

**1. EXECUTIVE SUMMARY**

- 1.1 The Council's Planning and Improvement Framework sets out the process for presentation of the council's quarterly performance reports. This paper presents the Community Services Committee with Education's performance report and scorecard for FQ3 2019-20 (October - December)
- 1.2 It is recommended that the Community Services Committee reviews the scorecards as presented.

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**PERFORMANCE REPORT – FQ3**

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**2. INTRODUCTION**

- 2.1 The Planning and Improvement Framework sets out the process for presentation of the council's quarterly performance reports. This paper presents the Community Services Committee with Education's performance report and associated scorecard for FQ3 2019-20 (October - December).

**3. RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee reviews the scorecards as presented.

**4. DETAIL**

- 4.1 The performance scorecard for the Education Service was extracted from the Council's Pyramid performance management system and is comprised of key performance indicators.

**5. IMPLICATIONS**

- |       |                      |  |
|-------|----------------------|--|
| 5.1   | Policy               | None   |
| 5.2   | Financial            | None   |
| 5.3   | Legal                | The Council has a duty to deliver best value under the Local Government Scotland Act 2003.           |
| 5.4   | HR                   | None   |
| 5.5   | Fairer Scotland Duty | None   |
| 5.5.1 | Equalities           | None   |
| 5.5.2 | Socio-economic Duty  | None   |
| 5.5.3 | Islands              | None   |
| 5.6   | Risk                 | Ensuring performance is effectively scrutinised by members reduces reputational risk to the Council. |
| 5.7   | Customer Services    | None   |

**Douglas Hendry, Executive Director**  
**Councillor Yvonne McNeilly, Policy Lead for Education**  
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Council Performance Report – Education	Period: FQ3 October – December
<p><b>SUMMARY OF PERFORMANCE - No. of Success Measures: 38</b></p> <p><b>Green 32</b></p> <p><b>Red 4</b></p> <p><b>No Data 2</b></p>	
<b>Delivering Our Outcomes</b>	
<b>Corporate Outcome 3 - Children and young people have the best possible start</b>	
BO106 Our looked after young people are supported by effective corporate parenting	
<ol style="list-style-type: none"> <li>1. The Principal Teacher for Looked After Children has reached out to all of our schools offering enhanced training to schools to maximize attendance and improved outcomes for our care experienced pupils. A detailed analysis has been done of the SQA and Insight Data relating to care experienced pupils which will inform future support.</li> </ol>	
BO107 The support and lifestyle needs of our children, young people and their families are met	
<ol style="list-style-type: none"> <li>1. Phasing in of 1140 hours of Early Learning and Childcare (ELC) by 2020 is on track. 70 settings are now phased in and delivering 1140 hours ELC, this accounts for 76% of settings. 14 childminders are also phased in. As a result of the expansion work we have increased the number of staff with the creation of 74.3 FTE new posts.</li> <li>2. The success of the Quality Improvement Faculty led by Education and HSCP was recognised nationally when they won the Team Award for our approach to Getting It Right For Every Child (GIRFEC) and embedding quality improvement across the authority. The Quality Improvement Faculty stems from the Argyll and Bute Family Pathway and is based on building strong, local relationships. To date we have 12 people from across the council and the NHS who have completed national training for the model for improvement. This group sits on our practitioner forums to help bring about positive change for our young people.</li> <li>3. The Argyll and Bute Council’s annual Early Years Conference in Dunoon was very successful. ‘We Are Connected, Curious and Creative!’ was the theme of this year’s event, and delegates travelled from throughout Scotland to attend the positive and inspiring event showcasing our commitment to ensuring that every child in Argyll and Bute has the best start in life and is ready to succeed.</li> <li>4. There has been a high level of activity around Children’s Rights that has taken place in our schools during 2019. We now have 33 schools engaged. 18 schools are now registered, 10 have been awarded Bronze (Rights Committed) and 5 have been awarded Silver (Rights Aware). Lochdonhead Primary and Ulva Primary were awarded Silver at the end of November.</li> <li>5. 11 Young People in Helensburgh in Lomond took part in a sponsored Sleep Out to highlight the plight of homeless people during a very cold night in December.</li> <li>6. On 1<sup>st</sup> October 2019 Roslyn Redpath, Principal Educational Psychologist and Anne Paterson delivered a workshop at the ASL Summit in Edinburgh to demonstrate to a national audience the good practice in Argyll and Bute in supporting children within remote and rural areas. The presentation and discussions were very well received.</li> </ol>	

#### **Corporate Outcome 4 - Education, skills and training maximise opportunities for all**

BO108 All our children and young people are supported to realise their potential

1. The number of wider achievement opportunities for young people has more than doubled in 2019. There are 39 different wider achievement awards and they range from SCQF level 1 to 7.
2. The Head Teachers meeting on the 8<sup>th</sup> November included items on empowerment of schools, developing a trauma informed workforce, attainment and achievement and curriculum design and the three assets approach.
3. Secondary Head Teachers were introduced, in December, to the use of analytical data sets which allows them to drill down into pupil pathways from the information that is shared in the September Insight update
4. We held a highly successful Trauma Informed launch event on the 11 December with presentations from the Clinical Director of Kibble, NHS Education Scotland (NES) and the managing director of the resilience learning partnership. The conference was very well attended by staff across the HSCP, education and the third sector raising awareness and motivating the workforce for the planned cycle of training.
5. As part of the plans to deliver quality within the expansion of ELC. The Early Years team have developed an innovative approach to curriculum design the “3 Assets Approach” which looks at embedding outdoor learning and play, culture and partnership within the early level curriculum in a way which is unique to each setting and its community. In this quarter we raised awareness of this approach with managers, HTs and national partners. Individual sketch notes were also produced for each of the assets. There is early evidence of impact that some settings are making use of this approach within the early years and primary curriculum.
6. We have had 4 successful bids in the Scottish Governments’ Enhancing Professional Learning in STEM (Science, Technology, Engineering and Maths) Programme. The successful Clusters are Islay – including developing digital literacy and progression of learning in STEM, Dunoon – developing confidence and resources in the teaching of STEM, Rothesay – seconding an engineer in residence to develop STEM. We have also seconded two Principal Teachers to support schools in the delivery and development of STEM who will be supporting schools to increase their levels of STEM engagement. They will do so by offering STEM events for learners, practitioners and parents. CLPL inputs, twilights and school visits and also support schools to collate a range of STEM resources and digital learning opportunities. P5 pupils in Dunoon went on a “Mission to Mars!” which involved a series of hands on workshops and activities designed to get the children enthused about STEM.
7. In October Dunoon Grammar was crowned the UK’s European Entrepreneurial School of the Year in a prestigious ceremony in Helsinki. Dunoon Grammar was nominated for the award by Young Enterprise Scotland and is the first UK school to make the shortlist since the awards began in 2015.

#### **Getting it right**

BO116 We engage and work with our customers, staff and partners

1. Good progress continues with the implementation of the Northern Alliance’s phase 2 plan. Officers of Argyll and Bute Education Services have made significant contributions in relation to Leadership Workstream, Quality Assurance, Emerging Literacy, Curriculum, Languages 1 +2, Self-Evaluation, Numeracy, Secondary Head Teacher Group, National Improvement Framework Conference and Argyll and Bute Officers have taken a lead role in the Early Learning and Childcare Workstream.
2. Following an evaluation of collaborative working with the HSCP it was identified that previous mechanisms for discussing operational and

strategic approaches to meeting the needs of our most vulnerable children and young people should be reinvigorated Both the Joint Services Management Group and the Joint Resource Groups have been re-established to promote and oversee effective joint working between education health and social work to ensure the effective prioritisation and deployment of interagency resources.

3. The authority wide data for literacy and numeracy recording progress in the Broad General Education was inputted by almost all schools in October which all was for authority level analysis and scrutiny. This will be invaluable at class, school and authority level to demonstrate progress over time and early intervention.
4. IT schools bandwidth upgrades have been completed for Taynuilt, Arinagour and Salen. Port Ellen and Bowmore are planned for FQ4 and this will complete this phase of the bandwidth upgrade programme.

BO117 We encourage creativity and innovation to ensure our workforce is fit for the future

1. The restructure of Community Learning and Development is complete with a transformation of the service following the budget savings last year.
2. Our probationers attended a residential development course in December over two days where they learnt about curriculum. This year's probationers have also been invited to join a research project on rural poverty with UHI.

## Our Challenges

### Current Short-term Operational Challenges

1. The phasing in of 1140 hours of Early Learning and Childcare is on track. The proposed projects to be implemented in Oban and Salen are more complex. Oban provision requires to be increased through the creation of a new setting and repurposing of the Willowview office building in Oban. Salen requires the refurbishment and extending of the school to create separate English and Gaelic medium settings. Contingency plans have been prepared for both settings. The provision in Kilmartin is also being reviewed after consultation with the school community.
2. The recruitment to the new structure of Community Learning and Development has concluded and staff are getting used to new roles and responsibilities. Plans, resources and training are in place to support this. This is being taken forward whilst a further review of CLD is undertaken as part of the 2020/21 budget. The Council Budget Meeting is scheduled for 27 February 2020. This is impacting on the potential delivery of the service and staff morale.

### Current Key Challenges and Actions to address the Challenges

#### Key Challenges and Actions to address the Challenges

Business Outcome 108 All our children and young people are supported to realise their potential

**Challenge** - Ensure that there is access to a wide and progressive curriculum which meets the needs of all of our young people providing appropriate learning pathways to support the economic development of Argyll and Bute across all of our schools. The SQA examination results for pupils in academic year 2018/19 were: Higher results are below the national outcome by -1.6% in 2019. There is a national dip in the 2019 higher results. Advanced Higher results are below the national outcome by -3.7% in 2019.

**Action Detail –**

1. Each of our secondary schools has successfully constructed their timetable for 2019/20 academic year. Both in terms of the curriculum on offer and the recruitment of staff to deliver.
2. To ensure a progressive learning journey for all pupils in secondary school, work is being undertaken with secondary Head Teachers to audit current practice and to review the learner journey in secondary schools.
3. Assessment and moderation strategies are being put in place across all schools to provide a more rigorous approach to assessment and moderation including a greater use of data.
4. Work is underway to review and refresh curriculum guidelines for primary schools.

**Carried Forward From Previous Quarter: Y/N**  
Yes

**Action Milestone Dates:**  
June 2020

**Responsible Person:**  
Louise Connor

**Key Challenges and Actions to address the Challenges**

Business Outcome 108 All our children and young people are supported to realise their potential

**Challenge -** To increase the availability and uptake of foundation apprenticeships to support the workforce aspirations in Argyll and Bute’s proposed Rural Deal.

**Action Detail -**

- a) Improving the model of foundation apprenticeships by widening availability and by developing local models for delivery to meet the needs of our more remote and rural communities.
- b) We have 39 young people across 6 of our secondary schools enrolled in a Foundation Apprenticeship in Early Learning and Child Care and it is our aspiration to grow this substantially. We have had three drop outs from this programme and it is a challenging retaining apprentices.

**Carried Forward From Previous Quarter: Y/N**  
Yes

**Action Milestone Dates:**  
June 2020

**Responsible Person:**  
Anne Paterson

**Key Challenges and Actions to address the Challenges**

Business Outcome 117 We encourage creativity and innovation to ensure our workforce is fit for the future

**Challenge -** There continues to be challenges in securing teachers to teach science, technology, engineering and mathematics (STEM) subjects in our schools, which are being creatively tackled through the virtual schools project.

**Action Detail -**

- a) Secondary schools have been utilising the Esgoil (virtual learning) to support curriculum delivery.
- b) Each of our primary clusters has nominated a teacher to promote STEM activities within the curriculum for each area. Training has been delivered to support and promote this national development.

c) The two Principal Teachers of STEM will support schools in the delivery and will be supporting schools to increase their levels of STEM engagement. They will do so by offering STEM events for learners, practitioners and parents.		
<b>Carried Forward From Previous Quarter: Y/N</b> Yes	<b>Action Milestone Dates:</b> June 2020	<b>Responsible Person:</b> Louise Connor
<b>Key Challenges and Actions to address the Challenges</b>		
Business Outcome 117 We encourage creativity and innovation to ensure our workforce is fit for the future <b>Challenge</b> – We will be reviewing the guidance on Devolved School Management (DSM) including any potential changes following the publication of new national guidance issued by the Scottish Government <b>Action Detail</b> - a) We have set up a working group to consider the impact of the potential changes and a report will be prepared for Community Services Committee. b) A report for discussion will be presented to Joint Services Committee (Trade Unions) and the Local Negotiating Committee for Teachers.		
<b>Carried Forward From Previous Quarter: Y/N</b> Yes	<b>Action Milestone Dates:</b> August 2020	<b>Responsible Person:</b> Louise Connor
<b>Key Challenges and Actions to address the Challenges</b>		
Business Outcome 108 All our children and young people are supported to realise their potential <b>Challenge</b> – Future proofing the school estate and provision of education to all children and young people <b>Action Detail</b> – a) We are developing a Learning Estates Strategy and associated plans. b) Introduce high quality improved outdoor learning. c) Increasing accessibility to digital technologies to improve curricular access for children and young people across the authority and especially those in more rural areas.		
<b>Carried Forward From Previous Quarter: Y/N</b> Yes	<b>Action Milestone Dates:</b> June 2020	<b>Responsible Person:</b> Anne Paterson / Louise Connor
<b>Key Challenges and Actions to address the Challenges</b>		
Business Outcome 108 All our children and young people are supported to realise their potential <b>Challenge</b> – To improve self-evaluation in relation to inspection activity across all schools. <b>Action Detail</b> –		

- a) There is an Education Officer supporting schools through training and one to one support visits.
- b) Presentation to the November Head Teachers meeting on highly effective practice, the quality indicators and the challenge questions.
- c) Increasing capacity in the central team to support
- d) Continue programme of quality improvement visits, visit 1 looked at School Improvement plans and PEF plans.

**Carried Forward From Previous Quarter: Y/N**

No

**Action Milestone Dates:**

June 2020

**Responsible Person:**

Louise Connor

**Key Challenges Resolved In Previous Quarter**

Key challenges are all ongoing.



## Our Off-Track Performance Indicators

**Indicator Ref: EDU107\_09 [ED107\_09]-Support the increase in uptake of available Grants, Allowances and Entitlements (Authority Data)**

Trend	Target	Actual	Owner	Commentary																		
⇒	262	185	Susan Tyre	There has been a decrease in education maintenance allowance this year due to lower uptake of 185 against a target of 262, this is due in part to young people finding positive destinations. There has been an increase in the uptake of school clothing grants from 1,810 in this quarter in comparison to the same period last year of 1,401. There has also been a small increase in the uptake of free school meals																		
Quartile	Target	Actual	Benchmark																			
FQ3 18/19	0	0		<table border="1" style="display: none;"> <caption>Chart Data</caption> <thead> <tr> <th>Quarter</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>FQ3 18/19</td> <td>0</td> <td>0</td> </tr> <tr> <td>FQ4 18/19</td> <td>0</td> <td>0</td> </tr> <tr> <td>FQ1 19/20</td> <td>262</td> <td>0</td> </tr> <tr> <td>FQ2 19/20</td> <td>262</td> <td>224</td> </tr> <tr> <td>FQ3 19/20</td> <td>262</td> <td>185</td> </tr> </tbody> </table>	Quarter	Target	Actual	FQ3 18/19	0	0	FQ4 18/19	0	0	FQ1 19/20	262	0	FQ2 19/20	262	224	FQ3 19/20	262	185
Quarter	Target	Actual																				
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FQ1 19/20	262	0																				
FQ2 19/20	262	224																				
FQ3 19/20	262	185																				

Indicator Ref: EDU108\_02 [ED108\_02]-Continue to improve outcomes in performance within national qualifications at SCQF 5 [National 5] (Authority Data)

Trend	Target	Actual	Owner	Commentary																		
⇒	81.00 %	79.43 %	Simon Easton	There has been a small decrease in pass rates from 2017/18. However the Argyll and Bute results are 1.2% above the national average for Nat 5s. Continued improvement in the effective use of data has been facilitated through training of HTs in use of Insight. The central education team have carried out a comprehensive analysis by school and by subject shared with head teachers and with the details presented to Community Services Committee.																		
Quartile	Target	Actual	Benchmark																			
FQ3 18/19	79.00%	79.86%		<table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Quarter</th> <th>Target (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>FQ3 18/19</td> <td>79.00</td> <td>79.86</td> </tr> <tr> <td>FQ4 18/19</td> <td>79.00</td> <td>79.86</td> </tr> <tr> <td>FQ1 19/20</td> <td>81.00</td> <td>79.86</td> </tr> <tr> <td>FQ2 19/20</td> <td>81.00</td> <td>79.43</td> </tr> <tr> <td>FQ3 19/20</td> <td>81.00</td> <td>79.43</td> </tr> </tbody> </table>	Quarter	Target (%)	Actual (%)	FQ3 18/19	79.00	79.86	FQ4 18/19	79.00	79.86	FQ1 19/20	81.00	79.86	FQ2 19/20	81.00	79.43	FQ3 19/20	81.00	79.43
Quarter	Target (%)	Actual (%)																				
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FQ1 19/20	81.00%	79.86%																				
FQ2 19/20	81.00%	79.43%																				
FQ3 19/20	81.00%	79.43%																				

Indicator Ref: EDU109\_02 [ED109\_02]-Increase the number of externally accredited learning outcome options available to adults (Adult Learning)

Trend	Target	Actual	Owner	Commentary
↑↑	30↑	26↑	Martin Turnbull	There was a new service structure implemented in July 2019 and figures reflect the intense period of staff and structure change. A further service review is being considered and if implemented will result in a reduction of options available. Posts are currently frozen in Lochgilphead and Bute and new staff are being trained in Helensburgh and Oban.
Quartile	Target	Actual	Benchmark	<p>50 40 30 20 10 0</p> <p>FQ3 18/19 FQ4 18/19 FQ1 19/20 FQ2 19/20 FQ3 19/20</p> <p>■ Target ■ Actual — Benchmark</p>
FQ3 18/19	0	0	0	
FQ4 18/19	0	0	0	
FQ1 19/20	0	0	14	
FQ2 19/20	0	0	28	
FQ3 19/20	30	26	42	

Indicator Ref: EDU109\_03 [ED109\_03]-Increase the number of adults receiving dedicated literacy and numeracy support (Adult Learning)

Trend	Target	Actual	Owner	Commentary
↑	60↑	52↑	Martin Turnbull	There was a new service structure implemented in July 2019 and figures reflect the intense period of staff and structure change. A further service review is being considered and if implemented will result in a reduction of options available. Posts are currently frozen in Lochgilphead and Bute and new staff are being trained in Helensburgh and Oban.
Quartile	Target	Actual	Benchmark	
FQ3 18/19	80	133	0	
FQ4 18/19	80	101	0	
FQ1 19/20	0	0	0	
FQ2 19/20	0	0	60	
FQ3 19/20	60	52	60	



## Education Service Scorecard 2019-22

Scorecard owned by: Douglas Hendry FQ3 19/20

[Click here for Full Scorecard](#)

### Management Information

#### RESOURCES

<i>People</i>	<i>Benchmark</i>	<i>Target</i>	<i>Actual</i>	<i>Status</i>	<i>Trend</i>
Total LGE Staff Absence [EDU]		2.07 Days	2.33 Days	<b>R</b>	↓
Total Teacher Absence [EDU]		1.50 Days	2.05 Days	<b>R</b>	↓
EDU % of PRDs completed		90 %	80 %	<b>R</b>	↓

<i>Financial</i>	<i>Budget</i>	<i>Forecast</i>	<i>Status</i>	<i>Trend</i>
Finance Revenue totals EDU	£K 8,456	£K 8,456	<b>G</b>	→
Capital forecasts - current year EDU				
Capital forecasts - total project EDU				

Asset management: red risks      On track

#### IMPROVEMENT

Improvement Plan Outcomes EDU	Actions					<i>Status</i>	
		Total No	Off track	On track	Complete		
		13	0	5	8	<b>G</b>	→

Summary Ex.Dir.DH-Education Service Audit Recommendations	Overdue	Due in future	Future - off target
	0 →	10 →	1 →

<b>Customer Service EDU</b>		Customer satisfaction	
Customer Charter	Stage 1 Complaints	0 %	<b>G</b> ↓
Number of consultations	2 Stage 2 Complaints	0 %	<b>G</b> ↓

*'Making Argyll and Bute a place people choose to live, learn, work and do business'*



## Education Service Scorecard 2019-22

Scorecard owned by: **Douglas Hendry** FQ3 19/20

[Click here for Council Scorecard](#)

Community Learning & Development Team Scorecard

All Schools Team Scorecard

Quality Improvement Team Scorecard

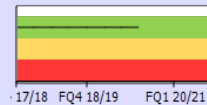
Psychological Team Scorecard

Early Years Team Scorecard

[Click here for Management Information](#)

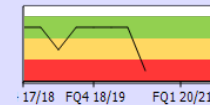
**BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting [Ex.Dir DH\_EDU]**

Success Measures



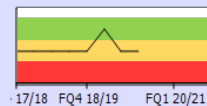
**BO109: All Our Adults Are Supported To Realise Their Potential [Ex.Dir DH\_EDU]**

Success Measures



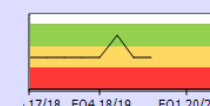
**BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [Ex.Dir DH\_EDU]**

Success Measures



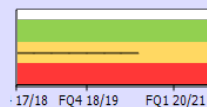
**BO116: We Engage And Work With Our Customers, Staff And Partners [Ex.Dir DH\_EDU]**

Success Measures



**BO108: All Our Children And Young People Are Supported To Realise Their Potential [Ex.Dir DH\_EDU]**

Success Measures



**BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [Ex.Dir DH\_EDU]**

Success Measures

