

Departmental Performance Report for: Community Services	Period: FQ4 2017-18
Key Successes	
Business Outcome 16 - We wholly embrace our Corporate Parenting responsibilities	
<ol style="list-style-type: none"> 1. We have increased staff knowledge of the research on Adverse Childhood Experiences (ACEs) through presentation at Head Teacher meetings, the Early Years' Conference and to Children's Hearing Panel members who meet with our most vulnerable children and families. License for the resilience film purchased to support as many staff as possible to have access to this information. Since December 2017 10 schools have screened the film with a total audience of approximately 200. 	
Business Outcome 17 - The support needs of children and their families are met	
<ol style="list-style-type: none"> 1. Ongoing training on the use of the wellbeing application with an increased use of pastoral notes to track progress and help identify need for intervention. Use of statistics on usage of the wellbeing application has provided an evidence base for this. 	
Business Outcome 19 - All children and young people are supported to realise their potential	
<ol style="list-style-type: none"> 1. Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. National Improvement Framework data was used for the selection of schools for these pilots. These pilots are improving learning for our children through the development of teacher pedagogy and the promotion of active and experiential learning. Early indications are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining their expected progress or above. 2. Analysis of the 2017 leavers' data on Insight shows that there has been an improving trend in performance at Levels 4 and 5 literacy and numeracy. Performance at Level 4 Literacy and Numeracy is below the Virtual Comparator, but above The Northern Alliance, and National averages. Performance at Level 5 Literacy and Numeracy is above the Virtual Comparator, and above The Northern Alliance, and National averages. 3. S3 Drama 'You are not alone' is a collaborative approach with health exploring complex relationships for teenagers for all S3 pupil. There has been associated work with S3 guidance teachers to develop course work to support the drama workshops and encourage discussion was commissioned and written for Argyll and Bute. 4. As a result of data / needs analysis of increasing numbers of children and young people with a hearing impairment in Argyll and Bute, the services of a professional audiologist have been engaged to ensure appropriate assessment of need; invested in specialist equipment to ensure children with a hearing impairment have the maximum opportunity to access all learning experience. 	

Business Outcome 21 - Our young people participate in post-16 learning, training or work

1. Young People's inspiring stories of life and work in Argyll - The Project was promoted through Inspiralba as part of Scotlands Year of Young people. Young People from Campbeltown and Rothesay have taken part in this project to date which enables young people to produce short films that can be shared across the area and beyond, highlighting individual stories of the range of jobs and opportunities available in the area and what the benefits of living and working in Argyll can be.
 - To include a focus on social enterprise jobs and opportunities available in the area.
 - To include self - employment as an option.
 - To include working in the tourism and food and drink sectors.
2. Developing the Young Workforce (DYW) – Small group provision pilots continue in 4 areas with 14 young people on activity agreements or without a positive destination being supported to develop employability skills.
3. Mull Out Reach Project – DYW. Through the Oban Opportunities for All Forum, three young people were originally identified in the community on Mull who were not working or in training or employment. The Youth Service worker reached out to them through phone calls and letters and two young people were interested in attending. The SDS Work Coach and Youth Services Worker met with the young people every two weeks. Each session lasted 1.5 - 2 hours. The young people wanted to work on their confidence and needed support with looking for and applying for jobs, they also wanted support with interview skills. They were supported to produce a CV and applied for at least 2 jobs each. They also did some mock interviews to improve their technique and work on their confidence. They are now working at identifying possible work experience placements.

Business Outcome 31 - We have a culture of continuous improvement

1. During FQ4, Education Officers carried out 90 visits to primary and secondary schools in FQ4 for a professional discussion around self-evaluation and school improvement as part of the planned quality improvement visits programme. Themes reviewed were around school improvement plan, Pupil Equity Funding, progress with the NIF, pupil voice, parent voice, digital technology and pastoral issues.
2. During FQ4 officers have carried out a School Review visit to Hermitage Academy which involved central officers, managers and school staff. These School Reviews provide helpful opportunities for sharing good practice and for ensuring that central officers are made aware of the strengths of educational provision as well as areas agreed with the head teacher for improvement.
3. The Early Learning Childcare self-evaluation tool has been further developed to align more closely with 4 main Quality Indicators from How Good Is Our Early Learning Centre and the new care inspectorate standards. The tool has two sections, learning and

development and care and welfare. The tool was tested between January and March 2018 and initial feedback has shown that the tool has contributed positively to individual teams self-evaluation.

4. Training in the Scottish National Standardised Assessments during February and May In-service days was given to Head Teachers, central officers and relevant staff.

Business Outcome 32 - Our workforce is supported to realise its potential

1. Cross authority twilight sessions have continued to give class teachers the opportunity to engage in sessions with a focus on literacy, numeracy, STEM (Science, Technology, Engineering and Maths) and the effective use of implementation science to ensure interventions have maximum impact that can be measured over time.
2. Literacy Across Learning support document has been developed to help with challenge across all areas of the curriculum, particularly with the design of holistic assessments.
3. Social and Emotional Aspects of Learning numeracy developments is taking place with 10 primary schools in collaboration with West Dunbartonshire Council focusing on the pedagogy to support the early acquisition of numeracy skills.
4. All Early Years Principal Teachers participated in 'Challenging Learning' training by 'Experiential Play'. This enabled the PTs to become more confident in national expectations of high quality ELC and to engage in professional dialogue with colleagues from across Scotland. PTs have delivered training events across the authority.

Short-term Operational Challenges

1. GDPR

Ensuring that the Service is compliant with GDPR by the 25th of May is a short-term challenge for Education.

Actions –

- a) External training has been arranged for all Head Teachers on the 9th and 10th of May to provide an overview of GDPR and to inform Head Teachers of expectations moving forward
- b) Internal roadshows have been organized for all clusters throughout the month of May to work with schools and get feedback on all software utilized internally by schools which may require a data processing agreement.
- c) Privacy notices are being prepared centrally for parents and staff for all internal education processes that require to have that legal document attached to them.
- d) Central staff are ensuring that all external hosts of data are compliant with GDPR and have the appropriate Data Processing Agreements in place.

2. PRDs

Engagement by schools in the PRD process.

Actions –

- a) Reports are being sent quarterly to schools outlining those PRDs that are required that quarter and those that are outstanding requiring to be completed.
- b) Training is being offered centrally on completion of PRDs
- c) School Services Support Manager is working with Development Team on new PRD process moving forward

Key Challenges and Actions to address the Challenges

Business Outcome 19 - All children and young people are supported to realise their potential

Challenge - Continue to raise attainment for all of our children and young people, specifically in reading, writing and numeracy in line with the new National Improvement Framework for Education including:

- a) Continue to work to close the gap between the most and least disadvantaged children in school as outlined in the new National Improvement Framework.
- b) Introduction of new national standardised assessments in P1, P4, P7 and S3 which focus on progression on literacies and numeracy as part of the new National Improvement Framework.

Actions –

- a) All schools who have been allocated Pupil Equity Funding have been supported to prepare relevant action plans to meet the requirements set out by Scottish Government.
- b) Implementation of national standardised assessment and key priorities currently being developed are: Technical readiness, consultation with schools regarding timing and training programme.

Challenge – Continue to secure improvement in relation to the Strategic Inspection of the Education Functions of Local Authorities–Argyll and Bute Council published on 7 December 2017.

Actions –

- a) Continue to address the action points and embed improvements
- b) Report on successes and continuous improvements
- c) Preparation for the follow through inspection in May 2018.

Challenge – Northern Alliance Regional Improvement Collaborative

To become an integral part of the Northern Alliance Improvement Collaborative and to ensure the work of the collaborative adds value to the Education Service delivery of education.

Actions –

- a) Contribute to the Northern Alliance Action Plan to ensure added benefits for Argyll and Bute Education Services
- b) Ensure contributions to Northern Alliance working groups from staff in Argyll and Bute

- c) Allocate appropriate budget for collaborative working.

Challenge – Continued contribution to the consultations on the governance review of Education in Scotland and the responses required to the new Education Bill.

Actions –

- a) Contribute to the Northern Alliance Strategic Plan and consult on the draft legislation
- b) Consult with relevant members on the implications
- c) Ensure schools are given support to take forward new duties
- d) Ensure the central education team are leading and supporting collaborations

Business Outcome 21 - Our young people participate in post-16 learning, training or work

Challenge – Continue to increase positive destinations for young people in the current economic climate.

Actions –

- a) Small group provision has been piloted in 4 areas with young people in activity agreements or without a positive destination with a view to developing employability skills.

Business Outcome 32 - Our workforce is supported to realise its potential

Challenge - Recruitment across the Service.

Actions –

- a) All schools are requested to identify specific staffing requirements earlier as part of the annual staffing exercise.
- b) Discussions with UHI in relation to secondary PGDE to extend the scope of subject availability to meet the individual rural demands for Argyll and Bute.
- c) The Educational Psychology Service supports trainee Educational Psychologists from Strathclyde University by providing high quality placements and promoting the attraction to work in a rural area.