

## Annual Plan 2019/20 and 2018/19 Progress Report

### Our Children, Their Future



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## SECTION ONE: FOREWORD AND INTRODUCTION

### Councillor Yvonne McNeilly, Policy Lead for Education and Lifelong Learning



I am delighted to provide you with the Annual Education Plan for our schools and services in Education in Argyll and Bute for 2019/2020. This plan has been prepared in response to the requirements of the Standards in Scotland's Schools etc. Act 2000 which brings new statutory duties for the Local Authority into force.

It has been a real pleasure to visit the schools and see first-hand the work that has taken place in line with national expectations and the educational experience that our children and young people receive. Listening to the views of our pupils and staff at a local level gives us a genuine view of how things are working in a full and frank way.

We have a great deal to be proud of in Argyll and Bute and this plan illustrates a number of the successes and achievements of our children and young people, of our staff, as well as those of our schools and services. It is right to be proud of these achievements, but equally important to acknowledge that further improvements are still needed - improvements which are 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, challenge and development for Scottish Education.

This plan sends an important message about the importance that Argyll and Bute Council places on the delivery of Education. The Education Vision and Strategy: *Our Children, Their Future*, contains six key objectives. We have continued their use in this plan as our key drivers for raising educational attainment and achievement for all children and young people in Argyll and Bute.

Finally, my thanks to all of our children, young people, staff, families and communities who strive for excellence and continue to who have placed their confidence in us on our continuing journey.

Kind regards,



Yvonne

## Douglas Hendry, Executive Director with responsibility for Education



Our Vision is to ensure that together we will realise **ambition**, **excellence** and **equality** for all. For Education Services this means delivering services of the highest quality that inspire all learners, transform and improve learning experiences and strengthen our communities to continually improve our service for everyone who use them.

The preparation and publication of this Annual Plan prescribed under the new legal framework arising from the Standards in Scotland's etc. Act. 2000, as revised in 2016 places an increased focus on improvement planning and, importantly, performance reporting for Education in Argyll and Bute. It is consistent with Scottish Government requirements and the emerging Regional Improvement Plan for the Northern Alliance Collaborative of which Argyll and Bute is a part.

Section 4 of the plan highlights the key objectives and actions to be addressed by the Service and by schools and establishments as an integral aspect of their improvement planning processes for session 2019/2020.

I hope you find the Annual Plan both informative and useful. The commitment of all of our staff who are part of Education Services enable us to continue to take forward our very high aspirations. Our continued focus is to ensure that we provide the best possible learning experiences for all of our children, young peoples and adults. Experiences which support and endorse our commitment to ambition, excellence and equality.

A copy of this plan will now be sent to Scottish Ministers, as required within the legislation. Argyll and Bute welcomes this step, allowing us to develop and foster increasing and deeper knowledge of the successes and challenges facing Scottish Education, to engage with and share good practice and further our commitment to improving the lives of all children and young people in Argyll and Bute.

I would welcome any comments or suggestions you may have which will help Education Services make the most of the impact of the plan for our children, young people and communities.

A handwritten signature in black ink, appearing to read 'Douglas Hendry', written in a cursive style.

Douglas Hendry

## SECTION TWO: OUR CHILDREN, THEIR FUTURE

### 2.1 Argyll and Bute Education Vision: Our Children, Their Future

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that together we will realise **ambition**, **excellence** and **equality** for all. Our vision sends a signal about the importance we attach to education is simple in message and is recognised by everyone. This is best captured as:



The Education vision is underpinned by our values: **respect**, **openness** and **fairness**.

This vision is being delivered for all our children through the following 6 key objectives.

We will:

- 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 secure and sustain positive destinations and achieve success in life;
- Ensure high quality partnership working and community engagement, and
- Strengthen leadership at all levels.

### 2.2 Our Children and Young People

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 (0.12 persons per hectare). The population of 86,260 (NRS 2018 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 (2016). A further 35% 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.

### 2.3 The Population and Demographic Profile of Argyll and Bute

The total population of Argyll and Bute is 86,260 based on the 2018 mid-year population estimate produced by the National Records of Scotland (NRS). Between 1998 and 2018 the population of Argyll and Bute fell by 5.9% with positive in migration into the area but not enough to counteract the greater number of deaths than births. Taking into account the national context the NRS 2016-based population projections suggests an east-west split across Scotland in terms of population increase and decrease, with the following local authorities' populations projected to decrease over the period 2016 to 2026; Comhairle nan Eilean Siar, Inverclyde, Argyll and Bute, North Ayrshire, Dumfries and Galloway, South Ayrshire, West Dunbartonshire, East Ayrshire.

The change in population is different across the 4 areas of Argyll and Bute is as shown below (from 2011 to 2016 NRS small area population mid-year estimates).

Helensburgh and Lomond – 0.3%  
 Bute and Cowal – 5.0%  
 Mid Argyll, Kintyre and Islay – 3.8%  
 Oban, Lorn and the Isles + 0.9%

The decline in population experienced to date and that projected in the future presents a significant challenge to the overall viability of the area. This challenge is made more difficult by the variation in population changes over the areas within our Local Authority.

In addition to the changes in total population, the demographic balance is also changing. The table below shows the change in population over age cohorts projected for 2016 and 2026 and also the changes in demographics from 1998 to 2018.

Age	Change (1998 to 2018)	Projections (2016 to 2026)
0 to 15	- 25.6%	- 6.4%
16 – 64	- 11.2%	- 9.8%
65 and over	+33.7%	+ 14.0%

More people living longer is a real success. However, demographic changes do create a number of challenges for us in Argyll and Bute. These challenges range

from:

- Changes to service delivery requirements for Community Planning Partnership partners;
- The availability of people to join the overall workforce;
- A smaller pool of people creating wealth, and
- How to enhance the economic or community contribution made by people.

Based on available figures at 2016, one in five of the population of Argyll and Bute (15.2%) is aged between 0 and 19 years (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones).

Age group	Number	Percentage of total population
Under 5	3,848	4.4%
5-15	9,390	10.8%
16-19	3,894	4.5%
20-29	9,218	10.6%
30-44	13,077	15.0%
45-64	26,147	30.0%
65 and over	21,556	24.7%
Total population	87,130	100%

*Table 1: Argyll and Bute's Population (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones)*

## 2.4 Multiple Deprivation in Argyll and Bute

The Scottish Index of Multiple Deprivation (SIMD) has been used to identify pockets of overall deprivation within Argyll and Bute. Based on the SIMD 2016, 10 out of the Council area's 125 data zones were identified as being amongst the 15% most overall deprived data zones in Scotland. All of these data zones are located in the area's towns. However, deprivation can, and does, occur elsewhere. Because the SIMD identifies concentrations of deprivation, smaller pockets and instances of individual deprivation are not picked up by the index.

The results for Argyll and Bute from the SIMD 2016 show:

- 10 datazones in Argyll and Bute are in the 15% most overall deprived datazones;
- 10 datazones are in the 15% most income deprived datazones;
- 10 datazones are in the 15% most employment deprived datazones;
- 7 datazones are in the 15% most health deprived datazones;
- 35,090 people live in the 47 datazones (37.6%) that are amongst the 15% most access deprived datazones, and
- 56 of Argyll and Bute's datazones – more than 25% – are in the 20% most access deprived datazones.

Overall according to the SIMD 2016 data Argyll and Bute has had no change in deprivation since the 2012 SIMD was published. Patterns of deprivation vary by domain:

- The 10 data zones in Argyll and Bute included in the 15% most overall deprived data zones in Scotland are located in the towns of Helensburgh, Dunoon, Rothesay, Campbeltown and Oban, and
- None of Argyll and Bute's rural data zones fall into the 15% most overall deprived data zones in Scotland.

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.

The Education Service 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.

The Education Service 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.

## 2.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

- Seventy primary schools;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs;
- Two adult learning centres, and a Youth Centre, and
- Two Early Learning and Childcare Centres.

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.

### Pupil Roll in Argyll and Bute

The total school pupil roll stands at 10,298 (September 2018 Census), comprising 5,856 primary pupils, 4,417 secondary pupils and 25 pupils in the school for pupils with complex additional needs. This compares with previous sessions, shown below:

Session	Total Pupil Roll
2017/18	10,269
2016/17	10,316
2015/16	10,445
2014/15	10,565
2013/14	10,675

In 2018/19 our children and young people were supported in their learning by:

- 849.5 Full Time Equivalent (FTE) Teachers;
- 38.54 FTE Classroom Assistants
- 198.23 FTE ASN Assistants
- 15.86 FTE Pupil Support Assistants
- 93.64 FTE Clerical Assistants
- 28.04 FTE Technicians
- 115.66 FTE Childcare and Education Workers

## Early Learning and Childcare Provision

There are 1,637 children accessing 1,834 ELC spaces across a broad range of Early Learning and Childcare establishments with approximately 131 children sharing their Early Learning and Childcare hours across more than one establishment.

Early Learning and Childcare spaces are currently available in two Council Nursery Centres, fifty one Early Learning and Childcare classes, four Early Learning and Childcare Gaelic classes, twenty four voluntary, privately and independently managed Early Learning and Childcare establishments and 16 Community Childminders.

1,637 spaces are currently being used by children in the voluntary, privately and independently managed Early Learning and Childcare establishments. In addition, 57 children are receiving Early Learning and Childcare as a 2 year old under the Children and Young People Act criteria (39 with partner providers, 18 with local authority, and 8 with childminders).

Early Learning and Childcare is available within fifty five Services provided in schools which are managed by Head Teachers. The largest services are supported by Lead Childcare and Education Workers. The two stand-alone nurseries are managed by Heads of Centre, supported by a senior within each provision.

## Community Learning Provision

Community Learning works with adults and young people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities:

- Adult learning provides a range of learning opportunities for over 16's that fall under the thematic headings of Employability, Confidence and Wellbeing and Progression. These themes include accredited learning and literacy and numeracy support;
- Developing the Young Workforce (DYW) and Opportunities for All focus on preparing young people for the world of work, supporting them into positive destinations and reducing youth unemployment, and
- Youth Services work with young people, aged 11 to 25 to improve their life chances through learning, personal development and active citizenship.

The Community Learning Service is managed by a FTE Community Learning Worker. There are 3 FTE Community Learning Team Leaders and 12 FTE area based Community Learning Workers with generic remits. There are also 6 (3 FTE) Literacy Development Workers, 1 FTE Community Learning Standards Assistant and 1 FTE Admin Assistant.

## **Support for Children and Young People with Severe and Complex Needs**

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

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training to staff on meeting additional support needs in mainstream settings, as well as offering guidance on the implementation of effective universal early intervention approaches. In addition, these services work along with others, following the Getting it Right for Every Child (GIRFEC) practice model, to provide direct support to pupils and families, as required.

## **Gaelic Medium Education**

Gaelic Medium Education (GME) is available in four pre-school provisions; Bowmore in Islay, Rockfield in Oban, Salen in Mull, and Tiree. In August 2018, Sandbank PS in Dunoon started to offer GME from age 2 through the creation of an Early Level class – Sgoil Àraich and P1 together with a class teacher, early learning and childcare worker and classroom assistant.

GME is available in seven primary schools; Bowmore, Rockfield, Salen, Bunessan, Strath of Appin, Sandbank and Tiree High School (primary department).

There is continuity and progression of language skills from primary to secondary in the associated secondary establishments; Islay High, Oban High, Tobermory High, Tiree High and Dunoon Grammar School. Four secondary establishments provide a fluent and learner pathway for students and one provides a fluent pathway only.

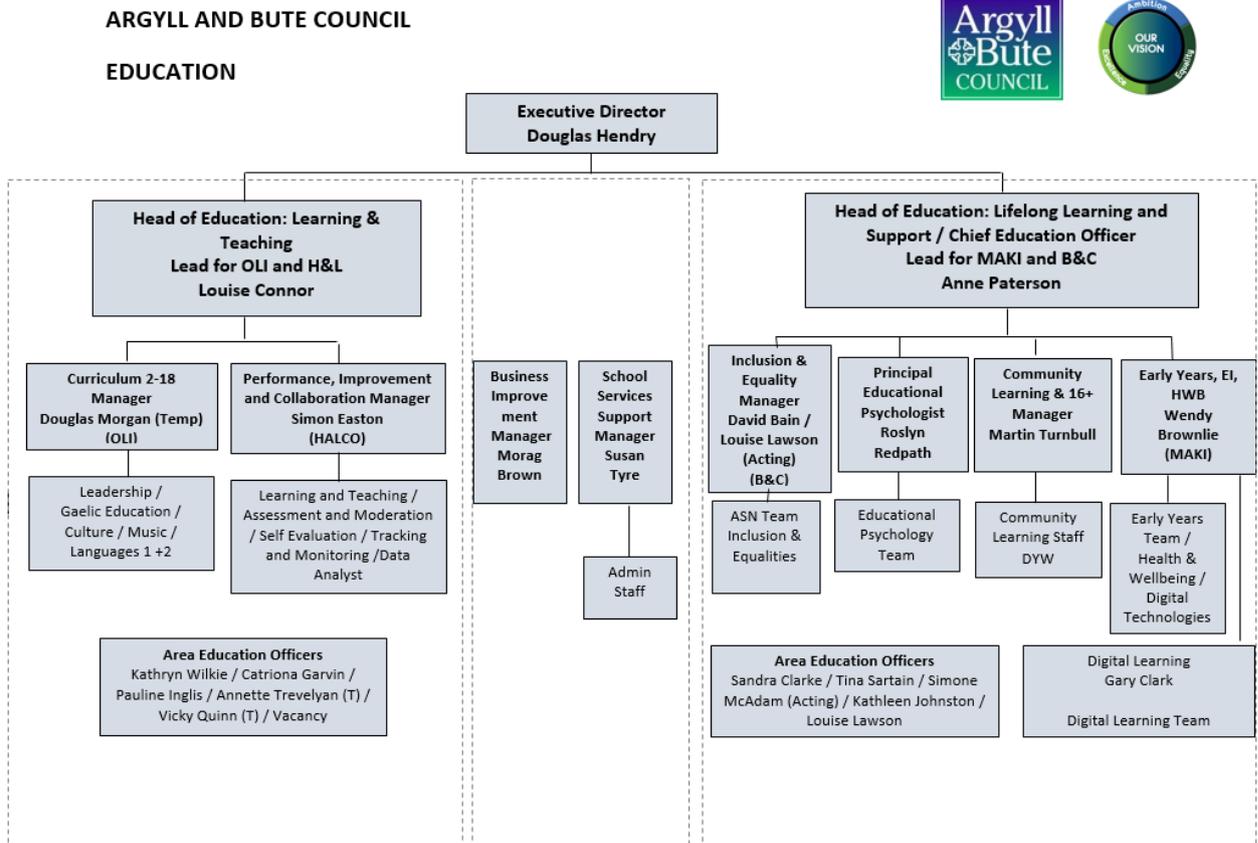
## 2.6 Resourcing Our Plan: The Education Budget

The budget for Education for 2019/20 is £81,975,636 as per Service Business Outcomes.

Service Business Outcomes		2019/20 Budget £
BO106	Our looked after young people are supported by effective corporate parenting	1,619,009
BO107	The support and lifestyle needs of our children, young people, and their families are met	8,035,312
BO108	All our children and young people are supported to realise their potential	72,140,781
BO116	We engage and work with our customers, staff and partners	53,333
BO117	We encourage creativity and innovation to ensure our workforce is fit for the future	42,212
	Central/Management Costs	84,990
	<b>Total</b>	<b>81,975,636</b>

Further funding has been provided by Scottish Attainment Challenge Funding and Pupil Equity Funding (PEF) which is detailed in **Section 4** of the plan.

## 2.6 Education Service: Organisation Chart



August 2019

## SECTION THREE: THE POLICY CONTEXT FOR SCOTTISH EDUCATION

This is a time of significant change for Education Services. The pace of change, the drive to improve services and the financial context combine to place increasing demands on the delivery of education. Despite these challenges, it is important that we remain ambitious to ensure the best outcomes for our children and young people.

### 3.1 The Standards in Scotland's Schools etc. Act 2000 and the National Improvement Framework for Scottish Education

The 2017 document "The National Improvement Framework for Scottish Education: Achieving Excellence and Equity", published in December 2016 set out four National Priorities for Education. They are:

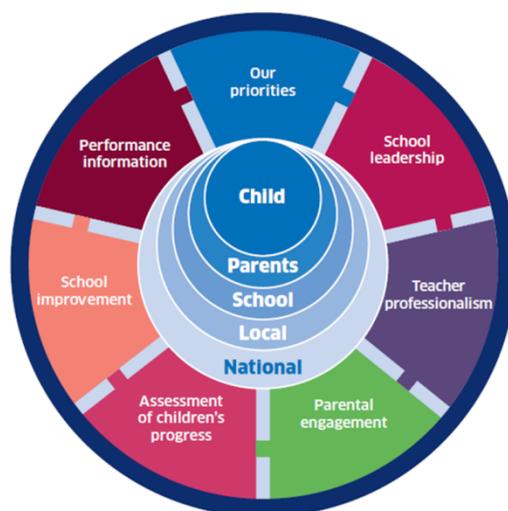
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

The improvement framework documentation notes further that:

*"Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and self-evaluation."*

Source: Page 2: 2017 National Improvement Framework for Scottish Education: Achieving Excellence and Equity.

These four priorities are set in the context of seven "drivers for improvement" summarised in the following diagram:



In addition to the National Improvement Framework, statutory guidance issued following the changes to the Standards in Scotland's Schools etc. Act 2000, stressed a number of other important elements which should be included within their annual improvement plan. These include a requirement for:

“Education Authorities, in carrying out their school education functions, must have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, where:

- An education authority is making a decision of a strategic nature about the carrying out of its functions relating to school education, and
- An education authority is considering what steps to take to implement such a decision”.

The Authority must also seek and have “due regard” to the views of the following groups in relation to the Authority’s strategic decisions and steps to take to implement such decisions:

- a) The Head Teacher of such schools managed by the Authority as the Authority thinks appropriate;
- b) Such pupils as the Authority thinks appropriate;
- c) The parents of such pupils as the Authority thinks appropriate;
- d) The representatives of a trade union which appears to the authority to be representative of the teaching staff at such schools managed by the Authority as the Authority thinks appropriate;
- e) Such voluntary organisations as the Authority thinks appropriate, and
- f) Any other persons the Authority thinks appropriate.

The National Outcomes for Scotland include:

- Our children have the best start in life and are ready to succeed;
- Young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens;
- We have tackled the significant inequalities in Scottish society, and
- We have improved the life chances for children, young people and families at risk.

Further legislation and policy are in place which require to be taken account of when delivering Education Services. This includes:

- The Education Additional Support for Learning (Scotland) Acts 2004 and 2009;
- The Children and Young People (Scotland) Act;
- The Scottish Schools (Parental Involvement) Act 2006;
- Teaching Scotland’s Future: Report of a Review of Teacher Education (2010);
- Getting It Right For every Child;
- Curriculum for Excellence;
- The Scottish Attainment Challenge;
- The National Improvement Framework;

- Raising Attainment For All;
- A Blueprint for 2020: The Expansion of ELC in Scotland;
- The Early Years Framework, and
- Developing Scotland's Young Workforce.

These are inarguably the driving forces behind the work of Education Services reflecting national strategies such as the National Improvement Framework for Scottish Education as well as local strategies for the delivery of services in Argyll and Bute.

The **Education Service Annual Plan for 2019/2020** has been prepared in compliance with the statutory guidance set out within the "*Standards in Scotland's Schools etc. Act 2000*", Published by Scottish Government in March 2017.

It brings together a range of information from each of the areas of the Education Service in Argyll and Bute, reaffirming our shared vision for Education Services of **ambition, excellence** and **equality** for all. Our strategy for realising our shared vision is best explained by showing how our 6 key objectives link to each of the national drivers and improvement priorities.

<b>Our Children Their Future (OCTF) Key Objectives</b>	<b>National Improvement Framework (NIF) Key Drivers for Improvement</b>	<b>National Improvement Framework (NIF) Key Priorities</b>
Strengthen leadership at all levels	School Leadership	
	Teacher Professionalism	
Ensure high quality partnership working and community engagement.	Parental Engagement	
Ensure children have the best start in life and are ready to succeed.	Assessment of Children's Progress	Improvement in children and young people's health and wellbeing.
Equip young people to secure and sustain positive destinations and achieve success in life.		Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Raise educational attainment and achievement for all.	School Improvement	Improvement in attainment, particularly in literacy and numeracy
Use performance information to secure improvement for children and young people.	Performance Information	Closing the attainment gap between the most and least disadvantaged

## SECTION FOUR: ADDRESSING THE NATIONAL IMPROVEMENT FRAMEWORK

The following section of the plan details the progress that we have achieved in achieving the strategic priorities of the national improvement framework through our use of Pupil Equity Funding (PEF) in meeting our statutory duties of reducing inequalities. It also details the progress that we have made through our Education Vision and Strategy: Our Children Their Future and outlines the improvement targets that we have set ourselves for 2019/20.

### Pupil Equity Funding (PEF)

The Scottish Government has continued to provide Pupil Equity Funding (PEF) from session 2017/18 to continually improve Scottish Education to specifically close the poverty related attainment gap and achieve the strategic priorities of the national improvement framework (NIF). Funds are allocated directly to schools.

Publicly funded primary, secondary and special schools receive £1,200 for each child in Primary 1 to S3, or equivalent, who are eligible and registered for free school meals. The total funding provided directly to Head Teachers in Argyll and Bute was £1,401,600 in 2018/19, with 84% of schools receiving PEF funding. Secondary Schools received £326,400 of the funding. For session 2019/20 the total funding allocated to Argyll and Bute is £1,372,920.

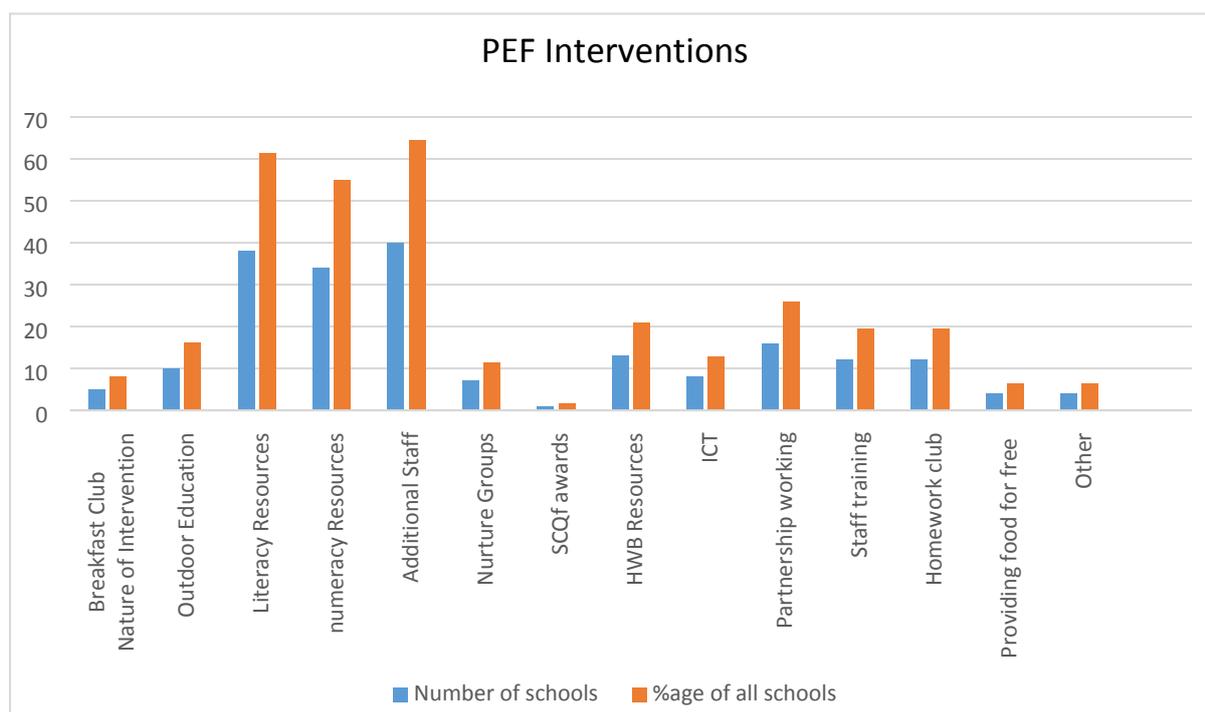
Head Teachers are accountable to the Education Authority for the use of Pupil Equity Funding to support the closing of the poverty-related attainment gap. Local guidance to Head Teachers was produced to support planning and implementation of PEF funding. This guidance supplemented the national guidance and was well received by Head Teachers. Our purpose in relation to PEF is underpinned by our Education Vision and Strategy: Our Children Their Future. We are fully committed to realising **ambition, excellence** and **equality** for all. This means delivering services of the highest quality that inspire all learners, transform and improve learning experiences and life chances for all our children and young people.

When planning the outcomes to be achieved through PEF, Head Teachers consulted with children and young people, parents and staff. Head Teachers use their professional judgement to bring additional children and young people within the targeted interventions and approaches. Through effective self-evaluation schools have a clear understanding of both their context and improvement priorities. They have used this to identify their poverty-related attainment gap and implement appropriate interventions. During quality improvement visits in session 2018/19 Central Officers have discussed progress towards meeting outcomes and impact on children and young people. Outcomes are adapted as necessary to ensure a focus on closing the poverty-related attainment gap. To ensure transparency and to reduce bureaucracy, schools incorporate details of their Pupil Equity Funding plans into existing reporting processes through their School Improvement Plans and Standards and Quality Reports. These reports are publicly available to Parent Councils and Forums so that parents can understand what is happening in their school.

Four main themes for planning intervention and outcomes emerged across our schools:

- Literacy and numeracy;
- Health and wellbeing;
- Partnership working, and
- Nurture.

The following graph illustrates the nature of interventions that were implemented across our schools in relation to the 4 main themes and Appendix 1 provides case study examples:



We will continue to work with Head Teachers to improve outcomes and close the poverty related attainment gap for children and young people to secure sustainable change.

### **Improvement in attainment, particularly literacy and numeracy:**

In 2018/19, Education Services implemented the following approaches aimed at securing educational improvement for all children and young people within Argyll and Bute:

- In June 2019, the Education Service participated in the Teacher Judgement Survey where the Achievement of Curriculum for Excellence levels (ACEL) were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. This is the fourth year of data collection and national outcomes will be published by the Scottish Government

in December 2019. The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some.

Our 2018 ACEL data evidences that the overall proportion of children and young people who achieved in line with the national expectation in Literacy and Numeracy improved in almost all 4 organisers and at all stages.

**Primary Attainment in Literacy and Numeracy (March 2019; 2018 ACEL data):**



- Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF 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. Evaluations of these pilots are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining their expected progress or above.

### Secondary Attainment in Literacy and Numeracy:

At secondary level, we have achieved improvements in almost all attainment measures at both Third and Fourth levels in Literacy and Numeracy in 2018. At Third level performance is similar or above the national attainment in all four areas. At Fourth level performance is higher than the national attainment in all areas except Numeracy.

### Secondary Attainment in Literacy and Numeracy (March 2019; 2018 ACEL data):



Training and support has been provided by the Authority PTs for Literacy and Numeracy, raising awareness of current developments and leading to impact in terms of literacy, numeracy and assessment and moderation. Evidence gathered indicates that practitioners are re-engaging with the principles and practices of learning and teaching.

Specific, directed support and training has been offered to schools in response to NIF data by the Principal Teachers of Literacy and Numeracy. From January 2018 a Northern Alliance literacy pilot has been established to build on the work already being undertaken in Argyll and Bute and in the Northern Alliance to review and moderate approaches. 100% of our Assessment and Moderation Facilitators reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant.

### Secondary Attainment in National Qualifications (A-C) 2017-2019:

#### Summary:

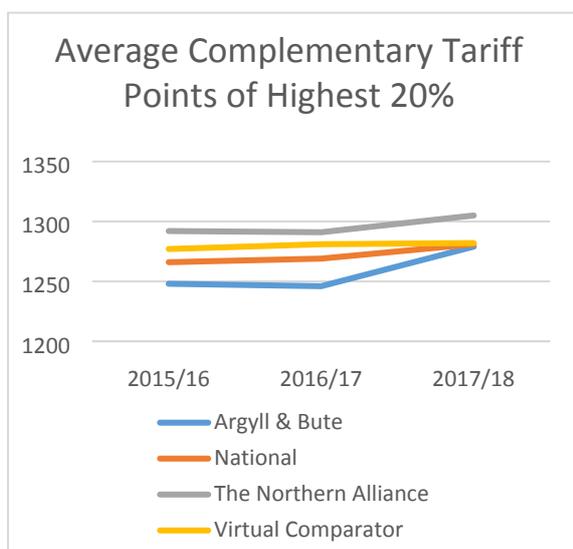
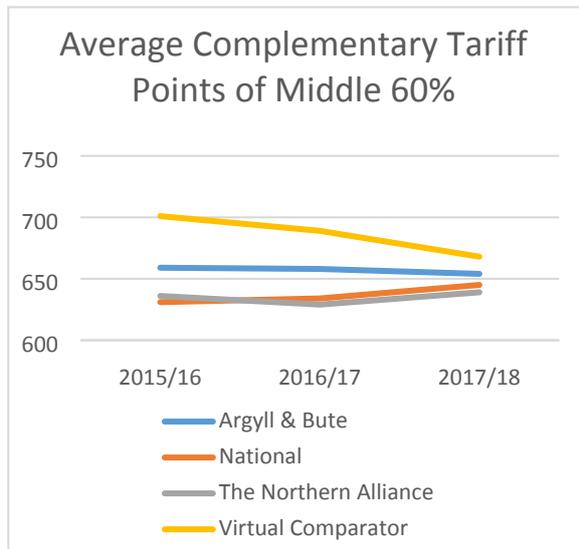
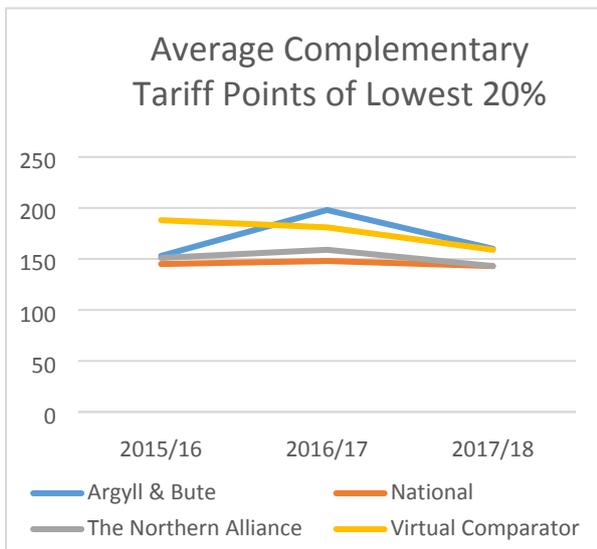
- National 4 results are above the national by 11.50% in 2019.
- National 5 results are above the national by 1.2% in 2019. In comparison with 2018 results have dipped by -0.43%.
- Higher results are below the national by -1.6% in 2019. There is a national dip in the 2019 higher results. In comparison with 2018 results have dipped by -5.60%.
- Advanced Higher results are below the national by -3.7%. In comparison with 2018 results have dipped by -6.22%.

Course	A&B	National Average	A&B Versus National Average	A&B	National Average	A&B Versus National Average	A&B	National Average	A&B Versus National Average
Year	2016/2017			2017/2018			2018/2019		
<b>National 4</b>	100%	92.80%	+7.20%	100%	92.8%	+7.20%	100%	88.50%	+11.5%
<b>National 5</b>	81.10%	79.50%	+1.60%	79.86%	77.40%	+2.46%	79.43%	78.20%	+1.2%
<b>Higher</b>	75.89%	77.00%	-1.11%	78.79%	76.80%	+1.99%	73.19%	74.80%	-1.6%
<b>Advanced Higher</b>	76.98%	80.00%	-3.02%	81.90%	80.50%	+1.40%	75.68%	79.40%	-3.7%

Further development is planned by the Service in working with all schools during session 2019/20 and following the publication of the ACEL and Insight national data later in 2019 to improve outcomes. We will work in collaboration with the Northern Alliance (Regional Improvement Collaborative) and Education Scotland to continue to improve outcomes for all working towards the Scottish Government’s stretch aims by 2020.

**Closing the attainment gap between the most and least disadvantaged children:**

There was a dip in attainment outcomes for pupils in the lowest 20% in 2018 which is also reflected in the virtual comparator. However, the attainment level for this group is above the National and Northern Alliance average. The middle 60% group have been performing at a similar level over the last 3 years and the gap between the authority and the virtual comparator is narrowing. Our highest 20% group have shown a significant increase in 2018 to match national and Northern Alliance performance.



Source: Insight data: average complementary tariff points.

## Improving attainment for Looked After Leavers

In August of each year, Central Officers have initial discussions with senior leadership teams in secondary schools regarding the outcome of the most recent Scottish Qualifications Awards (SQA) examinations. The SQA results for looked after children is a specific item on the agenda for this discussion, to be considered alongside their other achievements and the individual narrative for each young person.



In 2018, 65% of young people who were looked after attained at least one SCQF level 5 qualification.

## Positive Destinations for Looked After Leavers 2016 – 2018

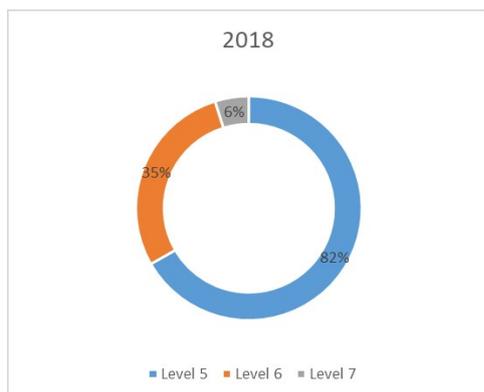
In 2018, 100% of Looked After Leavers achieved a positive destination. This exceeds National, Northern Alliance and Virtual Comparator performance.



The Education Service endorses the principles of the Care Leavers Covenant and is committed to working for real change in the lives of care experienced young people to improve their support, opportunities and outcomes.

Argyll and Bute Council offers all S4–S6 Looked After and Accommodated Children (LAAC) the opportunity to gain that first taste of employment through a summer internship placement with the Council. The LAAC young people attend the summer placement for four days a week over a five week period and complete an identified project on behalf of a council department. During the placement the young person is paid the national minimum wage.

### Improving the attainment of young people with additional support needs:



In 2018, 82% of young people with additional support needs attained at least one SCQF level 5 qualification. This is an improvement of 11% since 2014.

### Improvement in children and young people's health and well-being:

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.

We have well established nurture approaches which are leading to improved outcomes for learners. Secondary staff engagement with nurture training delivered by Education Scotland has led to nurture developments across two secondary schools.

The introduction of the Connections PE resource at early, first and second level to all primary schools and the planning PE round the SALs, benchmarks and moderation in PE has supported staff to ensure children receive high quality experiences in physical education.

PE development with Parklands School has improved staff confidence and understanding of the planning and development of quality PE for children with severe and complex needs.

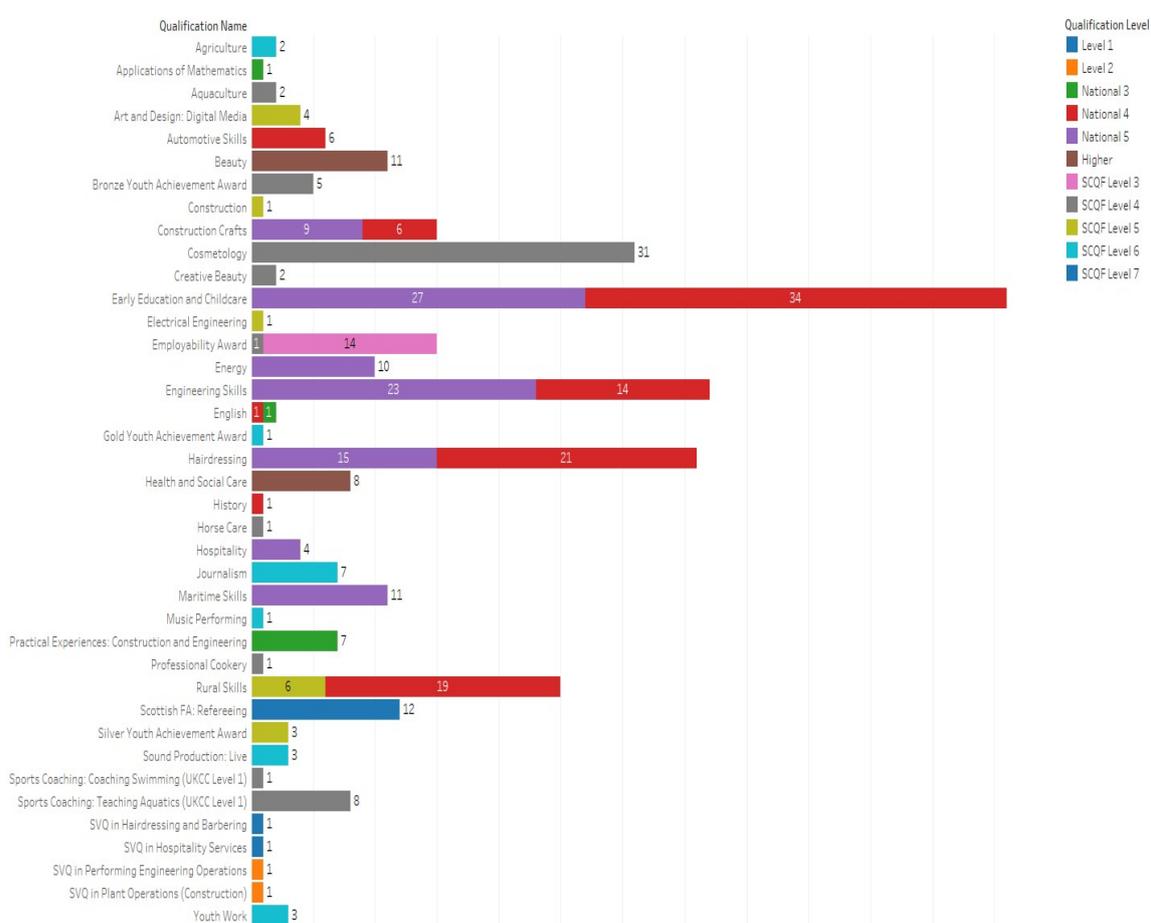
The development and implementation of Better Movers and Thinkers as an approach to teaching and learning in PE has supported schools in understanding how to include numeracy and literacy in scaffolding exercises that can be undertaken in the gym or in the classroom.

### Improvement in employability skills and sustained, positive school-leaver destinations for all young people:

The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills.

The wide range of awards passed across our secondary schools and in partnership with local colleges during 2018/19 included:

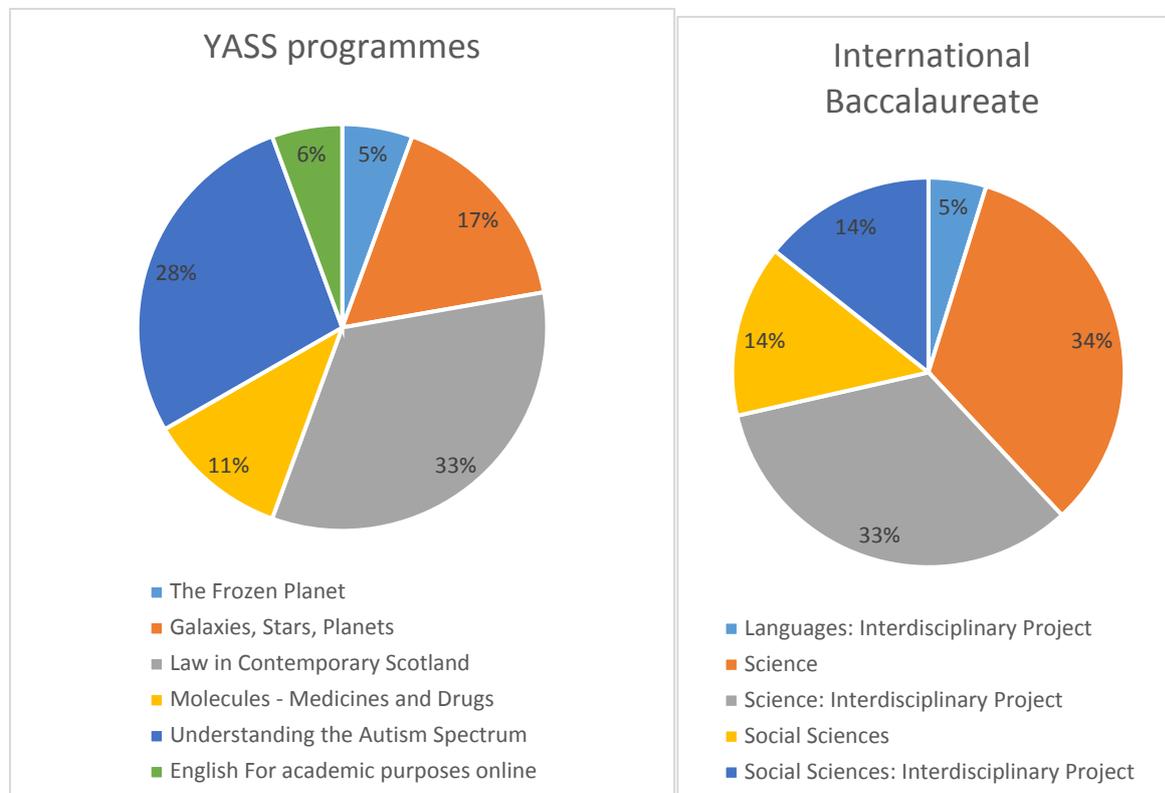
Wider Achievement Awards - Passed - 2018



We have continued to work well with partner providers and to equip young people with skills for life and work. There are strong examples of young people accessing courses to meet specific local needs, for example Maritime Skills. Small numbers of awards often indicate personalisation of a young person’s curriculum to meet their needs.

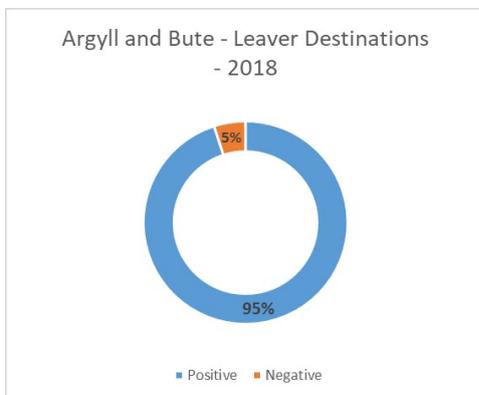
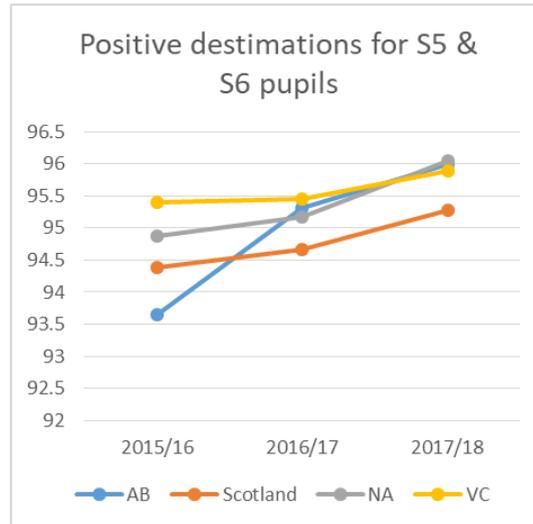
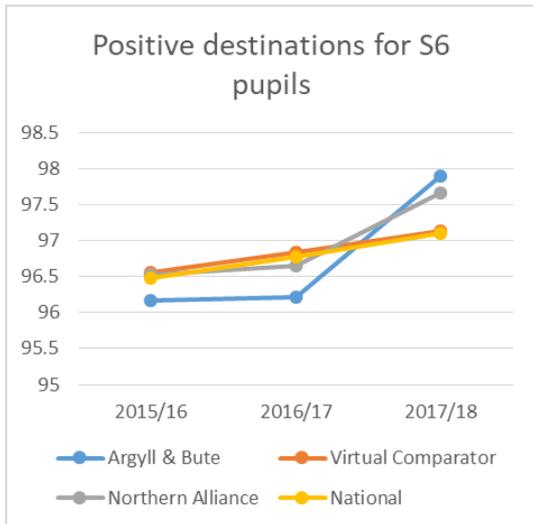
A large number of Skills for Work qualifications are available across the authority in key skills which have the potential to grow the local economy and enhance services, for example, in early education and childcare, hospitality, engineering and rural skills.

In addition, a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the table below:



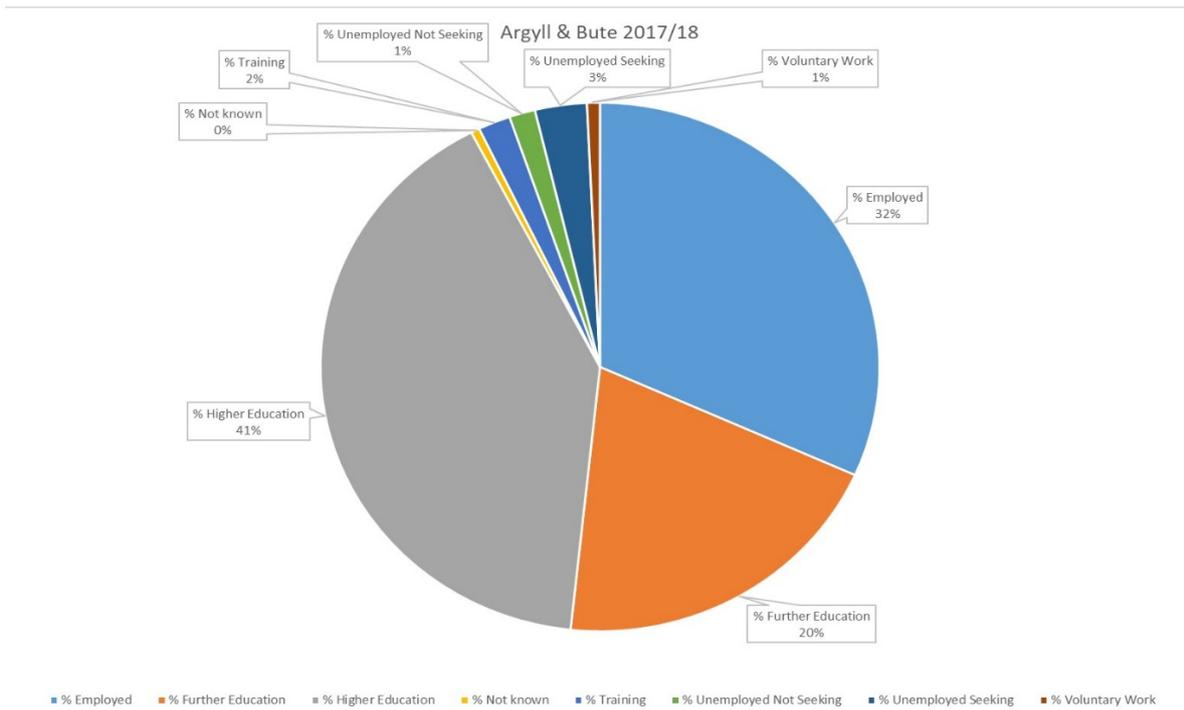
### **Positive Destinations**

Over 2,000 young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year improvements in positive destinations for the majority of school leavers in Argyll and Bute. Our young people in S5 and S6 more successful in securing a positive destination than the National and Virtual Comparator figures.



95% of school leavers in Argyll and Bute left school into a positive destination in year 2017/18. This performance is sustained from 2017.

The breakdown of destinations is shown below:



<b>KEY OBJECTIVE 1:</b>	<b>RAISE EDUCATIONAL ATTAINMENT AND ACHIEVEMENT FOR ALL</b>
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**What is this?**

The quality of education offered by each school in Argyll and Bute and how effective they are in raising educational attainment and achievement for all children and young people.

**Why is this important?**

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work. Research and evidence consistently demonstrates the direct link between poverty and deprivation and lower attainment and achievement. A key driver of the National Improvement Framework is to reduce inequalities in educational outcomes as a result of socio-economic disadvantage.

Within Argyll and Bute Education Service we will raise educational attainment and achievement for all through the following agreed **priority actions**:

- Improve the overall quality of learning experiences;
- Tackle disadvantage and deprivation to close the attainment gap;
- Improve literacy, numeracy and health and wellbeing outcomes for children and young people, and
- Continually improve curriculum design and development.

**WHAT OUR IMPROVEMENT EVIDENCE FOR 2018-19 IS TELLING US:****Improve our approach to improving the overall quality of learning experiences**

The continuing professional development of Assessment Moderation Facilitators (AMFs) and QAMSOs, their training of practitioners and the sharing of best practice at authority level has led to increased capability and confidence in moderation and planning assessment.

Our research confirms the importance of *Assessment is for Learning* approaches in ensuring high quality learning experiences and raised attainment for our children and young people. Observation of learning and conversations with learners show indicate that support for teachers across Argyll and Bute in developing formative assessment approaches in the classroom is leading to greater learner engagement with their work and progress.

Our inspection evidence around Quality Indicator 2.3 – Learning, Teaching and Assessment is telling us that almost all of our schools are self-evaluating at satisfactory and above.

## **Improve our approach to tackling disadvantage and deprivation to close the attainment gap:**

### **GIRFEC**

GIRFEC is the golden thread and framework that underpins all our work with children, young people and families. Argyll and Bute Council works with all partners to ensure the GIRFEC national practice model continues to develop and improve. At school and council-wide level there are well-developed and embedded systems for supporting children and young people. GIRFEC approaches are understood and there are positive examples of effective practice outlined in the Joint Inspection of Services for Children and Young People in need of care and protection in Argyll and Bute (March 2019).

Opportunities for staff continue to develop their own professional skills are readily accessible on the council website eg in improving their planning for the individual child and young person. The Education Service continues to play a key role in leading the development of GIRFEC across Argyll and Bute.

Current arrangements for allocating Additional Support Needs (ASN) staffing and resources have been drawn up following considerable consultation with various stakeholders, including the ASN Review Group which includes Head Teachers, ASN specialists and teaching (and other) unions. The role of the area principal teacher of ASN in allocating resources to support ASN in schools is leading to greater fairness and equity and is being renewed to improve outcomes for our children and young people.

### **Outcomes for Children and Young People who are Looked After**

We have developed a range of effective measures to support the educational needs of our looked after children in schools. In line with legislation, support to looked after children is needs based, through appropriate assessment being carried out with evidence based interventions then implemented. The GIRFEC practice model is the principal vehicle to assess needs and devise appropriate outcomes. There are procedures in place to ensure that looked after children have:

- An identified named person;
- A designated senior manager with whole school responsibility for looked after children;
- Screening using the Wellbeing indicators to identify whether the child or young person has additional support needs;
- Procedures in place to ensure that the individual educational needs will be known to their respective teachers;
- A support plan or Child's Plan, if required, with appropriate educational outcomes;
- Regular progress reviews with support plans updated accordingly, and
- Their looked after status recorded appropriately in SEEMIS.

Children and young people who are looked after are at an increased risk of experiencing

mental health difficulties. The sustained focus on increasing the awareness and skills of staff and young people themselves, to ensure early intervention aimed at enhancing the mental health and wellbeing of all our children and young people, will have a particular impact on those who are, or have been, looked after.

Evidence from tracking and monitoring information of Looked After Children, and the narratives which have emerged around individual children and young people, indicate that further work is required to ensure barriers to learning are identified and addressed, learning pathways are identified and disadvantaged children and young people achieve their full potential.

Focus on the impact of Pupil Equity Funding plans as part of Officers' QIO visits to schools is leading to the improved collection and analysis of data, and better sharing of effective practice.

### **Improve our approach to improving Literacy, Numeracy and Health and Wellbeing:**

Professional development of practitioners in Literacy and Numeracy provision has produced clear evidence of increased teacher capability in planning a range of learning and assessment activities and in tracking attainment. There is also evidence that such activities have raised attainment in children and increased parental engagement. Inconsistencies in attainment indicate the need for continued development of teacher capability in planning and delivering high-quality Numeracy and Literacy provision across the BGE.

Evidence indicates that the authority's improved approach to assessing the effectiveness of ELC provision has improved provision to children. Improvements identified by internal verification have been confirmed by Care Inspectorate assessments, with improvements across 80% of Quality Indicators.

The coherence and targeted nature of Children's Plans has improved as a result of regular multi-agency audits in each area of the authority.

### **Improve our approach to continually improve curriculum design and development:**

Through school self-evaluation and quality assurance visits by the Education Central Team, including observation of learning and the gathering of stakeholders' views, excellent classroom practice has been identified in many establishments. However, such practice, and the associated high-quality planning and moderation of curriculum and assessment, could be more consistent across the authority. Further work on pedagogy and curriculum will bring further improvement in outcomes for children and young people.

The extension of the Learning and Development Framework to include progression in Literacy, Numeracy and Developmental Milestones until the end of Primary One has led to more effective tracking of skills development in children over the transition from ELC to Primary school. Staff views have indicated that there is developing consistency

of expectations across establishments relating to Literacy attainment.

**In session 2019-2020:**

We will improve our identification and understanding of the challenges and barriers to learning for our children and young people in vulnerable groups and plan to address these needs.

We will challenge to support schools with the evaluation of impact of Pupil Equity Funding and share best practice.

We will analyse a range of information on the Health and Wellbeing of our children and young people to plan to ensure we are providing appropriate and timeous support and develop clear guidance documents and early interventions through the curriculum.

We will continue our strong focus on raising attainment at all levels. Through analysis of our literacy and numeracy attainment data we will plan and target strategies to further develop children and young people's literacy and numeracy skills and ensure continuing progression and achievement.

We will support each establishment to review and refine the Broad General Education curriculum to ensure pathways meet the needs of individual learners including at points of transition.

Through the moderation of curriculum and holistic assessment at the planning stage, and through further embedding of the principles of Assessment is for Learning, we will ensure breadth, challenge and application across the whole curriculum and foster children's and young people's engagement with their own learning. Thus we will ensure improvement around the key themes of How Good is Our School Quality Indicator 2.3 – Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching and Effective Use of Assessment.

<b>KEY OBJECTIVE 2:</b>	<b>USE PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE</b>
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**What is this?**

All of the information and data we need to get a full picture of how well education for our children and young people is improving. As no single measure provides a full picture of performance, we will gather together and analyse a broad range of data collected from each of the other key objectives of our children their future to assist us to provide a comprehensive overview of the progress being made by all children and young people.

**Why is this important?**

Education Services gather, analyse and report on a wide range of performance information that allow us to deliver services effectively and demonstrate that we are continually improving outcomes for children and young people. For example, we use information about the progress of our children and young people to inform the approaches to learning and teaching in the classroom. It is everyone's responsibility to gather and use performance information to intervene to secure improvement for both individual children and groups. We will actively engage parents and young people in this process.

Within Argyll and Bute Education Service we will use performance information to secure improvement for children and young people through our **priority actions**:

- Effectively assess, track and monitor the progress of our children and young people;
- Implement strong self-evaluation, quality assurance and improvement planning, and
- Clearly report outcomes.

**WHAT OUR IMPROVEMENT EVIDENCE FOR 2018-19 IS TELLING US:****Improve our approach to effectively assess, track and monitor the progress of our children and young people:**

Analysis of Achievement of Curriculum for Excellence Levels (ACEL) data has revealed the requirement for greater consistency and rigour in the assessment and tracking of attainment and achievement across the BGE. Responses to training on the Progress and Achievement Application during 2018-2019 indicated that such professional development would lead to improvement in tracking and monitoring, and that further training of staff across the authority would bring further improvement. Similar feedback from staff training in Insight and the BGE Benchmarking Tool has indicated both improvements in practitioners' data literacy, and the requirement for further professional learning to ensure consistent implementation.

### **Improve our approach to implementing strong self-evaluation, quality assurance and improvement planning:**

Feedback and data from HMIE Inspections, Establishment Reviews and regular quality improvement visits to schools has indicated the need in schools for support in generating data sets to drive improvement, particularly in the context of preparing for inspection. HMIE inspections continued to identify both key strengths and areas for development across schools. Schools in the authority continue to demonstrate the capacity to respond positively to inspection findings to improve outcomes for children and young people. Quality assurance of schools' improvement plans indicates confidence in self-evaluation and the use of data, with an accompanying need for more clearly defined criteria for success.

### **Improve our approach to clearly reporting outcomes:**

Schools continue to work effectively in partnership with parents/carers to share key information about children and young people's progress, achievement and wellbeing. Effective channels are in place in almost all schools to allow parents to convey their views on how the school communicates with them about their children.

The knowledge, understanding and expertise of the Education Central Team are being effectively harnessed to inform the reporting of outcomes to elected members and the Scottish Government, developing the confidence and capabilities of the team. The authority's reporting to the Scottish Government on performance across Education is underpinned by effective quality assurance of the data to be communicated.

### **In session 2019-2020:**

Through effective implementation of the progress and achievement tool, Insight and the BGE Benchmarking Tool, and through tracking of Developmental Milestones, we will improve our capacity to track attainment, and wider achievement, ensuring authority wide data sets that allow us to measure progress over time.

We will continue to develop practitioner skills and share best practice in moderation to ensure data from teacher judgement is accurate and valid.

We will improve the quality of the learning experiences of our children and young people through our response to feedback from HMIE and Care Commission inspection visits. All settings will be supported to improve the effectiveness of their own self-evaluation against How Good is Our School/Early Learning Centre to plan and implement improved outcomes for our children and young people.

In consultation with parents and carers we will ensure best practice in reporting children's and young people's progress. We will work to improve the range and quality of methods used to communicate relevant performance information to all stakeholders.

We will provide further support and training to Central Officers to ensure high-quality reporting on educational practice and improvement to Elected Members across the RIC and at national level using benchmarks.

<b>KEY OBJECTIVE 3:</b>	<b>ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED</b>
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**What is this?**

In Argyll and Bute, we work together to ensure children and young people experience a positive start that supports and nurtures all children and builds firm foundations for later life.

**Why is this important?**

We know that children develop faster in the first few years of life than at any other time so, to make an impact and ensure we tackle potential disadvantage, this is a priority area for us.

Within Argyll and Bute Education Service we will ensure children have the best start in life and are ready to through our priority **actions**:

- Providing high quality Early Learning and Child Care and
- Working with parents, families and partners.

**WHAT OUR IMPROVEMENT EVIDENCE FOR 2018-19 IS TELLING US:****Improve our approach to providing high quality Early Learning and Child Care:**

Argyll and Bute's strategic timeline for expansion to 1140 hours of ELC, contained within the ELC delivery plan, continued to be kept on track in 2018-19. With Phase 1 and 2 of the delivery plan now complete and phase 3 starting in August 2019, the expansion agenda is on track for full delivery by 2020. Property refurbishments continue through the summer break, with more planned up to 2020, providing high quality indoor and outdoor learning environments for our Early Years.

Training, support and CPD staff events were held to support staff in the delivery of high quality early learning and childcare. The development of play based learning was targeted for Early Years classes and the CPD provided for those working with two year olds has led to observable improvements in practice with this age group. The Annual Conference focused on developing leadership at all levels and the introduction of lead practitioner roles across settings have provided more formalised leadership opportunities for staff. Children have increasingly taken up leadership roles within their settings eg health & safety and risk assessment, Eco work etc. The Three Asset Approach document created by the ELC Quality Action Group was launched at the Annual Conference. The document is an integral part of the EY Learning and Development Framework and guides practice across all settings to ensure high quality ELC across Argyll and Bute towards and post 2020.

Training was delivered to managers and lead practitioners in analysing and using data to track progress and secure improvement in early years. Eleven staff have been funded to undertake further study, ranging from SVQ4 training through to Degree and Post Graduate/Masters qualifications.

**Improve our approach to working with parents, families and partners:**

Effective support was provided for 84% of settings in two localities to engage in the Family Learning Framework. Individual settings have planned for implementation of the Family Learning Programme to meet the established needs of families in a more robust and measurable way. Following twenty six information sessions delivered to 125 families, 300 staff have been trained to support the initiative. Four Parenting programmes have already been delivered and the practice will be shared at the National Parental Forum for Scotland.

**In session 2019-2020:**

We will ensure there is capacity to deliver 1140 hours in all geographic areas by August 2020. Improvements to ELC environments will ensure high quality indoor and outdoor learning. We will provide training for staff to ensure the delivery of excellence in early learning and childcare. We will adopt best practice to ensure effective tracking of children's progress, strengthen transitions in ELC and ensure the achievement by children of developmental milestones. The development of leadership skills in all ELC settings will be a priority. We will challenge and support all ELC establishments to ensure they achieve Care Inspectorate evaluations of Good (4) or better.

We will engage with parents/carers and families and other partners and stakeholders in all key aspects of children and young people's education, incorporating their views in our self-evaluation and policy development.

We will improve our data sources and use of data to better plan our effective engagement with parents, carers, families and partners.

**KEY OBJECTIVE 4:****EQUIP YOUNG PEOPLE TO SECURE POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE****What is this?**

This is the progress our young people make in securing sustained positive destinations in employment training or further/ higher education when they leave formal education.

**Why is this important?**

For our population in Argyll and Bute to grow through economic development our industries need a workforce with the right skills, attitudes and capacities. Positive destinations information will tell us about how successful young people in Argyll and Bute are when they leave school. This will also tell us about the choices young people make and the difference in positive destinations between those from the most and least disadvantaged backgrounds.

Within Argyll and Bute Education Service we will equip young people to secure and sustain positive destinations and achieve success in life through our priority **actions**:

- Equip children and young people with skills for learning, life and work;
- Promote enterprise and entrepreneurship, and
- Support lifelong learning.

**WHAT OUR IMPROVEMENT EVIDENCE FOR 2018-19 IS TELLING US:****Improve our approach to equipping children and young people with skills for learning, life and work:**

An audit of DYW provision was carried out across schools and the use of Work Placement Standard, Career Education Standard and School Employer Guidance was assessed during school visits.

Consultation with area O4A groups on processes and paperwork associated with Activity Agreements was completed. As a result, the use of nurture groups were piloted to support young people to develop personal and social skills with a focus on Health and wellbeing. New promotional materials were developed and shared with partners in schools, SDS, DWP, Social Work and Third Sector Organisations. An identified need for training of partners involved in the delivery of Activity Agreements resulted in the delivery of courses in eg Universal Credit and Autism.

The use of Flexible Learning Plans in all 10 secondary schools assisted young people to an increasing number of positive destinations. In 2017/18, 95.01% young people secured positive destinations reflecting a stepped improvement from 2015/16 at 92.91%. Argyll and Bute remains just above the national average of 94.39% in 2017/18. 100% of care experienced young people progressed into a positive destination, significantly above the target of 85% for 2017/18.

**Improve our approach to promoting enterprise and entrepreneurship:**

The Inspiralba project, with the support of DYW funding, engaged young people in making short films about living and working in Argyll and Bute with a focus on social enterprise opportunities. Partnership working between film specialists and youth forums developed skills in documentary film making. The project was launched at the Scottish parliament as part of the Vital Spark Parliamentary Reception. The development of Social Enterprise Academy School based programmes remains a target for 2019/20.

**Improve our approach to supporting lifelong learning:**

Training was delivered to nineteen ELC practitioners to evaluate gender imbalance and equity in settings. The gender imbalance and equity agenda was included in the National Progression Award and Foundation Apprenticeship training in secondary schools. The successful introduction of a Teacher Industry Placement in the textile sector took place and, as a result, placements will be promoted within STEM subjects in the coming year.

**In session 2019-2020:**

We will ensure our curricular pathways continue to develop appropriate and effective skills for learning, life and work in all our children and young people. We will review Argyll and Bute's strategy for Developing the Young Workforce, securing improvement through enhanced curriculum design and high quality partnerships with Further Education, businesses and local industry. We will develop an action plan from this review that will ensure all children and young people have the best life chances.

We will recognise, promote and share highly effective practice from within Argyll and Bute and the Northern Alliance to encourage enterprise and entrepreneurship. We will identify and promote local and national opportunities for developing enterprise and entrepreneurial skills in schools, through further effective partnership working.

Through implementation of the Community Learning and Development Strategic Plan, we will promote a culture and foster the adoption of lifelong learning in our communities, measuring and evaluating the impact of such learning on families and communities.

<b>KEY OBJECTIVE 5:</b>	<b>ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT</b>
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**What is this?**

Partnership working and community engagement focuses on ways in which parents and carers, families and professionals work together to support children and young people's learning.

**Why is this important?**

We recognise that most of a child's development takes place outwith our schools and ELC settings therefore the role of families and carers is critical to ensuring our children and young people succeed. We will empower parents and carers to be part of the decisions that are taken in respect of their children's education and development, and to work along with the staff in each school on improvement planning. We will engage parents and carers in dialogue around the new duties on education authorities, new approaches to learning and ultimately their role in their children's education. We will ensure that strong partnerships are created and maintained with local bodies including businesses, third sector organisations and community groups. This will broaden and deepen the curricular experiences offered to children and young people by our educational establishments.

Within Argyll and Bute Education Service we will strengthen parental and community engagement through our **priority actions**:

- Develop and strengthen parental engagement and participation;
- Improve the curriculum links between schools and colleges;
- Develop and strengthen partnerships with business and the community, and
- Work together to secure improvement.

**WHAT OUR IMPROVEMENT EVIDENCE FOR 2018-19 IS TELLING US:****Improve our approach to developing and strengthening parental engagement and participation:**

Consultation with parents, partners and practitioners on the expansion of ELC within Argyll and Bute indicates that a variety of provision is required in this area, most notably mirroring the school year (38 weeks) and the 51 weeks flexible model. Use of the impact tool developed by ELC staff has detailed high levels of parental involvement across information and support campaigns throughout the authority.

Argyll and Bute's Parental Engagement and Involvement Strategy 2019-2021 was amended in line with the published National Action Plan 'Learning Together' and was consulted on through the Head Teacher's Advisory group, Parent Councils and National Parent Forum for Scotland representative. Initial feedback from Parent Councils and establishments has been very positive and indicates that there is a shared understanding of what is required to fully implement the strategy.

### **Improve our approach to improving the curriculum links between schools and colleges:**

The number of wider achievement opportunities across the senior phase increased. The most notable uptake being in Early Education and Childcare. This has supported the grow our own approach as 6 Modern Apprentices were recruited and are making positive contributions to the settings they are based in whilst 5 young people successfully completed year 1 of the Foundation Apprenticeships.

An audit and review of Youth Voice provision has highlighted that a wide range of activities were held as part of Year of Young People 2018. However, it has also highlighted a need for the voices of our young people to be more involved in the planning process of individual establishments and wider services.

### **Improve our approach to developing and strengthening partnerships with business and the community:**

Parenting Programmes throughout the authority established in an attempt to increase the number of parents supported generated little interest. The link Education Officer continues to network and liaise with SPION (Scottish Parental Involvement Officer Network) members to optimise opportunities for sharing good practice on parental engagement.

Evidence suggests that further auditing of our existing business partnerships is required to help identify areas for improvement and establish examples where good practice can be shared across the service.

### **Improve our approach to working together to secure improvement:**

Our Head Teacher Advisory group have prepared a communication plan to develop, control and manage the timely flow of information to all stakeholders. There is a need to take into account both corporate and Northern Alliance priorities to drive forward improvement in this area.

The increased effectiveness of using Messenger 5 for communicating has halved costs for Education. The use of free communication tools such as emails and Xpressions have more than doubled, saving an estimated 7000 hours of administrative time.

### **In session 2019-2020:**

We will audit our existing business partnership, seek to increase the range and number, identify areas for improvement and share good practice to improve outcomes for children and young people.

We will ensure that community voices, and specifically those of children and young people, are central to the planning, implementation and evaluation of our Community Learning and Development Strategic Plan, enhanced by successful participation in the GIRFEC leadership programme. We will work together across settings, clusters, and the Northern Alliance sharing data to drive improvement.

<b>KEY OBJECTIVE 6:</b>	<b>STRENGTHEN LEADERSHIP AT ALL LEVELS</b>
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**What is this?**

School leadership improves the quality and impact of leadership roles within schools at all levels. Teacher professionalism improves the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement. In Argyll and Bute we have provided professional learning opportunities at all levels from pre career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development opportunities. During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally it has been essential to ensure there is opportunity to enhance the profession by providing opportunities to "Grow Our Own" teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities, to ensure that there are enough teachers and leaders with the requisite skills to ensure our schools thrive within their local communities. Pupil leadership is important within the learning context and all schools encourage pupil voice.

**Why is this important?**

Strong leadership within our schools helps ensure that all children achieve the best possible outcomes through the highest quality of learning and teaching. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council for Scotland (GTCS). Within Argyll and Bute, we want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning on improving children's learning and the outcomes they achieve.

Within Argyll and Bute Education Service we will strengthen leadership at all levels through our **priority actions**:

- Focus on effective educational leadership;
- Promote career long professional development for all staff;
- Provide professional learning opportunities for front line services; and
- Maximise the use of resources.

**WHAT OUR IMPROVEMENT EVIDENCE FOR 2018-19 IS TELLING US:****Improve our approach to effective educational leadership:**

Local Authority and national CLPL programmes have been available to staff at all levels and has included partnership with SCEL, UHI and the Northern Alliance. Feedback from the probationer, middle leadership and Excellence in Headship programmes has been particularly positive. Further evaluation with individual participants on measuring the impact on professional learning and school/authority/Northern Alliance wide improvement is required to monitor the effectiveness of the ongoing work in this area.

### **Improve our approach to promoting career long professional development for all staff:**

A continuing focus on Curriculum and Learning and Teaching has been at the core of development in professional learning this year to ensure the promotion of leadership at all levels. Extremely positive feedback has been received from staff involved in a number of initiatives carried out this year including emerging literacy, Number Talks and storyline, although a need to promote relevant CLPL opportunities more rigorously has been identified. Quality improvement visits and school reviews should now be used to monitor and evaluate the impact that such programmes have had on the outcomes for our young people.

Support systems and induction process for newly appointed Head Teachers were implemented this year and will be developed further in the new session. Auditing professional review processes for all Head Teachers will help to establish a workable and meaningful framework for next session.

### **Improve our approach to providing professional learning opportunities for front line services:**

The delivery of the Woodland Activity Leader Training programme has led to increased profile of outdoor learning across the authority. Evaluation of the learning estate has highlighted the need to develop an overall Argyll and Bute Strategy in this area.

Three Cluster Leads were appointed and HMle, Care Inspectorate and school reviews are evidencing that these posts are leading to improvements in practice and in children's experience.

### **In session 2019-2020:**

We will further develop access to internal and external accredited leadership learning opportunities for education staff at all levels, utilising digital technologies to ensure equity of opportunity regardless of geographical location. We will facilitate and promote leadership opportunities for all staff evaluating and reporting annually on the impact of educational leadership learning across Argyll and Bute.

We will improve communication regarding Professional Learning and Leadership opportunities across the authority and nationally. We will ensure that professional learning in Argyll and Bute relates appropriately and equitably to all educational sectors.

We will review the suitability for high-quality educational provision of all of our establishments and use this information to develop a Learning Estates Strategy, to enable Argyll and Bute to work towards a learning estate fit for the future.

### **Conclusion:**

Our Education Plan has been prepared in compliance with the requirements set out in the Statutory Guidance accompanying the Standards in Scotland's Schools etc. Act 2000 taking full account of the requirement to prepare and publish our annual plan and describing the steps we intend to take, during the planning period ie

- with a view to reducing inequalities of outcome experienced by pupils as a result of socio-economic disadvantage;
- to comply with the duties imposed on it by section 3B(3) (to seek and have regard to the views of the persons listed in section 3B(4) and to provide any advice and support the authority thinks appropriate to those persons in relation to its consideration of decisions of a strategic nature about the carrying out of its functions relating to school education;
- in pursuance of the NIF for Scottish education; and
- setting out any educational benefits we consider will result from taking all of these steps.

In addition we will implement the Annual Education Plan for 2019/2020 incorporating our local plans and priorities as set out in ***Our Children, Their Future***.

## **SECTION FIVE: Strategic Inspection of the Education Functions of the Council**

An evaluation of the effectiveness of the education functions of the Council was conducted by Education Scotland in September 2016, with a report published in March 2017. The report set out a number of agreed areas for improvement detailed within 4 main points for action:

- Significantly improve young people's attainment across the authority;
- Improve the use of data, ensuring greater rigour;
- Continue to improve the quality of educational provision, and
- Improve relationships and communication.

A further 3 return visits have been made by Education Scotland to monitor and report on progress:

- June 2017 (report published August 2017);
- September 2017 (report published December 2017);
- May 2018 (report published July 2018); and
- October 2018 (report published in November 2018).

Following the further inspection visit in October 2018, the progress which we continued to take to improve the quality of our education provision was published as follows:

- At the broad general education stages, data provided by the authority indicates that attainment has improved from 2016 to 2018 in several important measures. The attainment of children and young people in reading, writing, listening and talking has improved at almost every stage which is measured (P1, P4, P7 and S3). There are important improvements in numeracy too, particularly at the primary stages. Across the authority, staff have worked well together to ensure that teachers are making more confident and accurate judgements of pupils' progress.
- Over recent years, the attendance of pupils at primary, secondary and special schools has been higher than the national average. The proportion of children and young people being excluded from school is well below the national average.
- Over the last five years, the attainment of young people in literacy and numeracy in Argyll and Bute Council's secondary schools has often been lower than in other Scottish schools which serve pupils with similar needs and backgrounds (the Virtual Comparator). There are positive signs of improvement in 2017 and 2018 and staff are working hard to achieve consistently higher levels of attainment across all schools.
- There are some very positive improvements in the attainment of young people in National Qualifications, particularly between 2016 and 2018. For example, at S4, the proportion of young people achieving awards at National 5 (SCQF level

5) has improved and in 2018 is above the Virtual Comparator and national averages. At S5 and S6, more young people now succeed at Higher level (SCQF level 6) and attainment at this level has risen to be in line with or above the Virtual Comparator and national averages. The authority recognises that there is scope to increase the proportion of young people achieving five or more Higher awards.

- The inspection report published in March 2017 identified a number of areas for improvement which had been agreed with Argyll and Bute Council. Three further published inspection reports have confirmed that the council has taken appropriate action to address these areas.
- The council has now demonstrated that it has made positive and continued progress since the original inspection in September 2016. It has strengthened its arrangements for educational leadership, and central officers and school-based staff continue to work with commitment to bring about a wide range of improvements. The authority now has greater capacity to continue to drive improvement in the quality of its provision.
- The authority is now making significant improvements to the quality of young people's attainment in several important measures, for example, in literacy and numeracy and in the proportion of young people achieving awards at National 5 and Higher level.

As a result of the return visit in October 2018, Education Scotland will make **no further visits in connection with the original inspection.**

All Education Scotland reports relating to the inspection of the education functions of Argyll and Bute Council can be found on their website.

[www.education.gov.scot/inspections-reports](http://www.education.gov.scot/inspections-reports)

## Glossary of terms

ASL	Additional Support for Learning
ASN	Additional Support Needs
AFA	Area Finance Assistant
Aifl	Assessment is for Learning
BGE	Broad General Education
BWG	Education Service Budget Working Group
CfE	Curriculum for Excellence
CIRF	Capital Items Replacement Fund
CLD	Community Learning and Development
CPD	Continued Professional Development
COSLA	Convention of Scottish Local Authorities
DHT	Deputy Head Teacher
DSM	Devolved School Management
EIS	Educational Institute of Scotland
ELCC	Early Learning and Childcare Centres
ESOL	English for Speakers of Other Languages
FE	Further Education
FTE	Full Time Equivalent
GIRFEC	Getting It Right For Every Child
GTCS	General Teaching Council (for Scotland)
HE	Higher Education
HGIOS4	How good is our School 4
HGIOELC	How Good Is Our Early Learning and Childcare
HMIE	Her Majesty's Inspectorate of Education
JSC	Joint Service Committee for Teaching Staff
LAC	Looked After Children and Young People
LNCT	Local Negotiation Committees for Teachers
MCMC	More Choices, More Chances
NAR	National Assessment Resource
NIF	The National Improvement Framework
NPF	National Performance Framework
PATHS	Promoting Alternative Thinking Strategies
PSD	Personal and Social Development
PSE	Personal and Social Education
QMIE2	Quality Management In Education 2
RMPS	Religious, Moral and Philosophical Studies
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit Qualifications Framework
SCRA	Scottish Children's Reporter Administration
SEN	Special Education needs
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
SRA	Shared Risk Assessment
SSLN	Scottish Survey of Literacy and Numeracy
SSSC	Scottish Social Services Council
SSTA	Scottish Secondary Teacher's Association
SVQ	Scottish Vocational Qualification
UCAS	Universities and Colleges Admissions Service
VLE	Virtual Learning Environment
VSE	Validated Self Evaluation

## APPENDIX 1 – PEF CASE STUDIES

	<p><b>EDUCATION</b></p> <p><b>PEF CASE STUDY</b></p>	
<p><b>SCHOOL NAME</b></p>	<p><b>Inveraray Primary School</b></p>	
<p><b>INTERVENTION</b></p>	<p><b>Developing nurture approaches</b></p>	
<p>A number of children had been displaying signs that they were not emotionally ready to learn. A recent HMI inspection had indicated that the priority was to ensure that the needs of vulnerable pupils should be met. Behaviour in classes and around the school sometimes inhibited the learning and learning readiness of other children. Many parents were concerned about their child's health and wellbeing and had voiced these to the Head Teacher. A number of children from P4-7 were identified as being likely to benefit from a nurture approach.</p> <ul style="list-style-type: none"> <li>• Staff development – all staff visited a school in Easterhouse that was effectively using a nurture approach. Upon returning to school plans were made to create a nurture group and an agreement on how staff interacted with children. The school was also supported with training and advice from our Educational Psychologist which focussed on nurture principles.</li> <li>• Nurture group – Investment in staffing and resources to establish a nurture group was made. Each Monday morning for 3 hours, identified children attend the nurture group which focusses on helping to establish learning readiness and on familial and life skills. These sessions are carefully planned and led by two experienced teachers. Parents were consulted on the new approach and were supportive of the venture. Boxall assessments were completed as a baseline and indicators of progress. Boxall assessments identify the social/emotional needs of children, plan interventions to better meet those needs and track progress over time</li> <li>• Breakfast Club – A breakfast club was established for all pupils and all pupils invited to attend. This ensures that children are fed breakfast in a calm and nurturing environment. Food was provided for free from our local Co-op, and the club is supported by staff and parental volunteers.</li> </ul>		
<p><b>Early signs of impact/positive progress</b></p>		
<p>Behaviour has improved across the whole school. Manners and relationships have improved considerably. The number of referrals to the head teacher has dropped to almost 0 per month. Pupils report feeling happier, more confident and safer. The atmosphere around the school is now one of calm, happy purposeful engagement. Pupils are learning ready and this has been evident in lesson observations undertaken by the head teacher, visiting head teacher colleagues and education officers. Teachers report that they can now spend more time teaching and less time responding to behaviour issues. The new Nurture framework approach has also benefitted other pupils across P4-7 as this allows for smaller class sizes and</p>		

targeted teaching. Feedback from parents has been extremely positive. Boxall assessments of identified children have shown significant individual progress for all.

### **Reflections/Next Steps**

Our next steps in this area are to widen the scope of nurture and embed a whole school approach. This will involve further staff development, and involving more staff in the nurture approach to build in sustainability. We will use Education Scotland's 'Applying Nurture as a Whole School Approach' to plan and evaluate the impact of our work. This will help us to bring the nurture approach more into classes, public areas, lunchtimes and the playground. Trained members of staff will help pupils begin to lead on nurture approaches. We will also gather data from the breakfast club to ensure that it is providing the support to children who need it most.

	<p><b>EDUCATION</b></p> <p><b>PEF CASE STUDY</b></p>	
<p><b>SCHOOL NAME</b></p>	<p><b>Furnace PS</b></p>	
<p><b>INTERVENTION</b></p>	<p><b>'Relaxing Art' sessions</b></p>	
<p>A High School teacher was “bought in” through PEF to plan and deliver an art Therapy based programme where children with emotional/ behavioural needs were able to ‘escape’ the classroom routine every Wednesday afternoon and take part in a variety of art based activities. These were initially teacher led then children took the lesson where they wanted it to go.</p>		
<p><b>Early signs of impact/positive progress</b></p>		
<p>The children who attended the sessions were able to relax and became noticeably calmer. Their conversation flowed with the teacher and their confidence improved. Behaviour of individual children became calmer and they were less prone to outbursts when frustrated about situations. When emotional behaviour was displayed children appeared more able to quickly settle again in class.</p> <p>Children who attended used this time to talk about experiences from their past in a calm way using the media to express feelings creatively. In addition, reading, spelling age, maths and speech therapy progress has shown positive signs of improvement.</p>		
<p><b>Reflections/Next Steps</b></p>		
<p>The fact that the activities are very much child led allows their creativity to flow but the important element is the conversations which occur due to the calm atmosphere in the room.</p> <p>This initiative has been a positive experience for the children involved and we are investigating extending the therapy into next session incorporating additional children.</p>		

	<p><b>EDUCATION</b></p> <p><b>PEF CASE STUDY</b></p>	
<b>SCHOOL NAME</b>	<b>Dalintober PS and ELC</b>	
<b>INTERVENTION</b>	<b>Appointment of Youth Work Team</b>	
<p>We appointed a team of assistants to work specifically on Literacy, Numeracy and Health and Wellbeing attainment with targeted pupils as priority, extending to wider pupil groups, where relevant.</p>		
<p><b>Early signs of impact/positive progress</b></p>		
<ul style="list-style-type: none"> <li>• Literacy and Numeracy data for identified pupils shows expected/better than expected progress in Writing, Reading, Listening and Talking and Numeracy.</li> <li>• Evidence from Wellbeing Webs shows correlation between the wider activities targeted pupils have been involved in and a rise in confidence and self-esteem in tracked pupils.</li> <li>• Opportunities for participation in wider achievements for targeted pupils has increased through a wide range of extra-curricular activities on offer (all with a Literacy/Numeracy/Health and WellBeing focus), evidenced in an increased engagement from these pupils.</li> <li>• Partners and partners have been directly involved in the growth of some focused projects eg Drama Club, Entrepreneur Club and an increase in communication and engagement from targeted families is evident.</li> <li>• A 'Better, Movers and Thinkers' approach to learning and teaching has impacted positively on pupils' readiness to learn concentration and development of fine and gross motor skills</li> </ul>		
<p><b>Reflections/Next Steps</b></p>		
<ul style="list-style-type: none"> <li>• It is clearly evident from staff, parental, pupil, partner and HMle feedback that our Youth Work Team has been crucial in our increased attainment across Literacy, Numeracy and Health and Wellbeing.</li> <li>• Relationships have been strengthened through this approach – in particular, the added value in the team to nurture a child holistically, taking their individual needs and views into account.</li> <li>• Our next step is to look at furthering Family Engagement opportunities so that there are clear links in home/school/community.</li> <li>• We also plan to look at developing supportive ways of responding to the Emotional Health issues that some pupils may be experiencing as our work to date in this area has highlighted issues such as Body Image and Influence of Social Media.</li> </ul>		

	<p><b>EDUCATION</b></p> <p><b>PEF CASE STUDY</b></p>	
<p><b>SCHOOL NAME</b></p>	<p><b>Kirn Primary School</b></p>	
<p><b>INTERVENTION</b></p>	<p><b>Home Link Family Support Worker</b></p>	
<p>Agreed role of the Home Link Family Support Worker incorporated:</p>		
<ul style="list-style-type: none"> <li>• Welcoming families each morning at front of school.</li> <li>• Supporting late coming and poor attendance.</li> <li>• Running Stay and Play for 0-3 year olds with parents/carers.</li> <li>• Ran after school targeted homework club.</li> <li>• Arranged and will lead summer club for targeted pupils.</li> <li>• Arranged swimming lessons for targeted pupils.</li> <li>• Set up uniform swap shop.</li> <li>• Ensured every pupil from ELC to P2 have local library membership.</li> <li>• Supported parents/carers to attend important meetings.</li> <li>• Worked with families to raise awareness of available financial benefits to ease childhood poverty.</li> <li>• Provided focused support for families.</li> <li>• Worked collaboratively with partner agencies to provide support to families.</li> <li>• Arranged Bookbug gifting session to support literacy and numeracy through read, write and count.</li> <li>• Facilitated parent child balance bike sessions.</li> <li>• Supported to attend ADHD information session prior to them engaging in parenting classes with 'Changing Lives initiative' which led to 'Incredible Years Parenting Programme'.</li> <li>•</li> </ul>		
<p><b>Early signs of impact/positive progress</b></p>		
<ul style="list-style-type: none"> <li>• More children arriving at school before the bell.</li> <li>• Targeted families are confident in approaching Home Link worker to raise any concerns.</li> <li>• 48 families have accessed the Stay and Play for 0-3 year old – building positive relationships across the community.</li> <li>• Partner working with Health and Education have supported families during 0-3 year old Stay and Play.</li> <li>• 23 out of 27 pupils attended Homework Club regularly which has had a positive impact on their homework. Most children are keen to attend next session.</li> <li>• All children have school uniform.</li> <li>• 6 children have accessed swimming lessons prior to the P6 swim programme. A few parents have signed their child up for further lessons.</li> <li>• Increased membership and use of local library.</li> <li>• Targeted parents are more confident in attending transition meetings etc.</li> <li>• 6 families are already in receipt of the Best Start Grant payment (available from 3<sup>rd</sup> June 2019). 6 further families still awaiting approval.</li> <li>• More children have access cycling safely with the support of their parents.</li> </ul>		

**Reflections/Next Steps**

- Run summer club for targeted pupils during July 19. Apply for grant funding for next summer to increase access for families.
- Facilitating Parental Wellness sessions in school, 6 week course. Working with partner agencies to deliver this. Grant funding agreed.
- Continue to promote Bookbug and Read, write and count sessions.
- Provide live link Bedtime stories through social media. This would be interactive.
- Explore parental literacy classes in partnership with Adult Learning.
- Facilitate Family Learning Sessions throughout year including healthy cooking.
- Continue to support targeted families where needs arise.
- Continue to run uniform swap shop.



**EDUCATION**  
**PEF CASE STUDY**



**SCHOOL NAME** Port Ellen / Bowmore Primaries

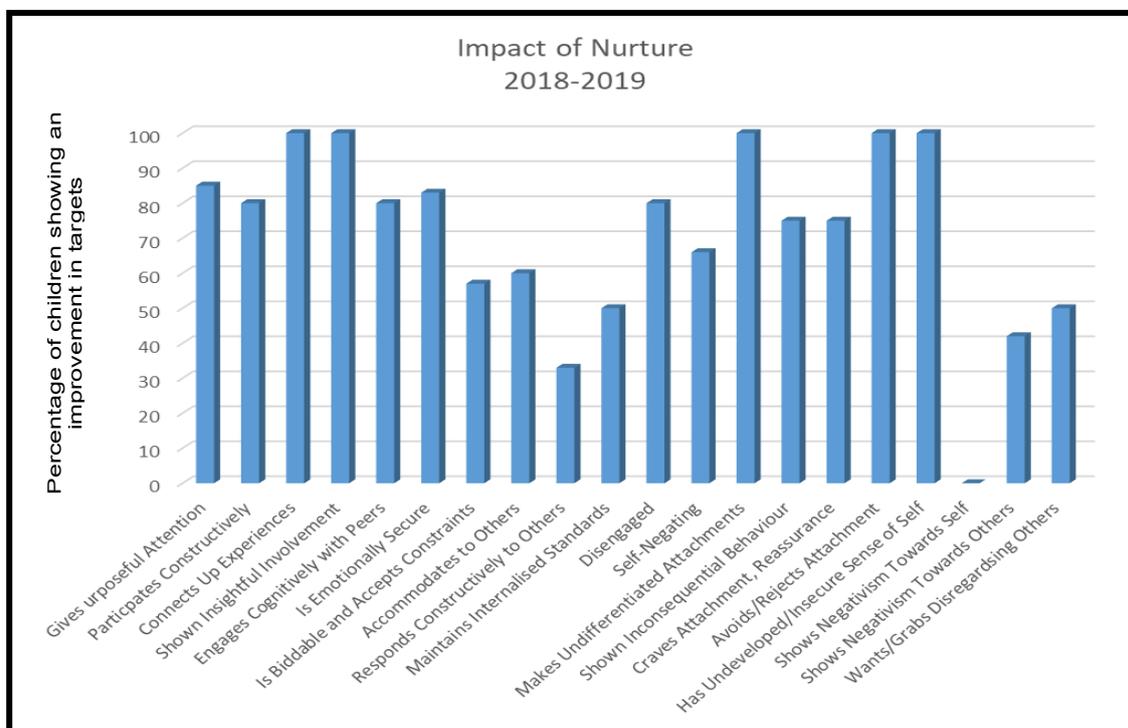
**INTERVENTION** Nurture and Nurture Groups

**Targeted Approach 1. – Nurture – A whole School Approach**

Since the implementation of our Nurture sessions this year, children who are part of a group have increased in confidence to talk about their feelings, respond appropriately towards peers and adults. In general, behaviour has improved in class and this has had an impact on their learning. Children with challenging behaviour have come back on track with their learning particularly in literacy and numeracy. The quality of input from a trained class teacher has had a positive impact on these children. Last Year's PEF funding was used to:

- Support Nurture training;
- Buy Lego Therapy Kits; and
- Cover Classes to enable CT to attend Training.

**Early signs of impact/positive progress**



## **2 Implementing Nurture Groups**

- Class Teacher attended Lego Therapy Training thus receiving Lego Kits.
- Class Teacher also attended the Scottish National Nurture Conference in May.
- All children attending Nurture were assessed using the Boxall assessment and then reassessed at the end of term 4 (recently) Please see information above re impact.
- Lego Therapy and individual Coaching sessions using strategies to increase emotional literacy.
- Moving forward as a school, Class Teacher has developed a clear 3 year plan for Nurture and Hand Writing.
- Children attending Nurture have built up trust and respect for Class Teacher/ASN assistant and engage positively in individual sessions. This has impacted positively on their engagement in class and on their learning.
- Nurture has been so successful that it will be a key priority next session.

### **Reflections/Next Steps**

Our Aim is to become a **Nurturing School** and over the next 3 years work towards this award. This type of intervention with target groups can **increase attainment by 4 months**.

### **Nurture – A whole School Approach**

The aim this year will be to:

- Adopt Nurturing Principles – these are:
  - Children's learning is understood developmentally;
  - The classroom offers a safe base;
  - The importance of nurture for the development of wellbeing;
  - Language is a vital means of communication;
  - All behaviour is communication; and
  - The importance of transition in children's lives.
- Implement Interventions which target social and emotional learning (SEL).
- Seek to improve pupils' interaction with others and self-management of emotions.
- Focus on the ways in which students work with (and alongside) their peers, teachers, family or community.
- Support a whole school approach.
- Work with Partner and cluster schools, sharing access to resources and allowing time for professional Dialogue and planning.
- The Boxall online resource will be purchased to be used for those schools who wish, across the cluster.
- Emotion Works resource will be purchased and used during Nurture time.

	<p><b>EDUCATION</b></p> <p><b>PEF CASE STUDY</b></p>	
<p><b>SCHOOL NAME</b></p>	<p><b>Rothesay Academy</b></p>	
<p><b>INTERVENTION</b></p>	<p><b>Appointment of Family Liaison Health and Wellbeing Officer (FLHW) and creation of a Wellbeing Hub</b></p>	
<p>In June 2018 we appointed a Health and Wellbeing Family Liaison Officer who set about creating a space for pupils to seek refuge when they were not coping due to a whole host of factors including: mental health issues, friendship issues, family issues and trauma.</p>		
<p><b>Early signs of impact/positive progress</b></p>		
<ul style="list-style-type: none"> <li>• We have managed to keep our attendance statistics fairly stable and in fact they have improved slightly.</li> <li>• Our S5 pupils believe that many of them would have “dropped out” of school or would have been at risk of becoming school refusers due to trauma experienced.</li> <li>• S1 and S2 School refusers have improved attendance and engagement.</li> <li>• Several pupils have avoided becoming school refusers, despite suffering from mental health issues and have attributed this to the work done by our FLHW Officer in the Hub.</li> <li>• Parents also speak highly of the support they and their children have received from our FLHW in the Hub.</li> <li>• In S1-4 we no longer have issues with pupils school refusing and most pupils left school with at least 2 awards/qualifications. We aim to achieve 100% in coming years.</li> <li>• The Hub has also been used to provide “Incredible Years” workshops for the parents of children in the early stages who have ADHD.</li> </ul>		
<p><b>Reflections/Next Steps</b></p>		
<ul style="list-style-type: none"> <li>• Build on the “safe haven” atmosphere that has been established.</li> <li>• Continue to target pupils who are at risk of not achieving at all so that they feel supported and able to achieve.</li> <li>• Ensure that no child leaves Rothesay Academy without qualifications/awards (in previous years 5-7% of pupils have been in this category).</li> <li>• Work with our partners in the community to plan and deliver activities to promote family learning (Fyne Futures have already secured a grant to help us to target specific families for an upcycling project).</li> <li>• Monitor attendance rigorously and improve whole school attendance.</li> </ul>		

	<p><b>EDUCATION</b></p> <p><b>PEF CASE STUDY</b></p>	
<p><b>SCHOOL NAME</b></p>	<p><b>Sandbank Primary School</b></p>	
<p><b>INTERVENTION</b></p>	<p><b>HWB- Play Therapy Approaches</b></p>	
<p><b>Play Therapy</b> –This session we have introduced play therapy as an approach in relation to developing the social and emotional skills of identified children. The work of the therapist who has been employed by the school became known by means of our school community group work. She has worked with some vulnerable children this session, including LAC and others who have suffered recent adverse childhood experience.</p>		
<p><b>Early signs of impact/positive progress</b></p>		
<p>The impact of this intervention has been evident on the children. One of them did so well that further invention was not required, whilst the others will receive ongoing work as we aim to progress further, particularly in respect of their emotional literacy.</p> <p>Other benefits from this intervention are that teaching staff, support staff and parents have been involved in the development of associated approaches, particularly the work around zones of regulation. This has had a significant impact in terms of providing a consistent approach when communicating and supporting the children.</p>		
<p><b>Reflections/Next Steps</b></p>		
<p>Now that we have built such a strong relationship and having seen the success of the intervention thus far, we aim to up-level this work next session. This will involve incorporating these approaches into our HWB curriculum by means of weekly sessions covering a range of strategies and linked to key areas such as nurture, self-regulation and ACE's. This will allow for both targeted and universal interventions as appropriate. A lot of the work will be planned and discussed with our HWB community group which encapsulates pupil voice, support staff, teachers and parents. There will also be parental workshops and staff training linked to the rationale of these approaches. By involving all stakeholders we aim to make this intervention sustainable as our whole school community will be able to draw on the principles of the approaches. To enable us to measure the impact of this intervention in fine detail we have used PEF to purchase the GL Assessment online suite. This includes the PASS assessment which is a measuring tool linked to SHANARRI. It will show us the impact of the interventions over given timescales and enable to run combination reports that will show a direct correlation between progress in HWB and attainment in Literacy and Maths. We will be meeting early next session to plan all of this work.</p>		