

REPORT BY POLICY LEAD FOR EDUCATION AND LIFELONG LEARNING

1. INTRODUCTION

This is my second report as Policy Lead for Education and Lifelong Learning and it covers the period from January to August 2016.

This report has been structured to reflect the 6 key objectives within the Council's Education Vision and Strategy entitled "Our Children, Their Future" and the work of our schools to deliver them.

The objectives of the strategy are listed below.

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to sustain positive destinations and achieve success in life
- Strengthen partnership working and community engagement
- Strengthen leadership at all levels.

1.1 Education Vision and Strategy

The Council's Community Services Committee, considered a paper entitled Education Vision and Strategy. The purpose of the paper was to advise Elected Members of the outcome of the process of consultation on the Education Vision and Strategy. *Our Children, Their Future* has been prepared by Education Services to allow the Service to effectively respond to the changing national and local policy contexts and, in doing so, ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes. The strategy set out:-

- The policy context
- The key ambitions for our children, young people and communities
- The Education vision
- An overview of the Education Services Strategy
- Cross cutting themes
- Our 6 Key objectives (see Conclusion at Item 3)
- How services will action the strategy
- How we will report on outcomes, and
- The proposed approach to monitoring and reviewing the implementation of the Education Strategy.

Prior to wider consultation, the initial document presented to Community Services Committee in June 2016 had been prepared by members of Education Services supported by feedback from an initial reference group.

Consultation has now taken place with Educational Establishments, ELCC settings, Parent Council members, 3rd sector and voluntary organisations. This information has been considered and collated to inform the final version of Our Children, Their Future.

The full details of the Education Vision and Strategy are available at Item 6 of the Community Services Committee papers from the meeting on 8th September.

2. RECOMMENDATIONS

Members are asked to note the report

3. RAISE EDUCATIONAL ATTAINMENT AND ACHIEVEMENT FOR ALL

3.1 Attainment Challenge

The Scottish Attainment Challenge will focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It will also support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. This is the second year of the Scottish Attainment Challenge.

During the first year of the work being undertaken Argyll and Bute had only one school selected as part of the Attainment Challenge. This was Rosneath Primary School. Rosneath worked with Argyll and Bute Education Service and the Scottish Attainment Advisor for Argyll and Bute to identify core areas for development and look at relevant interventions.

What did the school do?

- Analysed a range of assessment data within the school related to literacy that demonstrated a need to focus on reading and highlighted gaps in learning to be addressed
- Reviewed approaches to teaching reading
- Implemented a reading recovery approach with children whose reading and spelling ages were below chronological age, using additional support needs assistant and support teacher 4 days a week.
- Other pupils in class experienced a new approach to reading
- Staff looked outwards and visited another school leading to more active approaches to literacy and further development of and use of higher order thinking skills. This increased the level of challenge and motivation in class.
- A more consistent experience across all aspect of literacy is particularly evident across the curriculum with pupils increasingly able to apply skills independently.

What progress has been made?

- Pupils report improved confidence and enjoyment of reading;

- Reading with the P4/5/6 class has been motivating for the P1/2 class, it has raised their aspirations and appetite to read well;
- Buddy scheme increased reading confidence of senior pupils, particularly for those who are less fluent and increased their belief in their own reading skills;
- Class teacher is reporting that pupils are better able to recall and explain the story and articulate their thoughts and ideas to share with others;
- Pupils are choosing to read independently on a more regular basis, choosing to tackle more challenging texts than previously.

For session 2016/17 the following areas have been identified as a focus:-

- Gain a better understanding of the barriers to overcome to enable families to be more involved in learning and the school community.
- Plan to provide more effective support for the most vulnerable families both in school and in the home environment.
- Extend the parent reading buddies scheme across the whole school and look at the support for families at home.
- Roll out new approaches to literacy across the school, continue to use assessments and data for effective interventions leading to improved outcomes.

In addition to the Attainment Challenge Schools Programme an Attainment Challenge Innovation fund was set up where schools and / or clusters could apply for funding to support an initiative to raise attainment. Argyll and Bute have been very successful in this area. A project to drive forward improvement in literacy, numeracy, health and wellbeing for young people, through the teaching and learning methods of Better Movers and Thinkers has been approved. The following schools are involved:

- Rothesay, North Bute and St Andrew's Primary Schools
- Castlehill and Dalintober Primary Schools
- Arinagour and Tiree Primary Schools
- Kilchattan Primary School
- Islay and Small Isles Cluster
- John Logie Baird Primary School
- South Kintyre Cluster

Another project targeting raised attainment in literacy through a particular focus on talking and literacy skills and the development of phonic awareness at Early and First level will take place in Rhunahaorine Primary School.

3.2 Numeracy and Literacy

Numeracy and Literacy are area of development across schools in Argyll and Bute. During June schools were asked to collate information regarding the levels of achievement at P1, P4, P7 and S3. This data collected is currently being analysed and will provide a focus for future priorities. Conversations with Head Teachers are being undertaken to discuss how confident staff are at estimating and assessing the work of children and young people. We need to build on the excellent practice which is already evident in the Authority, including the ELC Learning and Development Profiles in Numeracy. Numeracy Champions are in place and supporting colleagues within their Clusters. It is important to understand what is

working well, is having the greatest impact on learning and teaching and how this can effectively be shared across the Authority. A coherent and join up approach is integral to the successful development of Numeracy and Literacy across Argyll and Bute.

Funding to support raising attainment has been made available from the Service to be used for a seconded PT post in Numeracy and Literacy to work closely with the Education Officer.

The aim is to provide a sustainable, long term approach to developing Numeracy and Literacy at all levels across the Council.

3.3 Assessment and Moderation Facilitators

With the new requirements for Authorities to provide reliable data on Curriculum for Excellence levels achieved, and the associated requirement of establishments to provide information to support this process, there is now an increased emphasis on the moderation and quality assurance process in relation to learning and achievement.

Argyll and Bute will build on the Assessment and Moderation Facilitator programme which aims to provide schools and localities with expertise in this area. A two day intensive training exercise gives participants the knowledge, understanding and skills with which to facilitate high quality work relating to Education Scotland Benchmarks for Curriculum for Excellence early to fourth level within and across establishments. This is leading to increased teacher and pupil confidence that the level of challenge and depth of learning and ultimately achievement is appropriate with age, stage and ability.

3.4 Physical Education

Argyll and Bute have been working hard to meet the statutory requirement to provide 2 hours of quality PE. This is often difficult for some of our schools which have limited resources and small numbers of children. Two areas developed which have supported the delivery of PE in small schools with limited or no indoor facilities are:

Developing an Outdoor Resource

This work was undertaken in partnership with Stramash to utilise the outdoors for quality PE. This initiative has gained a great deal of National interest.

Orienteering

Training for teachers was delivered in schools. Resources were developed for each area and many events took place both in schools and clusters of schools. An exciting event was held in Colonsay. Children from schools in Islay travelled to Kilchattan Primary to take part in orienteering challenge.

3.5 Creative Arts in School Team (CAST)

Programmes have been developed to support the teaching and learning in Expressive Arts. These include:

Samba – a programme with a new emphasis has been developed across authority. Through specialist modelling and mentoring and the dissemination of samba kit,

schools delivered a progressive, inclusive and creative opportunity for many young people.

Travelling Gallery – a collaborative delivery in 6 secondary schools in partnership with Creative Learning Network, Argyll Youth Arts and CAST. 80 S3 pupils participated in 'Changes' – visual arts with a focus on what would young people like to change and how can they demonstrate their feelings regarding the aspect of change visually.

IT in the music classroom aims to develop skills of teachers and young people using Garageband - a creative composition programme.

4 **DIGITAL LEARNING**

4.1 **Lync project**

A Lync pilot is taking place with Campbeltown Grammar, Islay High and Tarbert Academy. Lync has also been installed in feeder Primaries, Gigha, Clachan, Keills and Small Isles.

There are plans to progress a curriculum delivery project in Mid Argyll over session 2016/2017, starting with senior pupils working together across schools on a project or unit.

It is anticipated that Lync will bring a number of advantages to the pilot schools, particularly to schools with shared headships such as Keills and Small Isles to promote cluster working. This will include:

- Support staff across both schools could work smarter, sharing resources and working on document;
- The Head Teacher would be able to have conference calls with the management team from both schools whilst ensuring that there was a member of the management team in both schools,
- Sharing and working on documents live between management team, clerical staff, support staff and pupils (Pupils in smaller peer groups would benefit greatly from being able to work with a pupil from another school - they would be able to share work, peer assess etc.)

Following the conclusion and evaluation of the Mid Argyll pilot project Education will be in a position to make a recommendation on future roll-out plans. Should the recommendation be to proceed with rollout then a robust business case will be produced and submitted for consideration.

4.2 **Domain Extension**

Gigha, Clachan, Keills and Small Isles Primaries have been successfully migrated onto the new domain. The project is now in the main roll-out to the remainder of the Primaries.

The domain extension project will allow primary schools to experience similar benefits to secondary colleagues. Schools connected to the new Education Domain have noted the following advantages:

- Much larger storage per Staff email account - from existing 10Mb or 50Mb to the new standard capacity of 500Mb;
- Access to shared calendars / SharePoint within a school or between schools and also shared network folders;
- Improved Anti-virus protection, and
- Restricted access to computer settings will prevent Pupils or Staff inadvertently changing network settings therefore assuring the PC stays operational and available on the network.

4.3 Primary iPads and literacy

There have been projects in Colgrain Primary School and St Columba's Primary School to raise attainment in literacy through the use of iPads. Education Psychology staff worked with the schools using a range of measures to assess not only attainment but also levels of motivation and engagement. There has been measurable improvement in motivation and engagement of learners in Colgrain Primary. In St Columba's Primary reading ages have increased by more than would have otherwise been expected. Building on this work there are plans to undertake further projects in aspect of both literacy and numeracy using tablet devices to further explore the potential for raising attainment and closing the gap. This work will be planned in collaboration with Education Psychology staff in session 2016/17.

5 USE OF PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE

5.1 National Improvement Framework

Argyll and Bute Council have responded to Government requirements to formally record Achievement of a Level in CfE at P1, P4, P7 and S3 in the following ways:

- Senior Leadership representatives, Assessment /Moderation Facilitators and teacher reps covering all schools attended a training session in order to develop knowledge and understanding around professional judgement and range of evidence.
- All schools submitted CfE data with follow up phone conversations by Education Officers with selected schools confirming the reliability of the data following analysis by Education Management.

Next Steps

- The Assessment and Moderation Facilitator Programme will be extended and strengthened to include refresher training to take account of recent guidance from Education Scotland and to ensure improved attainment and to close the attainment gap.
- P1, P4, P7 teaching staff will receive further training and guidance on 'Achieving a Level'.
- Members of the Central Education Team will work closely with establishments to support them in reflecting on next steps to be taken to improve attainment and monitor progress.

6 PSYCHOLOGICAL SERVICE DELIVERY

6.1 Using Performance Information to Minimise the Impact of Service Choices Saving

Following the successful Validated Self Evaluation undertaken with Education Scotland in November 2015 the service has continued to work to deliver high quality interventions to ensure positive outcomes for children and young people.

From August 2016 the service will reduce from 7.4 FTE to 6.8 FTE when the saving identified through the Services Choices process will be implemented. The service also has a 0.8FTE vacancy, and while this has been advertised, there is a national shortage of qualified educational psychologists and therefore it may not be possible to fill this vacancy in the short term.

Previous self-evaluation activity has demonstrated that schools very much value the regular contact with Educational Psychologists, allowing high quality discussion on meeting the needs of individual children as well as considering early interventions and approaches to enhancing learning and teaching for all. Services in some other areas of Scotland have moved to an increased consultation model of service delivery where there is less direct contact between the school and a link educational psychologist. Within Argyll and Bute we are very keen to avoid this move and time has been taken to consider models of service delivery that will maintain regular and effective contact with our schools across the whole authority.

One possible model being explored is to bring together groups of head teachers from very small schools (those with less than 30 pupils) to consider their improvement plans and look for common themes. The Educational Psychology service can then target their intervention to these areas while also supporting schools to meet the needs of individual vulnerable children. It is hoped that this model can:

- Ensure all schools, including those with small numbers of pupils, have access to the Educational Psychology Service in a meaningful way
- Encourage small schools to share knowledge and expertise with each other to meet the needs of children and young people
- Ensure interventions are targeted at delivering objectives within the schools' improvement plans in line with objectives from *Our Children, Their Future*
- Increase clarity on the nature of the needs arising from schools across the authority with this information shared with other central staff who can provide support and intervention, for example, Education Officers, Education Support Officers and Area Principal Teachers.

Schools are already approaching the service for support in the new session to address staff skill and confidence in particular areas through professional learning opportunities. To date these include meeting the needs of children with Autism Spectrum Disorders, supporting mental health and wellbeing needs and the use of restorative approaches.

In times of reducing resources it is important that we ensure we are making the best possible use of the small resource available to make a difference to children, young people and families. While there will be challenges, this offers an excellent opportunity to consider new and effective ways of using Educational Psychology

across our schools and communities. Any new model of service delivery implemented from August 2016 will remain under close review with structures in place to evaluate the effectiveness and impact of the changes.

7 ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED

7.1 Early Years Service

7.1.1 Children and Young People (Scotland) Act 2014

Following a consultation with Parents and Carers, three Local Authority pre5 units now provide flexible ELC during term time in addition to Commissioned Providers of Day-care of Children and Partner Childminders.

7.1.2 Gaelic ELC

ELC is provided through the medium of Gaelic in 5 ELC settings across Argyll and Bute. In addition to this several of our ELC settings promote Gaelic language through games, songs and rhymes.

7.1.3 Community Child-minding Service

49 Children and their families have been supported since January 2016 by Community Childminders. Children are referred by a range of professionals including Health Visitors and Social work staff; the amount of support is dependent upon the individual child's assessment of wellbeing. Several of the children who have been supported are on the Child Protection Register.

7.1.4 3rd Sector Grants

A range of services received Grant Funding to enable them to continue to provide services for children and their families, these services include, Out of School Care Services, Homestart home visiting schemes, Toy libraries, Parent and Toddler Groups, Crèches and services that provide wrap around childcare.

7.1.5 Quality Improvement

The Early Years team has carried out 'Learning and Development' self-evaluation visits to 65% of ELC settings between January and June this year. Managers and Head Teachers have welcomed these visits and feedback has been very positive, leading to positive impact within each setting's self-evaluation and the process being taken forward during session 2016-17.

The Developmental Milestone Toolkit has proven to be a successful tool to track developmental progress in children within nurseries. Data was gathered from 97% of settings in June, which indicates that 74% of children entering P1 this year have achieved all of their developmental milestones. The Developmental Milestone Toolkit is being developed further to include tracking progress in literacy and numeracy and will now be called the 'Learning and Development Framework 0-5 Years'. This tool will be issued to all ELC settings and childminders by October 2016.

I am extremely proud that we have been shortlisted for Two Quality Improvement Awards for 2016: (1) Top team Award: Argyll Family Pathway, and (2) Merit Award

for Quality Improvement in Early Year. The winner will be announced at the formal dinner on the 15th November.

7.1.6 Family Learning

Early Years and Family Support Workers within each of the localities continue to work with parents and children to promote family learning. This year the team delivered a range of family activities from family fun days, young mums groups, Active Play sessions and of course Bookbug. This year saw more families engage with Bookbug than ever, with 1063 sessions attracting a total of 12,296 children. In order to ensure sustainability of Bookbug, 34 new Bookbug Session Leaders/supporters were trained locally by the Early Years Team during 2015-16. The Early Years Development Officer developed Gaelic Bookbug Sessions in Oban in June 2011 with 6 families attending. In 2015-16 the number of Gaelic Bookbug Sessions delivered across Argyll & Bute increased to 242 Gaelic Bookbug Sessions with 1426 adults and 2225 children attending.

7.1.7 Nursery to Primary Transition

Transition from Pre5 to P1 can be daunting for children and families. As a result, there have been 'Common Transition Projects' for Pre5 and Primary settings in Oban and Lorn and Mid Argyll. At last year's Transition celebration event which showcased continuity and progression across Early Level, comments from parents included:-

"Great to see how the Gruffalo project has progressed to their learning at school, I think it helps in their transition to work on a subject they are familiar with"

"We liked the Gruffalo hunt and seeing what other schools had done, we loved the Bookbug Session".

7.2 Mental Health of Children and Young People

Education Scotland has engaged with Educational Psychology Services across the country to encourage research activity that will support the National Performance Framework. Within Argyll and Bute Psychological Service there is a long history of Educational Psychologists contributing to the national research in a range of key areas including autism, attachment and approaches to seeking the views of children and young people.

Some of our most vulnerable children, including those who are Looked After and those with an Autism Spectrum Disorder, are more likely to experience mental health issues than their peers. Mental health difficulties are often exhibited through challenging behaviour.

Nationally, concerns regarding the mental health of children and young people are regularly reported in the press. The Argyll and Bute Team was central to the development of the Integrated Children's Service guidance *Young People at Risk of Suicide and Self Harm*. Possibly as a result of increased awareness of mental health issues arising from this guidance and associated training provided by Choose Life, last session our secondary school head teachers raised concerns over how to best support young people who are experiencing mental health difficulties. Anne Greig and Linden Ginter from our Services have successfully engaged with Education Scotland to carry out a significant piece of research

entitled *Meeting the mental health needs of Scotland's children and young people: Identifying good practice and areas for development through a survey of schools and educational psychology services*. As well as contributing to the national picture, this research will support the delivering of objectives within *Our Children, Their Future*, inform outcomes in the Psychological Service improvement plan and enhance interventions offered locally to support the mental wellbeing of our children and young people.

Educational Psychologists will continue to support children, young people, families and schools to enhance mental wellbeing through

- Supporting schools to have a nurturing ethos.
- Supporting schools to implement universal early intervention approaches such as Friends for Life and Living Life to the Full.
- Increasing staff skill and confidence in identifying and supporting children and young people who may have mental health difficulties.
- Providing high quality individual assessment of young people's mental health.
- Liaising with health services for those young people with the most acute need.

In the new session, a multiagency short life working group will be established to produce guidance for schools and other services on wellbeing, relationships and behaviour, with a focus on early intervention and prevention.

7.3 Additional Support Needs

As part of the ongoing ASN review, two policy work-streams produced framework documents on Staged Intervention and Highly Able Pupils. The Staged Intervention framework provides every educational establishment with an overarching structure for supporting pupils who have additional support needs. After consultation with staff, parents and pupils, these frameworks have been adopted by the Education Service.

Frameworks have also been taken forward by working groups with regard to Learning Centres and Looked After Children. These frameworks are now in their late draft stage and further update and consolidate ASN practice in education establishments.

A pilot aimed at assisting staff to develop approaches and strategies tailored to the needs of children with ASD is currently running in Cowal. The pilot involves the training of a number of teachers as 'Autism Champions' who will be able to provide help and advice to school staff in their locality working with children on with Autism Spectrum Disorder. After the pilot is concluded it is intended to roll out the training across the authority and to have trained Autism Champions in every locality.

Ms Lorna Stewart has been appointed as Education Support Officer following the end of Ms Carter's secondment. Ms Stewart has responsibility with developing the capacity of staff working in ASN including the PDA award for ASN assistants and ensuring that CALM training (a behaviour support approach) is offered to staff in all 4 of the authority areas.

7.4 Getting it Right for Every Child (GIRFEC)

GIRFEC developments continue to progress positively. There is a clear spending plan linked to the GIRFEC monies to ensure that children and young people, parents and staff are fully aware of the GIRFEC practice model implemented across the authority. Training continues for key staff to support improved outcomes through the Child's Planning process including ongoing engagement of the GIRFEC advisors across Education, Health and Social Work.

The Education Service is keeping abreast of national developments relating to information sharing associated with the Named Person Service to ensure we are legislatively compliant, and is providing relevant updates for school staff.

7.5 Child Protection

Multi Agency Chronology training has been delivered to staff in Education, Social Work and Health has been successfully rolled out across the Authority. This is presented by service leads from within Education and Social work.

A second multi-agency course on child protection for managers in Education, Social Work and Health was successfully run in May 2016. This is presented by Service leads from these agencies.

Education and Social Work managers continue to present child protection training to newly appointed head teachers.

Schools have been issued with a resource to assist them in raising awareness of Child Protection and Child Sexual Abuse. The resource was developed in cooperation with the CPC Training Lead, The Education Central Team and Tarbert Academy SLT. These materials have been piloted and positively evaluated in St Joseph's Primary, Helensburgh.

8 EQUIP YOUNG PEOPLE TO SUSTAIN POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE

8.1 Modern Apprenticeships

Steven Simpson started a Modern Apprenticeship with the learning technologies team in November 2015 and during this time he has very quickly completed a Diploma in Information Technology and Telecommunications SCQF level 6 (HNC). Steven has also been short listed as a finalist for this year's Scottish Training Federation Modern Apprentice of the Year award. A significant achievement. Steven has work very hard to learn the complex technical configuration and setup requirements for iPads within Education and is now providing the majority of iPad support and expertise to schools.

The Learning Technologies team were also pleased to welcome new employee Matthew Egan (Modern Apprentice) to the team in August 2016. Matthew will be working with schools to assist with iPad support and school computing clubs.

8.2 Celebrating Success

I was delighted to attend the Argyll and Bute Young Enterprise Area Finals on Tuesday 26th April where groups of 6th year students from Lochgilphead and Oban High School and Dunoon Grammar School showcased the products they had developed over the course of the academic session.

Fyne Gems from Lochgilphead High School won the Best Trade stand and Interview. While Deja Moo won Best Presentation, Best Report and Best Overall Company. Deja Moo represented Argyll and Bute in the Scottish National Finals which were held on the 15th June in Glasgow.



Ulva Primary School were presented with a Social Enterprise Academy award from John Swinney MSP and Cabinet Secretary for Education and Skills on the 16th June in Edinburgh. The pupils conducted a community questionnaire in November 2015 regarding their plans to organise and run a café for the local community. Based on the responses the pupils, with support from their parents and school staff, operate a community café on a Tuesday afternoon serving coffee and cake and providing an opportunity for the community to come together.

Port Ellen Primary School's invented a floating wave energy convertor that used wave power to create electricity. As finalists in the Scottish Council for Development and Industry's Celebration of Engineering and Science the pupils were invite to put their gadget to the test at the University of Edinburgh's Flo Wave Ocean Energy facility. The school then went on to participate in a number of STEM challenges (Science, Technology, Engineering and Maths) along with 40 other schools before being crowned winners of the Junior Saltire Award.

I was also delighted when Luss Primary School were crowned Scottish champion in this year's Total Green School Awards for their work with Loch Lomond Fisheries Trust. Pupils teamed up with staff from the trust to study the dwindling powan fish population and other species in Loch Lomond.

The whole school travelled to London Zoo in June for a special awards ceremony where they were presented with a £1,000 prize. This is the fifth time Luss Primary has been successful in the competition, having won the 'Totally Clued Up' category three times, as well as receiving a special award for the high quality of work submitted.



8.3 **The School Leaver Destination Return follow-up statistics for Argyll and Bute for session 2014/15.**

The follow up leaver extract, is used by Scotland Performs to report on the national indicator - "Increase the proportion of young people in learning, training or work. The Argyll and Bute overall figure for school leavers sustaining a positive destination by the March after their leaving date was 92.7%, a rise of 1.2% from the 2013/14 follow up data and is the highest follow-up figure the local authority has recorded.

In August 2015, Skills Development Scotland (SDS) published the first **participation measure** for 16 – 19 year olds in Scotland, a publication identified as 'experimental statistics - data being developed'. The measure reports on the learning, training and work activity of 16-19 year olds in Scotland.

Within the context of Opportunities for All, the follow up of 16-19 year olds, including school leavers, is an integral part of our approach to managing customers from school through their initial and subsequent transitions. Given the greater focus on all 16-19 year olds, the practice of following up leavers at two specific points within the year has been replaced by ongoing follow up throughout the year. Although this is a change in the follow-up process, the results remain comparable with previous years.

8.4 **Amberg Sulzbach Youth Exchange**

At the beginning of August, a group of ten young people from Oban, Bute and Helensburgh Youth Forums and two Youth Service team members took part on a Youth Exchange project to Argyll and Bute's Twin Region Amberg Sulzbach. The theme of the project was Health and Well-Being and the young people enjoyed a full programme of workshops and activities. The young people explored the difference in definitions and approaches to being fit and healthy and will be producing a report highlighting the findings. Easter 2017 will see the Argyll group play host to the Germans when they travel to Scotland for the second leg of the project.

8.5 **Commonwealth Youth Parliament**

An Argyll and Bute's Member of the Scottish Youth Parliament (MSYP) Jamie Murray from Bute, has been selected to represent the Scottish Youth Parliament at

the Commonwealth Youth Parliament in British Columbia, Canada later this year. Only two representatives will travel and Jamie will take part in a very full week's programme of sittings, discussions and official engagements. The Scottish Youth Parliament (SYP) is a politically-independent organisation that aims to represent the young people of Scotland. The SYP is made up of around 150 young people aged from 12–25 across Scotland. Representatives are known as Members of the Scottish Youth Parliament (MSYPs). MSYPs from Argyll and Bute are supported by Youth Services and they have played a prominent role in the activities of the SYP.

9 STRENGTHEN PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT

9.1 Technology Showcase

On Saturday 7 May 2016 around 300 primary pupils from across Helensburgh and Lomond attended a technology showcase event with parents.

The aim of the event was to help equip young people with the necessary skills and knowledge to turn computing ideas into concepts, showcase what can be created through technology and provide additional exciting computer science related learning opportunities.

The event started with presentations on employment opportunities in the technology sector from industry experts.

Pupils from local schools expertly led 9 workshops which included an opportunity for participants to get hands on time with the technology. The pupils delivered outstanding presentations and engaging workshops for a range of new and exciting technologies.

The workshops included:-

- Raspberry Pi - Kilcreggan
- Project Spark - Cardross
- Kodu - Rosneath
- Robotics - Arrochar
- App development and BBC Micro:Bit - Colgrain
- Animations - Hermitage Primary
- Green Screen - JLB
- Drones - St Joseph's
- Lego WeDO 2.0 - Rhu and Garelochhead

A short video has been produced of this event - <https://vimeo.com/178178544>

A similar event will run in the Oban area during session 2016-17.

9.2 Digital Leaders and senior Pupil iPad training event

The learning technologies team in conjunction with iTeach will be providing senior pupils (P5 – P7) from across Argyll and Bute the opportunity to be trained as digital leaders. This training will include computational thinking and how to troubleshoot technical faults. We will also focus on computer programming with iPads and include lots of hands on time with technology such as Drones, Spheros and Lego WeDo 2.0.

The event will take place on Friday 18th November 2016 at Inveraray Primary school from 10:00 – 15:30.

9.3 Parental Involvement Strategy

A draft Authority Parental Involvement Strategy has been developed by a working party comprising Head Teachers from both sectors and an Education Officer. This Strategy will be issued to schools for consultation with Parent Councils at the beginning of the next session.

The purpose of this Strategy is to improve attainment by promoting the engagement of parents in their child's education.

Research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, better relationships and improved employment prospects.

Parents have a key role as prime educators and carers of their children. By working in partnership, schools and parents can develop children's attitudes to learning, helping to ensure that children achieve their full potential. This partnership working will also provide schools with a clearer understanding of children's home circumstances and personal achievements.

Effective parental involvement support helps parents to understand what their children are learning, how well they are doing and how they can support learning in the home environment. Good communication will allow schools and parents to respond quickly and effectively to emerging issues and concerns.

9.4 Ministry of Defence (MOD)

Staff funded through the MOD bid deliver targeted provision of literacy, numeracy and health and wellbeing across schools with Service children with a particular focus on gaps in learning as a result of transitions. This includes delivering the Seasons for Growth education programme in partnership with the Royal Navy Royal Marine Welfare Team.

Staff funded through the MOD also deliver targeted learning opportunities at lunchtime and after-school to provide additional literacy, numeracy and health and wellbeing support. Targeted learning opportunities include HMS Heroes, Film, and Drama opportunities, use of Maths Recovery resources, homework and story sack clubs.

These targeted learning opportunities provide additional support for children and young people affected by mobility and separation issues. All support is delivered using a nurturing approach, contributing to improved emotional wellbeing.

The Service Pupil Advisor liaises between schools, Armed Forces families, RNRM Welfare and HMNB Clyde, coordinating all new and developing services, including the establishment of more HMS Heroes Groups; delivery of the Seasons for Growth education programme; ensuring support is targeted to children affected by issues arising from mobility, separation and deployment; training staff in schools

on awareness of issues facing children from Armed Forces families; and gathering and collating evidence of impact of such services and participation in the MOD Steering Group and in the MOD audit of spend.

Use of **iPads** to support children and young people affected by issues arising from loss, separation and mobility. The iPads facilitate the creation, editing and sharing of videos and other mediums on a range of issues. These creations can then be shared with others as part of peer education programmes, or with staff working with pupils affected by such issues, or parents who are separated and/or deployed. The forums for use of these iPads include Film Clubs, Drama Clubs, HMS Heroes and homework and reading clubs supporting young people affected by loss, separation and mobility.

10 STRENGTHEN LEADERSHIP AT ALL LEVELS

10.1 Early Career Leadership Development and Continued Professional Development

Key leadership attributes and skills are included in the probationers programme and Scottish College for Educational Leadership have held a number of Teacher Leadership sessions across the authority. This has raised the profile of leadership capacity building in schools.

Some teachers had completed Practitioner Enquiry in partnership with the Open University in Scotland which included study of recent research and application and evaluation of new strategies in the classroom, often resulting in change of policy. Teachers have since presented at SCEL's National Teacher Leadership Conference held in May and have since been asked to work with SCEL to develop further work to enhance opportunities for teachers to engage quality leadership development.

10.2 Mentor Networks

The authority has continued to develop a network of probationer supporters who focus on developing the skills and knowledge of newly qualified practitioners. We have also provided experienced Head Teacher mentors who will be supporting newly appointed Head Teachers from August 16. Information, advice and support are provided at conferences due to be held during the autumn term.

10.3 Middle Leadership Network

Eight practitioners completed sessions for the Middle Leadership Network, with a focus on developing effective school self-evaluation and completing an aspect of school improvement within their own establishment. This Network was set up as part of the SCEL fellowship programme and has been fully evaluated and has evidence of impact on practitioner professional development, whole staff development and pupil learning.

A well-attended inter-authority conference was held in partnership with East Dunbartonshire in Dunoon during May 16. This gave the opportunity for collaboration between practitioners to share good practice across both authorities and build on previous work completed in November 15. Presenters included:

- Professor Stephen McKinney from Glasgow University who presented research and findings in relation to the social justice agenda and what schools can do to 'Close the Gap'.
- Dr Deirdre Torrance from Edinburgh University who presented a framework for leadership development across Scotland at all levels.

The work has been evaluated and feedback was extremely positive at all levels and will build on future plans for this Network.

10.4 **ABLE Leadership Programme**

Fourteen promoted members of staff successfully completed the ABLE leadership programme which focussed on developing the skills, knowledge and attributes of successful leaders, with written submission of assignments throughout the year which linked to leadership standards from GTCS. Three members of the group are going onto the Into Headship programme this year.

This programme will be delivered jointly this year by SCEL Fellows which the authority supported over the last two years.

10.5 **Into Headship**

The Authority is supporting 12 participants in the completion of the Into Headship programme lead by SCEL, GTC and a number of universities. This intensive programme seeks to prepare aspiring Head Teachers for the challenges of headship and develop key leadership skills, offering research based theory and action research undertaken in schools. The authority supports participants in attending national network events and also provides a Head Teacher mentor. This will aid the authority in building quality leadership capacity as participants are expected to seek a Headship post within 2-3 years of completion of the programme.

10.6 **Shared Headships**

- Carradale and Drumlemble Primary Schools
- Small Isles and Keills Primary Schools
- Luing and Easdale Primary Schools
- Minard and Furnace Primary Schools
- Craignish and Kilninver Primary Schools
- Glassary and Tayvallich Primary Schools
- Lochdonhead and Ulva Primary Schools
- Innellan, Toward and North Bute Primary Schools
- Achahoish and Kilmartin Primary Schools
- Rhunahaorine and Gigha Primary Schools
- Inveraray and Dalmally Primary School
- Strone and Kilmodan Primary Schools

Shared Headship continue to promote effective ways of working for smaller schools and to allow the sharing of staff expertise and cluster approaches to working.

10.7 **Staffing**

During this period new Head Teachers were appointed in a number of our schools across Argyll and Bute:

- Tiree High School – Graham Wilks
- Gigha Primary School – Julie Wilson
- Barcaldine Primary School – Julie Watson
- Kirn Primary School – Kirsteen MacDonald
- Iona Primary School – Stephen Glen-Lee
- Furnace and Minard Primary Schools – Robyn McIroy
- Carradale and Drumlemble Primary Schools – Laurene McIntosh.
- Sheena Nisbet was appointed acting shared Head Teacher of Easdale and Luig Primary Schools.

11. SCHOOL ESTATE

Members will see below that work is now progressing at both Campbeltown and Oban secondary schools.

11.1 School Visits

Since my last report I have been able to visit our four Island secondary schools and see at first hand the issues these island locations face.

My visit to Rothesay provided me with the opportunity to visit the joint campus and to meet with the parent council. I was also interested and pleased to hear first-hand about work which is ongoing to assist Syrian children with their integration.

My visit to Tobermory was tinged with sadness with the news that head teacher Craig Biddick was moving on to pastures new. I was however reassured that plans were in place to progress the excellent work that he had started. I was also delighted, during my visit to visit Lochdonhead primary, to see at first hand the marvellous work the children were undertaking working with the local community and utilising their new outdoor science laboratory to study their local environment as part of their learning. This laboratory was created using the £1,000 prize money that the school received as a result of winning last year's "Our Environment" competition which was organised by Scotland's Environment Web and supported by SEPA, Keep Scotland Beautiful, Young Scot and Education Scotland.

During my visit to Islay I was able to incorporate visits to Port Ellen and Bowmore Primary Schools, which are now under the joint headship of Maureen MacDonald. During the afternoon, I visited Islay High School where I met with the Depute Head Teacher, John Redpath and other staff members. I was given a tour of the facility and provided with an insight into the unique life of this island school. As a result of this visit I believe that before any other educational new build is considered, serious consideration should be given to prioritising the infrastructure at Islay High.

Finally I visited Tiree High School where I was delighted to be shown round by the new Head Teacher Graham Wilks. His enthusiasm and educational ambitions for the school shone through, and brought home to me the huge challenges we face as an authority in delivering Education across such a large and diverse Landscape. During this visit I was able to see first-hand the results of the Councils Bio Mass programme, the installation at Tiree being one of ten, all of which are substantially complete and soon to be commissioned; with the exception of Lochgilphead Joint Campus which is scheduled for completion by March 2017.



11.2 Oban High School

The contractor, Morrison Construction Ltd, started on site in May 2016. The contractor last reported that he is 3 weeks ahead of programme.

Works are progressing well with piling complete, core path works complete, retaining wall to all-weather pitch complete and new road access and areas of parking close to school being completed. Underground drainage including attenuation tanks are also installed. Works ongoing with ground beams and pile caps. Awaiting arrival of Steelwork at end of September.

11.3 Campbeltown Grammar School

The contractor, Morrison Construction Ltd, commenced work in May 2016, the contractor last reported that he is 3 weeks ahead of programme.

Works to culvert now complete. Athletics facilities complete and grass football pitch re-orientated including fitting of new ball fence. Piling complete and foundations complete. Pile caps being cast and ground beams. Awaiting steelwork due to arrive in October.

11.4 Kirn Primary School

The contractor, Morrison Construction Ltd, took possession of the site at Kirn Primary School in June 2016, with the official turf cutting being carried out on Tuesday 28 June 2016.

The contractor has completed his initial phase compound set-up and is progressing the internal 'soft strip-out'. The removal of identified asbestos materials from 1950's and 1970's blocks has been completed.

Following the removal of asbestos materials and completion of the internal 'soft-strip-out', the demolition of the 1950 and 1970 buildings will be carried out during July/ August, with the construction/ refurbishment of Kirn Primary School commencing on 29 August 2016. The construction end date is 26 September 2017.

It is anticipated that the staff and pupils of Kirn Primary School will return to their new school in October 2017.

11.5 **Dunoon Primary School – Condition and Suitability Upgrade**

The initial internal configurations of the refurbished West Wing and new build East Wing have been developed through discussions with the Council's school redevelopment project team and the Head Teacher. The project has now entered Stage 1 and design development work and Stage 1 cost plans are being compiled to allow approval of Stage 1 to be sought from the Scottish Futures Trust (SFT).

It is anticipated that Contract Close can be achieved in November 2016, with site set-up commencing in January 2017.

Dunoon Primary School staff and pupils would move into the East Wing in February 2017, with refurbishment of the West Wing (main building) being carried out from May to December 2017. Staff and pupils would move into the newly refurbished West Wing in January 2018 and the vacated East Wing would then be demolished. The construction of the new wing is anticipated to be completed in February 2019.

11.6 **Property**

Partnership working with colleagues in Property, Environmental Health and the Care Inspectorate are supporting the development of 3 new Pre5 units in Craignish, Iona and Lochgoilhead to deliver ELC for all three and four year olds and eligible 2 year olds. Refurbishments have also been carried out in Arrochar, John Logie Baird, Salen, Port Ellen and Colgrain. There are also planned refurbishments for Clyde Cottage and Easdale. Refurbishment is being considered for other island and rural services or areas where there is limited or no ELC for 2 year old children, in order that ELC requirements as outlined within the Children and Young People Act are being met by the local authority.

12. **CONCLUSION**

In addition to the work I have already reported on, I also attended two COSLA meetings; including a special COSLA Education, Children and Young People's Executive Group meeting which was held on 11th August. The main item of discussion was Scottish Government Education Delivery Plan.

The COSLA Education, Children and Young People's Executive Group meeting, which I attended on Friday 11th September included the following agenda items: Scottish Government Delivery Plan for Education Update, Early Learning and Childcare, Developing Scotland's Young Workforce Programme, Digital Learning and Teaching Strategy, Consultation on a Child Poverty Bill for Scotland, Limitation (Childhood Abuse) (Scotland) Bill, Teacher Vacancies, Education (Scotland) Act 2016 - Statutory Guidance and Educational Psychologists Training. All of these items were held in "private session". The next meeting will be held on Friday 11th November.

Councillor Rory Colville

Policy Lead for Education and Lifelong Learning.

September 2015.