

SERVICE ANNUAL PERFORMANCE REVIEW

NAME OF SERVICE: EDUCATION	PERIOD: FINANCIAL YEAR 2020/21
1. DELIVERING OUR OUTCOMES <p style="color: red; text-align: center;">Our case studies help illustrate the positive contribution the Service has made to our communities and provides examples of good service delivery.</p>	
<p>Corporate Outcome – Children Have The Best Possible Start Business Outcome BO107: The Support And Lifestyle Needs Of Our children, Young People And Their Families Are Met.</p> <p>Success Measure: EDU107_01 – Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020 The service was delighted to deliver 1140 hours provision for all entitled children by the original deadline of August 2020. We were one of only 11 Local Authorities to be in that position. This was a result of high quality partnership working between Property, Early Years and Catering and led to not only increased child care and education spaces for children but also increased employment opportunities across all localities. Our partnership working with private and third sector nurseries along with our growing relationship with child minders has enabled us to offer parents access to a range of attendance patterns and settings to ensure that families and our youngest children are well supported.</p> <p>Success Measure: EDU107_02 – Early level and childcare learners spend 50% of their funded time outdoors In response to delivering almost double the hours of Early Learning and Childcare the service developed a vision and strategy to ensure that our children are receiving a minimum of 50% of their ELC time in high quality outdoor learning. An intense package of professional Learning and support for staff, including the development of our own SQA verified qualification, has ensured staff have the skills, knowledge and confidence to deliver on this vision. All staff and children have also been supplied with suitable outdoor clothing to ensure they are comfortable in learning and play outdoors. As part of this vision we are delighted to have supported the opening of a new Outdoor Nursery in the walled garden of our Council Headquarters and look forward to opening another in Dunoon which will become a training centre for our own qualification.</p> <p>Success Measure: EDU107_07 – The percentage of schools that use the progress and achievement module] 100% of schools across the authority are engaging with the Progress and Achievement module at 3 annual junctures - October, February and June. At these 3 points, teachers of pupils from P1 to S3 enter data relating to every child's progress in literacy and numeracy within the Curriculum for Excellence level at which they are currently working. The resulting data sets are being used to develop planning and individualised targets for each pupil and identified groups. Data is analysed at school and authority level to ensure excellence and equity in provision. The authority uses the data to inform improvement planning with schools and clusters.</p>	

SERVICE ANNUAL PERFORMANCE REVIEW

Success Measure: EDU107_09 – Support the increase in the uptake of available Grants, Allowances and Entitlements]

Over the last 12 months there has been a 15% increase in uptake of clothing grants. The full application process for applying for grants is now carried out on-line which has enabled the processing during the pandemic very simple to use.

Free School Meal (FSM) grants have seen an increase in uptake by 33% which is linked to the pandemic and the situation that families found themselves in over the last 12 months. Payments were made to families for FSMs over the holiday periods last year and additional hardship payments of £100 were made to families receiving FSMs in December and March. This also enticed more families to apply for this grant.

Whilst other grant uptake has increased over the last 12 months, the uptake of the Education Maintenance Allowance (EMA) has reduced by 29% despite Education writing directly to students to take advantage of this grant. One reason for this may be the reduced number of school days that students were in school during the Academic Year. During the last year Education have made the application for EMA electronic to simplify the process for applicants and hopefully the uptake will increase in the next Academic year.

Success Measure: EDU107_04-A counselling service is available in all secondary schools

A counselling service has now been established with the successful recruitment of a team leader who took up post at the beginning of December 2020 and 7.5fte counsellors in post from 11 January 2021. The Educational Psychology Service and HSCP managers have worked together with the research assistant and counselling service team lead to develop practice guidance, referral procedures and an evaluation framework for this newly developed service.

This well qualified and experienced team of counsellors provides a valuable Tier 1 service with clear routes for escalation of need to CAMHS services where required. From links with other local authorities it appears that Argyll and Bute has been more successful than many in attracting a large number of suitably qualified applicants to deliver this service to our children and young people from the age of 10 years up.

Since February 2021 almost 100 referrals have been received across all ten of our secondary schools and their associated primaries with counselling being delivered remotely to young people where the referral criteria is met and alternative supports provided where more appropriate.

Corporate Outcome – Education, Skills And Training Maximise Opportunities For All

Business Outcome BO108: All Our Children And Young People Are Supported To Realise Their Potential

Success Measure: EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model

Through the wellbeing recovery workstream the nurture strategy, initially developed by a strategic group led by the Educational Psychology Service, was reviewed and endorsed as a robust evidence based approach to enhancing support for children, young people and staff in the coming months and years.

SERVICE ANNUAL PERFORMANCE REVIEW

This proposed strategy was identified as being even more important in the context of recovery from the pandemic. The Nurture Strategy sits firmly within the continuum of support for mental health and wellbeing, enhancing prevention and early intervention approaches at a time of greatest need.

Training materials have been developed alongside a framework for self-evaluation.

Success Measure: EDU108_08-Implement actions arising from the Nurture Strategy

Following interview, a very well qualified and experience teacher was successful in being appointed to the Principal Teacher of Nurture post to join the Educational Psychology Service in the delivery of Our Children, Their Nurturing Education (OCTNE).

Information on training and the coach / consult model was sent to all schools to seek expressions of interest to engage with this initiative. 20 establishments across all sectors have signed up for phase 1 involvement. Training, implementation and evaluation materials have been developed.

Each school has identified a member of staff responsible for leading OCTNE within their own establishment, and this person (or group) attended a 3 day leadership training delivered by the Educational Psychology Service. There were rich large and small group discussions with very positive feedback from this on line training. Needs analysis interviews will take place with each school. A Bronze, Silver, Gold and Platinum achievement structure has been developed for schools including a framework and accreditation toolkit to support acquisition of each level.

The final strategy *Our Children, Their Nurturing Education* was fully endorsed through the Education Management Team and all aspects progressing as detailed in EDU108_08 below.

2. SIGNIFICANT CHALLENGES

The significant challenges faced by the Service during 2020/21. These challenges either created specific pressures on the Success Measures or impacted on delivery. Specific additional activity or mitigating actions were carried out to reduce the negative impact on service delivery.

Corporate Outcome – Children And Young People Have The Best Possible Start

Business Outcome BO107: The Support And Lifestyle Needs Of Our children, Young People And Their Families Are Met.

Success Measure: EDU107_04-A counselling service is available in all secondary schools

- a) Coordinating recruitment and finance processes across Education and the Health and Social Care Partnership (HSCP) to implement a service that meets needs across the Council and HSCP as specified by Scottish Government.

Mitigating Action: Ongoing liaison across managers and finance departments to ensure shared expectations on delivery.

SERVICE ANNUAL PERFORMANCE REVIEW

- b) No knowledge of new vulnerability that would emerge as a result of the pandemic

Mitigating Action: New workstream established to devised toolkits and advice for schools on how to identify the newly vulnerable children and young people.

- c) Keeping children and young people visible during lockdown periods

Mitigating Action: We reviewed and updated revised child protection and safeguarding procedures and worked on this on a multi-agency basis. A weekly child protection multi agency forum met weekly to alert services to emerging issues and concerns.

- d) Ensuring every child and young person in Argyll and Bute has the capability to engage effectively with learning from home through the data-driven distribution of digital devices and connectivity solutions

Mitigating Action: Information was gathered form all schools to ascertain which pupils and families were not equipped to engage effectively with home learning, either through absence or shortage of devices, or through connectivity issues. The Scottish Government's Digital Inclusion funding to the council (£447,035.72) was utilised to purchase 800 Chromebooks, 517 iPads, 254 SIMs and 235 portable routers, all of which have been distributed to individual pupils for whom an aspect of digital poverty had been identified as an obstacle to learning during COVID restrictions. Further spending by the authority on 265 iPads and 365 Chromebooks has been undertaken through the authority's share of £45m announced by the Deputy First Minister in February. These devices will be distributed to a mixture of families and schools, as informed by the further collection of data on remaining digital need across Argyll and Bute.

- e) Home Learning

Mitigating Action: From the beginning of the first period of home learning in late March 2020 until the present, weekly webinars have been run by the Digital Learning Team for all teaching staff to develop fundamental skills and confidence in delivering learning via online platforms, and then to develop those skills to allow more sophisticated and innovative approaches. The fact that such training continued throughout the period August – December 2020, when pupils were back in school, meant that teachers were immediately ready and prepared to provide high-quality online learning when the second period of home learning arose in January 2021. In total, there were over 1000 engagements by teachers with the training webinars and teacher feedback was positive.

SERVICE ANNUAL PERFORMANCE REVIEW

- f) Introducing support for families during summer holiday period 2020-21

Mitigating Action: Sub group pulled together bespoke solutions in identified locations throughout the Authority. This included working with third sector organisations to deliver this provision on our behalf.

- g) Having schools properly prepared to re-open in August. This included ensuring compliance with all Government Guidance and health and safety requirements

Mitigating Action: A working group was established to work together to produce bespoke guidance for schools. The 'working safely in schools' document was created and updated regularly in line with Scottish Government announcements. A generic risk assessment was circulated to all schools and PPE for all schools was co-ordinated centrally.

- h) Having the required staffing to facilitate a return to schools

Mitigating Action: Virtual Supply Teacher List compiled, close support with COVID staffing budget to cover any associated costs for COVID-related absences. Flow chart to support Head Teachers in the event of significant disruption to staffing.

- i) 2020 & 2021 exam diet, qualifications & certification

Mitigating Action: Sub-group regularly discussed SQA however it was a constantly moving picture which meant a more reactive approach was required. Close support to schools and each SQA co-ordinator.

- j) Delivering on our commitment to offer all eligible children an 1140 hours placement with the mitigations that were required under COVID

Mitigating Action: To ensure we were able to deliver on this commitment we increased staffing in a number of settings to ensure more children could be outdoors with safe ratios. Where possible we extended outdoor freeflow spaces and where not possible we purchased temporary shelters to allow for outdoor play in a non freeflow area. Members of the central Early Years Team also supported settings.

Corporate Outcome - Education, Skills And Training Maximise Opportunities For All

Business Outcome BO108: All Our Children And Young People Are Supported To Realise Their Potential

Success Measure: EDU108_08-Implement actions arising from the Nurture Strategy

SERVICE ANNUAL PERFORMANCE REVIEW

a) Release of staff from schools to fulfil secondments as a result of wider issues with availability and recruitment of teachers

Mitigating Action: Timescales delayed slightly however PT now in post and progressing developments.

3. CONSULTATION AND ENGAGEMENT - WE ASKED, YOU SAID, WE DID....

The following are all the consultations and resulting actions that the Service has carried out during this period.

We asked if parents were happy with the pattern of Early Learning and Childcare (ELC) attendance and the quality of provision. Views were collected by locality, collated and analysed and then discussed with individual settings as appropriate, the main outcomes were that parents looked for more flexible timings and were unhappy paying for snacks. As a result Early Years altered some start and end times to support parents with children in other schools. Changed some patterns of attendance to support changing requirements in an area. Ended requests for payments for snack

We asked how to better support Parent Councils via the Parental Advisory Group.

The Group fed back that a Parent Council Toolkit with information and training for parent councils would support this aim.

We have:

- Developed in collaboration with the PAG a Parent Council Toolkit website with information to support the work of Parent Councils.
 - Developed a 'Role of Parent Council' training PowerPoint for Parent Councils to use.
 - GTCS offered training to Parent Councils on their threshold fitness to teach policy.
 - Engagement sessions with the Northern Alliance and Education Scotland were offered to look at capturing learning from lockdown.
- Provided newsletters with information for Parent Councils – August newsletter 88 views, March newsletter 147 views

We asked parents what is important to you in the re-opening of schools after Covid lockdown?

They said (4065 responses):

- Having a safe environment for children and young people was top priority
- How returning will work with a blended approach was the main concern
- Having clear information on arrangements put in place would make them feel more comfortable
- Regular communication with teachers would support families the best

SERVICE ANNUAL PERFORMANCE REVIEW

We did

- Shared information with schools to support their preparations for returning to school
- We ensured clear communication from the centre to schools and parents
- We produced clear guidance for all schools to follow allow with a generic risk assessment template that could be adapted

We asked staff what was important in the re-opening of schools after Covid lockdown?

They said (517 responses)

- Focussing on the health and wellbeing of children and young people was the top priority
- The impact the lockdown will have had on pupils wellbeing was the biggest concern
- Having clear information on what is in place in school to make everyone safe would make staff more comfortable returning

We did

- Shared information with schools to support their preparations for returning to school
- We ensured clear communication from the centre to schools and parents
- We produced clear guidance for all schools to follow allow with a generic risk assessment template that could be adapted
- We provided schools with support and guidance on mental health and wellbeing for staff and pupils

We asked pupils what was important in the re-opening of schools after Covid lockdown?

They said (1296 responses)

- Time to play and be with friends was top priority for returning
- Concern that they might not be in school at the same time as friends was the thing they most worried about
- Ensuring that schools made sure that they were on track with their learning would help make them less worried about returning

We did

- Shared information with schools to support their preparations for returning to school

We asked for parental feedback on their experience of learning and teaching for Gaelic Medium (GM) pupils throughout first period of online learning / school closure during lockdown

They said that they would like further signposting to Gaelic Medium resources to support home learning and language acquisition.

We developed a specific Gaelic Education area on the Council website which now contains a comprehensive list (with links) to available resources to support Gaelic Medium, including adult and community learning

SERVICE ANNUAL PERFORMANCE REVIEW

EDUCATION – ANNUAL SCORECARD 2020/21

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

Argyll Bute COUNCIL Education Service Scorecard 2019-22
 Scorecard owned by: **Douglas Hendry** FY 20/21

[Click here for Ex. Director Douglas Hendry Scorecard](#)
[Click here for all Business Outcomes and Success Measures](#)

- 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 [EDU]



BO109: All Our Adults Are Supported To Realise Their Potential [EDU]



BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [EDU]



BO115: We Are Efficient And Cost Effective [EDU]



BO108: All Our Children And Young People Are Supported To Realise Their Potential [EDU]



BO116: We Engage And Work With Our Customers, Staff And Partners [EDU]



BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [EDU]



Education Service Scorecard 2019-22

Scorecard owned by: **Douglas Hendry** FY 20/21

[Click here for Full Scorecard](#)

Management Information

RESOURCES

People	Target	Actual	Status	Trend
Total LGE Staff Absence [EDU]	2.07 Days	2.20 Days	R	↑
Total Teacher Staff Absence [EDU]	6.00 Days			
EDU % of PRDs completed	90 %	76 %	R	↑

Financial

	Adjusted Budget	Actual	Status	Trend
Finance Revenue totals EDU	£81,944,179	£81,919,299	A	↓

IMPROVEMENT

	Status				
EDU Service	Actions	Total No	Off track	On track	Complete
EDU Service Improvements 2017-21		22	1	19	2
Education Audit Recommendations		Overdue	Due in future	Future - off target	
	0	7	2		
Health & Safety		Overdue	Rescheduled	Actions in Plan	Complete
Service H&S Plan Actions	R 3	6	9	6	
H&S Investigation Actions	0	0	0	0	

Customer Service EDU

Customer Charter	Customer satisfaction			
Number of consultations	Stage 1 Complaints	67 %	R	↓
	Stage 2 Complaints	50 %	R	→

SERVICE ANNUAL PERFORMANCE REVIEW

'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**

FY 20/21

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BO108: All Our Children And Young People Are Supported To Realise Their Potential [EDU]

Success Measure

A



EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model

Actual	Complete	
Target	On track	
Benchmark	Complete	

EDU108_02-The percentage of children that achieve their appropriate developmental milestones by Primary 1

Actual	70	
Target	70	
Benchmark	70	

EDU108_03-Maintain the number of primary pupils that become digital leaders

Actual	0	
Target	930	
Benchmark	0	

EDU108_04-Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls

Actual	100.0 %	
Target	80.0 %	
Benchmark	100.0 %	

EDU108_05-All secondary establishments have a minimum of two community business partners

Actual	100.0 %	
Target	75.0 %	
Benchmark	100.0 %	

EDU108_06-Produce our Annual Plan which sets out achievement of strategic priorities set out in the National Improvement Framework (NIF).

Actual	Complete	
Target	Complete	
Benchmark	Complete	

EDU108_07-Increase the uptake of wider achievement opportunities which offer alternative ways to deve

Actual		
Target	70	
Benchmark		

EDU108_08-Implement actions arising from the Nurture Strategy-[EDU108_01]

Actual	75.0 %	
Target	75.0 %	
Benchmark	75.0 %	

SERVICE ANNUAL PERFORMANCE REVIEW



Education Service Scorecard 2019-22

Scorecard owned by: Douglas Hendry

FY 20/21

[Click here for Full Scorecard](#)

[Click here for Business Outcome 108](#)

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

BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [EDU]

Success Measure **A**

<p>EDU107_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020_Phase 4</p> <p>Actual: Green G Target: Green Benchmark: Green</p>	<p>EDU107_07-The percentage of schools that use the progress and achievement module</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU107_02-Early level and childcare learners spend 50% of their funded time outdoors</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>	<p>EDU107_08-All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU107_03-The percentage of schools using the wellbeing application</p> <p>Actual: 93% R Target: 100% Benchmark: 93%</p>	<p>EDU107_09-Support the increase in the uptake of available Grants, Allowances and Entitlements</p> <p>Actual: 2,998 G Target: 2,665 Benchmark: 2,998 Covid Impact</p>
<p>EDU107_04-A counselling service is available in all secondary schools</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>	<p>EDU107_10-Develop and review the additional support needs training calendar for teachers and support staff</p> <p>Actual: Complete G Target: On track Benchmark: Complete</p>
<p>EDU107_05-Carry out bi-annual survey with agency stakeholders to enhance collaborative working with the Education Psychology Service</p> <p>Actual: On track G Target: Complete Benchmark: On track</p>	<p>EDU107_11-Circulate a minimum of 2 newsletters each year in line with new Parental Engagement Strategy</p> <p>Actual: Complete G Target: On track Benchmark: Complete</p>
<p>EDU107_06-Implement actions in Education Psychology Service arising from the bi-annual survey with agency stakeholders [Ref EDU107-05]</p> <p>Actual: 90% G Target: 90% Benchmark: 90%</p>	<p>EDU107_12-Maintain the percentage of all young people achieving a positive destination</p> <p>Actual: 94% R Target: 95% Benchmark: 94%</p>
	<p>EDU107_13-Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment</p> <p>Actual: 95.22% G Target: 94.00% Benchmark: 95.22%</p>

BO116: We Engage And Work With Our Customers, Staff And Partners [EDU]

Success Measure **A**

<p>EDU116_01-Achievement of Customer Service Excellence Standard</p> <p>Actual: Not on track R Target: On track Benchmark: Not on track</p>	<p>EDU116_02-Hold authority wide capacity building opportunities for young people</p> <p>Actual: On track G Target: Complete Benchmark: On track</p>
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BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting [EDU]

Success Measure **A**

<p>EDU106_01-Increase positive destinations for our looked after children in Argyll and Bute</p> <p>Actual: 71.4% R Target: 85.0% Benchmark: 71.4%</p>	<p>EDU106_04-Where there is a change in educational placement increase the percentage of our looked after children who have a completed transition plan in place</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU106_02-Increase the percentage of successful presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils.</p> <p>Actual: 0% R Target: 60% Benchmark: 0% Covid Impact</p>	<p>EDU106_05-Increase the percentage of our senior phase looked after children that have an individual tracking and monitoring plan in place</p> <p>Actual: 100% G Target: 100% Benchmark: 100%</p>
<p>EDU106_03-Maintain the low level of exclusion incidents experienced by our looked after children.</p> <p>Actual: 2 G Target: 5 Benchmark: 2</p>	<p>EDU106_06-The percentage of our workforce that are trained in implenting trauma-informed practices</p> <p>Actual: 75% G Target: 75% Benchmark: 75%</p>

BO109: All Our Adults Are Supported To Realise Their Potential [EDU]

Success Measure **R**

<p>EDU109_01-Maintain the number of adults engaged in employability programmes</p> <p>Actual: 35 R Target: 50 Benchmark: 35 Covid Impact</p>	<p>EDU109_02-Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps.</p> <p>Actual: 27 G Target: 15 Benchmark: 27</p>
<p>EDU109_03-To celebrate adult learner achievements each main town will host at least one event each year</p> <p>Actual: 0 R Target: 6 Benchmark: 0 Covid Impact</p>	

BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [EDU]

Success Measure **G**

<p>EDU117_01-Increase the percentage of our early years workers who have gained or are working towards professional qualifications.</p> <p>Actual: 65.0% G Target: 65.0% Benchmark: 65.0%</p>	<p>EDU117_02-Provide 6 probationer learning days to our probationer teachers</p> <p>Actual: Complete G Target: Complete Benchmark: Complete</p>
<p>EDU117_03-The Percentage of new head teachers who have or are working towards headship qualifications</p> <p>Actual: 90% G Target: 90% Benchmark: 90%</p>	

BO115: We Are Efficient And Cost Effective [EDU]

Success Measure **G**

<p>EDU115_01-Our Grant spend is maximised</p> <p>Actual: 295.0% G Target: 295.0% Benchmark: 295.0%</p>
