQA | Psychology (Higher) | 77 |
| SQA | Biology (Higher) | 2 |
| SQA | Digital Photography (Higher) | 30 |
| SQA | Personal Development Award (Intermediate 2) | 6 |
| | Tutoring | 6 |
| SQA | Work Experience (Intermediate1) | 207 |
| SQA | Sound Engineering (Intermediate 2) | 13 |
| SQA | Music Technology (National 5) | 10 |
| SQA | Woodwork Skills (Intermediate 2) | 19 |
| SQA | Woodwork skills (National 5) | 13 |
| SQA | Engineering Craft Skills (Intermediate 2) | 8 |
| SQA | Practical Metalwork Skills (National 5) | 13 |
| SQA | Computer Games Design | 15 |
| SQA | Digital Photography | 18 |
| UHI | Climate Land and People (SCQF Level 7) | 2 |
| UHI | Personal Effectiveness and Study Skills (SCQF Level 7) | 1 |
| UHI | Scottish History: 1603 and beyond (SCQF Level 7) | 1 |
| | Total | 1465 |



A total of 2,022 young people enhanced their senior phase curriculum through accessing *Skills for Work* and *Partner Achievement Qualifications* during session 2014/15. Consequently young people further developed their skills for learning, life and work supporting their 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. We will include a focus on senior phase curriculum choices that build upon the economic development priorities for Argyll and Bute.

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 for 2013/14 leavers is based on the known status of school leavers on the 'snapshot' date of Monday 6th October 2014.

Overall Argyll and Bute recorded a 1.4% decrease in young people entering a positive destination post school from the initial SLDR figure of 2012/13. There has been a decrease in the number of young people entering further education, employment or training.

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 1st August 2013 and 31st July 2014. A total of 947 young people left school during this time and 91.0% entered a positive destination ie 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 | Not Known | Total Positive | Total Other |
|-----------------|---------------|------|------|----------|----------|-----------|--------------------|--------------------|------------------------|-----------|----------------|-------------|
| | Nos | % | % | % | % | % | % | % | % | % | % | % |
| Campbeltown GS | 88 | 28.4 | 20.5 | 2.3 | 44.3 | 0 | 0 | 2.3 | 2.3 | 0 | 95.5 | 4.5 |
| Dunoon GS | 136 | 34.6 | 22.1 | 4.4 | 24.3 | 0.7 | 2.2 | 11.0 | 0.7 | 0 | 88.2 | 11.8 |
| Hermitage A | 260 | 46.5 | 20.8 | 2.7 | 17.7 | 0.4 | 0.8 | 7.7 | 3.1 | 0.4 | 88.8 | 11.2 |
| Islay HS | 30 | 46.7 | 3.3 | 6.7 | 33.3 | 0 | 0 | 10.0 | 0 | 0 | 90.0 | 10.0 |
| Lochgilphead HS | 92 | 34.8 | 25.0 | 1.1 | 29.3 | 0 | 0 | 7.6 | 2.2 | 0 | 90.2 | 9.8 |
| Oban HS | 227 | 42.3 | 10.1 | 4.8 | 34.8 | 1.3 | 0 | 5.7 | 0.9 | 0 | 93.4 | 6.6 |
| Rothesay A | 71 | 35.2 | 36.6 | 4.2 | 12.7 | 0 | 1.4 | 8.5 | 1.4 | 0 | 90.1 | 9.9 |
| Tarbert A | 19 | 63.2 | 15.8 | 0 | 21.1 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| Tiree HS | 1 | 0 | 0 | 0 | 100.0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| Tobermory HS | 23 | 43.5 | 13.0 | 4.3 | 30.4 | 0 | 0 | 8.7 | 0 | 0 | 91.3 | 8.7 |
| Total | 947 | 40.3 | 19.1 | 3.5 | 26.9 | 0.5 | 0.6 | 7.2 | 1.7 | 0.1 | 91.0 | 9.0 |

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.
- Share information with schools of current good practice, such as the Exite programme at Dunoon Grammar School.
- Host Opportunities for All event for all key partners to share good practice, network and develop the skillsets of all involved in supporting this agenda.
- Work towards the recommendations contained within the Scottish Government 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.
- Develop the Opportunities for All team's knowledge and understanding of the Participation Measure and Insight, two new tools being introduced during 2015 which will examine in more detail young people's learning journeys age 16-19 , as well as tracking and monitoring their participation and progression.

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 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|------------|---------|---------|---------|---------|
| Primary | 96% | 95% | 96% | 95% |
| National | N/A | 95% | N/A | N/A |
| Secondary | 93% | 93% | 93% | 92% |
| National | N/A | 92% | N/A | N/A |

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

At the time of writing this report the national data for 2014/15 was not available.

What we plan to do next:

- Provide ongoing support to schools to ensure 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 2011/12 and is lower than the national figure (where it is available). The rate in secondary schools dropped for two successive years, rising slightly in 2013/14 but has dropped significantly in 2014/15. The rate in both sectors remains 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 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--------------------------------------|---------|---------|---------|---------|
| Primary | 7.97 | 6.14 | 5.46 | 4.68 |
| National | N/A | 10.4 | N/A | N/A |
| Secondary | 51.45 | 51.39 | 52.46 | 39.81 |
| National | N/A | 58.4 | N/A | N/A |

At the time of writing this report the national data for 2014/15 was not available.

What we plan to do next:

- Support schools to reduce the number of exclusions in line with the 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 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|---|---------|---------|---------|---------|
| S5 (September) | 89% | 92% | 90% | 92% |
| National | 85% | 86% | 87% | N/A |
| | | | | |
| S6 | 68% | 64% | 74% | 78% |
| National | 56% | 59% | 61% | N/A |

In the four previous years the percentage of pupils staying on to S5 and S6 is consistently above the national average.

At the time of writing this report national data for 2014/15 is not available.

What we plan to do next:

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

4.6 Local and National Achievement and Recognition of Schools and the Service

The Rolls Royce Science Awards In November 2014 St Mun's Primary 7 class won the coveted Eden Award, at the award ceremony held at the Science Centre in London, with their Biodiversity project entitled "If You Go Down In The Woods Today". The children won a trophy and a cheque for £5,000 to be put towards the cost of the trip to The Eden Project



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.

In 2014/15 Argyll and Bute had 3 schools in the Scottish Kodu final; Dunoon Primary, Cardross Primary and Rosneath Primary.

It was really exciting, I enjoyed it immensely and can't wait to do it all again. P6 pupil.



Dunoon Primary School was crowned overall winners of the Scottish competition and impressed the judges with their computer game, presentation, business case and marketing plan.

The school went on to attend and win the UK Kodu final at Microsoft Headquarters. They are the first Scottish school to win the overall category of the UK competition.



My aim was to support our young people to be creators of digital content rather than just consumers of technology.

Argyll and Bute Council Excellence Awards Gary Clark, of the Learning Technologies Team, won a Silver Award in the category of Improvement and Innovation in Learning for his work in providing exciting computer science related learning opportunities for pupils in primary schools.

John McCann Unsung Hero Award The Unsung Hero Award is presented to a member of the Scottish Youth Parliament (MSYP) or group of MSYPs, who have overcome significant barriers to raise the voice of the young people they represent. Argyll and Bute's three Members of the Scottish Youth Parliament (MSYPs) have been awarded the John McCann Unsung Hero Award, at this year's Scottish Youth Parliament Awards for their drive, determination and innovation in working together to promote the Scottish Youth Parliament (SYP) to their peers during their three year term of office. Their enthusiasm has ensured more young people in Argyll and Bute are involved with the work of the Scottish Youth Parliament than ever before.

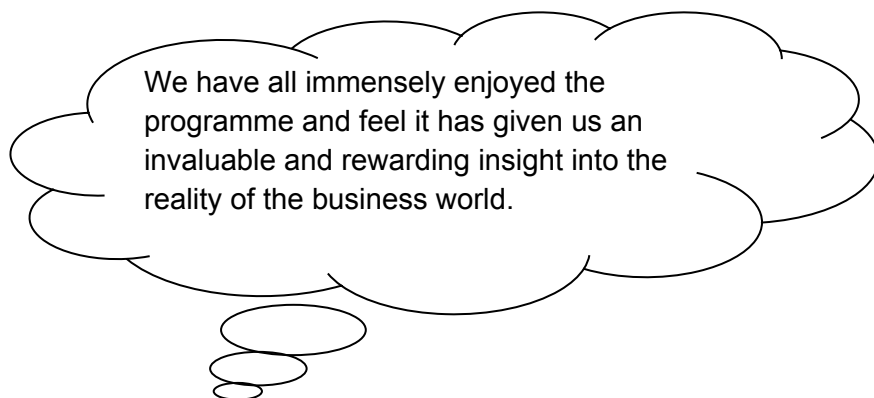
The **Marjorie Boxall Quality Award** is an accreditation scheme that recognises excellence in the work of nurture groups that have been running for two years or longer. Parklands School was the first Argyll and Bute School to receive this award.

National Mod Port Ellen Primary School Gaelic Choir won the Choral Unison Rural Primary, Choral Puirt-a-buel and Choral Two Part Harmony Learners categories in Inverness this year. Pupils were also successful in solo singing and poetry reading with medals being awarded to individual winners.

YES Awards

The Young Enterprise Scotland awards celebrate the success of businesses set up by young people aged 16-18. The Argyll and Bute Young Enterprise Area Board Final results were as follows:

| | |
|----------------------|--------------------------------------|
| Best presentation | Stamp, Oban High |
| Best trade stand | Maison Au Natural, Lochgilphead High |
| Best company report | Morphed Music, Dunoon Grammar |
| Best overall company | Stamp, Oban High |



STAMP! from Oban High represented Argyll and Bute at the National Final. STAMP created innovative products using sustainable and trustworthy sourced components and stands for "Sustainable, Trustworthy and Man-made Products". The company made products including log candles, holly wreaths and cushions.

Loch Lomond and the Trossachs National Park Community Partnership

Arrochar Primary School won the Design a World War One Menu competition with prizes being awarded at a commemorative showcase event in the village hall in April 2015.

Children in Scotland

The Primary 6 class at Kirn Primary School participated in a Better Eating Better Learning project in partnership with Children in Scotland. The pupils worked with the school's catering team on the project which aims to highlight healthy eating and to promote a better understanding of our school dinners to the rest of the school community and to parents and carers. Due to the success of the project the class attended a celebration event at Dumfries House in Ayrshire on Thursday 5th March 2015 where they made a presentation sharing with other Scottish schools what they have been doing to promote and improve school meals.



What we plan to do next: Support and positively promote engagement with local and national education awards in order that the work of pupils, schools and staff is continuously 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 2014/15 Education Services undertook to deliver a number of key objectives. Success has been achieved in:



- Effective planning to meet children and young person's needs has been further developed through the use of the Universal Child's Plan (UCP).
- An electronic version of the UCP has been developed for use by Head Teachers which allows a child or young person to have a single plan in line with the Children and Young People (Scotland) Act 2014.
- The Early Years Service consulted both parents and practitioners to develop a model for the increase of Early Learning and Childcare provision as stipulated in the Children and Young People Act (Scotland) 2014. As of August 2014, Early Learning and Childcare (ELCC) provision was increased from 475 hours to 600 hours per year. Both Local Authority Providers and Commissioned Providers have worked closely to ensure parents have choice in ELCC provision where possible.
- In addition to increased hours, provision has also been extended to eligible two year olds, and the Early Years Service carried out a scoping exercise to ensure there was sufficient ELCC provision for eligible two year olds across Argyll and Bute. As part of this process, the Service has also carried out a recruitment drive to attract more 'Partner Childminders' to provide Early Learning and Childcare for eligible two year olds. The Service also worked closely with a range of agencies to raise awareness of entitlement for eligible two year olds –eg. Health, Social Work, Job Centre Plus. As a result of extensive local media coverage and awareness raising, approximately 60% of eligible two year olds accessed their Early Learning and Childcare entitlement. The average uptake of entitlement across Scotland is reported to be 20% against national estimated figures. Very good progress has been made in taking forward each of these statutory duties.

What we plan to do next:

- Respond appropriately to all statutory requirements of the Children and Young People (Scotland) Act 2014.
- Continue to expand ELCC provision for eligible two year olds in preparation for a

wider cohort of two year olds becoming eligible in August 2015.

- Increase flexibility of ELCC provision within local authority Pre5 Units.
- Ensure all settings are able to provide a meal when children access their ELCC entitlement across the middle of the day.
- Continue to consult parents on ELCC provision within each area of Argyll and Bute.
- Continue to make capital improvements to local authority provision to meet Care Inspectorate and Environmental Health requirements for two year old provision.
- Continue to evaluate the impact of the revised Exclusion Policy on vulnerable groups through an analysis 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:

| Key aim: Develop the literate child in Argyll and Bute | |
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| Key Actions | Impact for Learners |
| <ul style="list-style-type: none"> Evaluate approaches to addressing the needs of those children who are underachieving in reading to close the attainment gap; Produce a literacy policy; Gather further data around the literacy skills of Looked After children; | <p>Through head teacher meetings, information has been gathered on interventions aimed at addressing the needs of those children who are underachieving in reading. This information has been collated and analysed to inform the Attainment Challenge work being undertaken across primary schools. This information demonstrated that many successful interventions are in place to support those children who are assessed to have difficulties at P4 and beyond, with impact being formally measured in some schools. There are however fewer interventions reported for children from P1 – 3. As a result there will be an increased emphasis on developing and sharing effective interventions aimed at the early primary stage.</p> <p>A draft literacy policy has been developed and will be finalised following analysis of the self-evaluation activity being undertaken as part of the VSE process for Educational Psychology Services.</p> <p>The assessment of primary age looked after children has continued and is now part of the authority's wider assessment guidance. The assessment information is analysed and used to support the progress of individual children who are Looked After and to inform wider authority developments.</p> |

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| <ul style="list-style-type: none"> • Further develop reciprocal reading; • Provide an on-going programme of high quality CPD for staff. • Incorporate local and national Early Years priorities within 2014-15 Early Years Service CPD calendar • Deliver 'Active Play' and Bookbug sessions within each of the areas of Argyll and Bute | <p>A comprehensive training programme for school staff in the delivery of reciprocal reading has been delivered across the authority. This has allowed teachers to begin to use this programme with pupils raising attainment in reading.</p> <p>Over the last 5 years, a wide range of Professional Learning has been offered to staff to support the development of literacy skills of learners. Self-evaluation activity, including reviewing the literacy elements of all primary school improvement plans, will be used to identify the critical subject areas for continued high quality Professional Learning opportunities. Information gathered through the Literacy Forum to date, and through discussion at head teacher meetings has identified there is a need for Professional Learning to support approaches to teaching phonics beyond P1 / 2.</p> <p>The Early Years Service carried out an annual needs analysis which helps to inform its CPD catalogue of training and events each year. In 2014/15, 689 Early Years practitioners accessed training, and 98% stated that the training met their professional needs.</p> <p>The Early Years Service delivered localised training on Building the Ambition – national ELCC practice guidance from the Children and Young People Act, as well as localized training for the Argyll and Bute Developmental Milestones Tool, resulting in a reach of 96% of ELCC settings.</p> <p>Early Years and Family Support Workers delivered blocks of 6 weekly 'Active Play' sessions 3 times per year to engage families in early literacy, numeracy and health and wellbeing. Activities were closely linked to 'Play @ Home' activities, enabling families to use these ideas for activities at home. Evaluations</p> |
|--|---|

were carried out to evidence impact of activities – highlighting that activities built confidence in parents and provided them with opportunities to meet with other parents. EYFSW and Bookbug volunteers delivered 3465 Gaelic Bookbug and Bookbug sessions within each of the areas of Argyll and Bute. These sessions built confidence in early literacy skills for children and their parents. In addition to this, the EY Service delivered training to other agencies to support isolated families with Bookbug Assertive Outreach, resulting in bringing books, stories and rhymes to the homes of 12 families in one area of Argyll and Bute.

What we plan to do next:

- 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.
- Circulate an evaluation questionnaire to all staff trained to identify the impact of this approach on learners. Build on the evaluation of the Reciprocal Teaching programme to enhance learning opportunities across schools.
- Assess the need for further support to schools on the teaching of phonics, develop an appropriate Professional Learning plan and revise the guidance on Learning to Read and the Teaching of Phonics as required.
- Finalise the authority Literacy Strategy.
- Build confidence and capacity within each of the local groups to deliver Active Play sessions within ELCC settings, Parent and Toddler Groups and Family Learning Centres.
- Maintain a sustainable number of Gaelic Bookbug, Bookbug and Bookbug Assertive Outreach volunteers through training to ensure sessions continue to be delivered locally.



Numeracy:

| <p>Key aim: Support schools to continue the development of numeracy across the curriculum.</p> | |
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| Key Actions | Impact for Learners |
| <p>This session the work of the Numeracy Forum has been overtaken by the Education Scotland funded Numeracy Hub Project. Our Numeracy Hub Champion has taken part in a programme of Education Scotland supported training. During the spring session each cluster of schools identified at least one numeracy representative to work with schools in the cluster to promote numeracy and the numeracy hub.</p> <ul style="list-style-type: none"> • 2 Days training to cluster numeracy representatives from our Numeracy Hub Champion • Numeracy representatives become familiar with the National Numeracy Hub and share good practice within their cluster • Provide guidance and support for numeracy development at a local level. • Develop ELCC Early Numeracy Packs for taking home. | <div data-bbox="810 324 1337 716" data-label="Image"> </div> <p>Training was provided to cluster numeracy representatives on the purpose of the Numeracy Hub. This training ensures a continued focus on improving numeracy outcomes for pupils.</p> <p>The National Numeracy Hub supports Continued Professional Learning and has improved staff confidence in delivering numeracy across the curriculum and thus improved outcomes for learners.</p> <p>All cluster representatives currently have access to an Edmodo group to share good practice, knowledge and understanding across the authority.</p> <p>Early Years PTs have completed the packs and will be implementing them within Session 2015-16.</p> |
| <p>What we plan to do next:</p> <ul style="list-style-type: none"> • Use Edmodo to share good practice amongst cluster representatives; • Cluster representatives to share good practice across the cluster; • Clusters of schools to work with representatives to agree a cluster plan to take forward numeracy, and • Numeracy Hub Champion to continue to participate in the National Numeracy Hub program and create an Argyll and Bute numeracy hub area. • Implement Early Numeracy Packs for Home. | |

Assessment and Moderation:

| <p>Key aim: 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.</p> | |
|---|--|
| Key Actions | Impact for Learners |
| <ul style="list-style-type: none"> • Provide an Assessment and Moderation Tool Kit for use by partner providers, schools and other partners to provide opportunities for professional dialogue to moderate and share standards; | <p>Establishments are using the toolkit in a variety of ways to engage in professional dialogue regarding assessment and to moderate and share standards. This is resulting in staff more confidently discussing learning and assessment with learners.</p> |
| <ul style="list-style-type: none"> • Evaluate the impact of the work of Local Area Facilitators on raising standards across quality indicators. • Share National developments including the relaunch of the NAR, Assessing Progress and Achievement Paper and workshop materials. | <p>Facilitators continue to deliver moderation activities ensuring learners activities are benchmarked within schools and across schools. An evaluation was undertaken in partnership with Education Scotland which identified the following strengths:</p> <ul style="list-style-type: none"> • more consistent use in establishments across the authority of the NAR flowchart leading to more focused planning for assessment; • a greater emphasis in establishments on joint planning and reviewing of learning improving consistency of expectations for learner achievement; • Overall improved understanding of Curriculum for Excellence assessment processes. <p>This work has ensured staff are aware of literacy as a national priority and the importance of a continued focus on literacy leading to improved literacy outcomes for pupils. All local area facilitators were trained in use of the assessment and moderation toolkit.</p> |
| <ul style="list-style-type: none"> • Test and implement the 'Developmental Milestone Tool' for children aged 3-5 years. | <p>Using the Model for Improvement, the Tool was tested in one ELCC setting in September 2014. Following analysis, the tool was tested in an increasing number of sessions across Argyll and Bute until it was tested authority wide by the end of June 2015. Prior to testing the tool, each setting was given the opportunity to attend training on the Tool – as a result,</p> |

96% of ELCC settings attended training by the end of June 2015. Training highlighted the links to 'Building the Ambition', GIRFEC and Curriculum for Excellence – assessment and moderation. As a result settings were given an introduction to the Tool prior to implementation in August 2015. It is anticipated that confidence and capacity will grow in the assessment process within ELCC settings.

What we plan to do next:

- Support schools to make intelligent use of data to improve attainment within the broad general education phase
- 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
- Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level.
- Increase levels of engagement with the toolkit across the authority as a tool for planning for assessment and reviewing learning.
- Increase the scope and work of the Local Area Facilitators to ensure equity of provision across the authority and consistency of teacher/pupil judgement leading to more valid and reliable tracking of pupil progress.
- Plan for further localised and central training in the Developmental Milestone Tool aged 3-5 years.
- Develop and implement a Developmental Milestone Tool for 0-3 years.

Key Messages of Assessment 1
Assessment is integral to learning and teaching.

Success criteria Quality feedback Sharing
 Involve parents Peer assessment Moderation
 Involve learner Teaching At transition
 PLP **ASSESSMENT** NAR
 Across 4 contexts Learning Periodic Integral
 Sharing learning Ongoing Traffic lights
 Continuous Self assessment Next steps
 Learning journey AifL

Argyll Bute COUNCIL

Key Messages of Assessment 2
Assessment builds capacity in practitioners to make professional judgements underpinned by professional dialogue.

Professional judgements Variety of approaches
 Quality evidence Share Support each other
 Exemplification Teachers Secure level
 Talk Professional dialogue
 Moderation Gathering evidence NAR

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Health and Wellbeing:

| Key aim: Support schools with the development of Health & Wellbeing 3 – 18. | |
|---|--|
| Key Actions | Impact for Learners |
| <ul style="list-style-type: none"> Support schools with the implementation of Health & Wellbeing 3 – 18; Support schools to complete development of establishment anti-bullying policies; | <p>A template to audit/evaluate or plan was trialled by members of the forum. This led to staff in schools having clearer understanding of the relationship between health and wellbeing and the wellbeing indicators at the heart of our curriculum</p> <p>Pupils understand what bullying behaviours are and the impact that they can have on others. Staff are more confident in addressing bullying.</p> |
| <p>Within Physical Education to:</p> <ul style="list-style-type: none"> Continue to provide targeted support to ensure 100% of schools meet the 2 hour Scottish Government PE target, and | <p>Pupils in 98% of schools are experiencing 2 hours or 2 periods of quality PE which is enhancing their health and wellbeing</p> |

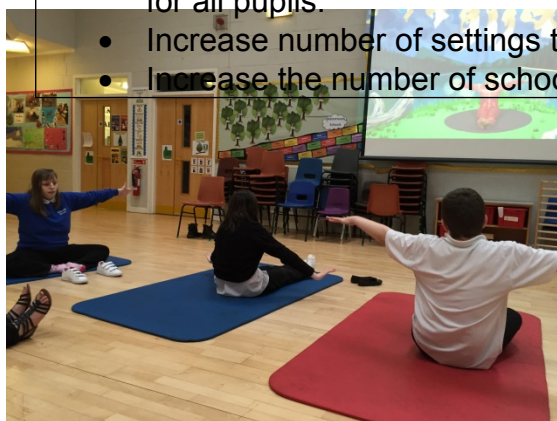
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| <ul style="list-style-type: none"> • Develop a programme in partnership with Stramash in PE • Work closely with partner agencies to deliver 'PATHS' and Roots of Empathy within Argyll and Bute | <p>Programme enhanced delivery of PE in the outdoors across a number of schools.</p> <p>The EY Service worked in partnership with Educational Psychology to train 20 settings in the use of PATHS – 'Promoting Alternative Thinking Strategies'. This programme supports settings to build emotional literacy in children within Pre5. By June 2015, 18 settings were actively implementing the programme. In addition to this, Early Years and Family Support Workers worked in partnership with Health Family Support Workers to deliver 'Roots of Empathy' within 10 primary schools. An evaluation of the programme was carried out and impact was shared at an evaluation session in June 2015. Every school commented on the extremely positive impact of this programme on children's emotional literacy. It was agreed that children are better at negotiating; they use more sophisticated language about their feelings. Amongst evidence shared, practitioners agreed there were fewer issues in the playground, children are resolving issues themselves, and more kind and caring thoughts are conveyed.</p> |
|---|---|

What we plan to do next:

- Deliver support to pupils within all Secondary schools affected by drug and alcohol issues
- Provide Sexual Health and Relationship training to appropriate staff to support the delivery of this subject in our secondary schools
- Issue the toolkit to all schools and offer schools support to use the Health and toolkit to audit practice and ensure Health and Wellbeing, responsibility of all is being effectively delivered
- Explore appropriate up to date resources to support sexual health and relationship education in primary schools
- Encourage schools to participate in the School Sport Award as part of the PEPAS agenda
- PE lead officer will work with staff to increase confidence in delivering and assessing quality PE
- PE lead officer will work with staff in schools to develop an increased

knowledge of using the outdoors, increasing opportunities for outdoor learning for all pupils.

- Increase number of settings trained in PAtHS to 30.
- Increase the number of schools involved in Roots of Empathy to 12.



Information Communications Technologies (ICT):

| Key aim: Implement key changes from Learning Technologies strategy | |
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| Key Actions | Impact for Learners |
| <ul style="list-style-type: none"> • Share innovative practice using emerging technologies; | <p>Pupil led technology showcase event at Dunoon Grammar School provided an opportunity for young people to showcase their technology expertise. A similar event will run in the Helensburgh area during next session.</p> |
| <ul style="list-style-type: none"> • Offer ongoing training in Learning Technology pedagogy and approaches, and | <p>Support has been provided to staff by introducing new and innovative technology through Professional Learning events and the learning technologies development group meetings. This work has supported young people to develop as creators of digital content rather than just consumers of technology.</p> |
| <ul style="list-style-type: none"> • Review and update the Learning Technologies strategy | <p>Continued to provide additional exciting computer science related learning opportunities for young people at primary level. Help young people to think about future career opportunities in the technology sector.</p> |

What we plan to do next: Continue to provide opportunities for schools and the central team to:

- Undertake a number of focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement
- Continue to promote mobile app development opportunities to enhance pupils' digital literacy skills. Two primary pupil led technology showcase events to be held in secondary schools to which parents and community will be invited to promote learning technologies
- Deliver further iPad and tablet professional learning events to support staff in sharing good practice and further enhancing professional skills with a particular focus on supporting schools to purchase and licence apps.



Curriculum Planning:

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

Key Actions

- Support those schools still developing their curriculum design plan to complete this activity;
- 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
- Continue to work in partnership with CLD, UHI, Argyll College and others to ensure relevant high quality learning experiences for all pupils.

- Deliver Curriculum Design Training to ELCC Commissioned Providers

Impact for Learners

Primary establishments across Argyll and Bute have further developed and refined their curriculum plans to provide learning that is cohesive and relevant for children. Most establishments are making good progress in engaging pupils, parents and partners in planning learning across the four contexts of the curriculum. Examples include:

- At Lochnell Primary School, curriculum experiences are designed to firmly develop the four capacities and promote important social and life skills. Pupils demonstrate effective leadership skills through the Pupil Council, Sports Leaders, Peer buddying and ECO Committee.
- Pupils at John Logie Baird Primary School are applying the school's shared values, which underpin the curriculum, to their learning and are able to talk about themselves as successful learners and effective contributors.
- Learning about health and well-being for pupils at St Columba's Primary is enhanced and by a range of effective links with local health, outdoor learning and sports organisations that lead to a better understanding by pupils of the health and well-being issues.
- At St Mun's Primary children are benefiting from increased opportunities to apply literacy and numeracy skills across the curriculum and in real life contexts.

There was approximately 50% representation of Commissioned Providers at a local authority led Curriculum Design training session in early 2015. The training session focused on the Education Scotland Advice Note for 2014-15 and 'Building the Ambition'. Impact of this meant that awareness was

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| | <p>raised in relation to national and local curriculum priorities. Managers attending valued the time to discuss priorities and to share practice. Those who attended expressed a desire for more curriculum sessions and more opportunities to share practice at a local level.</p> |
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| <p>What we plan to do next:</p> <ul style="list-style-type: none"> • Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement. • Support schools to ensure that their curriculum plans lead to improved attainment and achievement across all areas of the curriculum. • Plan for more curriculum design training sessions for ELCC Commissioned Providers. • PT Early Years to support local curriculum design sharing practice sessions. • PT Early Years to provide curriculum design support for each setting. |
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Sharing Practice:

| <p>Key aim: To identify and share good practice across schools and partner providers</p> | |
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| <p>Key Actions</p> | <p>Impact for Learners</p> |
| <ul style="list-style-type: none"> • Organise events enabling good practice across the authority to be shared. • Further develop SALi to promote professional learning opportunities, and • Create a discrete 'Early Years' section within SALi | <p>The Coaching Network continued to meet and develop their skills. This included further training provided by the General Teaching Council. Coaches provided training in their local areas to teachers and school leadership teams as requested. This has increased the number of staff trained in using coaching techniques to enhance professional development review and help drive forward professional standards.</p> <p>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>The Early Years section within SALi has been used extensively to share resources linked to both Local and National Early Years priorities. This now saves the central team time as practitioners can be sign posted to resources. In addition to this, practitioners have increasing access to a wide range of useful early years</p> |

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| <ul style="list-style-type: none"> • Further develop and evaluate 'Sharing Practice' Initiative to facilitate practitioners visiting other settings • Early Years conference | <p>resources, which they can select and download as required. This facility also supports sharing examples of effective ELCC practice.</p> <p>Twenty local authority settings and 10 commissioned provider settings accessed 'Sharing Practice' funding in 2014-2015, with approximately 100 practitioners participating in sharing practice activity. Feedback from practitioners stated that the opportunity to visit other ELCC settings both in Argyll and Bute and across Scotland had significant impact on their practice and their involvement in taking forward improvement priorities within their setting. One practitioner stated: <i>'The visit has made me evaluate my own practice regarding the content of our Learning Journey folders.'</i> Another practitioner stated: <i>'The visit has helped with how we implement the Developmental Milestone Tool and also Numeracy.'</i></p> <p>In preparation for the launch of 'Building the Ambition' (CYP Act National Practice Guidance for ELCC) in August 2014, the Early Years Team participated in training with Education Scotland to deliver 'Building the Ambition' training sessions across Argyll and Bute. The Service also hosted a 'Building the Ambition' conference, where practitioners participated in discussions around what high quality ELCC looks like with key personnel involved in the creation of the National Practice Guidance. By June 2015, 90% of settings had participated in 'Building the Ambition' training. Throughout the session Early Years team members also delivered 'Building the Ambition' twilight sessions to ELCC Partner Childminders and Community Childminders.</p> |
| <p>What we plan to do next:</p> <ul style="list-style-type: none"> • Leadership conference for Head Teachers to consult on leadership developments, share learning from Scottish College for Educational Leadership • Host 'Sharing Practice' Conference in 2015-16 • Focus 'Sharing Practice' funding on <ul style="list-style-type: none"> ○ Family Engagement | |

- Early Level Literacy and Numeracy
- Early Years Curriculum Design

Teaching and Learning:

Key aim: Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups

| Key Actions | Impact for Learners |
|--|---------------------|
| Our partnership with Tapestry in developing and supporting our model of TLCs was discontinued at the start of 2014-15 pending an evaluation of the impact. As the partnership model with Tapestry requires a six month forward planning process, no further support/development work of the existing model was carried out during 2014-15. | |

What we plan to do next:

- Plan a new TLC model for interdisciplinary learning to be rolled out across the authority from 2016 onwards. Identify personnel/partners to support the development of this model.

Promoting the work of Argyll and Bute:

Key aim: Extend engagement with partners to promote the work of Argyll and Bute nationally and to engage in networking opportunities.

| Key Actions | Impact for Learners |
|--|--|
| Showcase the work of Argyll and Bute at the Scottish Learning Festival. | Raise the profile of our work developing Health and well-being and innovative use of technology to enhance achievement. Sharing this work nationally allowed us to gather feedback and views which will inform ongoing work |
| Continue to support staff to work with other local authorities and with national groups, as appropriate. | Staff participation in national groups and engagement with national officers ensures that: <ul style="list-style-type: none"> ● staff are well informed and knowledgeable about national developments and initiatives, and ● are at the forefront of informing these developments. |
| Continue to facilitate our personnel to: <ul style="list-style-type: none"> ● Work with HMle as Associate Assessors, and ● Engage with Education Scotland and SQA in development work. | As a result of this engagement pupils benefit from working with staff that are motivated, engaged and well informed in curriculum development. |

Work closely with colleagues from other agencies within the Early Years Collaborative

The Early Years Service has worked closely with a range of agencies to focus on how we achieve the Early Years Stretch aims within Argyll and Bute CPP. Following development of an Argyll and Bute Family Pathway, our EYC group chose to focus on testing the Pathway in Kintyre. By the end of June 2015, 100% of children had appropriate information shared from Health when starting Nursery and 85% of children had achieved their developmental milestones by the time they started P1. This information has been shared nationally through EYC Learning Sessions.

What we plan to do next:

- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMle and SQA.
- Continue to promote our work at the Scottish Learning festival
- Increase awareness of the Family Pathway with other CPPs
- Share Developmental Milestone Tool for 3-5 years with colleagues from other local authorities
- Invite Education Scotland and SSSC to speak at the next Argyll and Bute Early Years Conference
- Schedule termly meetings with the Care Inspectorate

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

6.1 Inclusion equality and fairness

The Education Service conducted an extensive review of ASN provision across the authority area. This has resulted in a number of areas of policy being identified for update or revision. Two working parties were established to review and update the policies on staged intervention and highly able pupils and are due to report back during session 2015-16.

A revised process of allocation of ASN assistants has been put in place, which is based on pupil need and allows a more consistent approach to allocation through the establishment of a scrutiny panel. It also has the benefit of reducing the bureaucratic demands placed on head teachers.

In an acknowledgement of the increasing needs of children with hearing impairment, a full-time HI teacher has been created.

The capacity of the ASN team has been enhanced with temporary provision of 2 officers increasing the central team's ability to support schools to meet the needs of children with ASN. In addition, to maximise support to HTs, a tiered matrix of support provision has been presented.

The revised Staged Intervention Policy brings together key aspects of practice and legislation relating to ASN and GIRFEC (Getting it right for Every Child).

Over the last session, the GIRFEC Practice model has been further developed and implemented. Key resources have been created and made available to staff online including:

- The Girfec learning module
- Planning for Children and Young People: A practitioners guide to chairing Child's Plan meetings

What we plan to do next:

Once the policy on Staged Intervention is adopted, working parties will be created to consider how best to support Looked After Children and the role of Learning Centres.

Education Scotland Inspection Reports

In session 2014/2015 Education Scotland conducted inspections in one secondary school and two primary schools. Across a total of twenty four quality indicators 50% were rated as good. This is a decrease of 16% from 13/14 session, and 2% from the 12/13 session. There was significantly reduced number of inspections carried out during the 14/15 session. There were nine inspections in 13/14 and three in 14/15.

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 and ELCC settings 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.
- Support schools and ELCC settings to adopt and understand the practices as outlined in How Good is our School (HGIOS) 4 and How Good is our Early Learning and Childcare to be published in 2015/16.

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 2014/15 four 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;
- Reporting to the Community Planning Group;
- 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?

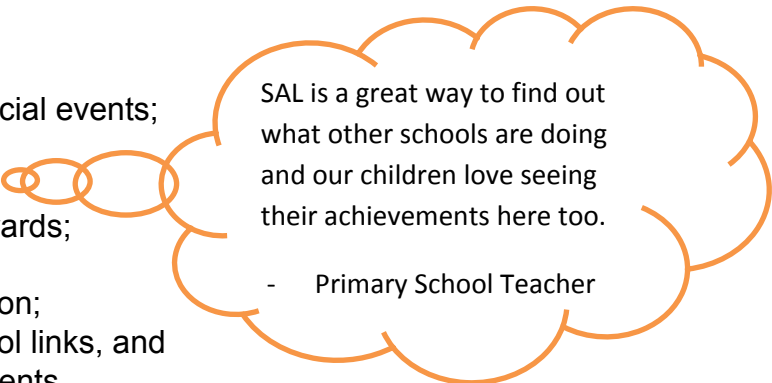
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The Education Service has undertaken further refinements of key policies in line with recommendations from Scottish Government and other stakeholders. Policies were developed over the session in the areas of Staged Intervention for pupils with additional support needs, Argyll and Bute and individual schools' anti-bullying policy and a response to recommendations from Teaching Scotland's Young Workforce. These policy developments have supported schools and ensured we are keeping abreast of local as well as national priorities in education.

Following on from previously established pilots and development forums, key resources have been developed and shared with schools. The Education Service's online sharing presence, Sharing Argyll Learning (SAL) and its resource page; Sharing Argyll Learning Ideas (SALi) have been well populated and used by schools, teachers and pupils.

During the 2014/15 school session, SAL was populated with 368 individual posts written by pupils and staff. These posts included:

- Learning stories;
- Celebrations and special events;
- Announcements;
- Innovative practice;
- National and local awards;
- Enterprise education;
- Sustainability education;
- Community and school links, and
- Curriculum developments.



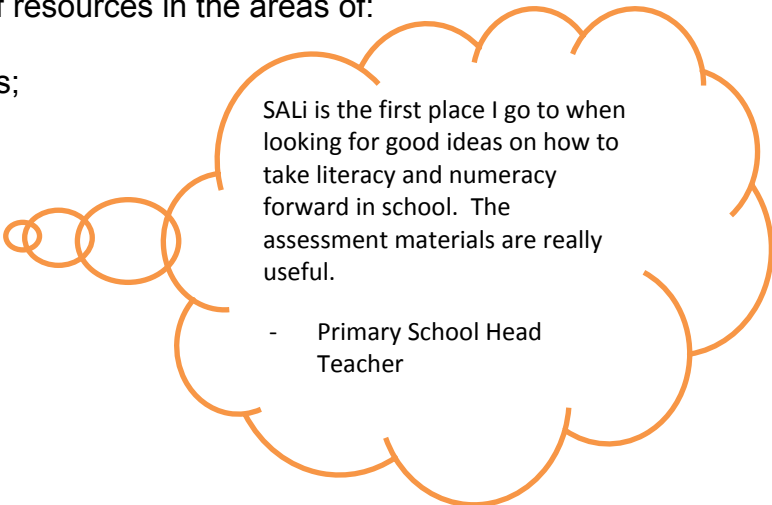
SAL is a great way to find out what other schools are doing and our children love seeing their achievements here too.

- Primary School Teacher

Comments from these posts came from community members, pupils and teachers from other schools and educationalists. These comments often provided positive feedback and also led to new links and endeavors being made as learning experiences were shared between establishments.

SALi was further populated with a range of resources in the areas of:

- Additional Support Needs;
- Assessment;
- Creativity;
- Curriculum;
- Health and Wellbeing;
- Leadership;
- Learning Technologies;
- Numeracy, and
- Outdoor learning.



SALi is the first place I go to when looking for good ideas on how to take literacy and numeracy forward in school. The assessment materials are really useful.

- Primary School Head Teacher

These resources and ideas have been widely accessed and used by schools to help inform their own improvement.

The Psychological Services team has continued to explore a model to further evaluate the effectiveness of strategic groups and consider the contribution across agencies. In June 2015 a partner agency focus group took place in an attempt to investigate further the perception of the added value of educational psychologists to strategic groups. For a number of reasons relating to availability of invited staff, most participants were unable to comment specifically on EP involvement in groups. Very helpful information was obtained on service delivery more generally. The partner agencies represented included Speech and Language Therapy, Community Child Health, Child and Adolescent Mental Health, Community Learning and Development, Social Work and Youth Services. There was also representation from a third sector organisation. The focus group provided helpful information about the nature of engagement with the service and the impact of the work of EPs on a range of stakeholders. This information will be used to inform psychological service improvement planning.

The Education Service has explored the use of social media by other departments of Argyll and Bute and by Education teams in other Local Authority areas. A strategy has been developed and a social media presence is planned which will link to SAL, SALi, School websites as well as to National bodies and their resources (Education Scotland, The Scottish College for Educational Leadership and The General Teaching Council for Scotland).

What we plan to do next:

- Continue to review and develop policy in response to and aligned with national guidance, specifically in the areas contained within the forthcoming Scottish National Improvement Framework, the National Attainment Challenge and any changes to legislation pertaining to education;
- Continue to monitor the use and impact of SAL and SALi as well as to promote their use and continued population;
- Align our approaches to reporting to stakeholders in order to produce the most timely, informative and helpful reports;
- Carry out a Validated Self Evaluation of Psychological Services supported by Education Scotland;
- Launch an outward facing social media presence to further share information and resources to and between schools and from national bodies, and
- Continue to enable the effective work carried out by development forums in the areas of Assessment, Literacy, Numeracy, Health and Wellbeing, Learning technologies, Developmental Milestones and Languages in order to further develop and share strategic direction and resources for schools' improvement.

Section 8: How good is our leadership?

The education service has continued to develop the effectiveness of self-evaluation processes with schools. This has included targeted professional learning for school leaders, including teaching professionals more in school reviews and the promotion of professional enquiry to inform school self-evaluation and improvement.


Early Years leadership activities for session 2014/15 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.
- Introducing an induction to managing a local authority Pre5 Unit for newly appointed head teachers
- Continue to fund Early Years practitioners who wish to develop their practice further through additional qualifications.

Targeted professional learning for Head Teachers has included curriculum development days which bring Head Teachers together to examine their current curricular practice, engage with advice from Education Scotland and work with other school leaders to target and prioritise their own school's curriculum development areas.

Head Teachers have also had access to professional learning in the area of general self-evaluation which focused on the gathering and use of information and the use of this to develop effective strategic improvement plans.

All School Reviews carried out during session 2014/15 were partnership activities that were led by school leaders, members of the central education team and, in many cases, partner professionals from other establishments. The outcomes of reviews gave feedback to schools on the effectiveness of their self-evaluation procedures as well as informing future school improvement planning.

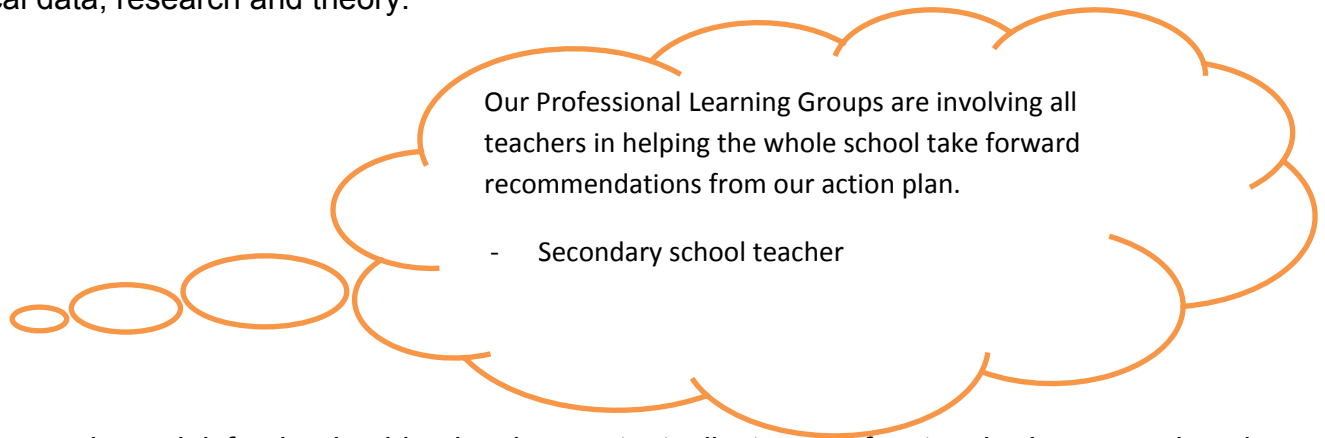


The recent school review was involved all staff, it was actually a good professional development opportunity and really helped us to think about how we can get even better.

- Primary School Head Teacher

Teachers from all parts of Argyll and Bute have been trained as Local Area Assessment and Moderation facilitators. These teachers have then assisted colleagues in their own and other local schools to assess the effectiveness of teaching and learning and how it impacts pupil achievement. In a number of schools this has led to professional collaborative enquiry into teaching and learning and curriculum development. Where this has been successfully used, more

teachers have taken on leadership responsibilities and practice has been developed and informed by local data, research and theory.



A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:

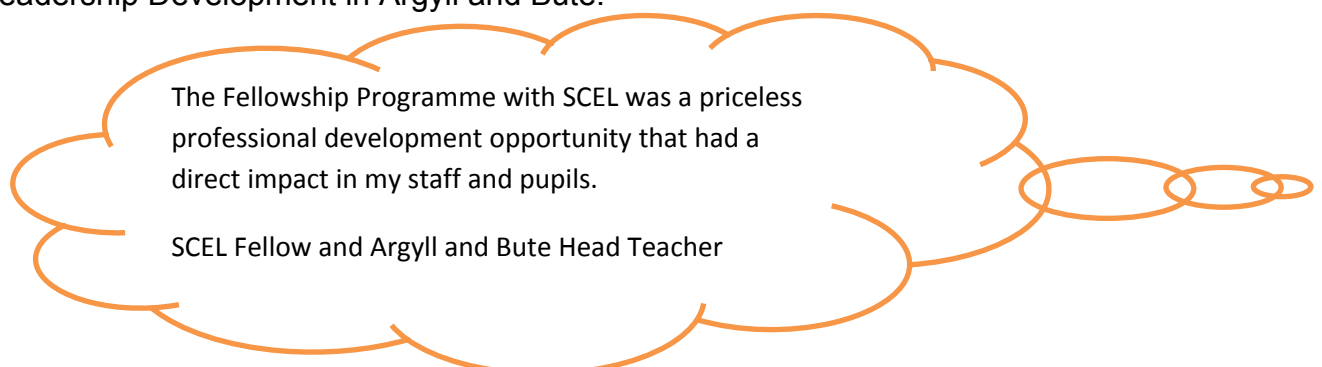
- pre-career teachers on the Post Graduate Programme provided in partnership with University of Highlands and Islands;
- Newly Qualified teachers undertaking the Teacher Induction Scheme in Argyll and Bute;
- Non-promoted teachers who lead aspects of school development;
- Teachers seeking leadership 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.

Much of this support is building upon previous and continuing practice and now aligns to national priorities and guidance on leadership development.

During session 2014/15 the new Post Graduate Diploma in Education programme in partnership with University of Highlands and Islands was designed. Eleven students have been selected for the first cohort that will run during session 2015/16. The programme consists of taught core modules delivered by the university, locally delivered aspects provided by Argyll and Bute and teaching experience in Argyll and Bute schools.

A new Argyll and Bute Leadership Programme was designed in session 2014/15. A cohort of 24 teachers has been selected and will undertake the programme in session 2015/16.

New partnerships with SCEL and UHI have been cemented over the session. This has led to one Argyll and Bute employee becoming a Fellow of SCEL in its inaugural year and a second undertaking the Fellowship's second cohort. Argyll and Bute are the only Local Authority to be represented in both cohorts. As a result of this, the schools and local clusters represented by the Fellowship candidates have been involved in groundbreaking leadership development projects in the areas of teacher leadership and middle leadership. Both Fellows are now involved in taking forward Leadership Development in Argyll and Bute.



SCEL have worked with University providers to design a new qualification for headship, 'Into Headship' which will replace the old Scottish Qualification for Headship as of session 2015/16. After a rigorous recruitment process six members of school staff have been nominated as Into Headship candidates. These candidates will undertake the programme in session 2015/16.

New Guidance was issued to schools receiving probationary teachers and an additional support day was offered for supporters of probationers. The Teacher Induction Scheme was evaluated and a new structure was trialed allowing for more contact time at Probationer seminars. This also included additional input from the GTC and a new focus on teacher leadership.

A Coaching Network has been established to train teachers in Coaching and Mentoring techniques in all areas. The Coaching Network has had training in coaching techniques and now provides coaching in their respective schools and clusters.

What we will do next:

- Continue to provide support for existing SCEL Fellowship candidate and support applications for future cohorts;
- Provide Coaching and Mentoring Training for Supporters of Students and Probationary teachers;
- Establish a network of Middle Leaders to enhance and optimize distributed leadership and increase future capacity to fill promoted posts;
- Support candidates through Into Headship by providing a mentor and facilitating a network of candidates. This will be done in partnership with UHI and SCEL;
- Deliver the Leadership Programme aimed at those teachers who hold a middle leadership role, or aspire to holding a middle leadership or Head Teacher post in the near future. We will seek SCEL and GTCS accreditation for this programme with the aim that successful participants will be granted Professional Recognition. We will also work closely with UHI so that there would be seamless transition, for those who want to then pursue a Master's in Education Post Graduate Degree with UHI and/or pursue Into Headship;
- Deliver training for existing Head Teachers in partnership with SCEL and others to help them engage with the Framework for Leadership and Model of Professional Learning Developed by Education Scotland and SCEL;
- Support students undertaking the Post Graduate Diploma in Education with UHI by providing academic input and effective school placements, and
- Continue the Coaching network and train coaches as trainers who can then deliver in house and targeted coaching training to colleagues.

Section 9: How good is our capacity to improve?

- 9.1 Further engagement to progress the implementation of the new Higher 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 supported to implement the new Higher qualifications, and
- All schools successfully delivered National 4 and National 5 qualifications.
- New Higher courses were delivered in some subjects
- All schools offered a combination of old and new Highers in 2014/15.

Work with schools to develop robust pupil tracking has identified pupils whose performance is lower than predicted by prior assessment. Schools have been supported to identify priorities to improve attainment and outcomes for these young people. Central staff and school senior managers regularly review progress towards these priorities.

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 in continuing to review curriculum structures;
- Developing effective leadership at all levels;
- Progress assessment and moderation developments and curriculum design, and
- Use Insight as part of self –evaluation activities at authority, school, department and teacher level to support our analysis of attainment and wider achievement.
- Support schools to implement the recommendations from the National Improvement Framework
- Primary schools will be supported to undertake focused work to raise attainment in a specific aspect of reading, writing or numeracy





Argyll and Bute Council
Community Services : Education

Argyll House
Alexandra Parade
Dunoon
PA23 8AJ

Tel: 01369 708509

www.argyll-bute.gov.uk