

Community Services: Education

Response to the Inspection of the Education Functions of Argyll and Bute Council

June 2017



Strategic Inspection Improvement Plan		
Key discussion points	Improvement actions	Completion date
<p>1: What actions have Argyll and Bute Council taken to address the main points for action outlined in the Strategic Inspection Report of the Education Functions of the Council published on 21 March 2017?</p>	<p>1.1 A number of actions were taken immediately following the publication of the inspection report. A special meeting of both the Community Services Committee and Council were convened following the publication of the inspection report to present the inspection report, discuss the main inspection findings and agree the action to be taken in responding to the main points for action. The paper recommended that the Community Services Committee:</p> <ul style="list-style-type: none"> a) Note the inspection report published by Education Scotland on 21 March 2017 following their inspection of the Education functions of the Council; b) Note the content of the inspection report which highlights the key strengths and main points for action for the Education Authority; c) Note the action taken by the Authority in responding to the main points for actions flowing the conclusion of the inspection in September 2016; d) Agree the development and implementation of a significant action plan by Education Services in response to the main points for action arising from the report, and e) Request the Executive Director, Community Service to bring further reports on the progress in addressing the main points for action to future meetings of the Committee. <p>During the Committee meeting an opportunity was provided for Elected Members, including Members who do not sit on the Community Services Committee to submit questions to Council Officers on specific aspects of the report.</p>	6 th April 2017

	<p>1.2 The published inspection report was shared with members of the Education Service including, Centrally deployed Managers, Officers, Head Teachers and Parents through a number of approaches:</p> <ul style="list-style-type: none"> • The Education Bulletin; • Briefings and Team meetings, and • The newly introduced Parents Newsletter. <p>1.3 Formal inputs on the findings of the inspection report were discussed within the Strategic Management Team, the Directorate Management meetings, the Education Management meeting, the Education Team, the Head Teacher Advisory Group and at the first available meeting of Authority Head Teachers. An input on the inspection report was also provided from the Education Scotland Area Lead Officer, Shona Taylor at the Head Teacher Meeting.</p> <p>1.4 Representatives of the HT Advisory Group led all Heads through an action planning session, to allow for a full understanding of the main content of the report, the strengths of the Education Authority and, importantly, to identify actions to address the main points for action.</p> <p>1.5 Following conclusion of these meetings the inspection improvement plan was further discussed by members of the HT Advisory Group and updated to reflect the views and comments of the wider groupings.</p>
<p>2: What steps has Argyll and Bute Council taken to improve strategic leadership and direction across the education functions of the Council?</p>	<p>A number of steps have been taken to improve the Strategic Leadership and Direction across the Education functions. These include:</p> <p>2.1 Increased expectations from the Chief Executive, Council Leader and Policy Lead for Education that all elements of the inspection report will be addressed at the earliest opportunity. A programme of regular progress briefings from the Executive Director and Head of Service, supported by the necessary papers, performance reports, statistical documentation and supporting evidence are scheduled to take place over the course of the next six to twelve months. In addition, progress updates will be provided through the Councils formal Committee structures.</p> <p>2.2 The revised Education Vision and Strategy: Our Children, Their Future, with a clear focus on ambition, excellence and equality reflecting local and national priorities was finalised and officially published in January 2017.</p>

	<p>The Education Vision has been effectively communicated to Education staff through, newsletters and bulletins, input at Head Teacher meetings, incorporated into the revised service and school improvement planning materials, with an expectation that all Senior Leaders including Service Managers and Head Teachers are cascading this to all members of staff, using the six key objectives as drivers for service delivery. One of the six key objectives focuses specifically on leadership: Strengthen leadership at all levels.</p> <p>An early review of the effective implementation of Our Children, Their Future, consistent implementation to staff at all levels and the application of the six key objectives is currently being taken forward through face to face discussion between the Executive Director and Head of Education during planned meetings with Managers and Head Teachers.</p> <p>2.3 A continuation of the programmed meeting between Senior Officers and the Policy Lead for Education:</p> <ul style="list-style-type: none"> • Executive Director and Policy Lead Weekly briefing meetings, and • Head of Service and Policy lead monthly meetings. <p>2.4 Presented a range of relevant Committee papers for decision and noting by members of the Community Services Committee on three occasions following the inspection: September 2016, December 2016 and March 2017, providing opportunities for members to review the progress of education Services in delivering the strategic objectives of both the Council and the Service; to evaluated progress against a range of National, Council and Service performance measures. For example:</p> <ul style="list-style-type: none"> • SQA attainment; • The Authority Standards and Quality report; • The National Improvement Framework (NIF), and • Participation measures. <p>2.5 A further revision of approaches to reporting with elected members through Area Committee's was undertaken with a further revision of the area Committee templates to include information on the progress of pupils in attaining national expectations in Literacy and Numeracy.</p> <p>2.6 The implementation of a Head Teacher Advisory Group with the principle remit of improving communication, consultation and</p>
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	<p>decision making. The Advisory Group formed in January 2017 has;</p> <ul style="list-style-type: none"> • agreed terms of reference; • an agreed work plan and meeting programme; • assumed responsibility for communication and consultation on agreed areas with their respective area groupings and • assumed the lead at Head Teacher meetings on key agenda items. <p>For example: structure and organisation of Head Teacher meetings and the review of the inspection report and improvement planning actions.</p> <p>Further discussions on the effectiveness of the HT Advisory Group recently facilitated with all HTs during area meetings.</p>	
<p>3: What progress has Argyll and Bute Council made in improving the levels of communication, support and challenge to its schools?</p>	<p>A range of approaches have been taken to improve the level of communication, support and challenge to schools through a range of revised or new approaches.</p> <ol style="list-style-type: none"> 1. A continued commitment for the Executive Director and Head of Service to meet with all Head Teachers in their area groupings on at least two occasions each academic year. 2. The role of centrally deployed officers have been further revised to ensure capacity to deliver increased support for schools and early years settings. This includes advice in curriculum areas such as literacy, numeracy and science, technology, engineering and mathematics (STEM). 3. Recruitment to the central team and subsequent realignment has increased capacity to support and challenge establishments. A key priority for school engagement activities is an increased emphasis on improving leadership at all levels. 4. A review of direct engagement between schools and centrally employed Officers has been undertaken reflecting the areas for improvement within the inspection report. Revised approaches to support and challenge activities have been implemented by Education Services during the course of session 2016/2017. These have included: <ul style="list-style-type: none"> • The requirement for a core number of link visits to all schools in order to enhance and strengthen Authority knowledge of all schools; • Identification of areas of specific, targeted support and challenge with 	

	<p>schools;</p> <ul style="list-style-type: none"> • Support for the development of Literacy and Numeracy, assessment, tracking and moderation; • Raising awareness of, and increasing expectations of schools in their use of data to secure improvement in outcomes for all learners, and • SQA examination analysis meetings. <p>A further review, including evaluation of the effectiveness of revised approaches is scheduled for completion in Autumn 2017.</p>	
<p>Main point for action 1: Significantly improve young people's attainment across the authority</p>		
<p>Improvement Actions in response to the main points for action (MPFA)</p>	<p>Progress</p>	<p>Timescales</p>
<p>1.1 Provide a range of support to all Authority schools in taking forward assessment and moderation approaches.</p>	<p>1.1.1 Two further cohorts of Assessment and Moderation facilitators (AMF) have now being trained, putting the Authority very close to the target of one AMF in every school. Schools without AMFs were specifically targeted and the majority were able to take up the offer of training. Evaluations from training show that practitioners have increased confidence in their ability to lead assessment and moderation in their schools as well as an increased understanding of expectations of standards of achievement at each CfE level.</p> <p>55 previously trained AMFs had their training updated through a recall day, allowing practitioners to consider the latest advice on assessment and moderation in relation to local and national priorities. Evaluations showed an increase in understanding and confidence relating to the professional judgement of achievement of a level.</p> <p>A database of all schools has been created based on the HT audit and the feedback from AMFs. Support required at this stage is identified in the database and it has been used effectively to create links across</p>	<p>January 2017</p> <p>Full completion expected by May / June 2017</p>

	<p>schools, both within and across clusters, ensuring those lacking in confidence feel supported.</p> <p>SALi has been fully updated to provide a vast range of resources to support schools in developing their approaches to assessment and moderation.</p> <p>Planned discussion on the approach and effectiveness of Assessment and Moderation activities carried out during 2016/2017 were facilitated as part of the planned agenda for the Head teacher Advisory Group.</p> <p>One of the August Inset days is being devoted to Assessment and Moderation across the authority. It is expected that trained Assessment and Moderation Facilitators (AMFs) will lead this day, either in their schools or in their clusters. To support this day, an AMF pack has been created and shared across the authority which focuses on local and national guidance. The packs includes Argyll and Bute customised NAR flowchart.</p>	<p>May and June 2017</p>
<p>1.2 Revise approaches to quality assurance and moderation in all schools</p>	<p>1.2.1 Ten Quality Assurance and Moderation Support Officers (QAMSOs) representing Argyll and Bute (teachers and central team members) have now been trained by Education Scotland to contribute to the national moderation programme and to moderation of standards at local level. The knowledge gained by QAMSOs has increased confidence in making professional judgements at Authority level moderation. A review of the impact and the future role of QAMSOs in disseminating their learning and building confidence and capacity across the authority is planned for session 2017/2018.</p> <p>QAMSOs along with the EO and PTs Numeracy, Literacy and Numeracy moderated samples of achievement at CfE levels Early to Third from selected schools across Argyll and Bute on three occasions during 2016-17 and used the information gained from each exercise to inform advice to establishments and Authority developments in Assessment and Moderation.</p>	<p>June 2017</p> <p>Session 2017/2018</p>

	<p>Training on holistic assessment tasks has been delivered to all AMFs as well as at Twilight sessions in seven schools and two clusters. All schools are expected to use holistic assessment tasks in 2017/18 to provide increasingly robust evidence to inform professional judgements.</p> <p>Further work is planned including Standardised Assessment awareness raising sessions, with associated guidance materials provided to schools.</p>	<p>Session 2017/2018</p> <p>September 2017</p>
<p>1.3 Deliver a programme of professional learning aimed at raising attainment in literacy and numeracy.</p>	<p>1.3.1 LITERACY – initiatives led by PT Literacy appointed in August.</p> <p>Literacy across Learning in secondary – a 7 stage process of implementation has been shared with all schools and work done on how to develop each stage.</p> <p>Sharing literacy good practice & building learning communities – a twilight has been held in 9/10 clusters, with the focus on supporting pupils and enabling staff to share their own good practice and support each other.</p> <p>A Literacy website, ABLE 2 has been created with resources and ideas for staff, parents/carers and learners.</p> <p>Literacy across Learning guidance has been produced and quality assured by secondary English teachers from across the authority. This has been shared directly with all staff in two secondary schools and the PT Literacy from all other secondary schools. Tíree and Tobermory are involved in creating and trialling resources to support this.</p> <p>Cluster twilights have enabled Education Psychological Service to share information on effective use of assessments to support learners and the early year's team to share curricular expectations in the early years.</p> <p>In service day at Dunoon Grammar- all staff were trained in assessing</p>	<p>September 2016 – March 2017</p> <p>January - June 2017</p> <p>April and May 2017</p> <p>April 2016</p> <p>September 2016 – ongoing</p> <p>February 2016</p>

	<p>writing and talking across the school.</p> <p>Review of guidance on <i>learning to read and the teaching of phonics</i>, resulting in the creation of the document <i>Early Acquisition of Literacy in Primary 1</i>. The robustness of the underlying principles will be tested by 12 pilot schools over the session 2017-2018 with evidence of impact and supporting resources shared across the authority. This will be supported by ongoing observation of P1 practice.</p> <p>Authority organisation of central training and individual consultation for secondary schools on Fresh Start programme for those with reading age of less than 9.5. Ongoing overview of impact over the next year and opportunities for schools who are not involved to visit others who are involved.</p> <p>Support for English teachers' network, sharing information from national events with all secondary Literacy PTs and offering opportunities for them to attend events such as the National Literacy Network, giving insight into national good practice in literacy. Discussions held within the group about best practice. Secondary Edmodo site for sharing resources created.</p> <p>Support for the Argyll Literacy Forum's twilights in each cluster area: twilights have been held in almost all clusters. The twilights included presentations on a range of approaches to improving attainment in literacy.</p> <p>Development of Literacy progression pathways underway, to be implemented by all schools in session 2017/2018</p> <p>1.3.2 NUMERACY The <i>Number Talk</i> methodology has been introduced to all schools across the Authority. In some settings Teachers are identifying increases in attainment which may be directly linked to Number Talks,</p>	<p>Session 2016/2017</p> <p>Session 2017/2018</p> <p>November 2016</p>
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	<p>similarly in some instances pupils are confirming increasing confidence discussing different strategies.</p> <p>Introduction of a 'Mental Agility Framework' to support the Broad general education (BGE) in schools with progression of skills in Mental Agility from Early through to Fourth Level. This is also supporting planning, assessment and moderation across levels. Almost 70% of teachers surveyed reported that the Framework has made them more confident in assessing progress and next steps.</p> <p>To provide pupils with a digital platform to enhance and develop their mental agility at first level and to provide staff with focused assessment information, a <i>Sumdog</i> licence was purchased for all P2 and S3 pupils in Argyll and Bute.</p> <p>1.3.3 A programme of professional learning events to improve teachers' knowledge and understanding of approaches to raising attainment in literacy and numeracy was delivered for over 550 participants. (MPFA 1 & 3)</p> <p>1.3.4 Further engagement with the Education Scotland Attainment Advisor engaging HALCO schools with a specific focus on raising attainment in reading through improved self – evaluation. A similar planned initiative took place with Kintyre schools in April and May 2017. (MPFA 1, 2 & 3)</p> <p>1.3.5 The development of a website dedicated to raising attainment and improving outcomes in literacy has been created and was made available for all staff from April 2017.</p> <p>1.3.6 The successful appointment of two Principal Teachers, to support the development and improvement of Literacy and Numeracy of pupils across all schools in the Authority. Both PTs provided a successful and helpful input at the recent HT meeting. (MPFA 1 & 3)</p> <p>1.4.1 The Educational Psychology Service continues to have a link EP for each school to ensure there are high quality discussions regarding meeting the needs of children and young people with additional support</p>	<p>March 2017</p> <p>Autumn 2016</p> <p>November 2016 – June 2017</p> <p>January to May 2017</p> <p>April 2017</p> <p>September 2017</p>
<p>1.4 Continue to ensure adequate provision of resources and equipment to meet the needs of</p>		<p>Ongoing</p>

<p>children and young people with additional support needs.</p>	<p>needs, bringing expertise in relation to child development, research and school systems. There are ongoing conversations ensuring the right support is implemented in the right way at the right time to improve outcomes for learners. The numbers of children and young people educated out with Argyll and Bute have remained consistently low over the last 3 years.</p> <p>1.4.2 Support from Educational Psychology Service in reviewing and assessing school Pupil Equity Funding (PEF) planning.</p>	<p>May 2017</p>
<p>1.5 Support the capacity and confidence of head teachers to meet the requirements of all Child's Plans.</p>	<p>1.5.1 Training delivered to Newly Appointed Heads on Solution Oriented meetings to support the successful identification and implementation of outcomes within Child's Plans. This training built on a programme of training delivered to Named Persons and Lead Professionals in increasing skill and confidence in delivering positive outcomes through Child's Plans.</p>	<p>April 2017</p>
<p>1.6 Improve the attainment and progress of children in Gaelic Medium establishments in literacy and numeracy in P4 and P7 in line with national expectations.</p>	<p>1.6.1 Draft guidance developed to enhance a coordinated and effective approach to ensuring progress of children in GME. Consultation on this guidance will take place in the new session. The Gaelic ESO post will ensure continuous improvement.</p> <p>1.6.2 The work of the group considering additional support needs in GME has continued, with positive links with national organisations and leadership from central support officers. This has included discussion on effective tracking and monitoring.</p>	
<p>1.7 Improve the number of young people securing a positive destination for each secondary school in line with individual virtual comparators.</p>	<p>1.7.1 The working group considering post school transitions for young people with a disability has continued with the guidance for Education, Children's Service and Adult Services being reviewed on consultation with ARC. More effective transitions and more appropriate positive destinations identified in a more timely way, reducing anxiety for families.</p> <p>1.7.2 Paper to Corporate Parenting Board defining Educational Service approach and responsibilities to support attainment of LAC/LAAC.</p> <p>1.7.3 Area PT responsibilities now include transition support for LAAC pupils.</p>	<p>December 2017</p>
<p>1.8 Take further steps to increase the overall proportion of children and young people who achieve in line with national expectation in</p>	<p>1.8.1 Experimental statistics released by Scottish Government in December 2016, evidenced that for P1, P7 and S3 Argyll and Bute were in line or slightly above the national statistic for Reading, Writing and Listening and Talking. For Numeracy P1 and S3 were in line with the national</p>	<p>August 2016 - June 2018</p>

<p>Literacy and Numeracy.</p>	<p>statistic. Improvement is required at all CFE levels for P4 and for Numeracy P7. Details of intervention to increase and improve outcomes in line with national expectations are outlined in section 1.3 of the improvement plan. In addition, Quality improvement visits to schools by Education Officers have focused on professional dialogue on the overall levels of achievement for pupils within individual school settings, approaches to increase achievement in response to the statistical profile for the school, interventions and support required to secure improvement.</p> <p>1.8.2 A programme of professional learning events related to improving tracking and monitoring of CFE levels for intervention using Click N Go has been undertaken with 11 establishments. Further programmes are planned in session 2017-2018.</p>	
<p>1.9 Implement revised approaches to ensure overall improvement in levels of attainment for Senior Phase pupils across all SQA examination levels.</p>	<p>1.9.1 Attainment reports for each of the ten secondary schools prepared by Central Officers distributed to schools to facilitate SQA quality improvement meeting and professional dialogue. These reports are being used with increasing effectiveness, increasing engagement and professional dialogue, support and challenge with members of secondary school senior leadership teams and include identification of areas of strength and for improvement.</p> <p>1.9.2 Formally agreed areas for improvement incorporated into the Schools Improvement Plan (SIP), tracked and monitored by schools and central officers as part of the quality improvement visits.</p> <p>1.9.3 SQA examination estimates/predication gathered from each of the ten secondary, reviewed and analysed by central officers, used to compare professional judgement against final results in August. Outcome of analysis and comparisons included for discussion during 1st quality assurance visit with each secondary school. Specific attention given to areas of extreme variance.</p> <p>1.9.4 Formal SQA analysis results programme routinely implemented in August of each academic session.</p> <p>1.9.5 Further work has been undertaken by Education Services in working with secondary schools to further improve attainment in SQA examinations. These are contained within section 2,3 and 4 of the improvement plan</p>	<p>August 2016- June 2018</p>

Main point for action 2: Improve the use of data, ensuring greater rigour		
Improvement Actions in response to the main points for action (MPFA)	Progress	Timescales
2.1 Improve the use of data by all schools to support pupils in their learning	<p>2.1.1 All Authority schools now required to provide the authority with evidence of standards of achievement across all levels of CfE literacy and numeracy. This evidence is then quality assured by officers to ensure consistency, measured against national benchmarks.</p> <p>2.1.2 Schools routinely provided with feedback to support improvement of teachers' professional judgement.</p> <p>2.1.3 Insight professional development training has been delivered to a range of stakeholders to improve their capacity to use data for effective interventions to support pupils in their learning.</p> <p>2.1.4 School reviews have had an increasing focus on both the range and importance of data to plan for interventions to support pupils in their learning.</p> <p>2.1.5 A statistical review summary is now being prepared for use in all authority school review procedures. In addition, further work has been undertaken to provide statistical summaries as part of school inspections.</p> <p>2.1.6 Scottish Index of Multiple Deprivation data circulated to all establishments for use in planning to support closing the poverty related attainment gap. Evaluation of School Improvement Plans (SIPs) and Pupil Equity Funding plans (PEFs) takes full account of the use of data as a core component within school plans.</p> <p>(MPFA 1, 2 & 3)</p>	<p>September 2016 – March 2017</p> <p>January 2017 – May 2017</p> <p>January 2017 - ongoing</p> <p>March 2017 – June 2017</p>
2.2 Further develop approaches to Assessment and Moderation by schools.	<p>2.2.1 Assessment and Moderation confirmed as an agreed priority for inclusion in all school improvement plans for session 2017/18.</p> <p>2.2.2 Revised programme of monitoring and evaluation of school improvement plans will assess the effectiveness of assessment and moderation activities in all Authority schools.</p> <p>2.2.3 Revised S&Q and SIP templates developed in consultation with HTs taking further account of national expectations including how pupil equity</p>	<p>February 2016</p> <p>Comprehensive programme of evaluation and review of school plans scheduled for June / July</p>

	funding is helping to close the poverty related attainment gap. (MPFA 1, 2 & 3)	2017 to support planned SIP review meetings in session one 2017/2018.
2.3 Further develop support and engagement with Secondary schools to ensure increased positive, post school destinations for all Argyll and Bute leavers (Participation measures).	2.3.1 Lead Officer DYW curriculum planning and engagement programmes with all authority secondary schools throughout October to December included specific input on information recorded against: 1) Intended school leaver date; 2) Preferred Route; 3) Preferred Career Sector versus SIMD categorisation - From December each secondary school has been issued with a progress report highlighting % of information against the 3 fields recorded. Used in particular to highlight LAAC recorded information. 2.3.2 Inclusion of discussion on participation measure outcomes as part of quality assurance visit no 3 in all secondary schools.	December 2016 March – June 2017
2.4 Provide increasingly effective support to schools in the use of data to benchmark progress for learners and secure further improvement	2.4.1 Literacy twilight sessions delivered across all Argyll and Bute areas. Sessions included the delivery of a well-attended workshop considering the effective use of data. Good representation at twilights by class teachers promoting use of data at classroom levels.	December 2017
2.5 Improve the attainment and progress of children in literacy and numeracy in P4 and P7 in line with national expectations.	2.5.1 The Suffolk reading assessment for P4 and P7 was administered again in June of last year across schools and information analysed. This data demonstrated that similar to previous years, more pupils than expected are scoring above the 85th percentile. Primary 4 pupils in 2016 performed significantly better from P4 pupils in 2010 when data analysis began. Of the P7 cohort, only 10% of pupils score below 85 with a greater percentage than expected scoring above the 85th percentile.	October 2016
2.6 Continue to build upon higher levels of confidence in making professional judgements about the progress of pupils including making effective use of increasingly robust data and in developing approaches to	2.6.1 'Learning and Development Framework 0-5 Years' issued to all ELC providers and Childminders in Argyll and Bute, which supports practitioners to track progress and benchmark data in literacy, numeracy and developmental milestones. 2.6.2 Follow up twilight session delivered by the EY team within each locality to support the implementation of the Learning and Development Framework and tracking progress in literacy, numeracy and	February – May 2017 April – June 2017

<p>moderation.</p>	<p>developmental milestones in ELC. Use of V-scene to communicate as a Gaelic Learning Community across the authority enabling joint planning, sharing of good practice and moderation. V-scene now set up in all secondary schools with GM and primary schools to follow. Liaison with E-scoil initiated across two secondary schools - Islay High and Oban High.</p>	<p>Session 2017/18</p>
<p>2.7 Further refine the Authority approach to Standards and Quality Reporting ensuring:</p> <ul style="list-style-type: none"> (i) improved and more consistent use of all available data; (ii) to support more accurate Service benchmarking of progress and improvement, and (iii) improve the level and frequency of performance reporting to Elected Members. 	<p>2.6.3 Use of V-scene to communicate as a Gaelic Learning Community across the authority enabling joint planning, sharing of good practice and moderation. V-scene now set up in all secondary schools with GM and primary schools to follow.</p> <p>2.6.4 Liaison with E-scoil initiated across two secondary schools - Islay High and Oban High.</p> <p>2.7.1 S&Q and SIP templates now standardised across all settings reflecting OCTF, the National Improvement Framework and PEF. Outcomes will be used to report within the new Authority Annual Plan in August 2018.</p> <p>2.7.2 Standardised Area Committee Secondary Reports presented by Secondary Head Teachers. Reporting format formally agreed by the Attainment and Achievement Working Group.</p> <p>2.7.3 Revised standardised Area Committee Primary Reports presented to Elected Members by Education Officers. These reports included CFE experimental statistical levels data.</p> <p>2.7.4 Further areas of performance reporting provided for Elected Members through an increasing range of formal Community Services Committee reports for example: March Committee paper on the National Improvement Framework and Supporting the Education of Looked After Children.</p> <p>2.7.5 Data storage systems continue to be improved to increase the access to data by the Central Team to ensure data is used consistently. (MPFA 2 & 5)</p>	<p>May /June 2017</p> <p>Feb – June 2017</p> <p>March – April 2017</p> <p>September 2016 – March 2017</p> <p>September 2016 - ongoing</p> <p>July 2017</p>
<p>2.8 Deliver a development and information programme for Elected Members to support and enhance their engagement in a broader range of scrutiny activities.</p>	<p>2.8.1 Programme plan prepared in consultation with the Councils Chief Executive, Council leader and Policy Lead of Education and Lifelong Learning. Programme of dates for series of one hour development sessions to take place in advance of planned Community Services Committee meetings in August, September, December and March.</p>	<p>September 2016 - ongoing</p> <p>July 2017</p>
<p>Main point for action 3: Continue to improve the quality of educational provision with consistently higher levels of support and challenge from central officers and elected members</p>		

Improvement Actions in response to the main points for action (MPFA)	Progress	Timescales
<p>3.1 Progress the review and realignment of central officer functions and responsibilities to ensure increased rigour and consistency in levels of support and challenge across all Authority schools.</p>	<p>3.1.1 The role of centrally deployed officers have been further revised to ensure capacity to deliver increased support for schools and early years settings. This includes advice in curriculum areas such as literacy, numeracy and science, technology, engineering and mathematics (STEM).</p> <p>3.1.2 Recruitment to the central team and subsequent realignment has increased capacity to support and challenge establishments. A key priority for school engagement activities is an increased emphasis on improving leadership at all levels.</p> <p>3.1.3 Education Officers now have a remit for no more than 15 schools which is resulting in more regular engagement and increasingly robust challenge with Head Teachers and schools. An evaluation of the impact of these changes is scheduled to take place in May 2017.</p> <p>3.1.4 All local authority establishments have been provided with a range of support through visits, calls or advice during the course of session 2017/2018. (MPFA 3, 4 & 5)</p> <p>3.1.5 Appointment of a dedicated Principal Teacher for Assessment now seconded to Education Services (March – June 2017) to support schools develop assessment and moderation strategies which meet agreed national criteria and expectations. (MPFA 1, 3 & 5)</p>	<p>September 2016</p> <p>August 2016</p>
<p>3.2 Provide an ongoing programme of professional development for centrally deployed officers to further extend their skills, knowledge and capacity in undertaking support and challenge activities with schools.</p>	<p>3.2.1 Central Education staff recently participated in training with Education Scotland on the new quality framework: "How Good is Our School 4". This training has supported further improvement and the shared understanding of self -evaluation by Central Officers.</p> <p>3.2.2 The successful appointment of a dedicated Education Support Officer: Gaelic from August 2016.</p> <p>3.2.3 School review process is developing leadership capacity in terms of self-evaluation for improvement and improved understanding of HGIOS4 for</p>	<p>16 March 2017</p> <p>August 2016</p>

	<p>both school leaders and central team officers. This is leading to increased capacity in undertaking support and challenge activities with schools.</p> <p>3.2.4 Central Education Team received 'Model for Improvement training and have been applying it to measuring engagement with 'Our children, Their Future'. This training will support Officers to support head teachers reach measurable aims and priorities within the School Improvement Plan process and measuring the impact of Pupil Equity Funding (PEF). (MPFA 3 & 5)</p>	<p>January 2017 – May 2017</p> <p>January – June 2017</p>
<p>3.3 Re-engage schools with National guidance on curriculum principles, entitlements and expectations to ensure effective delivery of a quality curriculum at a local level.</p>	<p>3.3.1 Argyll and Bute curriculum design guidance available to all schools on SALi.</p> <p>3.3.2 Literacy and Numeracy curriculum pathways and associated guidance materials developed.</p> <p>3.3.3 Health and Well-Being model currently being developed with schools by the PE Co-ordinator. A bespoke Health and Well-Being conference took place in May 2017, facilitated by Education Scotland.</p> <p>3.3.4 All ten secondary school curriculum models evaluated. Including the delivery of 2 Secondary school reviews to assess the effectiveness of the curriculum in meeting learners' needs.</p> <p>3.3.5 Development Day held for Secondary DYW Leads and PT Enterprise - included input on embedding key DYW recommendations in BGE, Career Education Standard and Work Placement Standard entitlements.</p> <p>3.3.6 Advice and discussion on 'Advice on Gaelic Education 2015' document and power point from Joan Esson on how to create a curriculum rationale for Gaelic. Increasing awareness by Management staff in schools of the requirement for Gaelic curriculum rationale.</p> <p>3.3.7 A further two targeted In-service days, supported by Education Scotland supported opportunities to gather information on each school's progress in completing their curriculum rationale including the creation of a Gaelic ethos within their school. Expectations of assessment protocols established. Progression planners disseminated.</p> <p>3.3.8 Launch of draft 'Guidance on Gaelic Education in Argyll and Bute' – In Service.</p> <p>3.3.9 Delivery of an Early Years Conference with the theme 'Self Evaluation – We are on a Journey'. As part of the day, ELC teams shared examples</p>	<p>September 2016</p> <p>Session 2016/2017</p> <p>Session 2016/2017</p> <p>September 2016</p> <p>May 2017</p> <p>August 2016 – June 2017</p> <p>22 November 2016</p> <p>22 June 2017</p> <p>November 2016</p>

	<p>of good practice which shared high expectations relating to current national guidance.</p> <p>3.3.10 Training session for all Partner Provider Managers to support them with the new local authority Standards & Quality and Improvement Plan template, highlighting current national and local priorities. Follow up support to individual and clusters of settings provided by EY Team members.</p>	May 2017
<p>3.4 Further improve the effectiveness of school support visits by Central officers to:</p> <p>(i) ensure greater consistency and challenge to all schools, and</p> <p>(ii) ensure the needs of all pupils are being effectively met.</p>	<p>3.4.1 Agendas for QIT visits have been agreed by the Central Team are leading to increasing consistency, challenge and focus of professional dialogue with establishments. A further programme of School visits have also been undertaken on a support basis by central Officers, as necessary. For example: literacy and Numeracy development.</p> <p>3.4.2 Central Team members and school staff included in School Review teams to extend and build self-evaluation for improvement capacity across the Authority.</p> <p>3.4.3 Central staff will work collegially on June 28th to moderate establishment S&Q and SIP documents to ensure greater in the quality of planning to ensure the needs of all pupils are being effectively met.</p> <p>3.4.4 A cluster model approach to support the review, analysis and interpretation of SQA examination outcomes is scheduled for implementation in August 2017. Secondary Head Teachers will meet with the Executive Director, Head of Service and Education Manager to engage in professional discussion of SQA attainment outcomes, including the identification and agreements of priority improvement areas for Session 2017-18. (MPFA 1 & 3)</p>	<p>August 2016 – June 2017</p> <p>September 2016 – May 2017 – ongoing June 2017</p> <p>August 2017</p>
<p>Main point for action 4: Improve relationships and communication, promoting a more positive ethos amongst all stakeholders.</p>		
<p>Improvement Actions in response to the main points for action (MPFA)</p>		<p>Progress</p>
<p>4.1 Promote and implement a Head Teachers' Advisory Group with</p>	<p>4.1.1 Head Teacher Advisory Group appointed following consultation and discussion with all Authority Head Teachers.</p>	<p>Timescales</p> <p>Recommended approach shared</p>

<p>the remit to improve communication, promote a more positive ethos and strengthen strategic leadership in key aspects of the work of the Authority.</p>	<p>4.1.2 Terms of reference for Group formally agreed. 4.1.3 Work plan and meeting programme formalized. 4.1.4 Update of the Advisory Group work plan presented during whole HT meeting and at local Area HT (Cluster) meetings. 4.1.5 Revised approach to delivery of programme of HT meetings for session 2017/2018 negotiated and agreed in full consultation with all Head Teachers. (MPFA 4 & 5)</p>	<p>with all Head Teachers in November 2016. Initial meeting held 21 Feb 2017. Follow up meeting held 27 March 2017 Work plan formally agreed May 2017</p>
<p>4.2 Ensure the ongoing provision of a range of information is routinely issued to staff and parents to improve communication.</p>	<p>4.2.1 An increasing range of information is shared with staff, parents and members on key areas of the education Services. These have included</p> <ul style="list-style-type: none"> • Five Education Bulletins; • Two Educational Psychologist Newsletters; • Three editions of Childcare Chatter; • One Parent Newsletter; • Head of Service Blog; • Chief Executive Blog, and • Range of press releases focused on awards and recognition of the work, attainment and achievement of pupils, and staff across the Authority. 	<p>Sept 16, Oct 16, Jan 17, March 17, June 17</p> <p>Nov 16 & May 16 Aug 16, Dec 16, Apr 17 May 17 Aug 16 – June 17 Aug 16 – June 17</p>
<p>4.3 Review and update further the Authority Parental Involvement Strategy to ensure greater engagement and communication with parents and carers.</p>	<p>4.3.2 Development of a working draft Authority Parental Involvement Strategy issued through Parent Councils and Head Teachers for consultation. Follow up engagement with all Head Teacher as part of the planned Executive Director, Head of Service and Area HT meetings.</p>	<p>November 2016 May/June 2017</p>

<p>4.4 Identify a range of approaches to ensure that all young people are encouraged in making an effective contribution to decision making, self-evaluation and performance improvement processes at both school and Authority levels.</p>	<p>4.4.1 A range of approaches have been taken across the Authority to ensure young people are leading learning. These have included:</p> <ul style="list-style-type: none"> • A bespoke “digital leaders” conference; • The formation of the Digital Hub, operated by officers and young people (Digital leaders); • Engagement of key groups of young people to support the development of an App for Our Children, Their Future. (MPFA 1 & 4) 	<p>September 2017 – June 2017</p>
<p>Main point for action 5: Improve the quality of strategic leadership and direction at all levels within the Education Authority.</p>		
<p style="text-align: center;">Progress</p>		
<p>5.1 Undertake the necessary work to ensure the preparation and publication of the revised Education Vision and Strategy: Our Children, Their Future, with a clear focus on ambition, excellence and equality reflecting local and national priorities.</p>	<p>5.1.1 Preparation of the final Strategy document, poster and pocket guides for use by all education staff. Issued to all schools and services.</p> <p>5.1.2 Official launch of Our Children, Their Future at Tarbert Academy. Head Teacher, school staff and pupils provided focused input of the practical application of the 6 key objectives across the curriculum in a 3-18 establishment.</p> <p>5.1.3 All Authority Head Teachers (HTs) participated in workshop activities engaging HT’s to identify the relevant actions required to support effective implementation of Our Children, Their Future within their own establishments.</p> <p>5.1.4 Preparation of an updated Education Central Team action plan using the improvement methodology driver diagram to support wider engagement in the delivery of the Strategy and Vision. Specified outcomes to be achieved by June 2017.</p> <p>5.1.5 Further paper presented to Community Services Committee noting the progress and actions taken to implement the Education Vision and Strategy.</p> <p>5.1.6 All teams within the Service now aligning all aspect of their work and actions to the strategic objectives of OCTF.</p>	<p>Timescales</p> <p>December 2016 and February 2017 16th January 2017 28th February 2017 January - March 2017 8th March 2017 January - March</p>

	<p>5.1.7 Education Services, Service Plan clearly aligned to the Vision and Strategy.</p> <p>5.1.8 Preparation of App for OCTF led by P6/7 pupils at Dunoon Primary.</p> <p>5.1.9 Review at May/June Head Teacher visits of engagement with strategy and sharing good practice.</p> <p>5.1.10 OCTF aligned with SIP guidance and template.</p> <p>5.1.11 PEF actions plans related to OCTF.</p> <p>5.1.12 Probation Programme for session 17/18 has been re-designed to meet OCTF strategy.</p> <p>5.1.13 Presentation to all Elected Members as part of the induction programme for the newly elected Council on May 2017.</p> <p>5.1.14 Targeted event, supported by Youth Services and Young Scot, with a group of young people to explore ways of raising awareness of OCTF with pupils and future involvement of young people.</p>	<p>2017</p> <p>24th April 2017 May – June 2017</p> <p>March 2017 March 2017</p> <p>May 2017</p> <p>11th May 2017</p> <p>April 2017</p>
<p>5.2 Improve strategic direction in a number of areas including learning and teaching and curriculum development.</p>	<p>5.2.1 Working group formed with a specific focus on delivery of the Authority strategic direction on Mental Health and Wellbeing, chaired by Educational Psychology. There have been two meetings to date with enthusiastic engagement from staff across ELC, Primary and Secondary. A shared view on direction regarding addressing mental health and wellbeing is emerging.</p> <p>5.2.2 P1 Literacy acquisition pilot – strategy in place to implement new guidance and gather evidence on effectiveness of its implementation.</p> <p>5.2.3 Three meetings of the Numeracy Forum have been held this academic session, with representatives from primary and secondary. Forum members have worked on a variety of areas including:</p> <ul style="list-style-type: none"> • Developing a Mental Agility Framework; • Developing a Numeracy and Mathematics Framework; • Moderation of evidence submitted to council for national quality assurance purposes (QAMSO events); • Review of guidance published on creating holistic assessment tasks in Numeracy; • Review of materials on developing school policy in numeracy, and • Development of SALi as a professional learning resource and platform for sharing learners' successes. 	<p>December 2017</p>

5.3	Review further recruitment challenges faced by the Authority: identify potential approaches to minimize the impact of the national teacher recruitment difficulties.	From June, work will start on identifying the impact of the work of the Forum on improving outcomes in numeracy for children and young people in Argyll and Bute.	
5.3.1		Revision of Authority staffing exercise, taking account of HT feedback. Programme of area staffing meetings held by Head of Service and Education Officer with Head Teachers.	February and March 2017
5.3.2		Liaison with Bord na Gaidhlig and Education Services to allow English Medium teaching staff to avail of the Gaelic Immersion for Teachers (GIFT) course with Strathclyde University.	
5.3.3		Continuation of GLPS Consortium. Further engagement with UHI to explore opportunities for the delivery of tailored initial teacher education programmes.	
5.4	Undertake further reviews of Head Teacher appointment processes.	Revised approach to HT recruitment implemented during session 2016/2017. Changes include: <ul style="list-style-type: none"> • Improved engagement with staff, pupils and Parent Council members, supporting innovative recruitment campaigns in hard to fill posts; • Head of Service panel member for all HT appointments, and • Ratification by Executive Director for all HT appointments. 	Sept 17 June 17
5.5	Strengthen approaches to professional review processes for all Head Teachers.	Review of effectiveness of PRD processes undertaken with Head Teachers.	December 2016 – March 2017
5.5.2		Review and update of PRD guidance materials.	March 2017
5.5.3		Review of Peer PRD pairings for implementation across session 2017/2017.	May 2017
5.5.4		Agreed, in consultation with members of the Head Teacher Advisory group a revised approach and timescales for the completion of PRD for Heads.	May 2017
5.5.5		Relaunch of PRD guidance and procedures to be taken forward during the forthcoming Head Teacher conference scheduled for November 2017.	November 2017
5.6	Further develop the Education Authority Leadership Programmes at all levels.	(MPFA 3 & 5) Revised 2016/17 Middle Leadership programme with 8 participants. Revised 2016/17 Argyll & Bute Leadership programme with 20 participants.	2016/17 2016/17

	<p>5.6.3 10 Into Headship candidates on 2016/17 programme with UHI.</p> <p>5.6.4 Into headship interviews for 2017/18 carried out by panel including Head of Service.</p> <p>5.6.5 Successful Into Headship candidates 9 experience to encourage future participation.</p> <p>5.6.6 Leadership Conference on leadership at all levels held and attended by Head of Service (30 participants).</p> <p>5.6.7 3 Head Teachers on new Excellence in Headship programme with Scottish College of Education Leadership (SCEL).</p> <p>5.6.8 Cluster leadership opportunities for teachers through L1 +2 Leaders, SSERC, Primary Science, Assessment Moderators, Quality Assurance & Moderation.</p> <p>5.6.9 Primary 1 teacher leadership on pedagogy and transition training events (39 participants).</p> <p>5.6.10 Establish Numeracy Champion for Argyll & Bute to link with National Strategy.</p> <p>5.6.11 Literacy Forum and Numeracy Forum to develop leadership within curriculum design and progressive programmes.</p> <p>5.6.12 New PGDE Secondary Programme developed by UHI to begin in August 2017.</p>	<p>2016/17</p> <p>2017/18</p> <p>2017/18</p> <p>January 2016</p> <p>2017/18</p> <p>2016/17</p> <p>May/June</p> <p>2016/17</p> <p>2016/17</p> <p>2017/18</p>
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