

# Standards and Quality in Argyll and Bute Schools 2015/16

## Community Services: Education



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## Foreward - Cllr Rory Colville Policy Lead for Education and Lifelong Learning

I am pleased to present the Education Service Standards and Quality report for 2015/2016 which is aimed at providing an overview of the many important achievements, developments and successes of our Education Service. This includes illustrations of both individual and collectives achievements of our children and young people and staff, as well as those of our schools and services.

Whilst much has been achieved across the service during the last year, we recognise that further important improvements are still being taken forward by the Service as part of our ambitious change programme. A programme which is aimed at responding to a period of significant National change and development for Education. Notably:

- New and impending education legislation and policy frameworks including the revised Education Act of 2016, the introduction of a National Improvement Framework for Scottish Education and a specific Education Delivery Plan published in June of this year;
- Revised self-evaluation frameworks for schools I services;
- Revised inspection frameworks for educational establishments;
- Challenges in recruiting and retaining staff at all levels, and
- Considerable public sector financial challenges.

Despite these challenges I am pleased to recognise the many achievements of the Education Service, our staff, children and young peoples and communities. We have much to be proud of in Argyll and Bute. But we cannot and must not be complacent which is why I welcome the introduction of the revised Education Vision and Strategy: *Our Children, Their Future*. This Strategy sends an important message about the importance we attach to Education. The Vision will be delivered for all of our children and young people through six key objectives which are aimed at raising educational attainment and achievement for all children and young people in Argyll and Bute.

As Policy Lead for Education and Lifelong Learning I firmly believe that success can only be achieved through the hard work and dedication of every member of our staff, our children and young people and our communities. They are our greatest assets and I offer my sincere congratulations and thanks to them all.

# 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)

<http://www.gov.scot/Topics/Statistics/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.

56% 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 10,445 (September 2015 Census), comprising 5,790 primary pupils, 4632 secondary pupils and 23 pupils in the school for pupils with complex additional needs. This compares with a total pupil roll of 10,575 in 2014/15, 10,670 in 2013/14, 10,767 in 2012/13, and five years earlier 11,065 in 2011/12. In addition there are 1,844 pre-school children. 1,161 children are in two Council Nursery Centres and fifty one Early Learning and Childcare classes. 683 children are catered for in twenty two voluntary, privately and independently managed Early Learning and Childcare establishments. 145 are receiving early learning and childcare as a 2 year old under the Children and Young People Act criteria. Approximately 128 children share their Early Learning and Childcare hours across more than one nursery.

In 2015 /16 our children and young people were supported in their learning by:

- 843.91 FTE teachers;
- 79.48 FTE classroom assistants;
- 188.35 FTE ASN and pupil support assistants;
- 104.82 clerical assistants;
- 9.00 FTE librarians in secondary schools, and
- 29.76 FTE technicians.

Early Learning and Childcare is available within fifty four Services provided in schools. These fifty four Services are managed by Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two stand-alone nurseries are managed by Heads of Centre, supported by a senior within each provision. In addition 137 childcare and education workers (89.94 FTE) are employed. The Early Years Service commissions an additional twenty two services to deliver Early Learning and Childcare.

2.2 Youth Services work with young people in schools and the wider learning community to improve their life chances through learning, personal development and active citizenship. Youth Services is made up of a FTE Youth Service's Manager, 1 FTE Admin Officer, 9.5 FTE Community Learning and Development Youth Workers (including a Youth Participation Worker and a Duke of Edinburgh's Award Development Worker,) and 4.4 FTE Youth Work Assistant's posts. The team delivers a range of range of informal and curriculum based learning opportunities across Argyll and Bute.

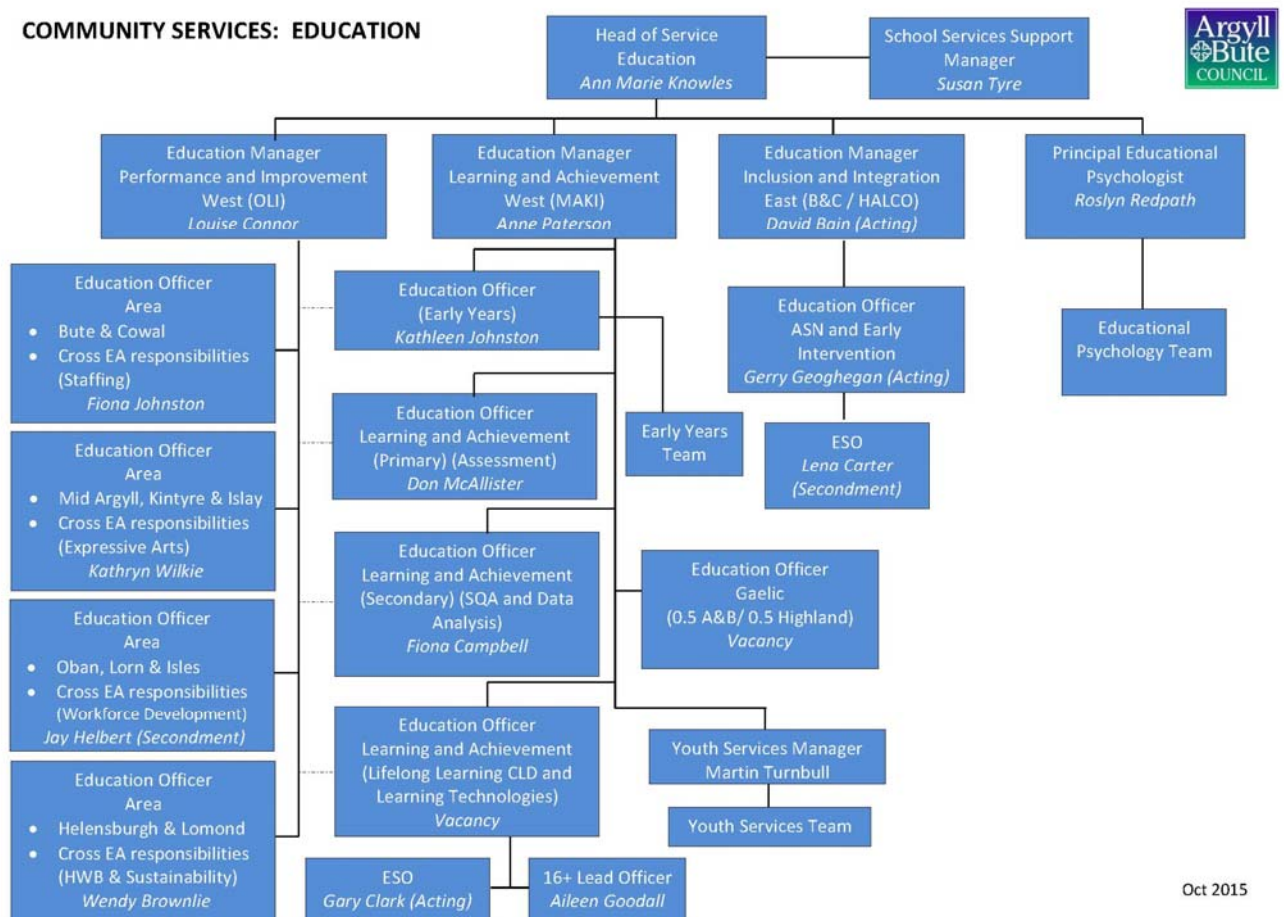
2.3 A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning (ASL) Act are available across a number of schools within the Authority.

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.

2.4 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.

**COMMUNITY SERVICES: EDUCATION**





## 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** ([http://www.legislation.gov.uk/asp/2000/6/pdfs/asp\\_20000006\\_en.pdf](http://www.legislation.gov.uk/asp/2000/6/pdfs/asp_20000006_en.pdf)) 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 the Learning and Development in our Community?
- Strategic Guidance for Community Planning Partnerships: Community Learning and Development

### 3.2 The Education Act 2016

The Education (Scotland) Act 2016 was passed by the Scottish Parliament on 2<sup>nd</sup> February 2016 and introduced provisions in relation to school education covering new statutory duties to raise attainment and address educational inequalities of outcome for pupils. The Act also contains provisions that modify the Education (Additional Support for Learning) (Scotland) Act 2004 and section 70 of the Education (Scotland) Act 1980; provisions in relation to Gaelic medium education, the provision of school meals, the appointment of Chief Education Officers, the registration of independent schools and teachers in grant-aided schools and the standards of education and training of persons to be appointed as head teachers. It is a wide ranging Act that enables provisions to be made requiring a minimum number of hours of school education to be provided, enables provisions to be made about school clothing grants; extends the duty to provide early learning and childcare to certain children; and for connected purposes.

### 3.3 The National Improvement Framework (NIF)

The NIF is intended to contribute directly to the National Outcome to “ensure that our children and young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens”. Consequently the Scottish Government’s vision for education is for:

- **Excellence through raising attainment:** ensuring every child achieves the highest standard in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed.

### 3.4 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 Scottish 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.

The quality indicators within **How Good are the Learning and Development in our Community?** reflect the context within which community learning and development partners operate. The quality indicators focus specifically on the impact of community learning and development provision and include work with young people, adults and communities sharing a common language and basis with other Education Scotland self-evaluation frameworks.

**Strategic Guidance for Community Planning Partnerships: Community Learning and Development:-** <http://www.cldplanning.com/argyll-and-bute>

The Requirements for Community Learning and Development (Scotland) Regulations 2013 place a statutory duty on Councils to produce a 3 year plan which outlines how Community Learning and Development (CLD) will be delivered in the local authority area. Each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services. CLD's specific focus should be on:

- Improving life chances for people of all ages through learning, personal development and active citizenship.
- Supporting the development of stronger, more resilient, influential and inclusive communities.

The CLD Strategic Guidance also states that CLD partners should aim to work together to deliver CLD outcomes through Youth work, family learning and other early intervention work with children, young people and families.

### 3.5 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.”* It is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.



How Good is our School? (4<sup>th</sup> edition), published in September 2015 is designed to promote effective self-evaluation as the first important stage in the process of achieving self - improvement.

How Good is our early learning and childcare? Published in November 2015 supports practitioners, managers and stakeholders to evaluate what is working well for children and what could be better.

### **3.6 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.

### **3.7 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 meals for children in Primaries 1-3.

### **3.8 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.

### **3.9 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.



The **National Improvement Framework for Scottish Education** sets out the Scottish Government's vision and priorities for our children's progress in learning. It aims to improve and increase the ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools.

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

3.10.1 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.

#### **3.10.2 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.

### 3.11 The Local Outcome Improvement Plan

The Local Outcome Improvement Plan (LOIP) 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.

### 3.12 Authority Priorities 2015 – 2016

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  
Pre Birth to Three and

Curriculum for Excellence

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

Raising Attainment  
and  
Promoting Achievement  
through  
Curriculum Design

- Play
- broad general education
- senior phase models
- Developing Young Workforce

Raising Attainment  
and  
Promoting Achievement  
through  
Engagement

children, young people  
and families  
in the wider  
community

Raising Attainment  
and  
Promoting Achievement  
through  
Professional Development

the development of  
effective leadership  
of learning for  
all staff

# 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 qualifications in session 2015/16 in August 2016. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute secondary schools.

This section of the Standards and Quality report provides information on the overall performance of Argyll & Bute pupils entered for National Qualifications in May 2016.

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

**Table 1: presents the overall performance of Argyll and Bute across all course levels.**

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference	A and B Average % A-C Awards	National Average % A-C Awards	Difference
Year	2014/2015			2015/2016		
National 4	94.7%	93.3%	+1.4%	96.17%	93.20%	+2.97%
National 5	74.8%	79.8%	-5.0%	76.23%	79.40%	-3.17%
Higher	76.8%	78.1%	-1.3%	78.29%	77.20%	+1.09%
Advanced Higher	83.6%	80.9%	+2.7%	75.6%	81.7%	-6.10%

### Summary:

Overall, the results for pupils across National 4 are higher than the national average and demonstrate an increasing trend. The results for pupils across National 5 are slightly below national. However, there was an improvement in the Higher results of 1.09% for Argyll and Bute schools when compared with their 2014/15 results. Advanced Higher results are higher than the national average in 2015 and much lower in 2016.

It is important to note that % pass rate data needs to be interpreted very carefully as schools tend to have presentation policies that are designed to encourage pupils to achieve success at the highest level of qualification that they can. For some pupils this may mean that they receive a D grade which is an award. It is also the policy in Argyll and Bute, as with other local authorities, that pupils and parents are given a strong voice when it comes to

deciding to continue with a course or whether to sit an external exam. Some pupils are given the opportunity to attempt a level that they may find challenging to pass as it may be their last opportunity to do so eg in S6. Schools will again offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

Improved performance due to post results service marking reviews is not included in the above data (it will be included in the update to Insight in February 2017). This is where a pupil's grade may improve from a D to a C or a C to a B or a B to an A. In terms of the A-C pass rates the impact of the successful marking reviews is very small (0.001%) however for the young person concerned the impact can be very significant.

**Table 3: National 4 presentations (No external examination)**

National 4	No. of Entries	Pass	%	No. of Entries	Pass	%		
			<b>2014/2015</b>			<b>2015/2016</b>		
<b>CGS</b>	181	179	98.90	113	103	91.15		
<b>DGS</b>	381	333	87.40	308	289	93.83		
<b>H Ac</b>	218	216	99.10	341	341	100.00		
<b>I H S</b>	150	150	100.00	161	161	100.0		
<b>LJC</b>	159	158	99.40	170	168	98.82		
<b>OHS</b>	319	296	92.80	244	227	93.03		
<b>R Ac</b>	204	191	93.60	186	173	93.01		
<b>Tar Ac</b>	96	93	96.90	38	38	100.0		
<b>Tir HS</b>	*	*	100.00	*	*	100.0		
<b>Tob HS</b>	24	24	100.00	28	28	100.0		
<b>Authority Average</b>			<b>94.70</b>	1589	1501	<b>94.46</b>		
<b>National Average</b>			<b>93.30</b>			<b>93.20</b>		

NB. Where the data is less than 5 pupils this is shown as \*  
This data does not include not evaluated presentations

### Summary:

National 4 awards for pupils in Argyll and Bute are positive overall. All of the ten secondary schools presented pupils for National 4 certification. In seven of the ten schools pupils exceed the national pupil average. These results may improve when the not evaluated presentations are submitted as a pass for young people. These results may also alter with pupils not achieving recognition at National 5 levels being credited with National 4 awards. This data will be available in February 2017 when Insight is updated.

**Table 4: National 5 examination outcomes**

<b>NAT 5</b>	<b>No. Of Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Number of A-C awards</b>	<b>% A-C awards</b>	<b>% A-D awards</b>	<b>% NO awards</b>
<b>2014/2015</b>									
<b>CGS</b>	420	163	89	85	30	337	80.20	87.4	12.6
<b>DGS</b>	801	264	206	179	59	649	81.00	88.4	11.6
<b>H Ac</b>	426	63	70	80	56	213	50.00	63.2	36.8
<b>I HS</b>	214	89	49	45	16	183	85.50	93.0	7.0
<b>LJC</b>	417	143	104	89	36	336	80.60	89.2	10.8
<b>OHS</b>	900	253	204	185	80	642	71.30	80.2	19.8
<b>R Ac</b>	316	81	73	83	31	237	75.00	84.8	15.2
<b>Tar Ac</b>	114	38	23	24	12	85	74.60	85.0	15.0
<b>Tir HS</b>	21	*	*	*	*	17	81.0	81.0	11.9
<b>Tob HS</b>	123	53	31	21	*	105	85.40	91.1	8.9
<b>Authority Average</b>							<b>74.80</b>	<b>83.4</b>	<b>16.6</b>
<b>National Average</b>							<b>79.80</b>	<b>86.3</b>	<b>13.7</b>

<b>NAT 5</b>	<b>No. Of Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Number of A-C awards</b>	<b>% A-C awards</b>	<b>% A-D awards</b>	<b>% NO awards</b>
<b>2015/2016</b>									
<b>CGS</b>	408	113	117	81	29	311	<b>76.23</b>	85.33	<b>14.67</b>
<b>DGS</b>	767	281	200	152	48	633	<b>82.53</b>	88.79	<b>11.21</b>
<b>H Ac</b>	681	164	162	156	50	482	<b>70.78</b>	78.12	<b>21.88</b>
<b>I HS</b>	221	66	58	43	19	182	<b>82.35</b>	90.29	<b>9.71</b>
<b>LJC</b>	444	160	102	87	39	349	<b>78.60</b>	87.39	<b>12.61</b>
<b>OHS</b>	771	193	187	166	64	546	<b>70.82</b>	79.12	<b>20.88</b>
<b>R Ac</b>	220	53	32	59	23	144	<b>64.45</b>	75.91	<b>24.09</b>
<b>Tar Ac</b>	138	49	36	35	*	120	<b>92.03</b>	92.03	<b>7.97</b>
<b>Tir HS</b>	*		*	*	*	*	<b>100.00</b>	100	<b>0</b>
<b>Tob HS</b>	141	58	35	29	*	122	<b>86.52</b>	92.2	<b>7.8</b>
<b>Authority Average</b>	3791					<b>2889</b>	<b>76.21</b>	<b>83.47</b>	<b>16.53</b>
<b>National Average</b>							<b>79.40</b>	<b>86.0</b>	<b>14</b>

**Summary:**

National 5 awards for pupils in Argyll and Bute are below the national average. All of the ten secondary schools presented pupils for National 5 certification. Four of the ten schools pupils exceeded both authority and national performance level. A further three schools were either above or equal to authority but below national average. The other three schools were below both authority and national averages. The relatively large proportion of no awards has an important background narrative that is outlined in the final summary section 4.3.



**Table 5: Higher examination outcomes**

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
<b>2014/2015</b>									
<b>CGS</b>	246	56	82	60	22	198	80.5	89.4	10.6
<b>DGS</b>	516	149	127	129	41	405	78.5	86.4	13.6
<b>H Ac</b>	941	217	242	228	91	687	73.0	82.7	17.3
<b>I HS</b>	140	28	38	44	13	110	78.6	87.9	12.1
<b>LJC</b>	356	133	93	76	27	302	84.8	92.4	7.6
<b>OHS</b>	614	158	148	145	48	451	73.5	81.3	18.7
<b>R Ac</b>	162	29	48	43	17	120	74.1	84.6	15.4
<b>Tar Ac</b>	65	12	23	14	*	49	75.4	86.2	13.8
<b>Tir HS</b>	23	*	11	*	*	18	78.3	100	0
<b>Tob HS</b>	106	28	40	26	*	94	88.7	92.5	7.5
<b>Authority Average</b>							<b>76.8%</b>	<b>88.3%</b>	<b>11.7%</b>
<b>National Average</b>							<b>78.1%</b>	<b>87.3%</b>	<b>12.7%</b>

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
<b>2015/2016</b>									
<b>CGS</b>	244	66	57	67	21	190	77.87	86.48	13.52
<b>DGS</b>	420	105	123	111	29	339	80.71	87.62	12.38
<b>H Ac</b>	1012	310	274	226	81	810	80.04	88.04	11.96
<b>I HS</b>	160	36	50	37	15	123	76.88	86.25	13.75
<b>LJC</b>	241	54	68	61	29	212	75.93	81.85	18.15
<b>OHS</b>	624	146	164	172	52	482	77.24	85.58	14.42
<b>R Ac</b>	155	28	46	37	17	111	71.61	82.58	17.42
<b>Tar Ac</b>	59	20	18	11	*	49	87.50	89.93	10.07
<b>Tir HS</b>	14	*		*	*	11	78.57	92.86	7.14
<b>Tob HS</b>	91	26	30	24	*	80	87.91	93.41	6.59
<b>Authority Average</b>	3020					2407	<b>79.7</b>	<b>86.67</b>	<b>13.33</b>
<b>National Average</b>							<b>77.20</b>	<b>85.7</b>	<b>14.3</b>

NB. This data does not include withdrawals from courses or not evaluated presentations.

### Summary:

Higher awards for pupils in Argyll and Bute are above the national average. All of the ten secondary schools presented pupils for certification at Higher level. In seven of the ten schools pupils exceeded both authority and national performance level. One school exceeded national but was below authority average. The remaining three schools were below both authority and national averages.

**Table 6: Advanced Higher examination outcomes**

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	% No award
<b>2014/2015</b>									
<b>CGS</b>	20	7	6	5	0	18	90.0%	90.0%	10%
<b>DGS</b>	50	10	10	15	7	35	70.0%	84.0%	16%
<b>H Ac</b>	126	36	28	44	10	108	85.7%	93.6%	6.4%
<b>I HS</b>	12	5	1	5	1	11	91.7%	100%	0%
<b>LJC</b>	56	24	15	13	3	52	92.9%	98.2%	1.8%
<b>OHS</b>	45	18	9	11	4	38	84.4%	93.3%	6.7%
<b>R Ac</b>	14	*	*	*	*	11	78.6%	85.7%	14.3%
<b>Tar Ac</b>	4	*	*	*	*	4	100%	100%	0%
<b>Tir HS</b>	1	*	*	*	*	1	100%	100%	0%
<b>Tob HS</b>	13	*	*	*	*	7	53.8%	84.6%	15.4%
<b>Authority</b>							<b>83.6%</b>	<b>93%</b>	<b>7%</b>
<b>National</b>							<b>80.90</b>		

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	%No award
<b>2015/2016</b>									
<b>CGS</b>	22	5	*	7	*	13	59.09	68.18	31.82
<b>DGS</b>	42	7	18	7	10	32	76.19	88.1	11.9
<b>H Ac</b>	131	24	41	38	12	103	78.63	87.79	12.21
<b>I HS</b>	5	*	*	*	*	*	40.00	80.0	20
<b>LJC</b>	53	18	15	7	*	40	71.70	83.02	16.98
<b>OHS</b>	56	21	11	10	14	48	85.71	85.71	14.29
<b>R Ac</b>	14	*	*	*	*	7	50.00	57.14	42.86
<b>Tar Ac</b>	6	*	*	*	*	*	100.00	100	0
<b>Tir HS</b>	*	*	*	*	*	*	87.50	100	0
<b>Tob HS</b>	7	*	*	*	*	*	42.86	42.86	57.14
<b>Authority</b>	336					243	<b>75.6</b>	<b>83.72</b>	<b>16.28</b>
<b>National</b>							<b>81.70</b>	<b>89.2</b>	<b>10.8</b>

**Summary:**

Advanced Higher awards for pupils in Argyll and Bute are variable. All of the ten secondary schools presented pupils for Advanced Higher certification. Three of the ten schools pupils exceeded both authority and national performance level. However, in the remaining schools the performance of pupils in Advanced Higher is below or significantly below the national average. It should be noted that due to the small number of pupils being presented for Advanced Higher the statistical variances can be significant. As aforementioned some pupils are given the opportunity to attempt a level such as advanced higher that they may find challenging to pass as it may be their last opportunity to do so. Schools offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

## Attainment of Looked After Children and Young People

### S4 pupils - Performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	35	10	20
Virtual Comp	2014	68	19.5	200
National	2014	37.33	5.55	1117
Argyll & Bute	2015	30	0	10
Virtual Comp	2015	71	19	100
National	2015	45.93	6.97	1119
Argyll & Bute	2016	42.86	19.05	21
Virtual Comp	2016	66.67	32.86	210
National	2016	47.81	8.65	1167

#### Summary:

Overall the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Level 4.

At SCQF Level 5 the performance of pupils in Argyll and Bute is higher than the national average but significantly lower than the virtual comparator.

**S5 pupils - performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:**

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	76.47	29.41	17
Virtual C	2014	77.06	46.47	170
National	2014	45.52	15.83	714
Argyll & Bute		42.86	14.29	14
Virtual C	2015	78.57	45.71	140
National	2015	57.21	19.27	659
Argyll & Bute	2016	50	0	8
Virtual C	2016	82.5	46.25	80
National	2016	60.19	21.2	736

**Summary:**

Overall the last two years the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Levels 4 and 5.

**General educational attainment for Looked after leavers:**

	Argyll & Bute Looked after leavers (2015)	National Looked after leavers (2015)
1 or more qualification at SCQF Level 3 or better	94.12%	94.12%
1 or more qualification at SCQF Level 4 or better	82.35%	91.76%
1 or more qualification at SCQF Level 5 or better	52.94%	73.53%
1 or more qualification at SCQF Level 6 or better	23.53%	37.65%
1 or more qualification at SCQF Level 7 or better	5.88%	8.82%

Overall the performance of pupils in Argyll and Bute is lower than the national average at all levels apart from SCQF Level 3.

## Positive Destinations

Looked after Young People in Argyll and Bute that leave school are increasingly entering positive destinations (education, employment or training).

In 2014, **68.4% (cohort 19)** of looked after young people who left school entered a positive destination. In 2015 the figure was **88.24% (cohort 17)**.

## Education Scotland Inspection Reports

In session 2015/2016 Education Scotland conducted inspections in 4 primary schools and 3 Early Learning and Childcare Centres (ELCC). There were no secondary school inspections.

Within primary, across a total of 20 quality indicators 30% were rated as good, 45% were rated as satisfactory and 25% were rated as weak. There were 4 inspections carried out during the 15/16 academic session compared with 3 in 14/15 academic session.

Within ELCC, across a total of 15 quality indicators 20% were rated as good, 40% were rated as satisfactory and 20% were rated as weak. There were 3 inspections carried out during the 15/16 academic session compared with 4 in 14/15 academic session.

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



## **Youth Work Services wider accreditation**

In addition to achievement in formal examinations:

- 1344 young people registered and accessed Youth Services activities.
- 9311 young people attended Youth Service events.
- 332 accredited learning outcomes were achieved through Youth Work Services programmes or events including Youth Achievement Awards, John Muir, vocational qualifications and Duke of Edinburgh.

Six young people from across Argyll and Bute achieved their Duke of Edinburgh Award Golds this year – pictured here is Kerry Mackay, from Oban who was presented with her award at Holyrood palace by comedian and presenter Des Clarke.



## **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 over the course of session 2016/2017. Key approaches include:

- The submission by Head Teacher of their analysis of their school results to the Education Service following the initial release of results by the SQA in August 2016;
- Support schools and ELCC settings to develop their understanding of the new range of inspection models and approaches to inspection and review to be implemented by Education Scotland in session 2016-17;
- Support schools and ELCC settings to further develop their understanding of how the new HGIOS4 Quality Indicators to be evaluated on the six-point scale in full school inspections have been re-focused to align with the new National Improvement Framework;
- Support schools and ELCC settings to further develop their use of the priorities and key drivers within the National Improvement Framework within their local improvement planning and 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 enhance their self-evaluation activities.
- The presentation by Head Teachers of their school Performance Report at their respective Area Committee meeting.
- The routine discussion of examination results and approaches to quality improvement with the Education Scotland, Area Liaison Officer.
- A programme of school visits undertaken by Education Officers to discuss a detailed statistical analysis of school results including performance at National 4, 5, Higher and Advanced Higher, College and wider achievement courses.
- A professional discussion of the school programmes in place to ensure that evaluative discussions between school senior management team and subject department leaders take place to support improvement.
- An invitation to Elected members from Head Teachers to a meeting with senior school staff to discuss the examination results in depth.

## 4.2 Skills for Work and Wider Achievement Partnership Awards

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. For session 15/16 we introduced the S4W award in Maritime Studies reflecting local labour market opportunities available in Cowal and Mid Argyll.

In the 2015-16 academic session, there were 56 skills for work courses delivered in partnership with Argyll College UHI, West College Scotland, local employers and local secondary schools. A total of 535 young people accessed the courses which included amongst others Automotive Engineering, Health and Social Care, Sport and Recreation and Rural Skills. A further 1,535 pupils accessed wider qualifications through courses such as Duke of Edinburgh Award, John Muir Award, Sports Leader Awards. Courses are delivered in partnership with our local colleges (Argyll College UHI and West College Scotland) and employers, giving young people the chance to spend time in a different learning environment, meet new people and face new challenges.

### SQA designated Skills for Work Qualifications

COURSE	LEVEL	NOS
Automotive Engineering	National 4	14
Construction	National 5	23
Construction	National 4	20
Cosmetology	NPA Level 4	42
Creative Digital Media	National	5
Early Education and Childcare	Higher	17
Early Education and Childcare	National 5	30
Early Education and Childcare	National 4	65
Child Development	Non Certificate	11
Engineering	National 5	40
Engineering	National 4	32
Hairdressing	National 5	25
Hairdressing	National 4	26
Personal Presentation	Non Certificate	8
Hospitality	National 5	9
Hospitality	National 4	32
Maritime Studies	National 4	11
Rural Skills	National 5	8
Rural Skills	National 4	25
Managing Environmental Resources	Access 3	6
Sport and Recreation	National 5	9
Sport and Recreation	National 4	10
Travel and Tourism	National 5	21
Psychology	Higher	32
Environmental Science	Higher	5
Health and Social Care	Higher	9
<b>TOTAL</b>		<b>535</b>

## Wider Achievement Partnership

Through partnership working central education staff, youth services 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 2015/16 included:

Organisation	SCQF Level	COURSE/LEVEL	TOTAL
ASDAN	Prep	Towards Independence: Animal Care	4
ASDAN	4	Certificate of Personal Effectiveness	9
ASDAN	Prep	Transition Challenge: Moving Forward	2
ASDAN	¾	Short Courses	6
ASDAN	3/4	Personal Development	2
BSC		Basic Food Hygiene	9
BSC		Health and Safety at Work	9
BSC		Lifting and Handling	9
Duke of Edinburgh		Bronze	22
Duke of Edinburgh		Silver	8
Duke of Edinburgh		Gold	2
FAB		Friends Against Bullying	29
Heartstart		Heartstart	5
John Muir		Intermediate	24
John Muir		Introductory	23
Open University	7	Beginners Italian	1
Open University	7	Chemistry - molecules or oil	1
Open University	7	Communications Skills for Business Studies	3
Open University	7	Computing	1
Open University	7	Engineering the Future	1
Open University	7	Galaxies, Stars, Planets	5
Open University	7	Introduction to Statistics	1
Open University	7	Languages and Cultures	1
Open University	7	Law in Contemporary Scotland	4
Open University	7	Molecules - Medicines and Drugs	1
Open University	7	Retail Management & Marketing	3
Open University	7	The Frozen Planet	3
Open University	7	Topics in Health Sciences	2
Open University	7	Understanding the Autism Spectrum	8
Open University	7	History	1
Open University	7	Beginner's Chinese	1
Princes Trust	3	XL Personal Development	32
RDA		Volunteers Award - Bronze	2
Saltire		SALTIRE Awards Scheme	72
Scottish Football Assoc		Football - Early Touches	30
SFA		Football Coaching	33
SFA		Football Ref	17
Sports		Hockey	46
Sports		Netball	27
Sports Leader		Day Leader Award	37

Sports Leader		Positive Coaching Scotland	37
Sports Leader		Sports First Aid	20
Sports Leaders		Sports Leader	85
SQA		Admin	13
SQA	NC	Agriculture	1
SQA	6	Biology – Higher	15
SQA		Classics	28
SQA		Computer Games Designs	19
SQA	5	Construction	1
SQA		Creative Writing	25
SQA		Dance	10
SQA	5	Digital Photography	16
SQA		Electronics	17
SQA		Engineering Science	22
SQA		French	25
SQA		Games Design	24
SQA		Health & Food	9
SQA	4	Hospitality NAT 4	28
SQA	5	Hospitality NAT 5	4
SQA		Inventor	19
SQA	5	Leadership	10
SQA		Metal Work	17
SQA	5	Music Technology NAT 5	7
SQA	4	NPA Employability Units	8
SQA	4	Personal Development Award 1	4
SQA	5	Personal Development Award	5
SQA		Philosophy	98
SQA		Photography	47
SQA		Politics	27
SQA	6	Psychology – Higher	49
SQA		Sociology	32
SQA		Statistics	6
SQA	5	Teamwork through sport and recreation	32
SQA		Travel and Tourism	44
SQA	5	Woodwork skills NAT 5	41
SQA	4	Woodwork Skills NAT 4	9
SQA	4	Work Experience	42
SRU		SRU Rugby Ready	32
UKCC		UKCC Introduction to Shinty	64
Youth Achievement Award	4	Bronze	4
Youth Achievement Award	5	Silver	11
		Youth Coaching Course	32
		<b>TOTAL NUMBER OF PUPILS</b>	<b>1535</b>

A total of 2,070 young people enhanced their senior phase curriculum through accessing *Skills for Work* and *Partner Achievement Qualifications* during session 2015/16. Consequently young people further developed their skills for learning, life and work supporting their progress into positive and sustained destinations after leaving school.

### What we plan to do next:

- Central staff and schools will further develop and promote these opportunities and extend partnership working. We will include a focus on senior phase curriculum choices that build upon the economic development priorities for Argyll and Bute, taking cognisance of the Compelling Argyll and Bute research.
- Through our partnership with Argyll College UHI we plan to pilot Foundation Apprenticeship qualifications that allow young people to progress their learning from Skills for Work awards into employer based qualifications and relevant work placements.
- We will offer secondary school staff appropriate continued professional learning in the new Education Scotland National Standards for Careers Education and Work Experience.

### 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 2014/15 leavers is based on the known status of school leavers on the 'snapshot' date of Monday 5<sup>th</sup> October 2015.

Following five years of steady progress the overall percentage of leavers entering a positive destination for 2014/15 was 93.1%, an increase of 1.4% points in comparison to 2013/14. This is 0.2% above the Scottish National average of 92.9%.

The table below illustrates the initial post school destinations of leavers, from the 10 Argyll and Bute Secondary Schools, who were eligible to leave compulsory education between 1<sup>st</sup> August 2014 and 15<sup>th</sup> September 2015. A total of 909 young people left school during this time and 93.1% 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	Unconfirmed	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%	%
Campbeltown GS	101	33.7	29.7	0	31.7	0	0	5	0	0	95	5.0
Dunoon GS	149	38.9	22.1	4	28.2	0	2	4	0.7	0	95.3	4.7
Hermitage A	215	48.4	22.3	2.8	13.5	0.5	0	10.2	0.5	1.9	87.4	12.6
Islay HS	36	36.1	8.3	5.6	44.4	0	0	5.6	0	0	94.4	5.6
Lochgilphead HS	94	45.7	7.4	5.3	28.7	3.2	0	5.3	4.3	0	90.4	9.6
Oban HS	194	33	16.5	6.2	37.1	0.5	2.1	3.1	1.5	0	95.4	4.6
Rothesay A	77	27.3	35.1	3.9	27.3	1.3	1.3	3.9	0	0	96.1	3.9
Tarbert A	16	43.8	18.8	0	31.3	0	0	6.3	0	0	93.8	6.2
Tiree HS	3	33.3	33.3	0	0	0	33.3	0	0	0	100	0
Tobermory HS	24	50	16.7	0	33.3	0	0	0	0	0	100	0
<b>Total</b>	<b>909</b>	<b>39.3</b>	<b>20.7</b>	<b>3.7</b>	<b>27.7</b>	<b>0.7</b>	<b>1</b>	<b>5.5</b>	<b>1</b>	<b>0.4</b>	<b>93.1</b>	<b>6.9</b>



Of the 909 leavers 508 were male and 401 female. 94.5% (379) of females entered a positive destination compared to 91.9% (467) of males. 68.6% of females continued with their studies post school compared to 53.1% of males; and 36.8% of males entered employment or training compared to 24.7% of females. Importantly the data shows that males are twice as likely to be unemployed and seeking employment, training or further education compared to females – 66%/34% split.

Where our school leavers live can impact on their initial destination post school. Leavers who live in more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas – 15% Scottish Index of Multiple Deprivation 2 (SIMD 2) compared to 4% (SIMD 9). Leavers who live in the less deprived areas are more likely to enter higher education in comparison to those leavers who live in more deprived areas – 66% from SIMD 9 compared to 13% from SIMD 2.

Dunoon Grammar School increased their positive destinations by 6.81% from the follow-up 2013/14 report, Rothesay Academy increased by 4.45% and Islay High by 4.63%.

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

- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving and sustaining positive destinations.
- Work towards the recommendations and key performance indicators of the Scottish Government's Developing the Young Workforce programme with a focus on:
  - Developing the Argyll and Bute Council Modern Apprenticeship and Summer Internship Programmes to help support our young people into an initial positive destination and support succession planning of the local authority's workforce.
  - Further develop Senior phase pathways including industry-recognised vocational qualifications alongside academic qualifications.
- Supporting Looked after and accommodated young people to ensure they are able to access and sustain appropriate post school transitions.
- Develop the Opportunities for All Team's knowledge and understanding of the Participation Measure and Insight, two new tools introduced during 2015. These examine in more detail young people's (age 16-19) learning journeys, 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).

Primary

	Attendance	
Year	LA	National
2013/2014	95.40%	93.60%
2014/2015	95.48%	93.70%
2015/2016	95.52%	N/A

Secondary

**What we**

- Provide primary

	Attendance	
Year	LA	National
2013/2014	93.15%	93.60%
2014/2015	92.64%	93.70%
2015/2016	91.80%	N/A

**plan to do next:**

ongoing support to schools to ensure improved attendance figures for both and secondary pupils.

**Exclusions:**

The number of exclusion incidents per 1000 pupils in primary and secondary schools in Argyll and Bute has fallen year on year and is lower than the national figure (where it is available).

Exclusions incidents per 1000 pupils	2013/14	2014/15	2015/16
Primary	5.46	4.68	2.24
National	N/A	9.0	N/A
Secondary	52.46	39.81	31.04
National	N/A	49.5	N/A

The number of exclusions nationally has been falling year on year since 2006/07. This data is now only collected by Scottish Government every second year.

**What we plan to do next:**

- Support schools to reduce the number of exclusions in line with our 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	2013/14	2014/15	2015/16
S5 (September)	90%	92%	84%
National	87%	N/A	N/A
S6	74%	78%	69%
National	61%	N/A	N/A

At the time of writing this report national data for 2015/16 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 Celebrating Success

We are very proud of the achievements and successes of our pupils, young people and staff across Argyll and Bute. Within this section we have highlighted some notable successes of 2015 – 2016.

### 4.6.1 Local and National Achievement and Recognition of Schools and the Service

The Awards ceremony celebrating the achievements of Argyll and Bute young people was held in Oban on the 24<sup>th</sup> September 2015. 32 young people were shortlisted for eight award categories with the winners being announced on the night to a capacity audience. The ceremony was hosted by Naomi Campbell (Chair of the Argyll and Bute Youth Forum) and John Loughton (motivational speaker and former Big Brother winner). It was an excellent evening showcasing the amazing and talented young people we have in Argyll and Bute. It is worthy of note that the young people of Argyll and Bute Youth Forum were involved in every aspect of the organising and delivery of the AB Awards and were outstanding in their effort and enthusiasm.



### Young Enterprise Area Finals

On Tuesday 26<sup>th</sup> April two groups of 6<sup>th</sup> year students from Lochgilphead High School went to compete with other Argyll and Bute schools in the local Area finals of the Young Enterprise Company Competition. Both groups have started a Business in the

last year and been selling their product which they came up with over the last year. Both groups performed very well in the Interview and Presentation sections of the competition. After all teams had presented their products the judges then took their time to decide which teams would win. Oban High school and Dunoon also had teams in the competition. We are delighted to announce that our team called Fyne Gems won Best Trade stand and Interview.



### **Fyne Gems – Best Trade stand and Interview**

Our other team Deja Moo went on to win Best Presentation, Best Report and Best Overall Company which now means Deja Moo will travel to Glasgow on the 15<sup>th</sup> June to compete in the National Finals. We would like to Thank our three local Business advisors who have provided the pupils with advice over the last year and were there to support them on the night:- Liza Moran, David Renwick and Colin McLean.



*Deja Moo- Best Presentation, Best Report and Best Overall Company*

### **Argyll and Bute ASN Assistants receive Professional Development Awards**

June 2016 saw 22 assistants being presented with their SQA, Professional Development Awards by Roslyn Redpath, Principal Educational Psychologist in Argyll and Bute. The assessors and verifiers commented on the high standard of the work

presented.

Candidates are required to attend approximately ten delivery days at a central location. Presentation of aspects of each unit has been enriched by contributions from professionals from within Argyll and Bute, partner agencies, the voluntary sector and Education Scotland.

Candidates have commented on finding this learning both interesting and useful in their day-to-day work in schools.



Little Learners Nursery in Oban won 'Best Individual Nursery' as part of the 'Nursery Management Today (NMT) awards in September 2015. One of the reasons the judges chose Little Learners' was because 'they have extended the boundaries of learning to incorporate, not only their immediate environment, but the community and the world that surrounds them.'



Helen Baynham of 'Cottage Kindergarten' in Helensburgh was appointed an MBE in the Queen's New Year Honours list for services to preschool education.

### **Argyll and Bute Council Excellence Awards**

- The Early Years Service was awarded a bronze award for its Early Years CPD



Programme – Ensuring Quality Early Learning and Childcare Practice as part of the ‘Securing a Workforce for the Future’ category

- The Early Years Collaborative won a silver award for the Argyll and Bute Family Pathway as part of the ‘Tackling Inequalities and Improving Health’ category
- The Early Years’ Service also won a gold award for its Developmental Milestone Tool as part of the ‘Service Innovation and Improvement’ category.



Ulva Primary School were presented with a Social Enterprise Academy award from John Swinney MSP and Cabinet Secretary for Education and Skills on the 16<sup>th</sup> 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.

In June 2016 Port Ellen Primary School won both the Primary Junior Saltire Award and the Primary STEM Challenge. The STEM event involved Port Ellen children taking part in a series of challenges focussing on problem solving within the oil industry. Tasks undertaken included stabilising a bridge, building a train and inventing 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 invited to put their invention to the test at the University of Edinburgh’s Flo Wave Ocean Energy facility.



Five Lochgilphead High School pupils competed in the Besson 2016 Scottish Solo & Ensemble Championships in the Brass section that were held in Livingston. They performed well in the Youth Class (for under 21 years) and were awarded a third place.

Argyll and Bute Piping held a Fanfare concert in November 2015. Some 170 young musicians participated showcasing the best of piping and drumming from across the authority.

The Scottish Schools Pipe Band Championships Quartet Competition was a great celebration of the talent of our young people. A Mid-Argyll quartet were awarded second prize in their category. Young people delivered outstanding performances in all categories. It was a day of keen competition, camaraderie and tremendous talent.

The Royal National Mod was held in Oban in 2015. Many young people aged from five to eighteen from across Argyll and Bute took part. They included instrumentalists, poets, storytellers, singers, choristers and action singers, with significant medal and trophy success.

Luss Primary School were crowned Scottish Champions in the Total Green Awards for 2015-16, sponsored by the Total Oil Co. and the Young People's Trust for the Environment. Over the past five years Luss has won the Totally Clued-up Category three times and on a fourth occasion was awarded a Special Award created for them because their work was of such a high standard. Their prize as the Scottish champions this year is £1,000. Pupils from the school flew to London on 16th June for the presentation ceremony at London Zoo where they were awarded their prize by Dermot O'Leary.



Pupils from Rockfield Primary School Chess Club qualified for the UK School's Chess Megafinal held in Airdrie.



Dunoon Grammar School students represented their school and Argyll and Bute on a one day trip to Auschwitz in Poland, This life changing trip was part of an experience organised and part funded by the Holocaust Educational Trust (HET), designed to keep the memory of the Holocaust alive and to educate younger generations on the lessons of the past. The group were taken on a tour of the museum and memorial sites at Auschwitz by experienced HET educators. After taking time to reflect on their experiences, the DGS participants led school assemblies to spread awareness of the Holocaust and keep the memory alive of one of Europe's worst tragedies.



Eco-Schools is an international initiative designed to encourage whole-school community action on Learning for Sustainability. It is an environmental management tool, a learning resource and a recognised award scheme which empowers children and young people to take action towards an economically, socially and environmentally just world, The impact on children's learning is seen in a heightened awareness of sustainability issues and increased confidence and independence in taking action. Amongst schools to continue achieving green flags during – the national recognition for a pupil's achievements – during 2015-16 were Dalintober, Southend and Drumlemble Primary Schools, while Rosneath Primary School achieved their very first award.

Dalintober Primary School were represented at the National Schools Swimming Championship Finals in Glasgow. Five pupils took part, with the notable achievement of the school providing the youngest team in the finals of the 4 x 50m freestyle relay.

**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 2015/16 Education Services undertook to deliver a number of key objectives. Success has been achieved in:

- Establishing a Named Person Service to ensure that Argyll and Bute Council are legislatively compliant with the Children and Young People (Scotland) Act 2014.
- Working with SEEMIS to design and develop the national wellbeing application for use in Argyll and Bute. The application is designed to meet the planning needs of every school in Scotland and be legislatively compliant in terms of the Children and Young Person's Act.
- A revised Staged Intervention framework which was presented to head teachers in February 2016. Staged Intervention considers the needs of children and informs the nature of support which is appropriate to those needs. This is a key aspect of practice and legislation relating to ASN and GIRFEC (Getting It Right for Every Child).



- All fifty four local authority and twenty two partner providers of Early Learning and Childcare have achieved the delivery of six hundred hours of Early Learning and Childcare for all 3 and 4 year olds. Early Learning and Childcare for eligible 2 year olds has been offered by a range of services including:
  - 30 Partner Childminders
  - Fifteen Partner Provider nurseries
  - Six Local Authority Pre 5 units
- Work has been undertaken with Property Services to ensure a further six Local Authority Pre 5 units will be built/adapted to allow the premises to be registered to provide Early Learning and Childcare for 2 year olds.
- As part of Argyll and Bute's implementation of the Children and Young People's Act, three Local Authority Pre 5 units have piloted the provision of flexible Early Learning and Childcare, with a view to increasing this provision in 2016-17.
- The Children and Young People's Act also highlights the importance of high quality Early Learning and Childcare provision through the statutory guidance, 'Building the Ambition'. The work of the Scottish Leadership Development Programme within Argyll and Bute is focusing on 'Ensuring Quality Early Learning and Childcare for Eligible 2 year olds', with a view to implementing findings in 2016-17.
- In addition, the Early Years Service has developed a 'Learning and Development Strategy', which incorporates developmental milestones 0-5 and progression in literacy and numeracy to support all Early Learning and Childcare settings. Feedback from practitioners who have accessed support from this strategy has been extremely positive, helping teams to improve the quality of their provision through effective self-evaluation.

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

- Continue to increase provision for eligible 2 year olds across Argyll and Bute;
- Continue to increase provision of flexible Early Learning and Childcare within local authority settings;
- Implement findings of the Scottish Leadership Development Programme in further improving the quality of Early Learning and Childcare provision for 2 year olds;
- Continue to develop the Early Years Service 'Learning and Development Strategy';
- Identify potential models of provision in preparation for the possible increase of Early Learning and Childcare to 1140 hours;
- Ensure that the Education Service continues to meet its statutory duties in relation with existing and new legislation in relation to ASN, and
- Proceed with training plan for the Seemis well-being application.

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

### 5.1 Impact on Service Users, Staff and Community

Established practitioner forums supported the work of schools 3-18 in key curricular areas. These areas included Literacy, Numeracy, Health and Wellbeing, Learning Technologies and Assessment and Moderation. The forums comprised practitioners from schools and the central education team who had an interest in the relevant areas.

The revised National Improvement Framework (NIF) was launched by the First Minister on 6 January 2016. This Framework outlined the ambitious plans to narrow the attainment gap and ensure the delivery of excellence and equity.

One of the key priorities in delivering excellence and equity is to improve attainment, particularly in literacy and numeracy. During June 2016, Local authorities, in partnership with schools were asked to undertake a “Teacher Judgement Collection Exercise” at the key stages of P1, P4, P7 and S3. This exercise consisted of schools recording and reporting pupil level data in literacy and numeracy as follows:

- Numeracy
- Literacy - Reading (English)
- Literacy – Writing (English)
- Literacy - Listening and Talking (English)

In addition, for pupils based in Gaelic Medium Primary classes the following data was recorded and reported:

- Literacy – Reading (Gàidhlig)
- Literacy – Writing (Gàidhlig)
- Literacy – Listening and Talking (Gàidhlig)

Argyll and Bute data was submitted to the Scottish Government by the submission date of the 31st August 2016. The data collected will be used to inform the 2016 National Improvement Framework Report which will be published around the end of 2016.

#### Literacy:

Key aim: Develop the literate child in Argyll and Bute	
Key Actions	Impact for Learners
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.	<p>The Early Years Literacy guidance document has been revised and updated to include Building the Ambition and our Argyll and Bute Developmental Milestones Tool. A Pre-Birth to Three Literacy diagram has also been added to the Authority Literacy Action Plan.</p> <p>A smaller range of evidence based interventions is being used more effectively to improve outcomes for</p>

Circulate and 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 school.

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

learners. For example self-evaluation activity demonstrates that the implementation of Toe-by-Toe is having a positive impact in terms of improved outcomes for learners. Children enjoy the approach because of the predictability. There is also a high level of reliability for implementation and a noted improvement in motivation and relationships.

Evaluation of the impact of Reciprocal Teaching has been undertaken with very positive results. Staff across schools report: increased pupil confidence in contributing to group discussion; increased confidence in tackling unseen texts; mixed ability groups enhancing skills and raising confidence; increased interest in reading; a focus on higher order reading skills.

This valuable information will be fed back to all schools and used to inform further training and implementation.

Through the engagement of the Educational Psychology Service and partners with a team from Education Scotland, the process of Validated Self Evaluation produced a number of key messages:

- The reading initiative has provided focus for school literacy strategies and brought structure across stages.
- Some schools have embedded the assessment processes and use data to inform approaches to meeting the needs of individuals and groups as well as to inform learning and teaching more widely
- There is increased knowledge across schools of how to use assessments to support planning.
- In some areas, there is strong collegiality across schools to support each other to understand the teaching of reading and the use of appropriate resources.

This information has been used to inform a professional learning plan and the revision of supporting guidance.

The learning from the VSE process and other self-evaluation activity will inform

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.

the finalised Literacy Strategy this session.

Blocks of Active Play sessions have been delivered by members of the Early Years Team within Oban, Helensburgh, Lochgilphead, Tayvallich and Dunoon. Where possible, sessions have been held within Family Learning Centres or schools to build positive relationships. In addition to this, sessions have been delivered during the school holiday period to provide families with a fun activity to participate in together and for ideas to take home with them. In Dunoon, there were 68 adults and 92 children attending a block of sessions in July. Families have provided very positive feedback on their experiences. When asked to describe the sessions in two words parents stated they were: *'brilliant fun; exploring experience; great fun; messy madness; stimulating fun; Great fun; happy and unique; awesome and new; sociable and colourful; fun exploring; absolutely fabulous; imaginative and fun'*

Delivery of Bookbug has gone from strength to strength. There has been a thirteen percent increase in the number of sessions delivered in English and an eleven and a half percent increase in the number of Gaelic sessions delivered. This has resulted in an increase of eleven percent of adults and nine percent of children participating in English Bookbug sessions and an increase of twenty two percent of adults and twenty four percent of children participating in Gaelic Bookbug sessions. In order to build sustainability of Bookbug in Argyll and Bute, 34 session leaders have been trained by the Early Years Service this session

**What we plan to do next:**

Identify staff within the education service and beyond where targeted training can be provided under "learning and teaching". This could include health visitors, additional support needs teachers, area principal teachers and midwives.

Improve teacher knowledge and confidence in teaching phonics through a range of professional learning opportunities including identifying and providing centralised support to specific schools where required.

Within professional learning sessions, enhance practitioners' / teachers' understanding of the data, and how this can be used effectively to improve outcomes.

Make more effective use of the available data to inform discussions with schools to deliver continuous improvement.

Members of the Early Years Service to support ELC settings to build confidence and capacity in providing their own family learning activities.

## Numeracy:

**Key aim:** Support schools to continue the development of numeracy across the curriculum

### Key Actions

Clusters of schools to work with representatives to agree a cluster plan to take forward numeracy.

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.

### Impact for Learners

To be progressed during session 2016-17, led by Principal Teacher Numeracy.

Argyll and Bute Numeracy Hub Champion attended national meetings devised a plan for taking forward numeracy in Argyll and Bute.

This plan sits within a wider action plan to be implemented during session 2016-17.

An Early Learning and Childcare early Numeracy pack for taking home called 'Talking Maths' was developed. Using the model for improvement, the tool was tested with one setting, then three and scaling up to eight settings by the end of May. Parents, practitioners and children have commented positively on how engaging the pack is and there is evidence that use at home builds confidence and capacity in the use of mathematical vocabulary.

### What we plan to do next:

- Issue 'Talking Maths' to every Early Learning and Childcare setting to share with parents and children at home
- Develop and implement an Early Learning and Childcare numeracy tracker as part of the Early Learning and Childcare Learning and Development Profile
- Principal Teacher for Numeracy will support clusters in developing approaches to raising attainment in numeracy
- Provide in-service training/CPD opportunities to reflect the outcomes of SSLN and NIF
- Create progression milestones to support moderation and more consistent understanding of achievement of a level in numeracy

## Assessment and Moderation:

**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

Key Actions	Impact for Learners
<p>Support schools to make intelligent use of data to improve attainment within the broad general education phase.</p> <p>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.</p> <p>Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level.</p> <p>Increase levels of engagement with the toolkit across the authority as a tool for planning for assessment and reviewing learning.</p> <p>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.</p> <p>Plan for further localised and central training in the Developmental Milestone Tool aged 3-5 years.</p> <p>Develop and implement a Developmental Milestone Tool for 0-3 years.</p>	<p>The process for supporting schools to generate valid and reliable data within the broad general education and to use this to raise attainment began in earnest during 2015-16.</p> <p>A working group was set up to produce guidance on tracking progress in the BGE at secondary stage. A draft guidance paper was produced and is currently out for consultation, due to be implemented by January 2017.</p> <p>In response to the Scottish Government's requirement for CfE achievement data, training events took place for senior leaders, assessment and moderation facilitators and other key school personnel, attended by representatives from almost every establishment. This focused on achieving consistency of teacher judgement. Data was collected and moderated before being submitted to the Scottish Government.</p> <p>During 2015-16, three Assessment and Moderation Facilitators were trained as trainers. These trainers led courses for 55 new Assessment and Moderation Facilitators. Facilitators have begun to work with staff in schools to develop their use of the Assessment Toolkit and the NAR flowchart to support joint planning and more holistic judgements by teachers. Facilitators report that their work is starting to have an impact on pupil learning and achievement with pupils being more involved in planning and evaluating their learning.</p> <p>Within Early Learning and Childcare, as of December 2015, 46% of N5 children have achieved all of their developmental milestones. In June 2016 data was gathered from 96% of settings, with 74% of children achieving all of their expected developmental milestones.</p>

**What we plan to do next:**

- Further training for new Assessment and Moderation Facilitators and recall days for existing Facilitators to focus on bringing further consistency to understanding standards within CfE broad general education
- Quality assurance visits to schools to focus on analysis of data relating to achieving a level in order to raise attainment
- Schools to be supported in developing robust tracking systems to monitor progress towards achieving a level, backed up by a range of evidence in order that teacher judgement is valid and reliable, and children and young people are making good progress within levels.



## 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"> <li>• Deliver support to pupils within all Secondary schools affected by drug and alcohol issues.</li> <li>• Provide Sexual Health and Relationship training to appropriate staff to support the delivery of this subject in our secondary schools.</li> <li>• 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.</li> <li>• Explore appropriate up to date resources to support sexual health and relationship education in primary schools.</li> <li>• Encourage schools to participate in the School Sport Award as part of the PEPAS agenda.</li> <li>• PE lead officer will work with staff to increase confidence in delivering and assessing quality PE.</li> <li>• Increase number of settings trained in PAtHS .</li> </ul>	<p>Third sector partners delivered drug and alcohol sessions to pupils in all ten secondary schools. Pupils reported increased knowledge and awareness of the risks associated with drugs and alcohol. One to one counselling was delivered across secondary schools supporting young people affected by their own or others substance abuse.</p> <p>SHARE training was delivered over six days to staff from all ten secondary schools improving staff confidence and enabling more effective delivery of this area of the curriculum.</p> <p>The toolkit was issued to all primary and secondary schools with guidance on how it could be used to plan or audit the curriculum.</p> <p>Scottish Government is currently developing new materials for sexual health and relationship education in primary schools which should be available late 2016.</p> <p>Some schools have participated in the award this year with pupils experiencing a wider range of sporting activities in school. The newly formed Sport in School group will continue to promote this work.</p> <p>More schools are planning around the significant aspects in PE. New progression framework for assessment was published at the end of March 2016 and is supporting schools to improve assessment in PE, particularly in primary schools. As a result pupils have a clearer understanding of their progress in physical education.</p> <p>Staff from Rockfield and St. Columba's participated in whole school PAtHS training in August 2015. The PAtHS programme- Promoting Alternative Thinking Strategies', supports settings</p>

<ul style="list-style-type: none"> <li>• Increase the number of schools involved in Roots of Empathy to 12.</li> </ul>	<p>to build emotional literacy in children within ELC. In addition to the whole school training session, 28 practitioners from across Argyll and Bute were trained in March 2016, with each nursery allocated a PAtHs pack. Forty five percent of ELC settings are now trained in the use of PAtHs, which will lead to a positive impact on the emotional wellbeing of our children. Evaluations attached from recent training which was revised following VSE to link with Action plan.</p> <p>Roots of Empathy- an emotional literacy programme, was delivered in 15 schools during session 2015-16. 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, as a result of participating in this internationally recognised programme.</p>
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**What we plan to do next:**

- PE lead officer will work with schools to ensure all schools are achieving two hours quality PE provision by the end of session 2016-2017
- PE lead officer will continue to work with staff, including early years, to raise attainment, increase confidence in planning and delivering PE based round the SALs, and develop assessment in PE using Education Scotland's new progression framework and video clips
- PE lead officer will work with staff in schools to develop an increased knowledge of using the outdoors for teaching and learning in PE – using resources that have been developed, 'No Limits PE Resource and orienteering - particularly with schools with limited indoor facilities for PE and schools with timetabling issues for use of indoor space increasing opportunities for outdoor learning through PE for all pupils.
- PE lead officer, working in conjunction with Active Schools, to encourage all schools to participate in the School Sport Award as part of the PEPAS agenda, completing the online assessment tool to see if they have achieved an award – bronze, silver or gold, and to use the results of the assessment to assist with future planning.
- Prioritise PAtHs as the main vehicle for giving our children the language and strategies to manage their own emotions and consider the feelings of others
- As a result of Developmental Milestone data from December 2015, additional funding will be provided to purchase sufficient PAtHs packs to train the remainder of nurseries in Argyll and Bute.
- The SEEMiS Well Being Application will be used in planning for children's needs. The application is designed to be legislatively compliant in terms of the Children and Young Person's Act and to meet the planning needs of every school in Scotland.
- A training plan will be rolled out to staff. Supporting documentation will also be made available to staff as part of the training programme.

## Digital Learning

<b>Key aim:</b> Implement key changes from Learning Technologies strategy	
<b>Key Actions</b>	<b>Impact for Learners</b>
<ul style="list-style-type: none"> <li>Undertake a number of focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement.</li> <li>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.</li> <li>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 license apps.</li> </ul>	<p>Building on a successful technology showcase event in Cowal last year a similar event ran for Helensburgh and Lomond pupils this year. This event was attended by approximately 300 pupils and their parents. This event comprised of 9 pupil led technology workshops and provided excellent peer learning opportunities.</p> <p>Continue to roll out the latest advice from Education Scotland with regards to computer science and computational thinking to cluster groups via twilight sessions. This work has started with the HALCO cluster.</p> <p>Provide training opportunities for the learning technologies development group around computational thinking and app development.</p> <p>Continue to work with Psychological Services to investigate if tablet devices can have a positive impact on literacy of children.</p>
<p><b>What we plan to do next:</b></p> <ul style="list-style-type: none"> <li>Produce a Learning Technologies strategy</li> <li>Host a central iPad learning event open to all primary schools</li> <li>Raise awareness in primary schools of the Technology Significant Aspects of Learning and ensure these are embedded in the primary curriculum.</li> <li>Progress a curriculum delivery project in Mid Argyll with senior pupils across secondary schools working together on a project of unit using Lync.</li> <li>Undertake further projects in aspects of both literacy and numeracy using tablet devices to further explore the potential for raising attainment and closing the gap.</li> </ul>	

## Curriculum Planning:

<p><b>Key aim:</b> To assist schools in implementing their curriculum plans and review the impact of the plans for learners.</p>	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> <li>• Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement.</li> <li>• Support schools to ensure that their curriculum plans lead to improved attainment and achievement across all areas of the curriculum.</li> <li>• Plan for more curriculum design training sessions for Early Learning and Childcare Commissioned Providers.</li> <li>• PT Early Years to support local curriculum design sharing practice sessions.</li> <li>• PT Early Years to provide curriculum design support for each setting.</li> </ul>	<p>There was a focus during 2015-16 on developing partnerships that impact on health and wellbeing the impact of which is described above.</p> <p>Further work with Head Teachers on curriculum design took place through 'Curriculum Design Day 6'. These days brought together small groups of school leaders from similar sized schools. A greater focus was placed on the curriculum raising attainment in literacy and numeracy and will form the basis for evaluative work to take place in 2016-17</p> <p>The Principal Teachers have supported Commissioned Providers with the development of their self -evaluation processes and curriculum.</p> <p>In addition to this, the Early Years Service has developed a 'Learning and Development' checklist which highlights the big messages within 'How Good is Our Early Learning and Childcare?' and 'Building the Ambition'. Members of the Early Years team have been visiting settings across Argyll and Bute to introduce the checklist and support teams through self -evaluation to identify areas for priority for the coming session. Feedback from settings on the impact of the Learning and Development visits has been very positive- 'We found the learning and development self-evaluation visit to be a positive experience which will allow us to progress action points through our improvement planning process. The visit was supportive and professional dialogue around action points along with helpful guidance has given a focus on what we need to revisit or establish as a staff team.' This work has provided validation for settings in identifying their improvement priorities for the year ahead. It has also helped teams in 'signposting' examples of effective practice or</p>

	resources which will be useful as part of their self-evaluation. This in turn will lead to higher quality Early Learning and Childcare provision and children will have their needs met more effectively.
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**What we plan to do next:**

- Establishments will be supported through the work of Assessment and Moderation Facilitators to link planning for learning and teaching across the broad general education phase closely with curriculum plans to ensure raising in attainment in literacy, numeracy and health and wellbeing across the curriculum.
- Develop confidence in linking Education Scotland Benchmarks for achieving a level to establishment curriculum plans, using these alongside the Assessment Toolkit in making robust judgements on progress across all contexts of learning.
- Continue to build confidence and capacity in Early learning and Childcare curriculum design and self-evaluation
- Continue to develop the Early learning and Childcare 'Learning and Development self- evaluation visits to settings
- Support secondary schools to ensure senior phase curriculum plans take cognizance of the local labour market.
- Each secondary school will be supported to develop a formal partnership agreement with one or more employers from their local community that will impact on learner achievement, attainment and post school transitions through enhance work related activities and experiences being offered across the broad general education and senior phase.

## Sharing Practice:

Key aim: To identify and share good practice across schools and partner providers	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> <li>Teachers to consult on leadership developments, share learning from Scottish College for Educational Leadership</li> <li>Host 'Sharing Practice' Conference in 2015-16</li> <li>Focus 'Sharing Practice' funding on Family Engagement</li> <li>Early Level Literacy and Numeracy</li> <li>Early Years Curriculum Design</li> </ul>	<p>Practitioners attended SCEL Teacher Leadership engagement sessions throughout the authority in 2015-16, producing high quality initiatives in the classroom, with some presented their work at SCEL Teacher Leadership Conference in May 2016.</p> <p>The Early Years annual conference was held at the end of October and the theme was 'Sharing Practice'. As well as listening to presentations from Education Scotland and SSSC on the importance of professional development, there were storyboards sharing the work of settings from across Argyll and Bute – from engaging families to cluster transition events. One delegate stated, <i>'I have come away with lots of ideas for engaging parents and families. We need much more of this, it is very valuable'</i>.</p> <p>20 local authority settings and 5 partner provider settings participated in 'Sharing Practice' visits with a focus on:</p> <ul style="list-style-type: none"> <li>Family Engagement</li> <li>Early Level Literacy and Numeracy</li> <li>Early Years Curriculum Design</li> </ul> <p>Primary One practitioners and providers of Early Learning and Childcare for two year olds were encouraged to participate in sharing practice visits. One P1 practitioner stated, <i>'The visit enhanced ideas for active learning. There were opportunities to discuss and share practice approaches. I could see clear visible progression planned for in literacy and numeracy. Time was allowed for moderation opportunities also. I thoroughly enjoyed the experience to see learning and practice from early into first level.'</i></p> <p>Practitioners were encouraged to evaluate the impact of the visit. <i>'This was such a worthwhile visit. The nursery has been graded as Excellent and so this gave us lots of ideas and 'food for thought' on how we can adapt and improve our</i></p>

*own practice and environment. As a unit we had already made a start on building an enabling environment, looking at how the children engage with the different areas, beginning to neutralise the walls/displays etc., having more resources on the floor and less tables in the unit. The visit really helped as we saw our vision / ideas for improvement in action and how they might work in our unit. . We are both very excited about the changes happening here and were enthused and motivated after the visit.'*

One delegate stated, *'I have come away with lots of ideas for engaging parents and families. We need much more of this, it's very valuable'*

Several practitioners shared their practice through short, ten minute presentations to give people a flavour of their work, which was positively received. One practitioner stated, *'I absolutely loved this session, I found it very useful. Inspiring! Lots of ideas to take back, I love seeing what other centres are doing- very important that we share.'*

In March and April 2016, the Early Years Service hosted ELC Leadership days to highlight increased expectations within Early Learning and Childcare and to introduce 'How Good is our Early Learning and Childcare. Thirty five senior leaders attended the Local Authority Leadership Day in March – representing approximately 60% of local authority settings. There were 13 managers attending the Partner Provider Leadership Day in April – representing approximately 60% of settings.

**What we plan to do next:**

- Continue to promote sharing practice visits – both within and out with Argyll and Bute
- Provide the opportunity for settings to share practice at the Early Years Annual Conference in 2016
- Promote greater collaboration between nurseries within clusters – with a focus on moderation and shared understanding

### Teaching and Learning:

<b>Key aim:</b> Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups	
<b>Key Actions</b>	<b>Impact for Learners</b>
<ul style="list-style-type: none"><li>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.</li></ul>	This initiative did not take place due to cost implications.
<b>What we plan to do next:</b>	
<ul style="list-style-type: none"><li>Respond to updated advice from Education Scotland on the Broad General Education Curriculum.</li></ul>	



## 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
<ul style="list-style-type: none"> <li>Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMle and SQA.</li> </ul>	<p>Education Scotland shared Argyll and Bute ELC approaches to assessment through their 'Early Years Matters' publication in September. The article was entitled, 'Knowing Each Child as a Learner in Argyll and Bute', and highlighted effective planning, assessment and moderation processes within Kilmartin Pre5 Unit. This article is now on the 'National Improvement Hub' to be shared with practitioners across Scotland and beyond.</p>
<ul style="list-style-type: none"> <li>Continue to promote our work at the Scottish Learning festival</li> </ul>	<p>Rhunahaorine Pre5 Unit shared their work on outdoor learning and the Developmental Milestone Tool at the Scottish Learning Festival in September. This raised the awareness of the Tool and shared their effective practice in linking developmental milestones to outdoor learning.</p>
<ul style="list-style-type: none"> <li>Increase awareness of the Family Pathway with other CPPs</li> </ul>	<p>The joint Pre5 –P1 transition projects in Oban &amp; Lorn and Mid Argyll have been featured in the Education Scotland resource: 'Engaging parents and families A toolkit for practitioners Section 3: Home/school/partnership settings' (page 21)</p> <p>Members of the Argyll and Bute Early Years Collaborative presented the 'Argyll and Bute Family Pathway to members of the Community Planning Partnership in Machrihanish in August. This enabled the group to share progress and outcomes with the wider CPP and outline next steps for scaling up to Cowal.</p> <p>The Argyll and Bute Family Pathway featured on the 'main stage' at 'Early Years Collaborative Learning Session 8'. As part of the presentation, there was a 4 minute film to highlight the main priorities within the Family Pathway. This video is now shared on the 'Early Years Collaborative' website as an example of good practice.</p>
<ul style="list-style-type: none"> <li>Invite Education Scotland and SSSC</li> </ul>	<p>The annual Early Years Service conference was held in November, with</p>

<p>to speak at the next Argyll and Bute Early Years Conference</p> <ul style="list-style-type: none"> <li>• Schedule termly meetings with the Care Inspectorate</li> </ul>	<p>over 80 practitioners from across Argyll and Bute attending. As part of the agenda, representatives from both Education Scotland and SSSC presented on the value of sharing practice and professional development.</p> <p>Members of The Early Years Service now meet with the Care Inspectorate every quarter to share progress and identify next steps.</p>
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**What we plan to do next:**

- Strengthen work with establishments, including formal Reviews and self-evaluation activity (HGIOS4/HGIOELC), to ensure effective support and challenge to deliver continuous improvement across all educational establishments in line with the new Inspection and Review Model being implemented by Education Scotland from August 2016.
- Further develop approaches to moderating and gathering achievement and attainment data to ensure this is robust and provides accurate information upon which to inform and target interventions to improve outcomes for learners and to close the attainment gap.
- Continue to work with schools to further develop and enhance their use of SIMD and other information to assist the identification of children and young people who may be at risk of missing out.
- Evaluate the overall impact of achievement approaches to ensure positive outcomes for learners, including sustained destinations.
- Work with secondary schools to implement revised SQA courses and course assessments.

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

### 6.1 Inclusion equality and fairness

In session 2014-15 the Education Service conducted an extensive review of Additional Support Needs (ASN) provision. Following this review a number of areas of policy were highlighted as requiring update or revision. During 2015-16 working groups considered Staged Intervention, highly able pupils and Learning Centres. These groups reported their findings which will be used as the basis of a revised ASN policy.

In June 2016, 22 support assistants were presented with their Scottish Qualification Authority (SQA) award in Professional Development (PDA) after successfully undertaking 18-22 months of study, training and assessment. During their studies, each student received support from their school, the PDA coordinator, the Area Principal Teacher and from the local SQA coordinator.

Senior officers from the ASN team produced a procedure to allow ASN staff to monitor schools who report repeated incidents of challenging behaviour from pupils. This then allowed appropriate intervention to be delivered to support school staff and pupils.

A presentation has been developed to raise staff awareness of child sexual exploitation which links with existing child protection materials. This additional material will be used to train staff at the beginning of each school session.

A revised Staged Intervention framework was presented to head teachers in February 2016. Staged Intervention considers the needs of children and informs the nature of support which is appropriate to those needs. This is a key aspect of practice and legislation relating to ASN and GIRFEC (Getting It Right for Every Child).

The GIRFEC Practice model continues to be further developed. During 2015-16:

- A Named Person Service was established to ensure that Argyll and Bute Council are legislatively compliant with the Children and Young People (Scotland) Act 2014
- Staff across the Service worked with SEEMIS to design and develop the national wellbeing application for use in Argyll and Bute. This application is designed to meet the planning needs of every school and ensure legislative compliance with the Children and Young Person's Act.
- Training for Trainers events took place and a training plan has been developed which will be made available to staff at the start of session 2016-17. Supporting documentation will be made available to staff as part of the training programme.

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

Work will continue to further develop the GIRFEC practice model and the ASN framework to ensure that the needs of all pupils continue to be met.

The Education Support Officer (ASN) will have a principal responsibility to build capacity amongst education staff to better meet the additional support needs of children and young people.

## **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 2015/16 two school reviews and a joint Validated Self Evaluation (VSE) with Education Scotland 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 through improved monitoring and tracking and effective intervention.

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.
- Implement a risk matrix approach to school reviews in consultation and partnership with Head Teachers.

### **Performance Reporting to secure improvement**

An increasingly broad range of mechanisms is in place to support the collection, analysis and review of information from educational establishments, services and, where appropriate partner providers. As a result of reducing resources, increased use is being made of team approaches to support and challenge in schools, bringing together EOs, ESOs, Area Principal Teachers, the Early Years' Team and Educational Psychologists. This also allows greater consideration of performance information from a range of sources and perspectives, as well as extending the ability of central staff to respond to needs identified by schools and services.

The range of approaches used across the Service to evaluate the effectiveness of education is also supported by an annual review of improvement plans across schools, by Education Officers and Education Managers. This is now routinely followed up by quality improvement discussions with individual schools at the start of each new academic session. Quality and performance of individual establishments is monitored and supported through an increasing range of approaches which includes:

- review of school Standard Quality Reports
- evaluation of Insight data and SQA analysis
- review of School Leaver Destination Reports with each secondary school
- information on CfE levels at school and authority levels, to support expectation arising from the National Improvement Framework
- engagement with Education Scotland Inspections and Care Commission visits
- engagement with Early Years Learning and Development visits

- regular visits to schools to consider needs at the level of individual pupils, groups and strategic developments
- formal school reviews
- overview and analysis of complaints
- analysis of a range of SEEMiS information, including exclusion and attendance trends
- analysis of PRISM data (CLD Management Information System)

A revised approach to secondary school and area primary school performance profiles, introduced in 2015 is subject to annual review and refinement to inform targeted support and challenge, as appropriate. Increasingly effective use is being made of this broad range of performance information to identify service strengths and areas for improvement in order to improve outcomes for all learners and service users. Increasingly the information derived from the range of engagements between the centre and schools is being used to inform priorities for improvement across the service.

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.
- Review in partnership with Head Teachers the School Review process to secure further improvement.
- Improve school improvement planning through the use of a new planning format focusing on guidelines from Education Scotland and improved outcomes for children and young people.
- Reflect the statutory guidance from the Education Scotland Act 2016 with respect to performance reporting.

## Section 7: How good is our management?

7.1 Education is going through a significant period of change, the impending legislative changes: updates to the Education Act, compliance with Scottish Government policy e.g teachers numbers and the associated challenges being faced and of course the continuing work around implementing and developing a Curriculum for Excellence provide the context for our service.

Key policy and guidance required to effectively support children and young people with additional support needs has been developed or reviewed. This included the guidance on Staged Intervention to ensure processes are legislatively compliant and in line with the GIRFEC practice model; a framework for meeting the needs of Highly Able pupils; Coordinated Support Plans, and School Leaving Dates. Input has been provided to Head Teacher meetings to raise awareness of the new or revised policy and guidance.

The Educational Psychology Service produced two newsletters this session that were distributed to stakeholders and made available on the Argyll and Bute website. More formal reports, such as the Standards and Quality report and outcomes of Validated Self Evaluation were also included on the website.

The Validated Self Evaluation process took place in November 2015. During this process there was very positive engagement between Education Scotland, the Educational Psychology team and partners. Helpful documentation on the Service's self-evaluation journey was produced in advance and demonstrated that the Service has a well-developed approach to continuous improvement.

Education Scotland reported they were confident that the Educational Psychology Service had a strong capacity for improvement. In particular, Education Scotland identified that evidence based expertise within the Service is strong, and staff contributed with skill and confidence to improvement planning and evaluating Service delivery. It was noted there is close synergy between the Service's work and the educational priorities of the Council. The education authority now need to engage the Educational Psychology Service more closely in strategic partnership working to ensure they can continue to make a positive contribution to authority priorities.

The literacy forum has continued to meet on a regular basis. Members of the forum formed the core team for the validated self -evaluation process and were praised for the rigour they brought to the activity and the analysis of data.

Following the process of validated self -evaluation a revised action plan is in place.

The Education Service has developed policies in relations to national and local priorities and the following papers were presented to Community Services Committee covering the period from June 2015 to September 2016

- Teaching Staff Recruitment, Retention and Leadership in Argyll & Bute "Growing your Own" – June 2015
- Education Digital Learning & Teaching Strategy – December 2015
- Youth Strategy – June 2016
- Education Strategy "Our Children, Their Future" – June 2016
- Education Digital Learning & Teaching Strategy – September 2016
- Parental Involvement Strategy – September 2016

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.

**What we plan to do next:**

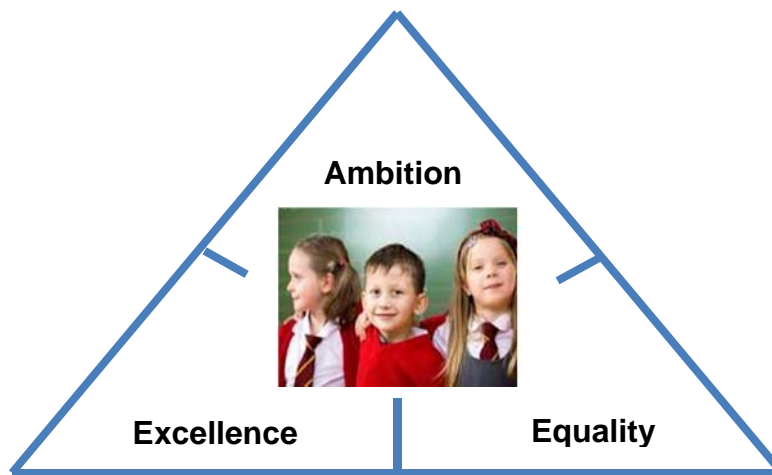
- Continue to review and develop policy to meet the needs of all learners, specifically ensuring the educational needs of Looked After Children are effectively tracked and monitored to ensure improved outcomes.
- To develop guidance to support wellbeing, relationships and positive behaviour for all children and young people.

# Section 8: How good is our leadership?

## 8.1 Vision, Values and Aims

In March 2016 the Education service reviewed and revised the vision, values and aims in line with national and legislative expectations. This document entitled Our Children, Their Future has been widely shared with stakeholders through a process of consultation and clearly details the direction for the Education Service. This new strategy document replaces the previous document “Our Learning Culture”

The vision for the Education Service sends a signal about the importance we attach to education, is simple in message to allow it to be recognised by everyone



The vision is underpinned by the following values:

- Respect
- Openness
- Fairness

The vision will be delivered for all our children through the following 6 key objectives:

- 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

The work on implementing Our Children Their Future will be taken forward during session 2016/17



## **8.2 Leadership and direction**

The main strategic planning document that sets out Argyll and Bute Council's overall direction and vision is the Local Outcome Improvement Plan (LOIP) . The LOIP has been agreed locally by all partners and nationally with the Scottish Government. There is a clear "golden thread" which links Education Service planning with other relevant plans, shared priorities are reflected in the LOIP. Corporate and Community Service plans as well as national education priorities. In turn, establishment plans are linked to the Education service priorities, which are reviewed on an annual basis.

The policy lead for Education and Lifelong Learning works closely with the Executive Director for Community Services and Head of Education. Regular meetings take place where Service matters are routinely discussed with the Education and Lifelong Learning Lead to support service delivery.

## **8.3 Developing people and partnerships**

The Education Service provides a range of relevant opportunities for staff at all levels to engage in professional learning opportunities to develop leadership skills. Programmes have been evaluated and form a structure for leadership development that helps to 'Grow Our Own' in Argyll and Bute. Many of the participants have gone on to promoted posts within the authority.

Effective approaches have been put in place to address difficulties with teacher recruitment and enhance the profession by providing teacher leadership opportunities, ensuring improved succession planning in schools. Practitioners attended SCEL Teacher Leadership engagement sessions throughout the authority in 2015-16, producing high quality initiatives, with some presented their work at SCEL Teacher Leadership Conference in May 2016.

## **8.4 Leadership of change and improvement**

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.

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 2015/16 included:

- Continued development of strategic leadership role for 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 2015/16 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.

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

- Ensure effective implementation of Our Children, Their Future across all services, establishments and partners to secure improved outcomes for all learners.
- Ensure future strategic planning frameworks clearly and fully reflect current and future financial resourcing challenges facing the Authority.
- Further develop approaches to leadership of improvement and change with a specific focus on the role of Strategic Leadership and Staff Empowerment.
- Continue to build on the current scrutiny and challenge arrangements to secure further improvement in outcomes for all learners.

### **Framework for Leadership Development**

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 2015/16 eleven students undertook the Post Graduate Diploma

in Education programme delivered in partnership with University of Highlands and Islands. 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.

In addition, twenty four teachers undertook the Argyll and Bute Leadership Programme in session 2015/16. These programmes are supported by Argyll and Bute SCEL fellows to progress leadership development in Argyll and Bute.

SCEL have worked with University providers to design a new qualification for headship, 'Into Headship' which replaced the old Scottish Qualification for Headship as of session 2015/16. Six members of school staff have undertaken the programme in session 2015/16.

A Coaching Network was established in 2014/2015 and continues to train teachers in Coaching and Mentoring techniques in all areas who then provide this service in their respective schools and clusters.

#### **What we plan to 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?

Education Services in Argyll and Bute are now demonstrating a stronger capacity for improvement. Following the revision of the organisational functions of the service a number of important improvements have been made across the Service.

This includes:

- A full revision of the operational functions of Education Services to encompass all aspects of education pre-birth to youth learning services to ensure the needs of all learners are met;
- Development of a revised Education Vision and Strategy which will be the key driver for ensuring leadership and improvement of Education Services over the course of the next five years, and
- Initiated a thorough review of a wide range of Education policies, procedures and protocols to ensure greater consistency by all schools, services and establishments in securing improvement for learners.

These are increasing the authority's capacity to improve, but have not yet had full impact. Much remains to be done at this point in the Change Programme.

The Executive Director, Head of Education, Senior Education Managers, Head Teachers, staff, Elected Members and Service users have made good progress in developing a clear, aspirational vision based around education in its broadest sense – pre-birth to lifelong learning for the provision of education for all learners and communities in Argyll and Bute. With improved leadership structures at all levels and a sound base of effective practice on which to build, the Council is increasingly better placed to move forward and fulfil its shared vision.

The service has undergone a period of transition and significant change since 2014, including the merge of early years and youth learning services into Education and the challenges associated with a number of staffing changes and ongoing vacancies across Education Services. These have now been resolved by the Service with a number of recent appointments, including the planned secondment of staff for specific, time-limited pieces of work, as well as to increase the capacity of the authority to deliver greater consistency in the quality of services to children, young people, their families and adult learners. As yet this increased capacity for improvement has not had time to have full impact.

The Chief Executive, elected members and senior officers continue to provide increasingly effective challenge and scrutiny to Education Services to ensure that good quality services to children, young people and families is delivered.

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

As part of the Authority approach to securing improvement for all learners the Education Service will:

- Ensure Our Children, Their Future guides the overall strategy for Education and effectively implement it across all services, establishments and partners to secure improved outcomes for all learners;

- Further develop approaches to engaging children and young people in shaping the quality of their learning experiences, at school and Authority level, through the progression of Our Children, Their Future.
- Further develop approaches to leadership of improvement and change with a specific focus on the role of Strategic Leadership and Staff Empowerment;
- Take forward the key actions arising from the revised Parental Involvement Strategy with a particular focus on enhancing the impact of parental voice on improving Education Services.
- Continue to work effectively with a range of partners, businesses and other departments in the Council to ensure positive outcomes for all children, young people and adult learners across the authority.



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