

**Argyll and Bute:
Education Strategic Plan 2022-2024
Recovery, Progress and Impact Report 2021-22**

Section	Content	Page
Section 1	<p>Foreword and Introduction</p> <p>Councillor Yvonne McNeilly Policy Lead for Education</p> <p>Douglas Hendry Executive Director, Education</p>	<p>2-3</p> <p>4-5</p>
Section 2	<p>Our Continuing Response to Covid-19</p> <p>2.1 Wellbeing, Transitions and Safeguarding 2.2 Accelerated progress and recovery for children and young people in their learning 2.3 Supporting attainment and assessment of progress in the Senior Phase 2.4 Developing the capacity and skills of Education in delivering learning digitally 2.5 Ensure that, in Early Learning and Childcare (ELC), our ability to offer 1140 hours per year of high-quality pre-school education to every child remains on-track.</p>	6-9
Section 3	<p>Our Children, Their Future</p> <p>3.1 Argyll and Bute Education Vision: Our Children, Their Future 3.2 Our Children and Young People 3.3 The Geography, Population and Demographic Profile of Argyll and Bute 3.4 Multiple Deprivation in Argyll and Bute 3.5 Supporting all of our Children and Young People 3.6 Resourcing Our Plan: The Education Budget 3.7 Education Service: Organisation Chart</p>	10-17
Section 4	<p>The Policy Context for Scottish Education</p> <p>4.1 The National Improvement Framework for Scottish Education and the Standards in Scotland's Schools etc. Act 2000</p>	18-20
Section 5	<p>Addressing Key Elements of the National Improvement Framework</p> <p>5.1 Improvement in attainment, particularly in Literacy and Numeracy 5.2 Closing the attainment gap between the most and least disadvantaged children 5.3 Improvements in children's health and wellbeing 5.4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	21-44
Section 6	<p>The National Improvement Framework and Our Children, Their Future - Self-evaluation and Improvement</p>	45-62
Section 7	<p>Glossary of Terms</p>	63

SECTION ONE: FOREWORD AND INTRODUCTION

Councillor Yvonne McNeilly, Policy Lead for Education

I am delighted to be returning as Argyll and Bute Council's Policy Lead for Education and able to present to you Argyll and Bute Council's Education Strategic Plan 2022-24 and the Recovery, Renewal and Progress Report for 2021-2022. I know first-hand the tremendous amount of work that our practitioners and leaders put in to prepare our children and young people for an ever-changing world, supporting the development of knowledge, skills, abilities and aptitudes that will allow our young people to make a future here and to 'Choose Argyll, Love Argyll'.



Nationally education is undergoing a significant period of change, with expected reforms of Education Scotland, Her Majesty's Inspectorate for Education and the Scottish Qualifications Authority. Against this backdrop of change, I welcome the work that will be taken forward in the life of this new plan to refresh Argyll and Bute's Education Vision and Strategy – *Our Children, Their Future*. This vision will be developed in collaboration with a wide range of our stakeholders, ensuring that excellence and equity continue to drive the best outcomes for our children and young people. Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow, and our vision is that together we will realise equality, excellence and ambition.

The Recovery, Renewal and Progress Report 2021-2022 identifies the wide-ranging work of the Education Service to support our children and young people in realising their ambitions in learning, life and work. I invite you to celebrate with me the successes and achievements of our service. Of course, improvement priorities are also a key feature of our strategic planning, and the plan shares the ways and means by which our Education Service is striving for continued improvement in outcomes for our children, young people and staff.

I am extremely proud of the many successes our schools and young people have had in session 2021-2022, including Dunoon Grammar School's Education Scotland award for developing a positive culture of continuous improvement in Gaelic Medium and Gaelic Learner Education, as well as being in the top 10 finalists for the T4 Education World's Best Schools Award for community collaboration. We have also seen Port Ellen Primary School receive a silver award in the Pearson National Teaching Awards for 'Making a Difference – Primary School of the Year'. A few other awards to highlight from this session include:

- The Early Years Team receiving the General Teaching Council for Scotland's Quality Mark after gaining an Excellence in Professional Learning award.
- Hermitage Academy being the first secondary school in Argyll and Bute to receive a gold accreditation in UNICEF's Rights Respecting Schools programme.
- FilmG Awards for Sandbank Primary School's Gaelic P5-7 class for Best Film Production (under 12) and Islay High School for Best Film (learners).

COVID-19 continued to present an unprecedented challenge for education in Argyll and Bute and schools across Scotland in session 2021-2022. Our schools have been remarkable in supporting learners and families during what has continued to be a challenging time where relationships, leadership, health and wellbeing and learning and teaching have been the core of recovery and renewal. We look forward as a service to capitalising on our strengths, building on the opportunities resultant from a changed world post-pandemic and ensuring the best for the children and young people in Argyll and Bute.

Kind regards,

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Douglas Hendry, Executive Director, Education

As Executive Director for Education, it is my pleasure to present to you Argyll and Bute Council's Education Strategic Plan 2022-24, and the Recovery, Renewal and Progress Report for 2021- 2022.



The preparation and publication of this Strategic Plan, which covers the next two school sessions, is required by the Standards in Scotland's Schools etc. Act 2000. As you will see, the plan continues to place a strong focus on the health and wellbeing of children and young people. Importantly, it also places great importance on learners' accelerated progress as we move forward after the restrictions of the COVID-19 pandemic.

Education in Argyll and Bute recognises and anticipates the wide-ranging changes planned for Scottish education as a result of key reports, particularly the 2021 OECD report and recommendations, and the subsequent report by Professor Ken Muir on changes to Education Scotland, Her Majesty's Inspectorate of Education and the Scottish Qualifications Authority. We recognise these changes as drivers to deliver new, agile ways of teaching and learning and improved leadership structures, and the significant engagement exercise with a wide range of stakeholders which has been undertaken will allow us to harness the views and feeling of pupils, parents/carers, teachers, community councils, elected members and all that have a stake in education in Argyll and Bute as we move forward. We also understand, and are contributing our thinking to, the ongoing work by the Scottish Government to reform the way learning and progress are assessed in Scotland.

Our vision for Education in Argyll and Bute continues to be that, together, we will realise ambition, excellence and equality for all. This vision is encapsulated in *Our Children, Their Future* – Argyll and Bute's Educational vision and strategy. In order to ensure that progress and improvement in Argyll and Bute are absolutely linked to the wide-ranging changes which are occurring in Scottish Education referred to previously, we will work to review *Our Children, Their Future* over the next year, and look forward to presenting it to you in its refreshed form.

The ongoing impact of the COVID-19 pandemic has affected our children and young people significantly, and we have focussed strongly on meeting the needs of pupils in this context – from supporting them to remain on-track in their educational attainment, to helping them re-engage with being back in school and face-to-face learning, to providing learning for those having to self-isolate. The work we have done with our most vulnerable children and young people and their families in this context has been particularly focussed.

As part of this recovery and acceleration of progress post COVID-19, we have been building upon the experience, expertise and confidence gained during the pandemic in using digital technology to enhance learning. In harmony with the Scottish Government's commitment to provide all learners with a digital device, we are looking closely at how to ensure learning can continue securely and safely at home as well as in school, and that the council's digital network can cope with the demands that such increased digital learning activity would place on it. Furthermore, we are keenly aware in Argyll and Bute of the potential that digital technology offers in broadening curricular choices and pathways for learners. We are therefore providing resources and exploring practices to allow pupils in our schools to access subject choices not previously available to them, through sharing and participating in learning provided by other schools.

It is the commitment to improvement of all Education Service staff which enables us to take forward our very high aspirations. Section 6 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 2022-2023. Our continued focus, and the purpose of this plan, is to ensure that we provide the best possible learning experiences and opportunities for all our children and young people, which support and endorse our commitment to ambition, excellence and equality. We are determined to improve our services for everyone who uses them, and this Education Strategic Plan is at the centre of that commitment. I hope you find it both informative and useful.

A copy of this plan will now be sent to Scottish Ministers, as required by legislation. Argyll and Bute Council welcomes this step, as it allows us to increase and deepen our 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. The Education Service always strives to make improvements, and we welcome any suggestions you may have which will help Argyll and Bute Council's Education Service to make, through its planning, the greatest positive impact on outcomes for our children, young people and communities.

Douglas Hendry,
Executive Director – Education

SECTION 2: OUR CONTINUING RESPONSE TO COVID-19

COVID-19 has continued to affect all those who live and work across Argyll and Bute during session 2021/2022. A full session of face-to-face learning without the interruptions of school closure or further lockdowns has allowed demonstrable recovery in both Health and Wellbeing and attainment in Literacy and Numeracy.

However, the ongoing pandemic has continued to have an impact on educational provision to our children and young people in local contexts. Many learners and members of staff have had periods of absence through self-isolation, and in some cases there was a requirement to ask whole classes to remain at home. In such situations, the experience and skills of our teachers and pupils in accessing online learning has continued to be a valuable means of maintaining educational provision.

As an Education Service tackling and addressing the challenges of COVID-19, our response has been, and continues to be, driven by the advice and guidance issued by the Scottish Government in relation to both health and educational issues. The Education Recovery Workstreams set up in session 2019/2020, which articulate the key priorities of the Scottish Government's own Covid Education Recovery Group (CERG), have continued to lead our response to the pandemic. Over session 2021/2022, we have prioritised the following 5 key areas relating to recovery and renewal, post COVID-19:

2.1 Wellbeing, Transitions and Safeguarding

All aspects of our response to and planning around COVID-19 have had the government's scientifically-grounded health advice at their centre.

Schools in Argyll and Bute know their pupils very well and this knowledge has been applied effectively in addressing the needs of the most disadvantaged children and their families. Targeted recovery for vulnerable children and young people, and those most affected by COVID-19, has been a key focus and schools have been supported to make bespoke interventions for learners, a process underpinned by Education's close partnerships with Educational Psychology, Health and Social Work. Nurturing approaches, counselling in schools and the embedding of trauma-informed practice in schools have created an appropriate environment to ensure all children and young people can re-engage with their education and recover any ground lost during the pandemic, in terms of their progress in learning and their own wellbeing and mental health.

Prior to the pandemic, the Educational Psychology Service worked with colleagues to carry out an audit of practice across schools and settings and identified a need to build a consistent nurturing strategy across the Local Authority, developed as *Our Children, Their Nurturing Education (OCTNE)*. Professional learning for staff was introduced to support the development of the strategy. The learning, aimed at supporting all staff to understand attachment theory and the impact of trauma on wellbeing, has also helped staff to be clearer about their role in supporting learners' wellbeing. As a result of this work, staff are more able to understand learners' behaviour and use nurturing approaches to better support children and young people.

Schools have also been encouraged and supported to continue their focus on wellbeing developments that were already being implemented before the pandemic, such as Promoting Alternative Thinking Strategies (PATHS).

Transition and wellbeing training sessions are delivered by the Educational Psychology Service to staff from primary and secondary schools and Early Learning and Childcare (ELC) practitioners. Furthermore, The Inclusion and Equality team works with the Educational Psychology Service team to ensure guidance and support is in place for children and young people who still require support in re-engaging with school and learning after the disruptions of 2020 and 2021.

Children transitioning to primary and secondary schools experienced transitions which allowed face-to-face experiences in their new settings, and direct interpersonal engagement with their new peers and teachers, COVID-19 guidelines having been followed in all cases.

Significant work has been undertaken to support wellbeing. A set of resources to support our policy, *Our Children, Their Mental Health*, has been kept up to date and promoted within Education, the Health and Social Care Partnership (HSCP) and the third sector to support all of our children and young people. This included trauma training modules which ensure appropriate support for children and young people, focus on all relationships and acknowledgment that many staff will also have found the demands and pressures of the ongoing COVID-19 pandemic to be traumatic.

2.2 Accelerated progress and recovery for children and young people in their learning

Over session 2021/2022, alongside Health and Wellbeing, primary and secondary schools have prioritised pupil recovery in learning, assessing and monitoring learners' progress to identify and address any gaps or delays in learning, particularly relating to attainment in Literacy and Numeracy. Numerous data sources have been used to identify how each young person's progress was affected by periods of school closure, and by the often challenging circumstances learners have faced since early 2020. Data sources have included teacher-generated assessment, standardised assessment, centrally collated Progress and Achievement data and the views of both learners and their parents/carers. Targeted interventions have then been implemented to support children and young people with their learning and progress towards the levels of attainment expected of them pre-COVID-19. As a result, data has shown the rapid recovery of learners in their Literacy and Numeracy, with the majority of pupils showing a recovery in learning within six months of returning to in-person learning.

Outdoor learning, the prevalence of which increased during the COVID-19 period, and learning through play in Early Learning and Childcare (ELC) and the first years of primary school, have played an increasing role in the link between physical and emotional Health and Wellbeing and progress in learning. Such approaches have supported children and young people in gaining improved knowledge and appreciation of the natural world, skills development and wider benefits associated with wellbeing.

As we ensure accelerated recovery from COVID-19, a further link between Health and Wellbeing and progress in learning and attainment relates to children and young people talking more frequently and meaningfully about their own feelings and their own learning. As a result, children and young people in our schools have not only become more aware of their own emotional wellbeing, but also, increasingly, have taken responsibility for their own learning and have made greater progress as a result.

2.3 Supporting attainment and assessment of progress in the Senior Phase

After the decision to cancel the examination diet in 2021, the Alternative Certification Model (ACM) was adopted by the Scottish Qualifications Authority (SQA) for National Qualification examinations in 2021 as a result of the COVID-19 pandemic. As a result, secondary teachers across Argyll and Bute enhanced their collaborative work to ensure the accuracy and consistency of their assessment of pupil work and the final grades they submitted to the SQA.

In session 2021/2022, we have further developed and built on the skills and experience gained in 2021. Secondary teachers have collaborated virtually via online platforms to examine learners' assessment evidence and develop their shared understanding of assessment standards. As a result, robust estimates were submitted to the SQA in April 2022, which candidates can be confident represent their levels of attainment and achievement accurately.

During the 2021/2022 session, the council was allocated funding by the Scottish Government to support attainment for those pupils most adversely affected by COVID-19. Funding was used to offer programmes of supported study during the Easter break, with study sessions running in all schools across many subjects. Schools also used funding for initiatives to specifically target those pupils whose progress had been most affected by their experiences of COVID-19. In total, over 1,400 hours of supported study were offered to Senior Phase pupils across the Local Authority.

2.4 Developing the capacity and skills of Education in delivering learning digitally

During the periods of school closure in 2020 and 2021, the capabilities and skills of teachers in delivering learning via digital platforms, and the skills and confidence of pupils and their families in engaging with such learning, developed considerably. The return to face-to-face learning in August 2021 meant that remote learning was limited to those who were unwell or isolating because of COVID-19. However, the skills and capabilities now in place continue to enhance learning experiences for all learners on a daily basis. Additionally, Education has implemented a vision for digital learning which seeks to increase the breadth and choice of learning available to children and young people, and therefore increase pupils' possible learning pathways, maximising their attainment and supporting them to achieve their desired post-school positive destination. Through intelligent and ambitious investment in digital resources and skills, we have equipped secondary schools with the digital video conferencing resources which allow pupils to engage with learning provided by other schools or colleges. As a result, learners can follow courses of study and attain in subjects which, otherwise, would not be available to them.

Accordingly, we have worked with schools to develop the harmonisation of secondary school timetables, necessary to allow pupils in one school to choose a subject which is only available in another. Although in their early stages, such initiatives have enabled an expanded range of learning experiences for young people, particularly in terms of courses delivered by Argyll College.

2.5 Ensure that, in Early Learning and Childcare (ELC), our ability to offer 1140 hours per year of high-quality pre-school education to every child remains on-track.

As we have moved out of lockdown and mitigations related to Covid-19 have eased, we have sought to rebuild partnerships with ELC parents through consultation around new ways of working, seeking safe ways to involve them in their child's ELC experience whilst building upon the online engagement opportunities established during the pandemic. In addition, our ongoing work towards developing a strong culture of play pedagogy in P1 ensures that children transitioning into P1 enjoy a play based curriculum which targets developmental gaps as a result of lockdowns and puts wellbeing and children's rights at the heart of the Early Level curriculum.

SECTION THREE: OUR CHILDREN, THEIR FUTURE

3.1 Argyll and Bute Education Vision: Our Children, Their Future

Argyll and Bute Council's Vision 'Realising our Potential Together' is underpinned by four 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 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.

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 vision is effectively conveyed in this illustration:



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;
- Strengthen leadership at all levels.

2021 saw the publication of an independent review by the Organisation for Economic Co-operation and Development (OECD) which was commissioned by the Scottish Government. The OECD report, *Scotland's Curriculum for Excellence: Into the Future*, identified a number of strengths and areas for development which resulted in a number of recommendations of which the Scottish Government accepted. A further independent report in response to the OECD recommendations around the structural and functional change of the Scottish Qualifications Authority and Education Scotland was commissioned by the Scottish Government. Professor Ken Muir's report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*, gathered a wide range of stakeholder views to formulate 21 recommendations to simplify the policy and organisation infrastructure to place children, young people and practitioners at the heart of education in Scotland.

The 2016 Education service vision and strategy document, *Our Children, Their Future*, provided Argyll and Bute with a coherent framework to ensure high level objectives to deliver a vision of excellence and equity for our children and young people. Against the current backdrop of significant educational change, the service will embrace the exciting opportunity to embark on a

refresh of *Our Children, Their Future* in collaboration with stakeholders during the life of this plan to ensure we are aligned with national changes in education as well as capitalising on our learning in the recovery and renewal phase post-COVID-19.

3.2 The Geography, Population and Demographic Profile of Argyll and Bute

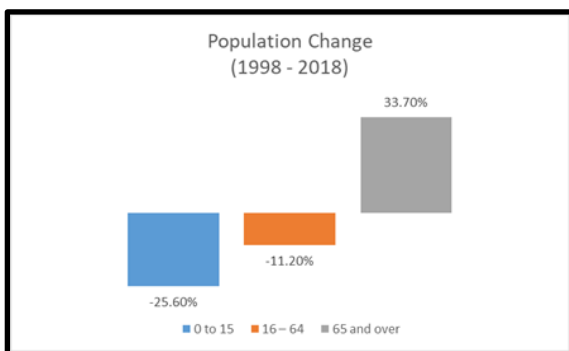
Argyll and Bute, the second largest Local Authority by area, covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.12 persons per hectare). The population of around 86,000 is distributed across an area of just under 2,700 square miles. 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% 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.

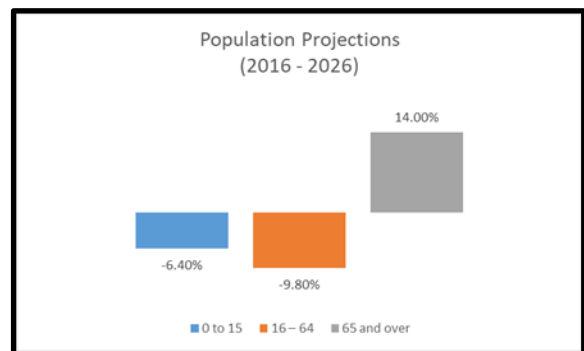
Argyll and Bute is an area of outstanding natural beauty with mountains, sea lochs, and 23 inhabited islands. The geography provides challenges for service delivery, particularly in communications and transport.

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.

**Argyll and Bute Population Change
1998-2018**



**Argyll and Bute Population Projections
2016-2026**



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

Argyll and Bute Population - Percentage total by age

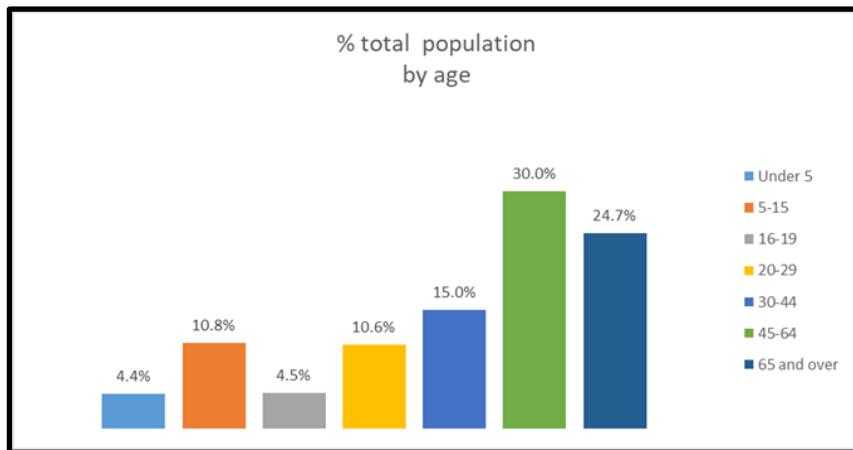


Table 1: Argyll and Bute's Population (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones)

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.

3.3 Multiple Deprivation in Argyll and Bute

The Scottish Index of Multiple Deprivation (SIMD) is the official tool for identifying and comparing deprivation levels across Scotland. SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows effective targeting of policies and funding where the aim is to tackle deprivation. The SIMD is produced in terms of data zones, with data zones being ranked from 1 (most deprived) to 6,976 (least deprived).

SIMD calculates deprivation across seven 'domains':

- Income
- Employment
- Health
- Education, Skills and Training
- Access to Services
- Housing
- Crime

Levels of deprivation in each domain are calculated using a selection of indicators. Relative levels of deprivation are then calculated on the basis of weighting and combining the individual deprivation domains. The highest weightings are given to the Income and Employment Domains (28% each). The Access (to Services) domain, which affects more data zones in Argyll and Bute than any of the other domains, has a relatively low weighting in the Overall index (9%).

The Scottish Index of Multiple Deprivation (SIMD) has been used to identify pockets of overall deprivation within Argyll and Bute. Based on the SIMD 2020, 10 data zones in Argyll and Bute are in the 15% most overall deprived data zones in Scotland. 8 data zones are in the 15% most employment deprived data zones. In 13 of Argyll and Bute’s data zones, more than 10%, are in the 1% most access deprived data zones. The most access deprived data zone in Scotland covers the islands of Coll and Tiree. Because SIMD identifies concentrations of deprivation, smaller pockets and instances of individual deprivation are not picked up by the index.

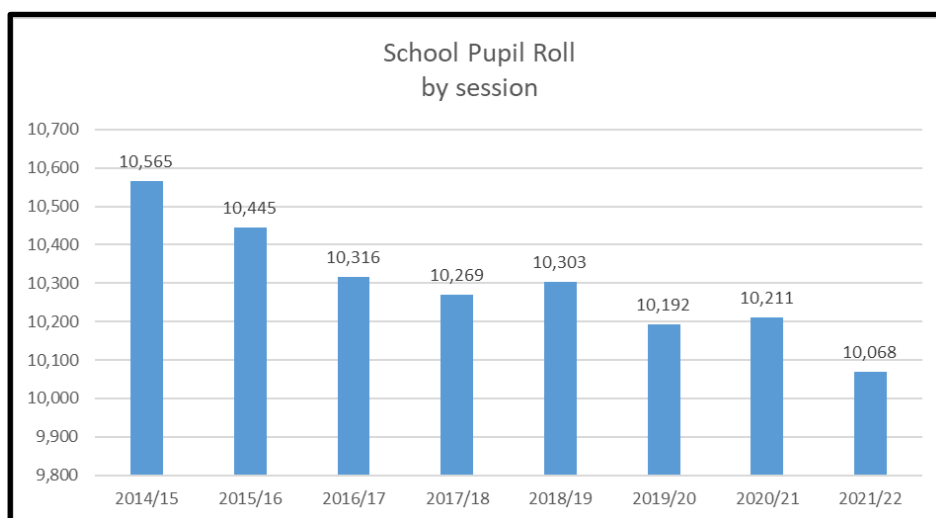
3.4 Supporting all of our Children and Young People

The Education Service is currently responsible for:

- Sixty-five primary schools;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs; and
- Three 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



Early Learning and Childcare Provision

Figures at May 2022

There are 1,501 3 and 4 year old children accessing 2,442 Early Learning and Childcare (ELC) places across a broad range of ELC establishments, with approximately 134 children sharing their ELC hours across more than one setting.

Early Learning and Childcare spaces are currently available in 4 Council Nursery Centres, 49 ELC settings, 4 ELC Gaelic classes, 22 voluntary, privately and independently managed ELC establishments, 3 outdoor nurseries (two voluntary and one Local Authority) and 29 funded partner childminders.

In the voluntary, privately and independently managed ELC establishments, 592 spaces are currently being used by 3 and 4 year old children.

In addition, 74 children are receiving Early Learning and Childcare as a 2 year old under the Children and Young People Act criteria (28 with partner providers, 41 with the Local Authority, and 4 with partner childminders).

Early Learning and Childcare is available within 49 services, provided in schools and managed by Head Teachers. The largest services are supported by Lead Childcare and Education Workers. The 4 stand-alone nurseries are managed by Heads of Centre, supported by lead practitioners within each provision. The outdoor nursery is managed by a Peripatetic Head of Centre, supported by a senior manager.

Community Learning Service

The Community Learning team is part of Community Learning and Development (CLD) in Argyll and Bute. The team supports 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. The Scottish Government's National Performance Framework sets out the strategic priorities for Community Learning:

- Learning, personal development and active citizenship; and
- Stronger, more resilient, supportive, influential and inclusive communities.

As part of the budget planning process for 2020/2021, it was agreed to transfer the Community Learning Service from Education to Live Argyll. Live Argyll is a charitable company set up by Argyll and Bute Council to deliver a range of services including libraries, leisure facilities, Active Schools, archives, museums, sport development, halls, community centres and community lets.

The transfer of the Community Learning Service to Live Argyll was completed on the 30th June 2021 and the Trust has been responsible for the delivery of work with young people, work with adults and leading the production and implementation of the Argyll and Bute CLD Strategic Partnership Plan 2021-2024.

There are common priorities shared by Education and Community Learning relating to areas such as volunteer development, literacy, health and wellbeing, community engagement, work with young people and incorporating the youth voice which have been enhanced by the move, leading to a better delivery of services to young people.

Contractual management arrangements are well established, with regular reports and scrutiny of performance via the Community Services Committee. An Education Manager ensures that effective links continue between Education and Live Argyll (Community Learning). Regular meetings between Live Argyll and Education ensure shared objectives and goals are achieved through effective communication and collaboration.

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 Early Learning and Childcare centre or mainstream school.

The Pupil Support Service and Educational Psychology Service provide advice, guidance and training for 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 alongside partner agencies, following the Getting it Right for Every Child (GIRFEC) practice model, to provide direct support for pupils and families as required.

The availability of learning centres in most geographical areas of Argyll and Bute allows the availability of an individualised and enhanced curriculum to better meet the needs of the children and young people within their community.

Gaelic Medium Education

Gaelic Medium Education (GME) is available in five Early Learning and Childcare (ELC) provisions: Bowmore in Islay, Rockfield in Oban, Salen in Mull, Sandbank in Dunoon and Tiree. GME is available in 7 primary schools: Bowmore, Rockfield, Salen, Bunessan, Strath of Appin, Sandbank and Tiree High School (primary department). The pupil roll in each Gaelic Medium (GM) provision is growing, with Salen Primary School and Tiree Primary School having more pupils learning through the medium of Gaelic than English.

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. Several of the secondary schools have used the skills of their existing staff to deliver other curricular areas through the medium of Gaelic, with further plans to extend this opportunity through the use of digital technology, allowing pupils to access learning experiences in schools other than their own.

All educational primary establishments providing GME regularly review their Curriculum Rationale, which details the bespoke requirements for young people learning through the medium of Gaelic and the need to create an ethos of Gaelic across the whole school. Secondary schools delivering GME have started to develop a bespoke rationale. School Improvement Plans include a designated section detailing specific GM priorities, targets and how they will be overtaken across the school session. These priorities align with Argyll and Bute's Gaelic Language Plan 2019-2025. Attainment data for GM pupils is tracked separately and the data is shared with the Education Authority to ensure a parity of quality assurance with English Medium provision. The resulting information is used to plan next steps in improvement within each provision and, collectively, as an Education Authority.

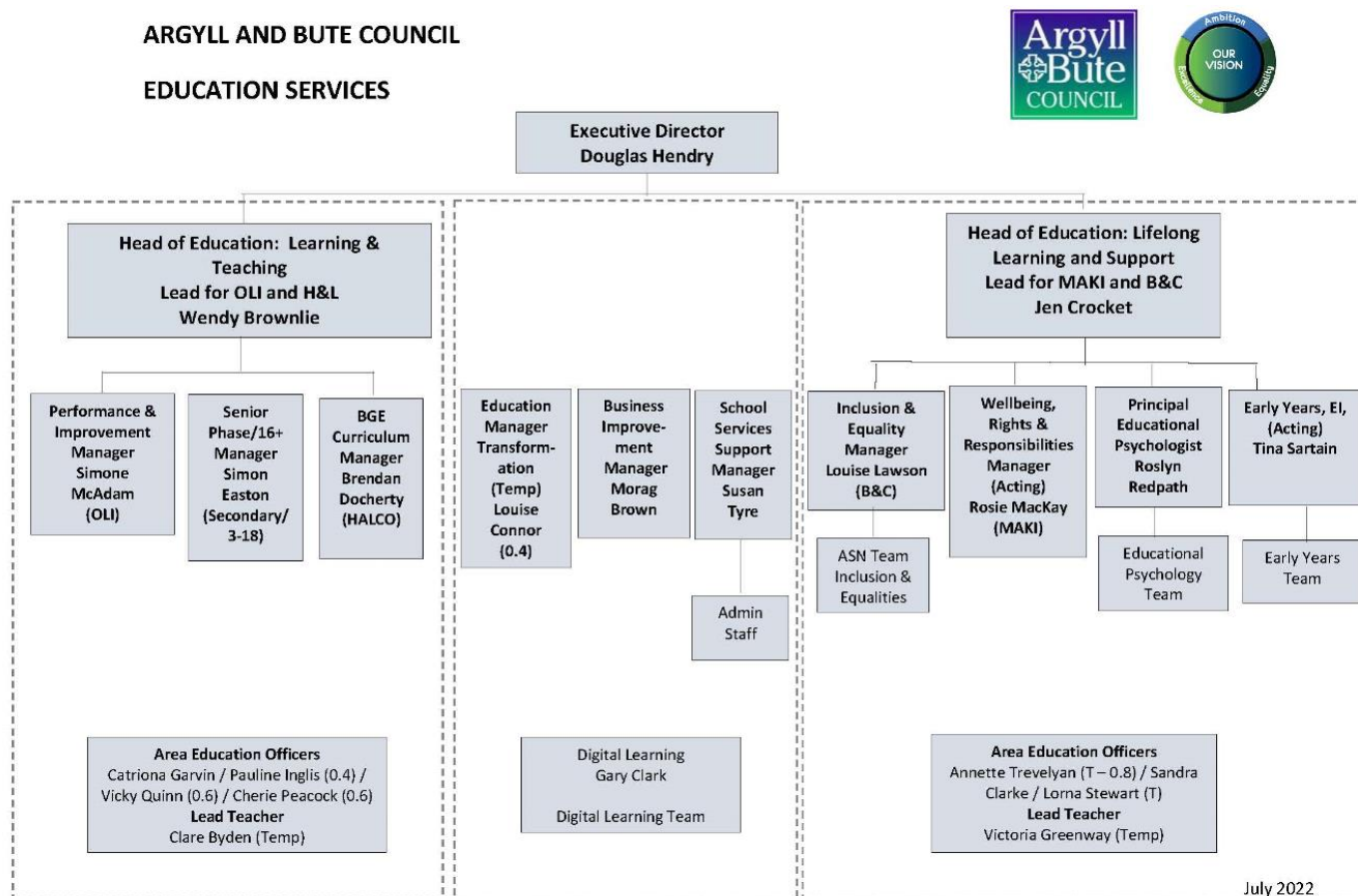
Gaelic Medium staff, across all sectors, are offered professional learning opportunities specific to GME each academic session – some delivered at an Argyll and Bute level and others at a national level. School Leadership Teams have an annual ‘business meeting’ with the Education Officer responsible for Gaelic to discuss school improvement strategies specific to GME.

3.5 Resourcing Our Plan: The Education Budget

The 2022/2023 budget for Community Services, Education is £92,153,164 as per Service Business Outcomes.

Service Business Outcomes		2022/23 Budget (£)
BO106	Our looked after young people are supported by effective corporate parenting	1,783,639
BO107	The support and lifestyle needs of our children, young people, and their families are met	8,114,216
BO108	All our children and young people are supported to realise their potential	81,822,094
BO116	We engage and work with our customers, staff and partners	33,333
BO117	We encourage creativity and innovation to ensure our workforce is fit for the future	35,215
BO999	Central/Management Costs	364,667
	Total	92,153,164

3.6 Education Service: Organisation Chart



This continues to be a time of significant change and challenge for Education Services. The ongoing impact of the global pandemic, the pace of change, the drive to improve services and the financial context combine to place increasing demands on the delivery of education. Scottish Education has been the focus of considerable scrutiny via the findings of a number of studies and reports over the period ranging from 2020 to 2022. Most notable among them is the report *Scotland’s Curriculum for Excellence - Into the Future* by the Organisation for Economic Co-operation and Development (OECD), which then prompted the Scottish Government-commissioned report *Putting Learners at the Centre - Towards a Future Vision for Scottish Education* by Professor Ken Muir. The former recommends a number of important reforms across Scottish Education, from the way it is governed to the way children and young people are assessed. The latter then advised the government on the processes required to bring about such reforms.

In Argyll and Bute, we are already paving the way for such changes and introducing our own set of reforms to “future proof” our Education Services in the light of national reforms and drivers. All such reports, and the reforms which are being implemented nationally and here in Argyll and Bute, are designed to ensure the best outcomes for our children and young people. Education is the most effective means that we have to improve the life chances of our learners. As we implement this Education Strategic Plan where we look to renew, refresh and re-imagine our service delivery, in light of the challenges and opportunities presented by the pandemic and the changes which are planned for Scottish Education, the health and wellbeing of all our children and young people and ensuring each one reaches his or her potential remain at the heart of what we do.

- Audit Scotland Report
- Early Years expansion
- Equity Audit
- COP26 UN Climate Change Conference Glasgow November 2021

These are 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 Strategic Plan for 2022-2024 and Recovery, Impact and Progress Report 2021-22** 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. This reaffirms 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.

Key National and Local Priorities and Drivers

National Improvement Framework (NIF) Key Priorities	National Improvement Framework (NIF) Key Drivers for Improvement	Our Children, Their Future Key Objectives
Placing the human rights and needs of every child and young person at the centre of education.	School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	Ensure children have the best start in life and are ready to succeed.
Improvement in children and young people's health and wellbeing.		Ensure high quality partnership working and community engagement.
Closing the attainment gap between the most and least disadvantaged children and young people.		Use performance information to secure improvement for all children and young people.
Improvement in skills and sustained, positive school-leaver destinations for all young people.		Equip young people to secure and sustain positive destinations and achieve success in life.
Improvement in attainment, particularly in literacy and numeracy.		Raise educational attainment and achievement for all.
		Strengthen leadership at all levels.

SECTION FIVE: ADDRESSING KEY ELEMENTS OF THE NATIONAL IMPROVEMENT FRAMEWORK

The following section of the plan details the progress that we have made in achieving key strategic priorities of the National Improvement Framework - raising attainment and narrowing the poverty-related attainment gap, including through our use of Pupil Equity Funding (PEF), in meeting our statutory duties of reducing inequalities.

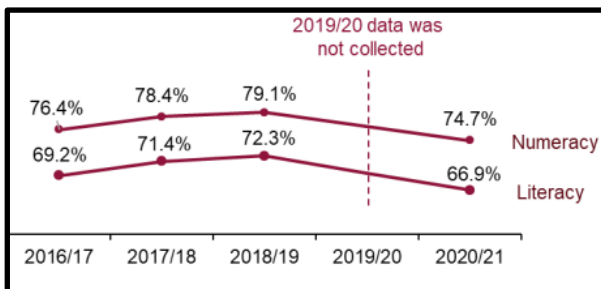
5.1 Improvement in attainment, particularly in literacy and numeracy

Due to the COVID-19 pandemic and resulting lockdowns, collection and publication of Achievement of a Curriculum for Excellence Level (ACEL) was cancelled in 2019/2020. ACEL data collation and publication was resumed for the 2020/2021 school year for Primary 1, 4 and 7, but was not resumed for S3. At a national level, achievement of a level in 2020/2021 shows decreased levels of attainment in Literacy and Numeracy.

National Achievement of a Curriculum for Excellence Level (ACEL) Data for Combined P1, 4 and 7 - Literacy and Numeracy

National ACEL Data for P1, 4 and 7

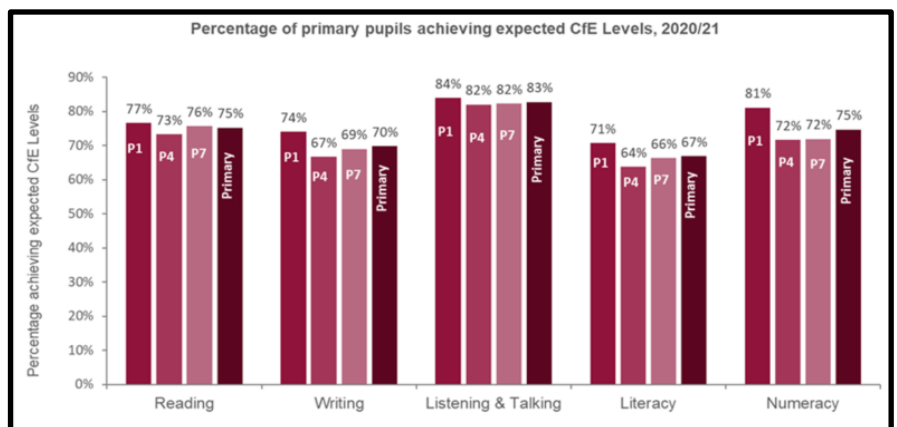
National ACEL Data 2020/21



This graphic illustrates the percentage of primary pupils across Scotland achieving the expected levels of attainment in Literacy and Numeracy. The proportion of primary school pupils achieving expected levels has decreased by 5.4 percentage points for literacy and 4.4 percentage points for numeracy in June 2021 compared to the June 2019 data.

National ACEL Data 2020/21 by Stage and Organiser

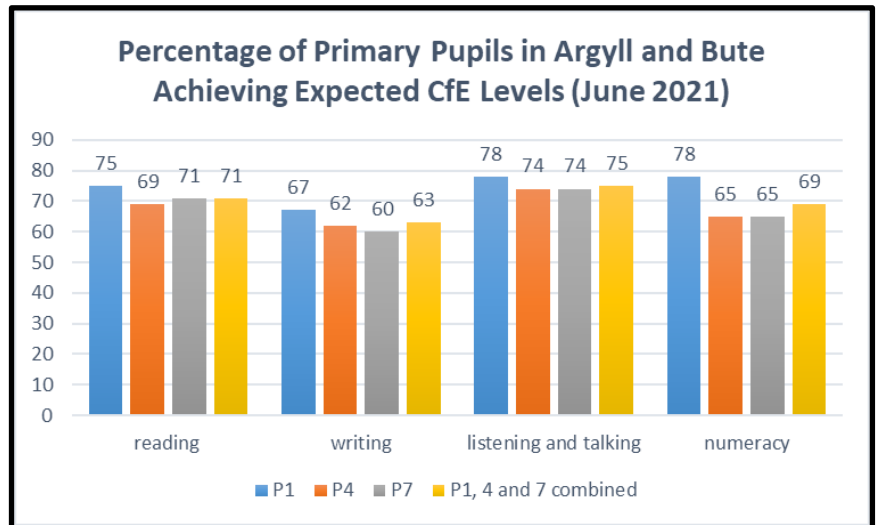
The information in this supplementary graph shows the percentage of pupils nationally who have achieved expected levels by primary stage and curricular organiser.



Argyll and Bute ACEL Data for Literacy and Numeracy

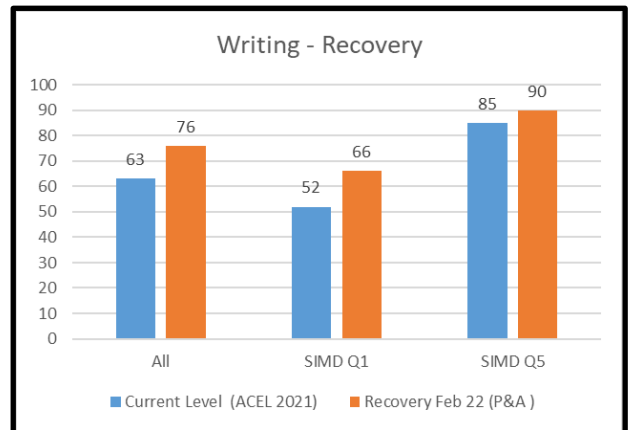
Argyll and Bute Percentage of Primary Pupils Achieving Expected CfE Levels June 2021

Across Argyll and Bute, we are seeing the impact of COVID-19 and the subsequent lockdowns, leading to remote learning for pupils, on 2020/2021 ACEL data with children achieving below national levels. In particular, the national data is showing that pupils in rural areas performed less well than pupils from urban areas. This points to a possible impact of connectivity and access to services that families in rural areas experience.



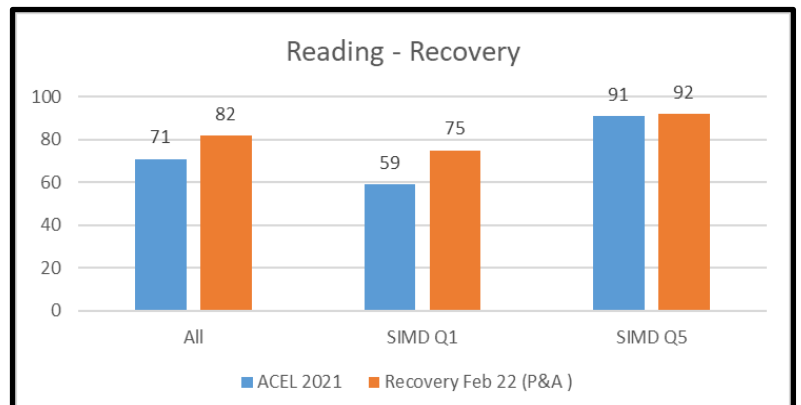
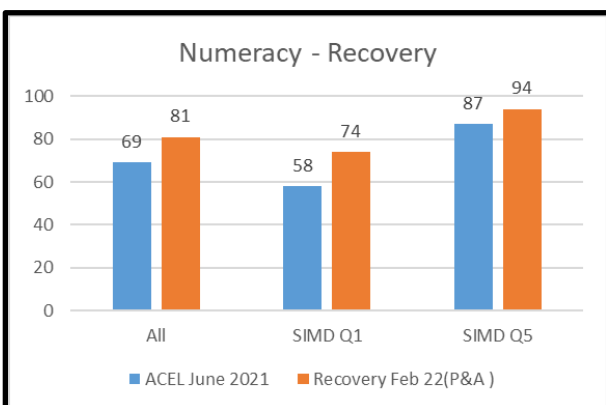
Argyll and Bute Progress and Achievement Writing June 2021 - February 2022

Tracking and monitoring of pupils' attainment has continued through the lockdowns and, although we predicted to see a drop in attainment for ACEL levels due to COVID-19, the Service was continuing to plan for recovery and renewal. In the monitoring periods since the June 2020/2021 ACEL data uplift, we are seeing a recovery of attainment across all stages.



Argyll and Bute Progress and Achievement Numeracy June 2021 - February 2022

Argyll and Bute Progress and Achievement Reading June 2021-February 2022

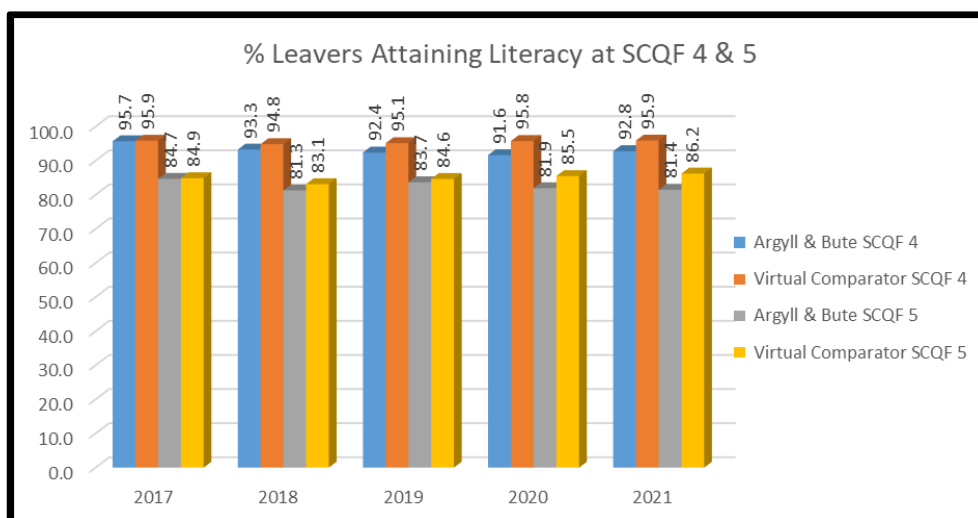


Secondary Attainment in Literacy and Numeracy (Senior Phase)

Assessment of young people's attainment in the Senior Phase was affected by COVID-19 in both 2020 and 2021. On both occasions, examinations did not take place and awards were based on teacher professional judgement through the Scottish Qualifications Authority's Alternative Certification Model. In both years, the processes of moderation, verification and support put in place by the council to ensure accuracy and consistency in awards were identified as being of high quality by Education Scotland.

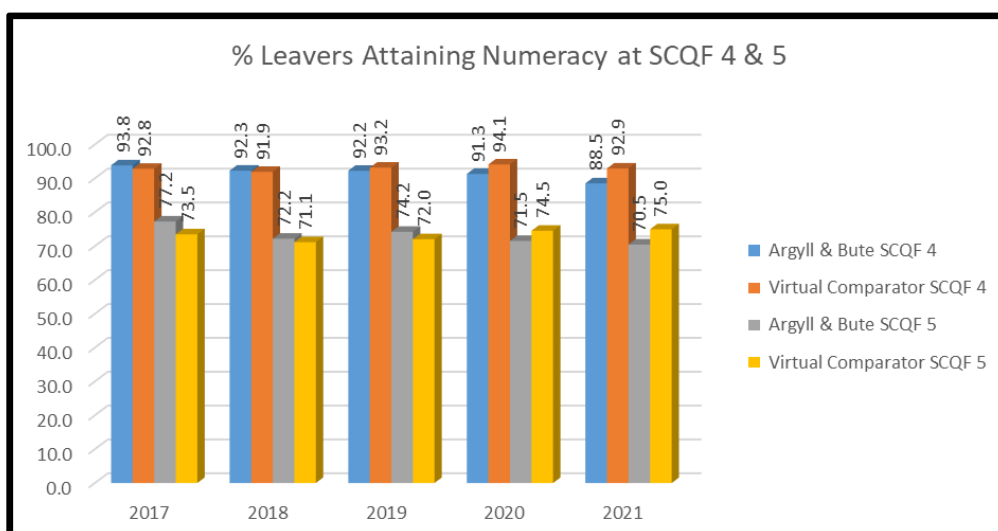
The following graphs demonstrate different aspects of the attainment of young people in Argyll and Bute, compared with previous years and groups of comparable candidates around the country (virtual comparator).

Argyll and Bute School Leavers Attaining Literacy at SCQF 4 and 5



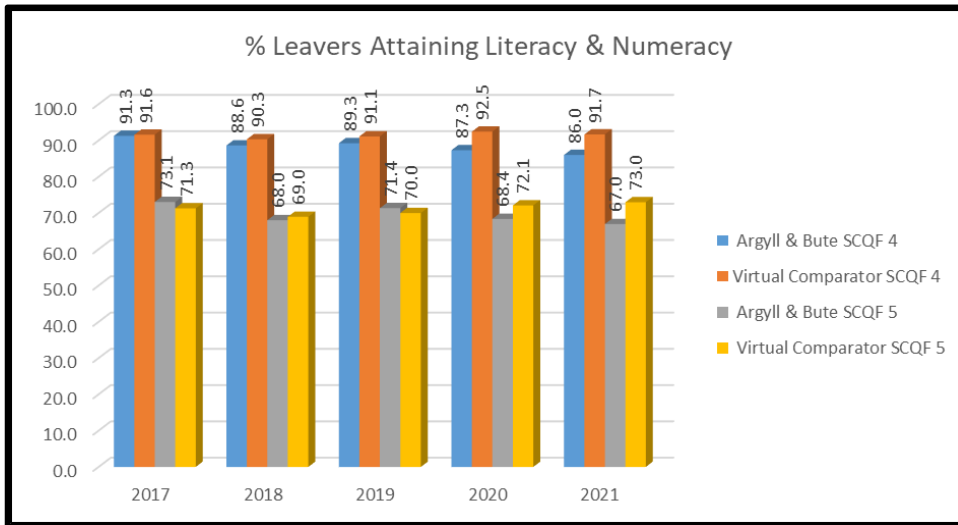
In 2021, the percentage of young people in Argyll and Bute leaving school having achieved Literacy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 was below the Virtual Comparator for both measures. At SCQF Level 4 Literacy, the gap between the attainment of young people in Argyll and Bute and the Virtual Comparator decreased slightly between 2020 and 2021.

Argyll and Bute School Leavers Attaining Numeracy at SCQF 4 and 5



In 2021, the percentage of young people in Argyll and Bute leaving school having achieved Numeracy at SCQF levels 4 and 5 was below the Virtual Comparator for both measures.

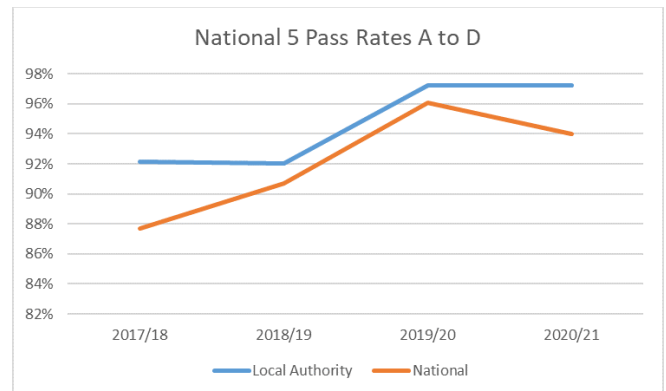
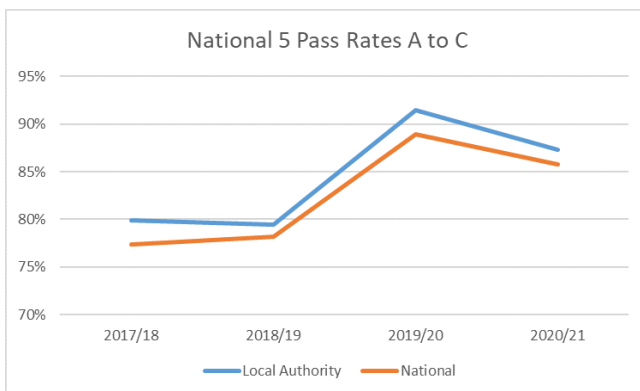
Argyll and Bute School Leavers Attaining Literacy and Numeracy at SCQF 4 and 5



In 2021, the percentage of young people in Argyll and Bute leaving school having achieved both Literacy and Numeracy at SCQF levels 4 and 5 was below the Virtual Comparator for both measures.

Outcomes in National Qualifications – 2018-2021

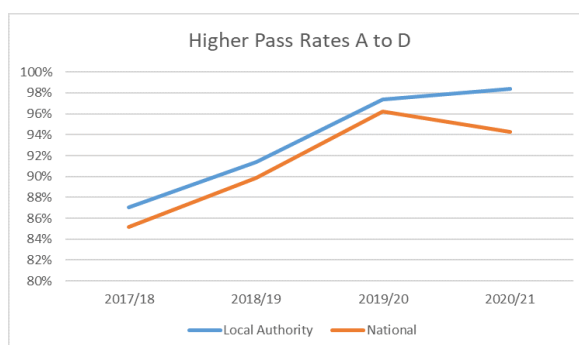
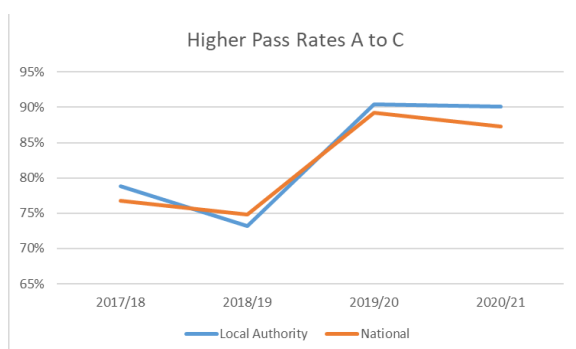
Argyll and Bute National 5 Pass Rates



National 5 A-C and A-D pass rates in Argyll and Bute remain above the national average. This continues the trend of the past four years. In 2021, the A-C pass rate followed the national trend of a slight fall from 2020, while the A-D pass rate in Argyll and Bute remained steady, despite a fall in the national figure.

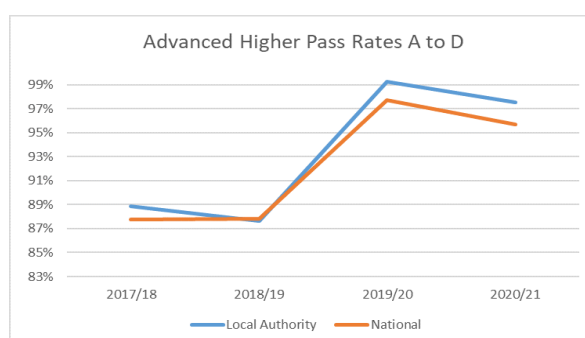
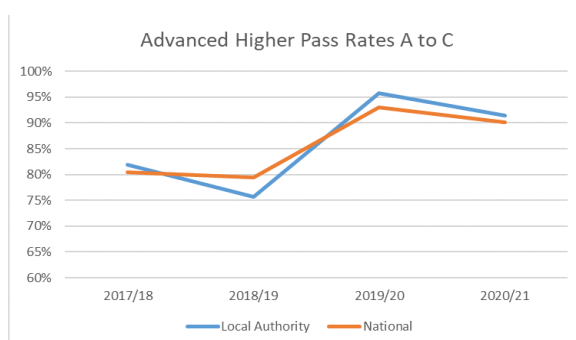
Higher

Argyll and Bute Higher Pass Rates



At both A-C and A-D, Higher pass rates in Argyll and Bute remain above the national average. Neither followed the national trend of a fall in the pass rate, with A-C pass rates remaining constant and A-D pass rates increasing.

Argyll and Bute Advanced Higher Pass Rates



Advanced Higher pass rates in Argyll and Bute for 2021 fell slightly in both A-C and A-D measures, this is in line with the national trend and can be amplified by the small numbers of pupils represented. Both pass rates remain above the national average.

5.2 Closing the attainment gap between the most and least disadvantaged children

Since the publication of the Scottish Attainment Challenge 5 Year Impact Report, Argyll and Bute Council has put measures in place to aid recovery and improve attainment. Due to the ongoing adverse effects of the pandemic in 2021 and resulting lockdowns, Argyll and Bute experienced a dip in attainment and a widening of the poverty related attainment gap in some areas. The Progress and Achievement (P&A) data uplift in February 2022 illustrated an increase in attainment and a narrowing of the poverty related gap. The information from the Progress and Achievement data set from February 2022 is reported further below.

We are committed to addressing these issues by developing the data analytical, evaluation and quality improvement skills of staff so evidence-based decisions resulting in the raising of attainment can be made. This approach forms an important element of schools approach to Pupil Equity Funding. We will see a particular focus on attainment in literacy and numeracy form part of our next steps as an Education Service.

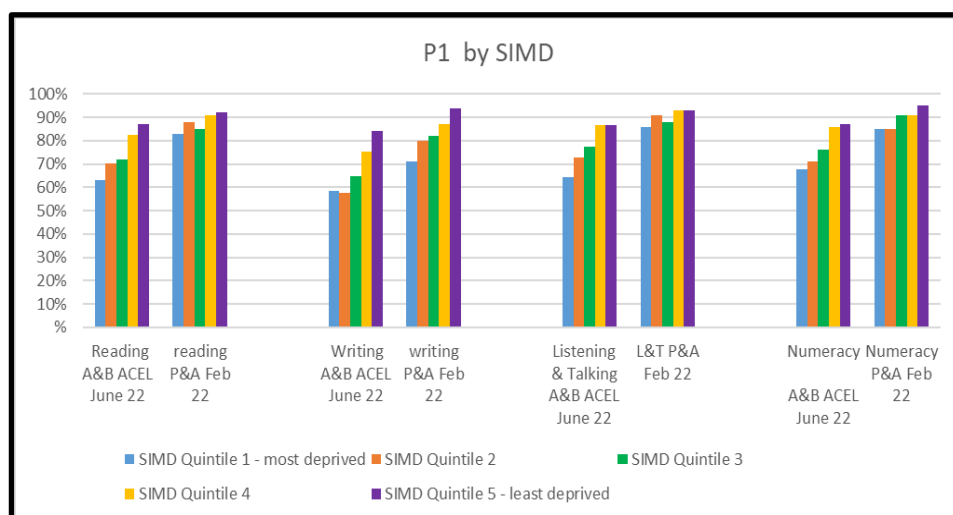
In collaboration with the Authority link Education Scotland Attainment Advisor, key strengths in our work on addressing the poverty related attainment gap have been identified as:

- A strategic and collaborative leadership approach to the Scottish Attainment Challenge, especially since 2018.
- A greatly increased awareness of and commitment to equity, both as a national priority and for its own sake. We have supported Head Teachers to have a high level of data-literacy and they apply this well to making improvements for equity.
- Prior to the COVID-19 pandemic and subsequent lockdowns, strong progress towards closing the gap between the most and least disadvantaged learners in several measures, including attainment in Literacy and Numeracy in the Broad General Education, particularly in Primary 7 and in the Senior Phase, especially at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 6 had been made.
- Successes in narrowing the gaps between the most and least disadvantaged learners in relation to attendance, inclusion, and sustained positive destinations for school leavers.
- A strategic and collaborative approach to a culture of nurture to support children and young people affected by trauma, including (but not only) in the context of COVID-19. This approach includes a programme to train all Children’s Services staff in trauma-aware practices. The CECYP officer has worked very effectively with the Educational Psychology Service to bring about cultural change in this context. This programme is leading to tangible improvements for many vulnerable young people.

Pupils from lower SIMD quintiles (most deprived) are achieving less well than pupils from higher SIMD quintiles (least deprived), which is a trend that is echoed at a national level. Using the data gathered through the Education Service Progress and Achievement (P&A) tracking system, we are seeing a recovery in attainment for our pupils in lower SIMD quintiles and a smaller gap between our SIMD quintile 1 and quintile 5 pupils.

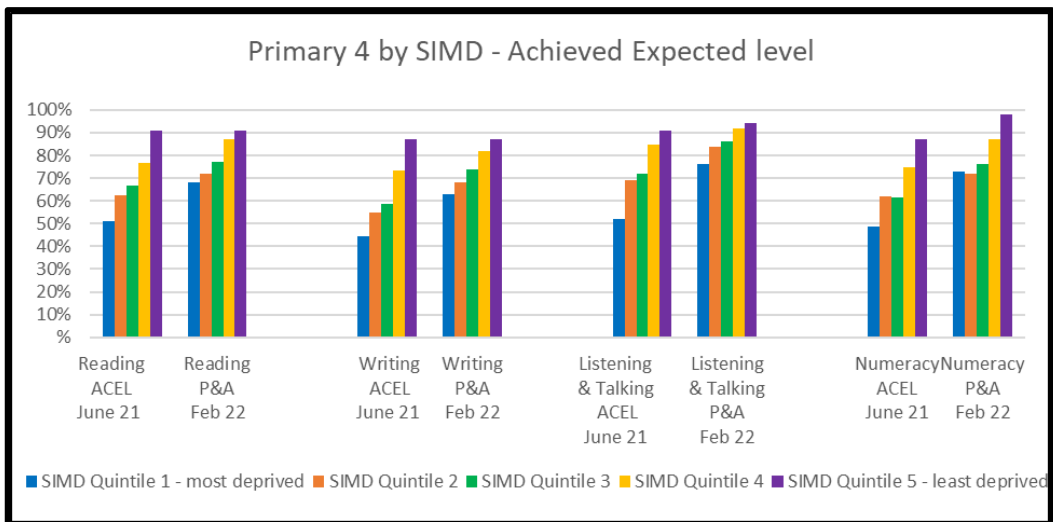
In the graphs below, you will see a comparison of data from June 2021 to February 2022 for reading, writing, listening, talking and numeracy. Each SIMD quintile is represented by a coloured bar. The data shown for February 2022 is referred to as the ‘recovery’ period. The data illustrated in the graphs below follows the same cohort of pupils who would be in Primary 1 in June 2021 and Primary 2 in February 2022.

Argyll and Bute Progress and Achievement - Primary 1 by SIMD Quintile



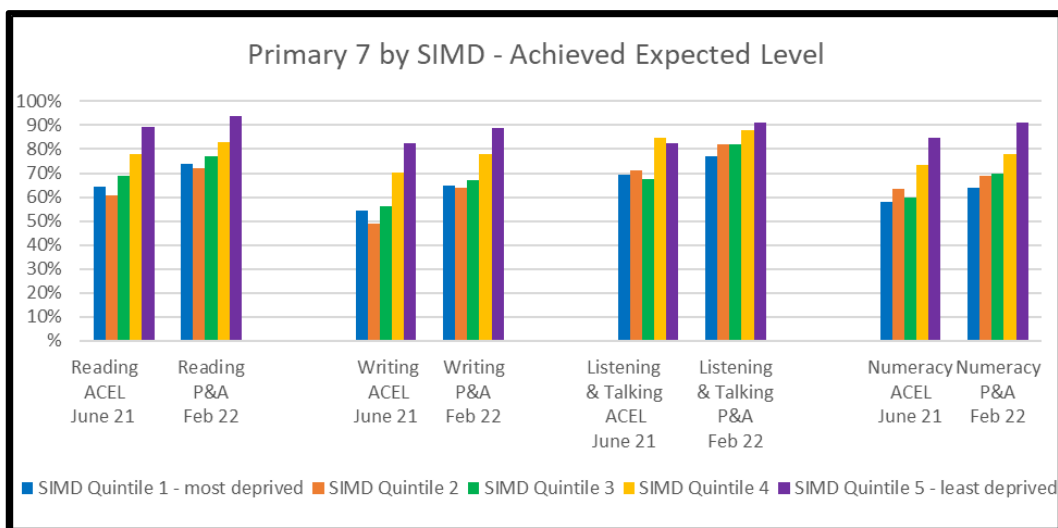
For Primary 1, the percentage of pupils achieving expected levels has increased across all organisers and SIMD quintiles. The gaps between SIMD quintile 1 and quintile 5 have reduced across almost all organisers. Although there has been recovery in writing for quintile 1, the gap between SIMD quintile 1 and 5 remains the same. SIMD quintiles 1 and 2 have shown significant recovery with an increase of 14 to 22 percentage points between June 2021 and February 2022. Attainment now shows pupils exceeding the 2021 national marker.

Argyll and Bute Progress and Achievement - Primary 4 by SIMD Quintile



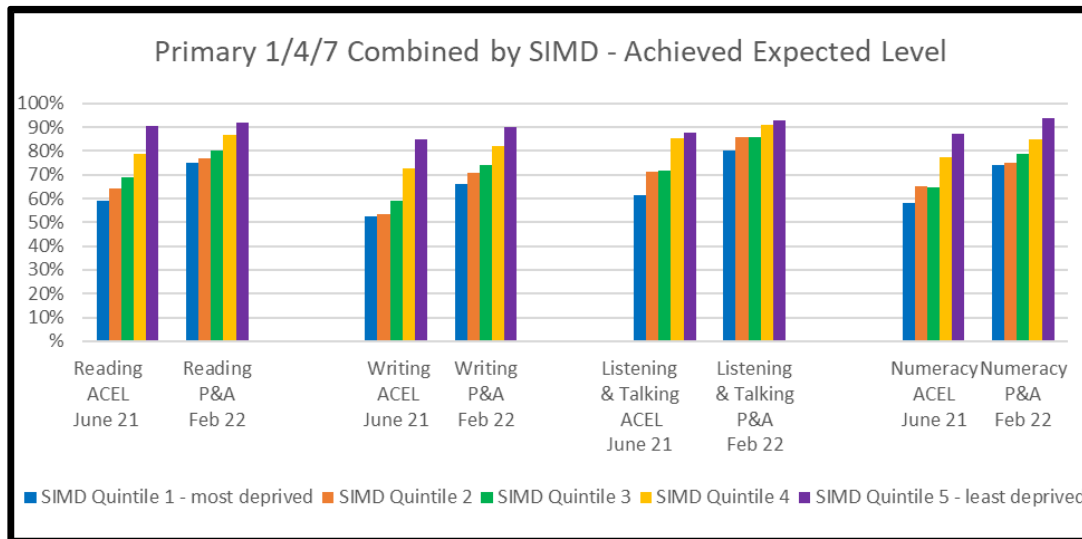
For Primary 4, the percentage of pupils achieving expected levels has increased across all organisers and almost all SIMD quintiles. The gaps between SIMD quintile 1 and quintile 5 have reduced across all organisers. Although there has been significant recovery in numeracy for quintile 1, the gap between SIMD quintile 1 and 5 remains the greatest. SIMD quintile 1 shows the greatest recovery in listening and talking, with an increase of 24 percentage points between June 2021 and February 2022. Attainment now shows pupils exceeding the 2021 national marker.

Argyll and Bute Progress and Achievement - Primary 7 by SIMD Quintile



For Primary 7, the percentage of pupils achieving expected levels has increased across all organisers and all SIMD quintiles. The gaps between SIMD quintile 1 and quintile 5 have reduced across almost all organisers. Although there has been recovery in numeracy for quintile 1, the gap between SIMD quintile 1 and 5 remains the same. SIMD quintiles 1 and 2 have shown significant recovery across the organisers, with an increase of 8 to 11 percentage points between June 2021 and February 2022.

Argyll and Bute Progress and Achievement Primary 1, 4 and 7 Combined by SIMD Quintile



The above table combines the nationally expected achieved levels for Primary 1, 4 and 7 across all 4 organisers. The table shows that the percentage of pupils achieving expected levels has increased across all organisers and all SIMD quintiles between June 2021 and February 2022. Furthermore, we can see that there has been a reduction in the attainment gap, between SIMD quintile 1 and quintile 5, for this cohort of pupils between June 2021 and February 2022 across all organisers.

As we strengthen our work towards reducing the poverty-related attainment gap, the Education Service will continue to support central staff and school leaders in comprehensive analysis of the reasons behind the real successes that are evident in reducing the poverty-related attainment gap, so that everyone may learn from what is working well and the successes can be extended to all children and young people. Working collaboratively with our Authority link Education Scotland Attainment Advisor, this will include an inward authority focus as well as looking outwards towards good practice happening nationally. We will continue to support Head Teachers in planning and evaluating Pupil Equity Fund interventions. Existing effective multi-agency approaches to supporting vulnerable young people and their families will continue to be nurtured. Embedding robust procedures for moderation of learning and assessment, tracking and monitoring learners' progress, and school improvement planning will complement our focus on reducing the poverty-related attainment gap.

Framework for Accelerating Progress - Scottish Attainment Challenge: Authority Stretch Aims

In March 2022, a refreshed plan for the Scottish Attainment Challenge was launched with the mission 'to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap'. Leadership, learning and

teaching, support for families and communities and targeted support for those impacted by poverty are the key levers in achieving this mission. The refreshed Scottish Attainment Challenge also includes annual locally identified stretch aims to measure progress in recovering from the impact of COVID-19.

The Education Service worked closely with our link Education Scotland Attainment Advisor to look at collated data, both pre and post COVID-19, to develop stretch aims that are both ambitious and attainable. We worked with a Head Teacher focus group to further inform and refine our stretch aims and consulted more widely with Head Teachers at a virtual event, as well as providing the opportunity for feedback after the consultation event.

The stretch aims include six core aims, which include measures for overall progress as well as measures for narrowing the poverty-related attainment gap for 2022/2023. These core aims are:

- achievement of Curriculum for Excellence levels - Literacy (P1, 4 and 7 combined)
- achievement of Curriculum for Excellence levels - Numeracy (P1, 4 and 7 combined)
- school leavers attaining 1 or more pass at SCQF level 5
- school leavers attaining 1 or more pass at SCQF level 6
- 16-19 year olds participating in education, employment or training
- attendance for pupils registered for free school meals

An additional stretch aim, referred to as a ‘plus’ stretch aim, which is specific to Argyll and Bute’s context and data sets, was to be identified by the Authority.

Literacy (P1,4,7 Combined) Stretch Aim **DRAFT**

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (ACEL June 2021)	59%	48%	81%	33pp
Stretch Aims 2022/23	68.4%	60%	81.5%	21.5pp
Improvement (percentage point)	9.4pp	12pp	.5pp	11.5pp

Numeracy (P1, 4, 7 Combined) Stretch Aim **DRAFT**

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (ACEL June 2021)	69%	58%	87%	29pp
Stretch Aims 2022/23	75%	74%	87.5%	13.5pp
Improvement (percentage point)	6pp	16pp	.5pp	15.5pp

School Leavers with 1 or more pass at SCQF Level 5 **DRAFT**

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (2021)	90%	85%	97%	12pp
Stretch Aims 2022/23	91%	87%	98%	11pp
Improvement (percentage point)	1pp	2pp	1pp	1pp

School Leavers with 1 or more pass at SCQF Level 6 **DRAFT**

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (June 2021)	7%	63%	90%	27pp
Stretch Aims 2022/23	71%	64%	90.5%	27pp
Improvement (percentage point)	1pp	1pp	.5pp	.5pp

* Although stretch aims do not indicate significant improvement, due to an alternative certification model data from 2021 shows improvement from pre-COVID-19 data and a reduction in the poverty-related attainment gap. Securing this improvement is what the aim illustrates.

Participation Measure - 16-19 year olds in Education, Training and Employment **DRAFT**

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (June 2021)	93.5%	90.6%	93%	2.4pp
Stretch Aims 2022/23	94%	92%	94%	2pp
Improvement (percentage point)	.5pp	1.4pp	1pp	.4pp

Attendance Primary - Free School Meal registered and Non Free School Meal Registered

DRAFT

	Overall	FSM registered	Non FSM registered	GAP (FSM/non FSM)
Current Level (June 2021)	95.54%	92.55%	96.06%	3.51pp
Stretch Aims 2022/23	96%	93%	96.06%	3.06pp
Improvement (percentage point)	.46pp	.45pp	0pp	.45pp

Attendance Secondary- Free School Meal registered and Non Free School Meal Registered

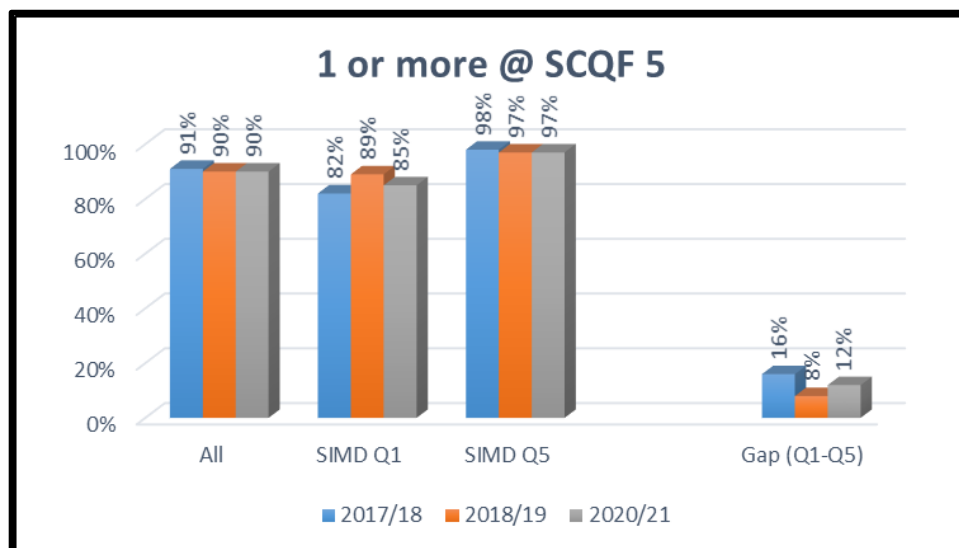
DRAFT

	Overall	FSM registered	Non FSM registered	GAP (FSM/non FSM)
Current Level (June 2021)	92.1%	86.83%	92.83%	6pp
Stretch Aims 2022/23	93%	87.4%	93%	5.6pp
Improvement (percentage point)	.9pp	.57pp	.17pp	.4pp

Addressing the Attainment Gap in the Senior Phase

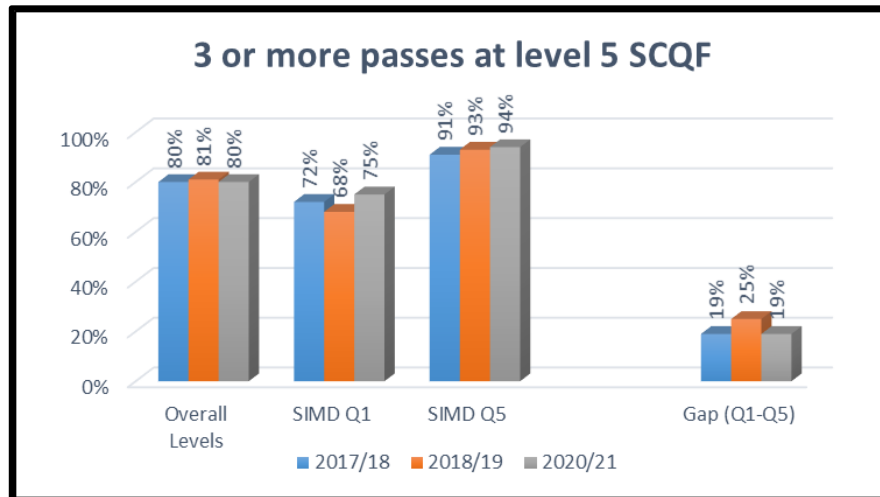
The following three graphs demonstrate key aspects of Argyll and Bute pupils' attainment in National Qualifications, in relation to their relative levels of deprivation as measured by the Scottish Index of Multiple Deprivation (SIMD). Quintile 1 (Q1) represents the young people from the most deprived backgrounds, while quintile 5 (Q5) represents pupils from the least deprived backgrounds.

Argyll and Bute One or More SCQF Level 5 National Qualifications



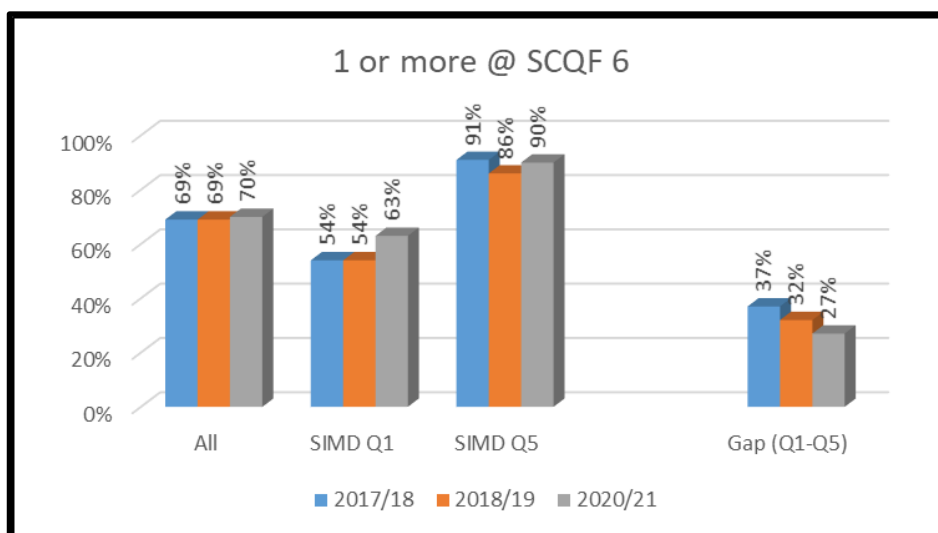
The above graph relates to candidates who achieved at least one National 5/SCQF 5 qualification. In 2021, 85% of pupils from the most deprived backgrounds achieved at least one qualification at SCQF 5, 12% less than the figure for the least deprived cohort. Although this gap has fluctuated over the last three years, the overall trend is a reduction in this attainment gap.

Argyll and Bute Three or More SCQF Level 5 National Qualifications



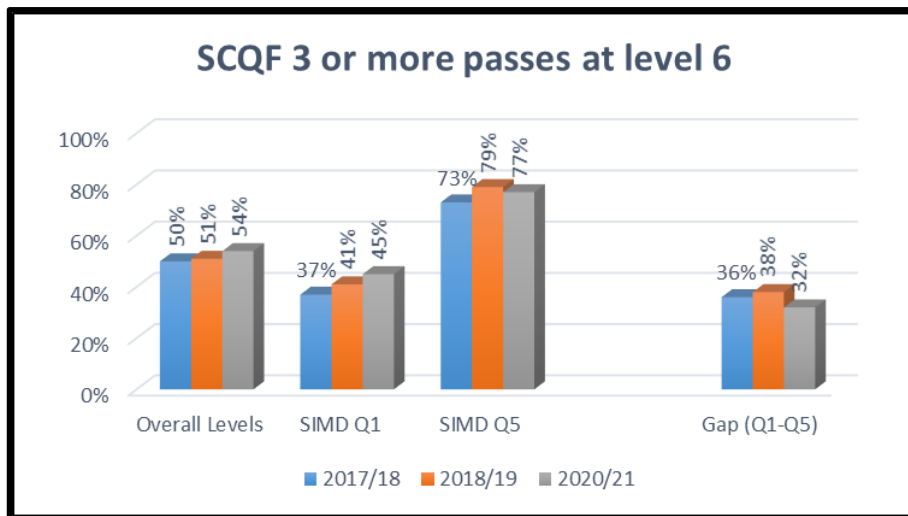
For young people in Argyll and Bute attaining at least three National 5/SCQF 5 passes, the attainment gap is also reducing - 19% in 2021 as opposed to 25% in 2020 - and the number of young people in both Q1 and Q5 achieving three passes is increasing. The recovery in 2021, both in terms of increasing passes and a falling attainment gap, despite the ongoing pandemic, points to the effectiveness of the support provided by schools during COVID-19 to the most vulnerable young people.

Argyll and Bute One or More SCQF Level 6 National Qualifications



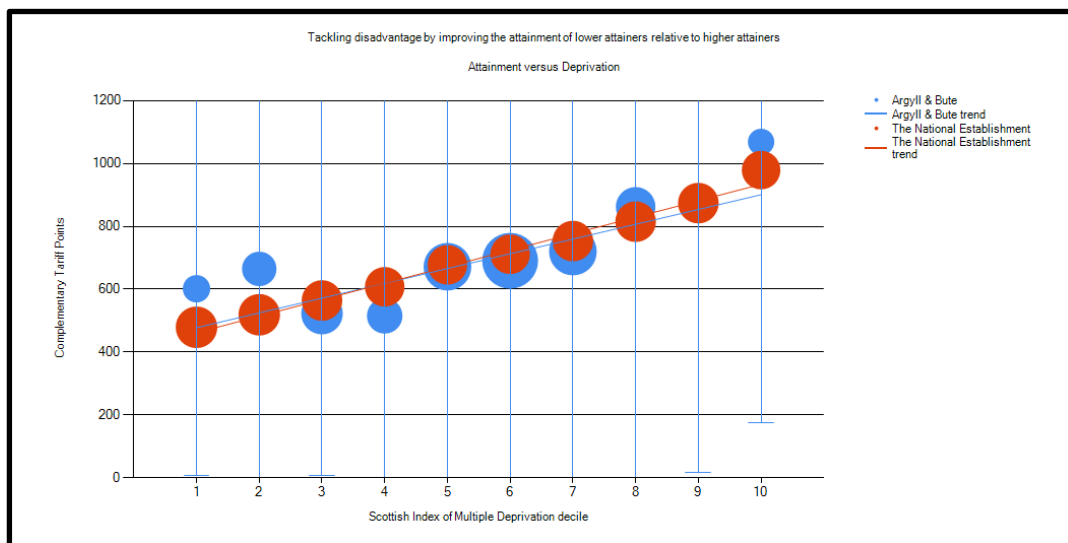
The above table relates to pupils achieving one or more passes at Higher/SCQF 6. It can be seen that the attainment gap has been reducing steadily over the last three years, and that 2021 saw a significant increase in the number of young people in Q1 gaining at least one higher pass. This can be attributed to the work done by schools to offer young people more varied and personalised learning pathways, therefore maximising attainment.

Argyll and Bute Three or More SCQF Level 6 National Qualifications



Three passes at Higher/SCQF 6 represents an aspirational level of attainment for many young people, particularly those from the least advantaged backgrounds. The above graph demonstrates a year-on-year increase in the number of pupils in Q1 achieving this level of attainment, and a reducing trend in the attainment gap can also be seen.

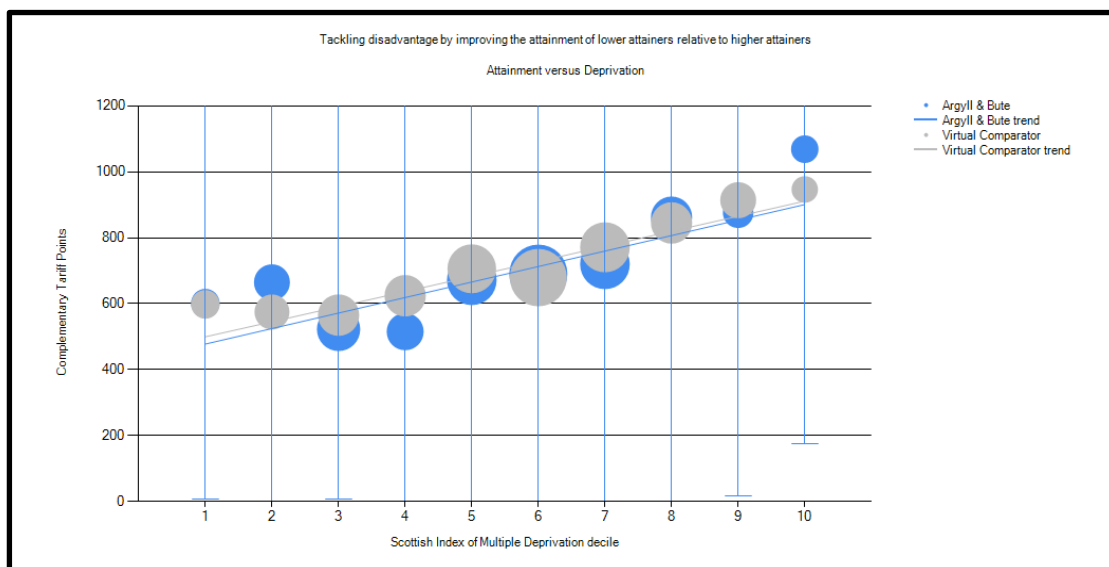
Argyll and Bute and National Average Tariff Points



Summary:

The 2021 data in the graph above shows the average tariff points (points allocated to pupil exam attainment) achieved by pupils in each of the 10 Scottish Index of Multiple Deprivation (SIMD) pupil groups in Argyll and Bute, compared with the national data. Group (decile) 1 represents the most disadvantaged pupils, while decile 10 represents the least disadvantaged. Argyll and Bute candidates in SIMD deciles 1 and 2 are outperforming young people nationally, indicating the effective provision to and support for the least advantaged and most vulnerable young people in Argyll and Bute. In SIMD deciles 3 and 4, young people's performance in Argyll and Bute was marginally below the average national level. The overall trend in Argyll and Bute is almost identical to the national trend.

Argyll and Bute and Comparator Average Tariff Points



Summary:

The 2021 data in the graph above shows the average tariff points achieved by pupils in each of the 10 Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data – pupils from similar backgrounds across Scotland. Again, pupils in SIMD 1 and 2 are matching or outperforming their Virtual Comparator equivalents, while pupils in SIMD 3 and 4 are not matching the attainment of the Virtual Comparator pupils. The overall trend in Argyll and Bute is, again, almost identical to the Virtual Comparator trend.

Attainment of Care Experienced Young People

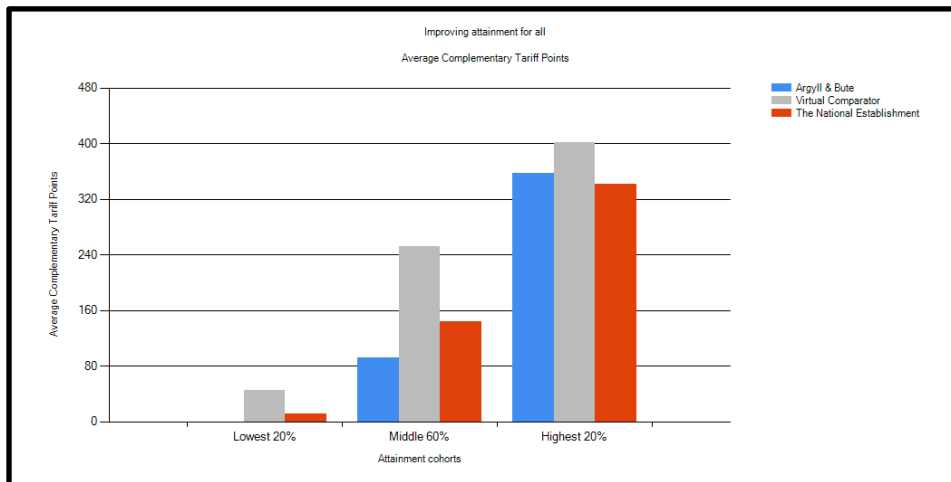
In Argyll and Bute, we recognise the obstacles that our care-experienced young people can encounter in their education, and track their progress carefully, intervening appropriately to support their wellbeing, progress and attainment.

As a Service, we identified areas for improvement within the attainment of our care-experienced pupils. In session 2021/2022, the Principal Teacher for Care Experienced Young People worked with schools to implement interventions to improve young people's attainment and achievement. This included working closely with the Educational Psychology Team to provide training on attachment to support schools to employ appropriate interventions at the right time for pupils. Additionally, Health and Wellbeing Liaison workers have worked closely with schools to apply bespoke interventions, like Suzanne Zeedyk's Teddy Bear Policy, to support the wellbeing of all pupils with particular impact for care-experienced young people. The data from 2021 was used to identify areas of risk and focus within the 2021/22 Education Service Plan. Identified outcomes, interventions and performance measures relating to this cohort will be used to support progress appropriate to each care-experienced young person.

The impact of these interventions, specifically the measures undertaken within the spending plans relating to the Scottish Government Care Experienced Fund Grant, are already visible, particularly in terms of the positive destinations being achieved by care-experienced young people (see 5.4 below). The outcomes will be reviewed and adapted in line with long-term strategic planning and will inform the 2022-2024 iteration of the plan.

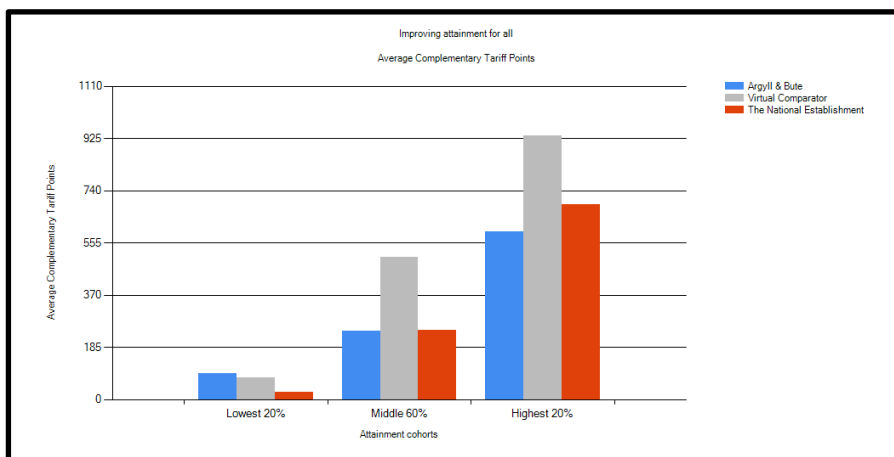
Care-experienced pupils represent a very small percentage of the whole pupil cohort, and therefore the statistics from year-to-year can vary significantly depending on the personal circumstances of individual young people.

Argyll and Bute S4 Average Tariff Points - Care Experienced Young People



The graph above demonstrates that, in S4 in 2021, the highest attaining 20% of care-experienced young people in Argyll and Bute have performed better than the national average and almost as well as the Virtual Comparator cohort. The middle-attaining 60% of care-experienced young people did not attain as highly as their peers nationally or within the Virtual Comparator. There were no results for any care-experienced young people in the lowest 20% of attainment, which can be attributed to the personal circumstances of perhaps a single candidate.

Argyll and Bute S5 Average Tariff Points - Care Experienced Young People

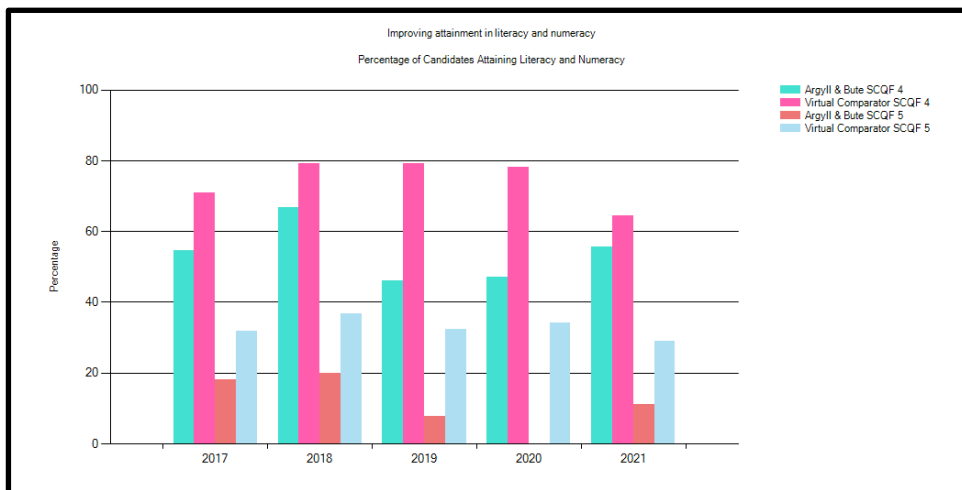


In S5, our most able care-experienced young people attained below both the Virtual Comparator and the national average. The middle 60% of attainers matched the national average, but were below the Virtual Comparator, while our lowest attaining care-experienced pupils outperformed their national and Virtual Comparator peers.

Attainment of Care Experienced Young People in Literacy and Numeracy (S4 and S5)

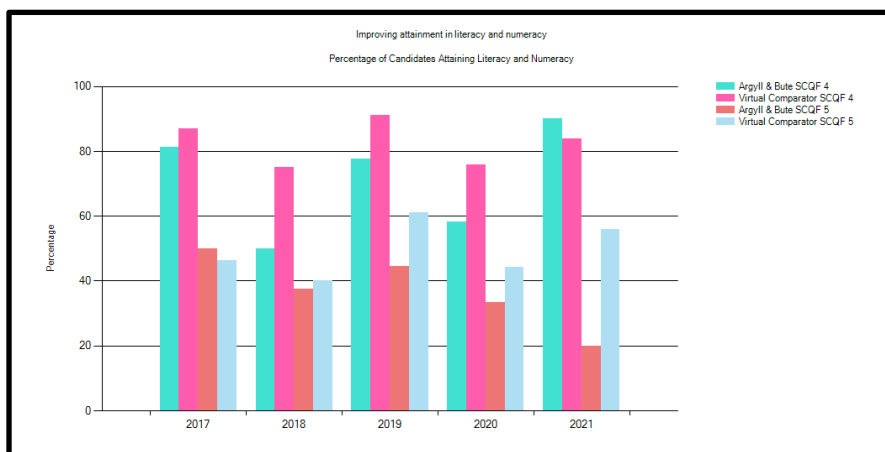
The graphs below illustrate the percentage of care-experienced young people who, in 2021, achieved both Literacy and Numeracy qualifications at SCQF levels 4 and 5 (equivalent to National 4 and National 5). The fact that the cohort of young people analysed is so small makes it difficult to attach significance to the trends over time noted below.

Argyll and Bute S4 SCQF 4 and 5 Attainment Literacy and Numeracy - Care Experienced Young People



In S4, it can be seen that the performance of our care-experienced young people in Literacy and Numeracy was lower than the Virtual Comparator level, although the gap at both SCQF 4 and 5 decreased in 2021.

Argyll and Bute S5 SCQF 4 and 5 Attainment Literacy and Numeracy - Care Experienced Young People



In S5, the 2021 attainment of our care-experienced young people in Literacy and Numeracy was above the Virtual Comparator, and the highest for five years at SCQF 4, but well below the Virtual Comparator at S5.

5.2 Improvements in children and young people's health and wellbeing

Effective interventions have continued to be delivered to support the mental health and wellbeing of children and young people across Argyll and Bute. The Educational Psychology Service has continued to lead *Our Children, Their Nurturing Education (OCTNE)* with a second cohort of schools enrolling in the programme in November 2021 and a third cohort, focusing on Early Years establishments beginning in April 2022. Leadership training has been developed to ensure that practitioners have appropriate professional learning in attachment, brain development and improvement science to ensure they are able to develop robust, evidence based whole-school approaches that are unique to their context.

There are now 29 schools engaging with OCTNE, with 5 already having achieved bronze accreditation (nurture committed) and 2 having achieved silver accreditation (nurture aware). The direct support to schools at the whole school level is resulting in more of our educational establishments being communities with nurture and relationships at their centre. The accreditation and moderation model is ensuring that there is a high standard and consistency across Argyll and Bute, from Early Years through to secondary schools. The success of this work was recognised in the Education Scotland publication, *Health and Wellbeing: A thematic review (March 2022)*.

A significant increase in school non-attendance has been noted both locally and nationally following the periods of lockdown necessitated by the pandemic. Those affected most include pupils with additional support needs, mental health problems and difficulties in the home and community. The Educational Psychology Service has progressed the work on Addressing Non-Attendance (ANA) through collaborative working with colleagues in Education and across partner agencies through the Maximising Attendance Working Group. A range of research based materials have been developed, including training sessions and workbooks, a professional practice guidebook, a guidebook for parents and guidebooks for children and young people who are having difficulties attending school.

Specific schools, and their partners, have now been identified to engage with training and support to develop processes of planning and implementation bespoke to their own communities. More robust understanding, assessment and intervention is being developed across schools to increase the effectiveness of engaging learners who are having significant difficulties attending school.

The Educational Psychology Service has supported the development of the Counselling in Schools Service in line with Scottish Government expectations. This service is directed at providing support for children and young people with mental health and wellbeing needs from the age of 10 years. Beginning in February 2021, the Counselling in Schools Service has been accessed by pupils from all secondary schools and 24 primary schools. Common reasons for referral include anxiety, depression, self-harm and relationship difficulties. The timing of this service has been critical in terms of responding to the increased need resulting from the pandemic.

Qualitative and quantitative information is gathered to evaluate the efficacy of counselling sessions. On the YP-CORE 10, young people who engaged with counselling reported an 18% reduction in scores. On the Strengths and Difficulties Questionnaire, young people reported a 27% reduction in pre and post scores. The school counselling service has been an invaluable addition to the range of services across Education and the HSCP aimed at addressing mental health and wellbeing needs.

Seasons for Growth is an evidence-based peer education programme, which aims to support children and young people who have experienced change, loss or bereavement. This approach was initially funded in Argyll and Bute to support children from Armed Forces families, however the Seasons for Growth programme has an important role in supporting the COVID-19 recovery plan due to the extent of change and bereavement children have experienced. The Educational Psychology Service developed a model of implementation focusing on training, coaching of staff and evaluating impact. Within Argyll and Bute, there are now more than 80 trained members of staff and the reach of the programme has been extended to include schools in Bute, Oban, Islay and Cowal allowing more children and young people to access the programme as they require it.

A model which ensures fidelity of the programme has been introduced, which incorporates ongoing coaching of trained staff, links with social work, the school counselling service and third sector organisations to support delivery. An accreditation pathway for staff has been established and evaluation data from children, parents and staff is being collected. Both parents and children have reported positively on the support they have received through Seasons for Growth groups.

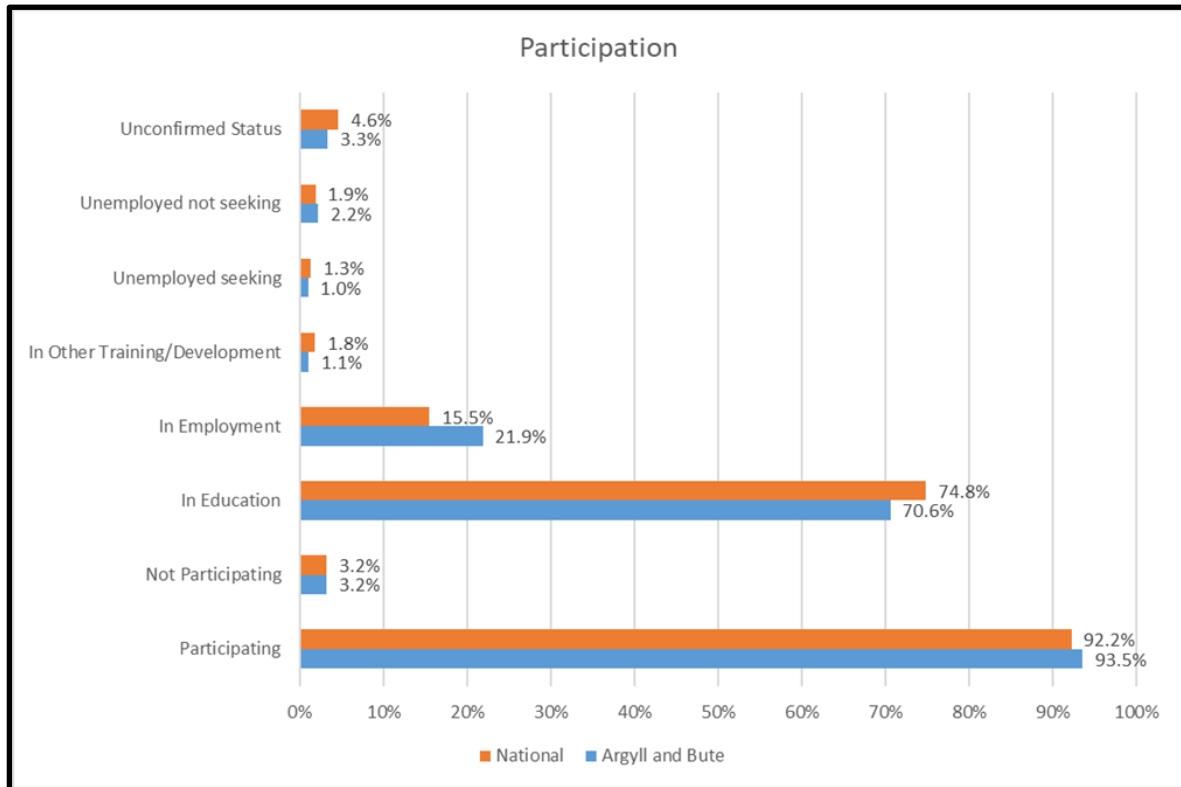
The Principal Teacher for Care Experienced Children and Young people has worked very effectively with the team of Care Experienced Health and Wellbeing Liaison Officers to provide support and targeted intervention for children and their families.

The Inclusion and Equality team has been signposting and delivering appropriate professional learning resources to support wellbeing and remove barriers to learning and this has resulted in supporting schools to build resilience within their communities.

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

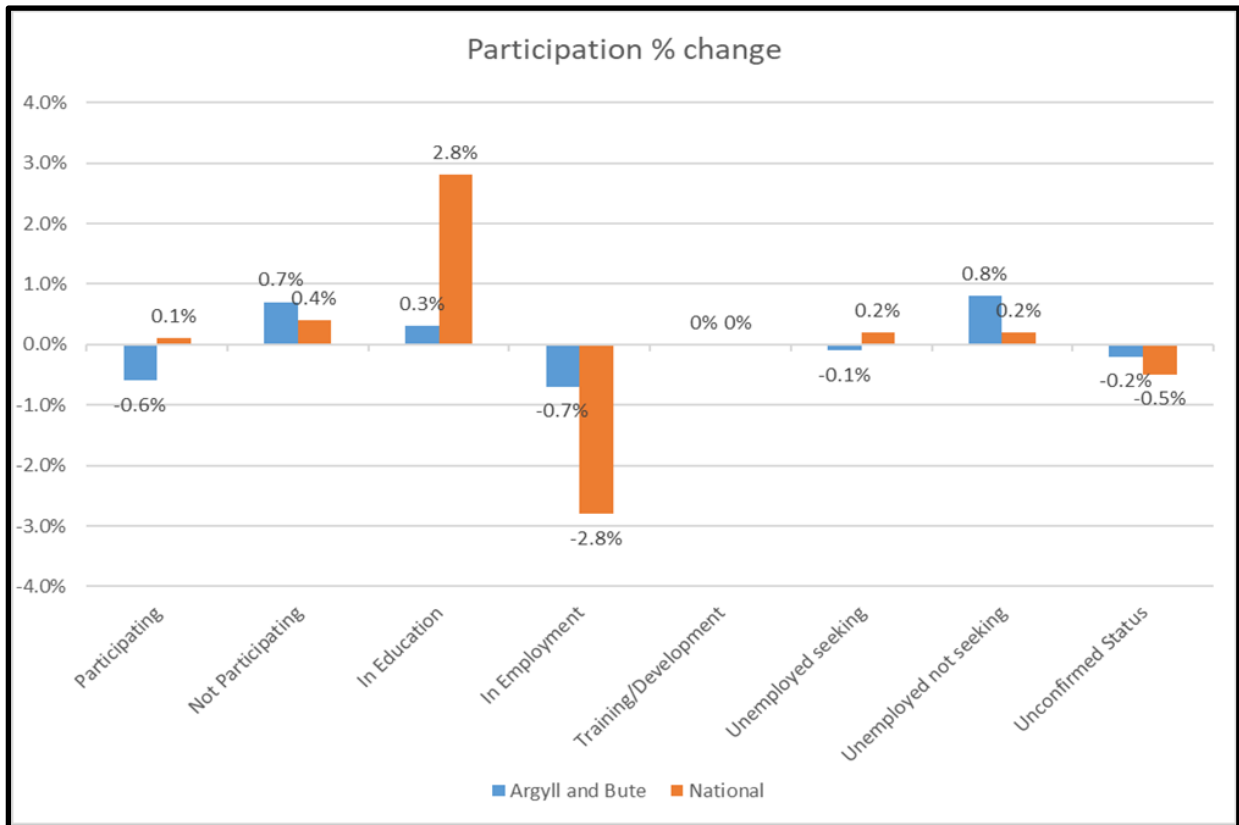
The 2021 Argyll and Bute Annual Participation Measure indicates a 0.6% decrease to 93.5% of 16 to 19 year olds in Argyll and Bute participating in education, employment and training, compared to 92.2% nationally. Despite a fall of 0.6% (equivalent to around 20 young people) in the number of young people participating last year, Argyll and Bute remains above the Scottish average in all three classifications and is ranked 10th in Scotland for participation across all local authorities. The table below breaks down into categories those participating and not participating in Argyll and Bute and Scotland as a whole.

Argyll and Bute and National Participation Measure



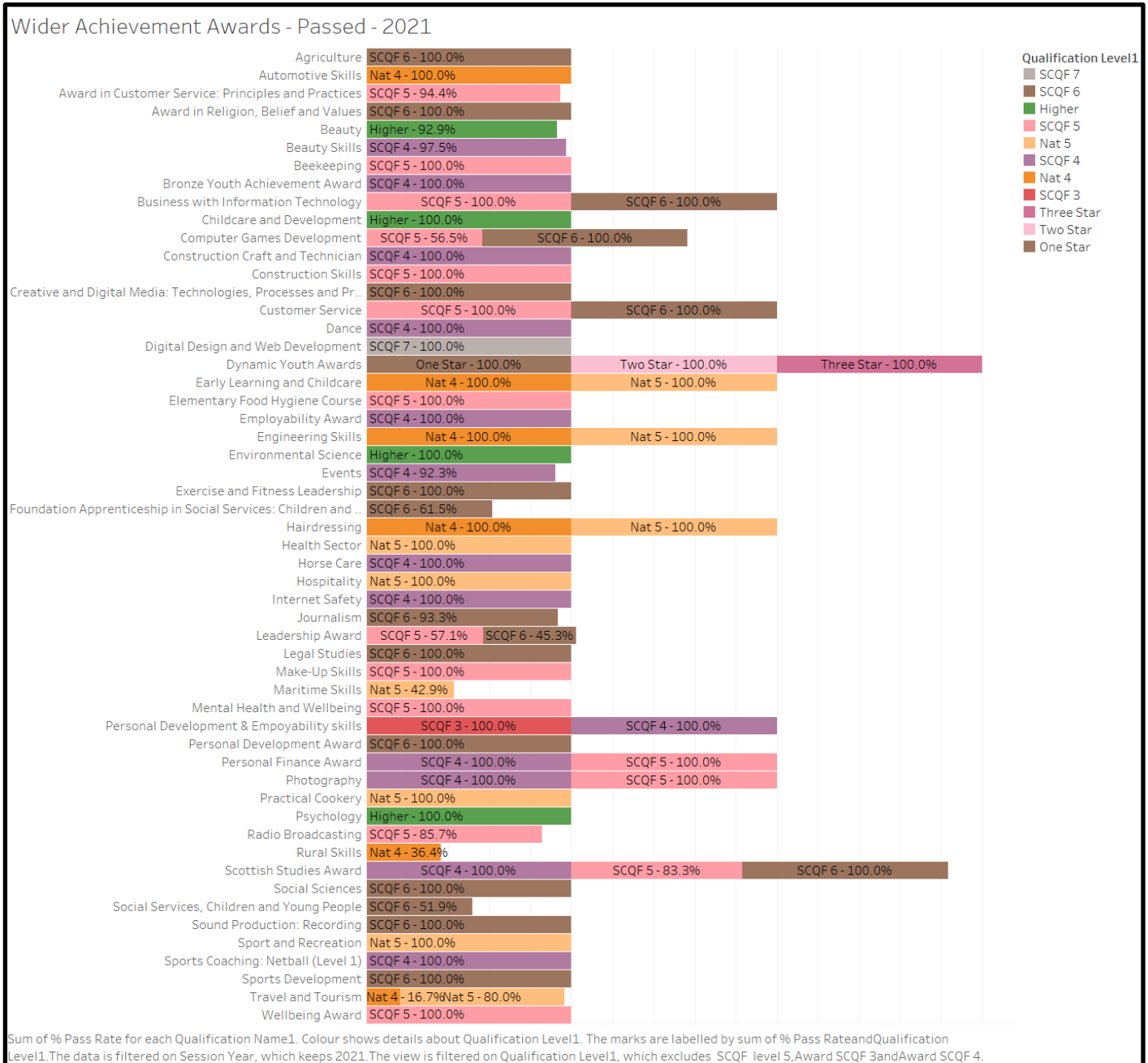
The number of 16 to 19 year olds in education - at school or in further or higher education - rose from 70.3% in 2020 to 70.6% in 2021. There was a decrease in the number of young people in post-school employment from 22.6% in 2020 to 21.9% in 2021. This, and the increase of 0.7% in unemployed young people from 2020 to 2021, is responsible for the overall drop in participation numbers among 16 to 19 year olds. As can be seen in section 5.4 below, the number of young people leaving school into employment has risen in 2021/2022. The above figures then point to issues with young people sustaining employment as they approach 18 and 19, which collaborative working between secondary schools, Skills Development Scotland, Community Learning and the Argyll and Bute Employability Partnership is seeking to address.

Argyll and Bute and National Participation Measure - Percentage Change



The achievement of children and young people across Argyll and Bute 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 graph below illustrates the range and levels of achievement by Argyll and Bute young people in 2021, and the percentage of the entered candidates achieving the awards.

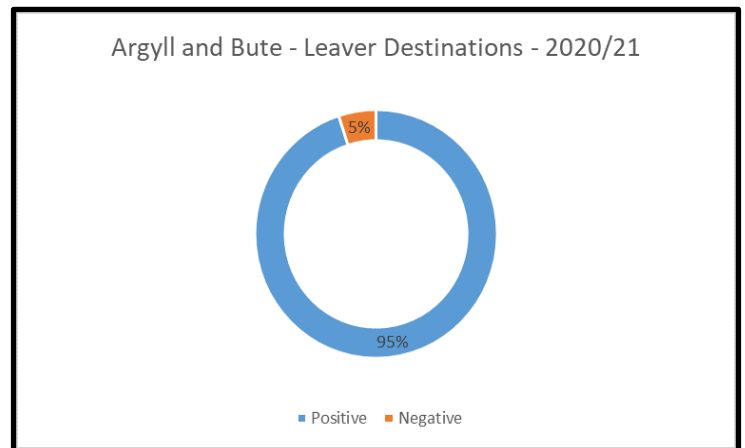
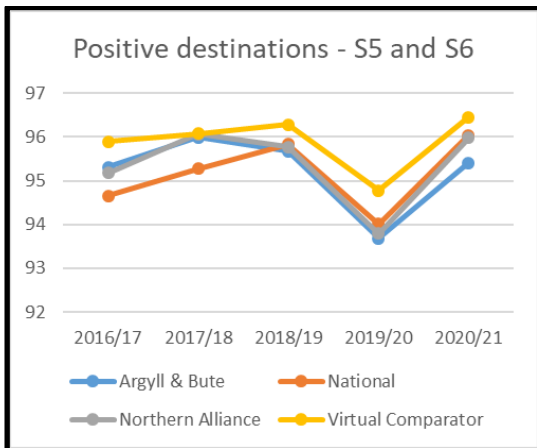
Argyll and Bute Wider Achievement Awards



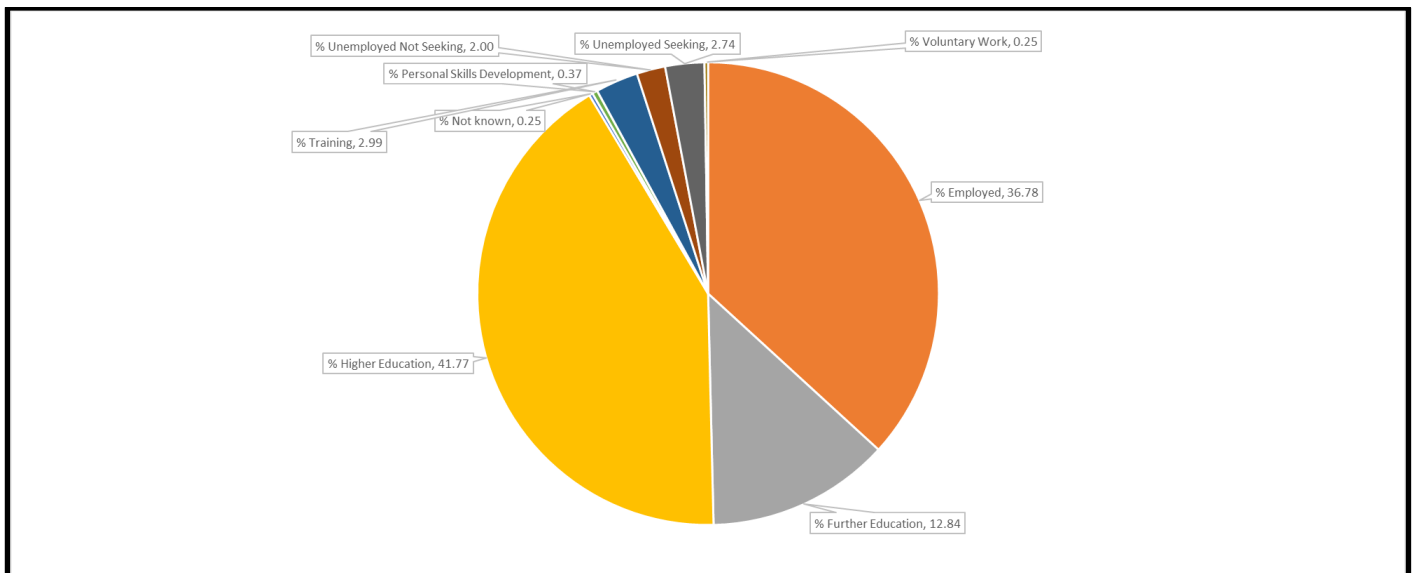
A high number of young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year improvements in positive destinations for the majority of school leavers in Argyll and Bute.

Alongside overall Participation data for all 16 to 19 year olds, which includes many young people still at school, another key measure relates to the number of young people leaving school into a positive destination. Such positive destinations include employment, further or higher education and further training. Recovery from the pandemic-related dip in 2020 is illustrated in the charts below, showing an increase from 93.6% to 95.4% in the percentage of young people in Argyll and Bute transitioning from school to a positive destination. This trend was also seen nationally, and in the Northern Alliance Regional Improvement Collective, as well as in the Virtual Comparator data.

Positive Destinations



Positive Destinations for School-leavers in Argyll and Bute - Breakdown by Destination



Compared to the 2020 figures, the number of school-leavers in Argyll and Bute entering further and higher education fell by 4.5% and 1.3% respectively in 2021. The number of young people moving into employment post-school rose from 28.9% in 2020 to 36.8% in 2021. Those leaving school and finding themselves unemployed fell by 2.3% in 2021.

The appointment in August 2021 of four Developing the Young Workforce (DYW) Co-ordinators, funded by the Scottish Government, has positively impacted on a number of key areas of focus:

- DYW Co-ordinators have been responsible for identifying, nurturing and developing school-employer partnerships in the secondary schools for which they have responsibility. Such partnerships have increased in number and effectiveness, offering a greater number of possible work placements for young people and a corresponding increase in our ability to match work placements to young people's career aspirations. An increasing number of such partnerships now conform to the Scottish Government's "Engaging" or "Influencing" partnership gradings. After a cessation in work placements for young people, as a result of the pandemic, the number of pupils accessing such placements has increased across all secondary schools during the second half of the

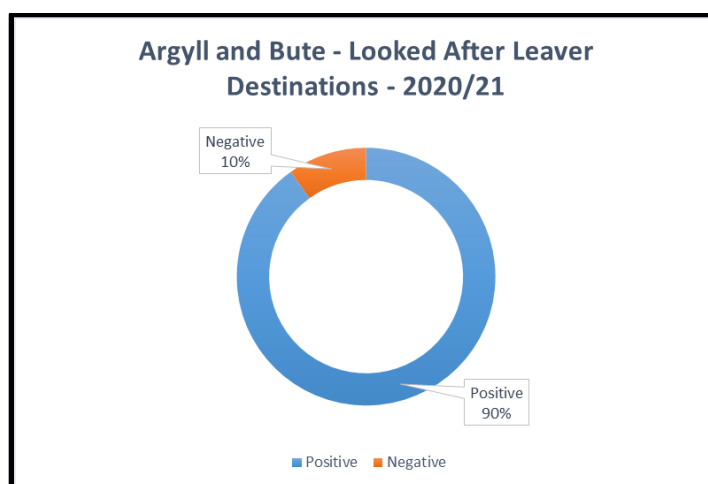
2021/2022 session.

- Opportunities for the development of young people's skills for life and work have increased through the work of the DYW Co-ordinators. High-quality careers events and skills development sessions have been held in schools across the Authority, with the active participation of partner employers central to such provision.
- DYW Co-ordinators have targeted those young people with the greatest obstacles to a successful transition into adult life. They have supported such young people in accessing work placements, developing key skills for life and work and forming links with employers.

Alongside the work of the DYW employers, schools have developed their practice in providing Flexible Learning Plans for senior pupils who are experiencing issues in engaging with school, and who require a bespoke learning pathway, incorporating both work on SQA and wider achievement accreditation and appropriate, targeted work experience. As a result, 36 young people have experienced a full and focused learning experience in the Senior Phase and have remained engaged through a blend of school-based and work-based activities. A number of Flexible Learning Plans have led to full-time employment for the young people involved.

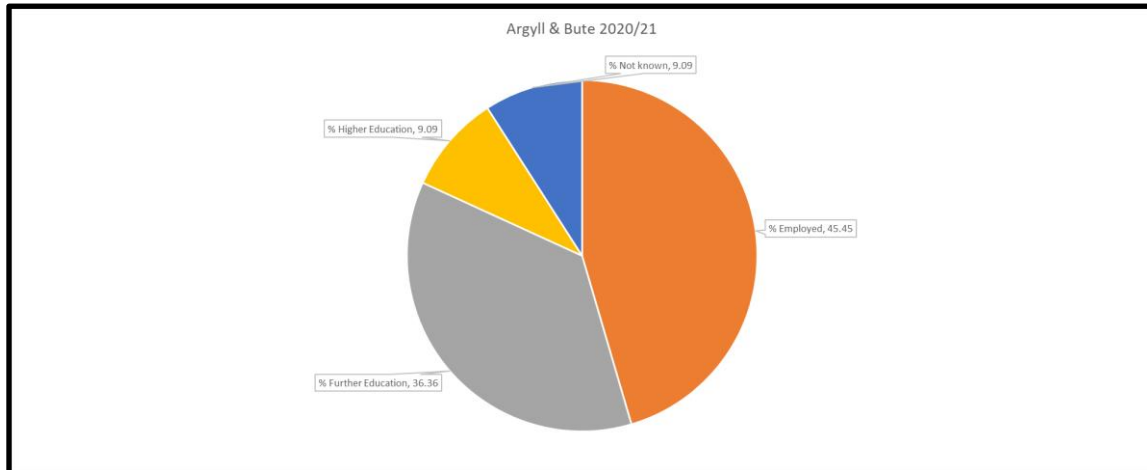
Developing school-college partnerships have enabled us to offer a range of work-based learning opportunities, including a number of SCQF level 3/4/5/6 Skills for Work courses, NPA SCQF level 4/5 courses and options to study single units from full-time courses. To support young people in developing industry experience, the range of Foundation Apprenticeships (FAs) and number of young people participating has increased. FAs were delivered in Business Skills, Engineering, Social Services and Healthcare and Social Services Children and Young People.

Positive Destinations for Care-Experienced Young People in Argyll and Bute



90% of our care-experienced young people who left education in 2021 secured a positive and sustained post-school destination, as illustrated above. This represents a 23% increase over the 2020 figure for the number of care-experienced young people progressing to positive destinations post-school. Rigorous tracking of care-experienced young people's progress in school and post-school by the Local Authority Lead for Care Experienced young people and her team has ensured that some of our most vulnerable young people are fulfilling their potential as they move into the adult world. The breakdown of positive destinations for care-experienced young people is illustrated below:

Argyll and Bute Positive Destinations for Care Experienced Young People 2020/2021



The prime cause for the increase in positive destinations among care-experienced young people is the number of such young people finding employment. As a post-school destination, unemployment for this group of young people fell from 33.3% in 2019/2020 to below 10% in 2020/2021. The percentage of such young people leaving school into employment rose from 11.1% in 2020 to 45.5% in 2021. There were also increases in the number of care-experienced young people moving into further and higher education, of 3% and 3.3% respectively.

SECTION SIX: THE NATIONAL IMPROVEMENT FRAMEWORK AND OUR CHILDREN, THEIR FUTURE

SELF-EVALUATION AND IMPROVEMENT

The vision for Education in Scotland is excellence and equity - excellence through raising attainment and improving outcomes and equity ensuring every child and young person has the same opportunity to succeed. Argyll and Bute's vision and strategy for Education, *Our Children, Their Future*, echoes this with the vision of making Argyll and Bute the best place to grow up.

NIF Priority 1	Placing the human rights and needs of every child and young person at the centre of education
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What is this?

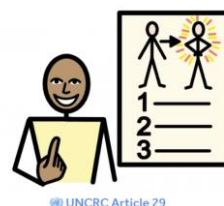
Improving children and young people's outcomes is at the heart of Education in Scotland. Everyone under 18 has the rights detailed in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC is based on four principles:

- **Non-discrimination** - which means all children under 18 have these rights and should not be directly or indirectly discriminated in the realisation of their rights.
- **Best Interests** - this means that adults should think about the best interests of children and young people when making choices that affect them.
- **The right to survive and develop** - which means that children and young people should grow up in conditions that don't impact negatively on their physical and mental wellbeing.
- **The right to have your views heard and taken seriously** - this means that the opinions of children and young people should be considered when people make decisions about things that involve them.

The National Improvement Framework promises to respect, protect and fulfil the rights of every child and young person and ensure that children and young people have an equal voice in being heard.

Why is this important?

Children's rights are all of the things that children and young people need in order to live a safe, healthy and happy life. This means that no matter where children and young people are from, what they believe or how they choose to live life they have these rights. Article 29 details that all children and young people have the right to an education which develops their mind, body and talents and builds a respect for other people and the world around them.



How this links to our Education Service Vision and Strategy:

Our Children, Their Future says that Education in Argyll and Bute will ensure that children have the best start in life and are ready to succeed and will equip young people with knowledge and skills to sustain positive destinations and achieve success in life.

What our improvement evidence for 2021-22 is telling us:

The Education Service has worked closely with partners across the Council to raise awareness of the incorporation of the UNCRC into Scots Law and has provided expertise in child friendly versions of information in regards to the UNCRC as well as Children's Rights Wellbeing Impact Assessments.

With establishments, we continue to provide support and challenge to schools to ensure that a child centred and rights based approach informs our practice. We are committed to the work of Argyll and Bute Council in working towards the incorporation of UNCRC into Scots law. A number of schools are members of the Rights Respecting Schools Accreditation programme, with this number increasing year on year.



As a member of the governance team leading on the Authority wide Children and Young People's Service Plan, an Education Service led multi-agency improvement project on ensuring the voice of children and young people, was taken forward. This resulted in the establishment of a Youth Advisory Panel (YAP). The work undertaken by YAP was recognised with a Children and Young People's Improvement Collaborative Quality Improvement Award for Youth Improvers of the Year for the improvement taken forward in making sure the Children and Young People's Service Plan was accessible to young people. This was a new award category based on the group's nomination.

Work has taken place across the Service on developing models for children and young people to have their voices heard. In Community Learning and Development, the Principal Teacher for Care Experienced children and young people and the participation officer have taken forward work to gather the views of children and young people to feed into strategic plans.

Team members have also engaged in Education Scotland's Racial Literacy pilot programme. This has created the opportunity to cascade learning and will inform equalities training for practitioners, building on already strong Equalities practice.

What our improvement targets for 2022-2024 are:

Priority 1.1 We will protect and promote Children's Rights through the promotion of inclusion and celebration of diversity for all our learners. This will be achieved through high quality professional learning for school leaders and practitioners, policy development and partnership working.

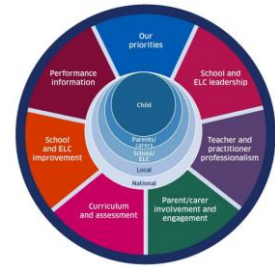
NIF Priority 2	Improvement in children and young people's health and wellbeing
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What is this?

We know that health and wellbeing is an important factor in children and young people's success. We have seen the impact that school building closures due to COVID-19 has had on children and young people. As part of the return to school and the recovery and renewal agenda, there has been a focus on supporting children and young people in maintaining their physical and mental health and wellbeing.

Why is this important?

This is important because we have a number of reports which are identifying that during the COVID-19 pandemic, and subsequent lockdowns where children and young people were learning remotely, the mental health and wellbeing of our pupils was impacted negatively. The importance of tracking health and wellbeing is noted nationally within the 11 key measures and 15 sub-measures used to assess the progress in attainment and achievement of children and young people.

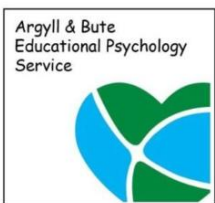


How this links to our Education Service Vision and Strategy:

Argyll and Bute identify that to raise educational attainment and achievement for all, improving literacy, numeracy and health and wellbeing outcomes for children and young people is core. To do this, the Education Service works with a number of key agencies and partners to provide, at the earliest opportunity, what pupils need most to support their health and wellbeing.

What our improvement evidence for 2021-22 is telling us:

In session 2021-22, key objective 3.1 identified that the Education Service will monitor both the short and longer term impacts of COVID-19 on our children and young people's health and wellbeing and take action as required to mitigate the effects and improve outcomes. We will focus on mental and emotional wellbeing, attendance exclusions and transitions between and across stages of learning.



The Educational Psychology Service Addressing Non-Attendance (ANA) strategy, in conjunction with the Maximising Attendance Working Group, has brought a coordinated, evidence-informed response to the significant increase in non-attendance at school following the pandemic. This has led to a systematic programme of training being delivered to pilot schools, with the aim to build the knowledge and skills essential to professionals working at all ages and stages of intervention and with all types of non-attendance.

The Counselling in Schools Service has delivered services to children and young people from the age of 10 years in line with Scottish Government expectations. This has ensured that vulnerable young people across all schools now have equal access to high quality counselling services, delivered by appropriately trained professionals. Over 350 young people engaged with the service as of April 2022.

The Educational Psychology Service carried out a survey across educational establishments to establish the mental health needs of children, young people, families and staff as perceived by Education colleagues. The results of this survey have been used to guide school based and Authority wide interventions.

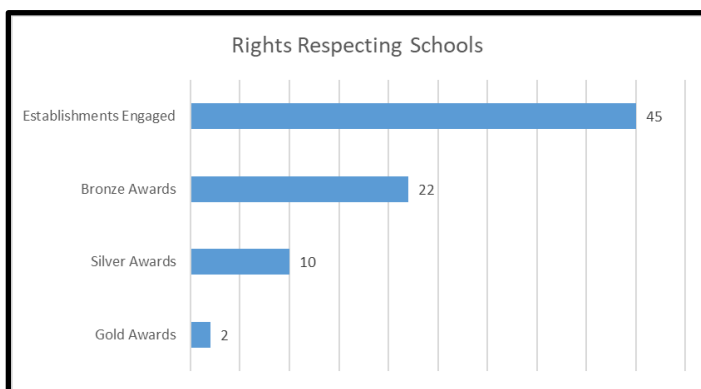
Transitions for our children and young people have been continually developed. For example, individual transition passports have been developed for our pupils with hearing loss and an Authority wide nursery to Primary 1 transition project has led to a more seamless transition for learners. This has resulted in receiving schools understanding pupils' needs more effectively and planning for any necessary staff training to ensure appropriate transitions with a continued pace of learning.

A pilot in two secondary schools, run in conjunction with partners, has provided baseline data in relation to the health and wellbeing of young people within Argyll and Bute Council and Scottish comparator figures. This work has led to partnership engagement from CLD and Active Schools in order to create a shared action plan that will help bridge community and school improvements.

With the easing of restrictions, schools have been supported in re-establishing relationships with partners who support the delivery of the Health and Wellbeing curriculum in school. This has allowed young people to benefit from face to face delivery from a range of professionals such as the NHS, Rape Crisis and ADP.

Our Authority focus upon learning in the outdoors ensures that our practice is research based and focused upon the mental, physical, social and emotional wellbeing of learners. This focus has shown a positive impact on pupils' wellbeing and readiness to learn.

In session 2021-22, key objective 3.2 identified that the Education Service will declare our commitment to educating our children and young people around their right to be valued, respected and treated with dignity in alignment with the UNCRC legislation.



We maintain a focus on nurturing our learners across all stages and supporting their understanding of their rights and responsibilities as citizens. Within the Authority, there are 43 schools and 2 partner nurseries engaged with the Rights Respecting Schools Award. 2 schools have achieved Gold Accreditation, 10 have achieved Silver and 22 have achieved Bronze. This has resulted in an increase of understanding for pupils and families in regards to the rights of children under the UNCRC.

We have developed the work and membership of the Youth Advisory Panel to ensure that Young People are the central voice within the Children and Young People's Service Plan. We have continued to develop our practice across the Service to ensure that pupil voice is heard through consultation work.

We have delivered a training session to newly appointed Head Teachers in relation to pupil voice and parent/carer involvement and engagement. This has emphasised our commitment to ensuring that pupil voice is embedded into school improvement and results in meaningful change.

In session 2021-22, key objective 3.3 identified that the Education Service will continue to implement our strategy to build a trauma informed and responsive workforce across our Local Authority services to make a difference to the lives of children and young people, parents and carers and our staff.

The significant contribution to the Education and Health and Social Care trauma responsive workforce development has ensured a consistent approach to raising the awareness of all staff on the ways in which trauma impacts on children, young people and adults and is resulting in important changes to practice across agencies.

Our Children, Their Nurturing Education (OCTNE), the Authority wide education strategy that brings together nurture, adverse childhood experiences and trauma-informed practice has continued to support school staff, children and young people, with 29 schools now engaged with the intervention. This has resulted in more consistent, informed and sustained approaches to effectively meeting the needs of

children and young people experiencing distress.

The extension of the Seasons for Growth companion training and support has resulted in increased delivery of this evidence-based, peer education programme to support children and young people who have experienced change, loss or bereavement. The Seasons for Growth programme has an important role in supporting recovery post COVID-19 due to the extent of change and loss experienced by many children and young people and the impact this has had on their thoughts, feelings and behaviours.

In session 2021-22, key objective 3.4 identified that the Education Service will respond to the Scottish Government Plan which sets out a range of actions to address the findings of the independently chaired review of implementation of additional support for learning (Morgan Review).

We have further enhanced leadership opportunities for staff across the Authority in line with recommendations from the Scottish Government's Morgan Review 2020. This has resulted in the recruitment of 7 Lead ASN Assistants (Literacy Enhancement), seconded until the end of December 2022. The Lead ASN Assistants, trained in using assistive technology, will support schools in meeting the support needs of targeted groups.

What our improvement targets for 2022-2024 are:

Priority 2.1 We will support improvement in children and young people's health and wellbeing through the use of targeted approaches and understanding of learning and learners to enhance learning in different contexts, which will support attainment and achievement across the four capacities. This will be achieved by identifying professional learning, in school development and work with partner agencies, both centrally and through school improvement priorities, to provide a wide range of experiences and opportunities for children and young people to achieve success.

What is this?

Across Scotland, disadvantage is measured by the Scottish Index of Multiple Deprivation (SIMD). This is the official tool for identifying and comparing deprivation levels across Scotland. In looking at attainment results from Achievement of a Curriculum for Excellence Level (ACEL), SQA certifications and assessments and positive destination results it can be seen that pupils from lower SIMD quintiles, who experience more disadvantage, have lower achievement rates than pupils from higher SIMD quintiles, who experience less disadvantage. The difference between the achievement rates of pupils from higher SIMD quintiles and the achievement rates of pupils from lower SIMD quintiles is called the attainment gap.

Why is this important?



The Scottish Government's vision for Education in Scotland is that every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap. The Scottish Government thinks that this is so important that they have invested £1bn to support Education recovery and close the poverty related attainment gap. Prior to the COVID-19 pandemic, Argyll and Bute data was showing that the poverty related attainment gap was closing, but due to the impact of COVID-19 we are seeing this gap increase.



How this links to our Education Service Vision and Strategy:

Argyll and Bute's key priority of 'Raise educational attainment and achievement for all' recognises the research and evidence that demonstrates the link between pupils experiencing poverty and lower rates of attainment and achievement. We want to improve the overall quality of learning experiences and improve literacy, numeracy and health and wellbeing outcomes for all children and in doing so close our attainment gap.

What our improvement evidence for 2021-22 is telling us:

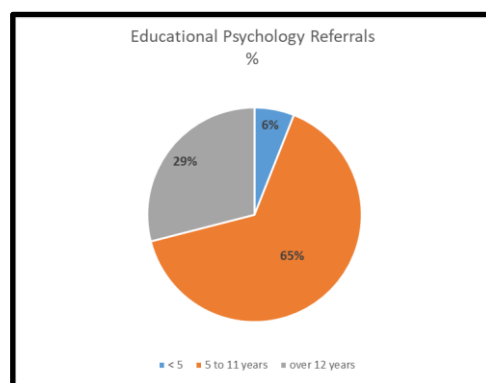
In session 2021-22, key objective 2.1 identified that the Education Service will continue to address disadvantage and deprivation to close the attainment gap by analysing data to inform a strategic overview of attainment for disadvantaged groups across the Local Authority and allow effective, targeted interventions. Through this approach, we will develop a shared understanding of how poverty is affecting families within their context and place.

We have ensured that there is excellent cohesion between School Improvement Planning (SIP) and targeted interventions to meet the needs of the most disadvantaged children and young people. This is achieved through specifically incorporating planning for Pupil Equity Funding (PEF) within the SIP template and the provision of high quality associated guidance documentation. This has resulted in a more consistent, rigorous and focused approach to planning for and reporting on progress in relation to this cohort of children and young people.

The analysis of Progress and Achievement and Developmental Milestone data supports the identification of disadvantaged groups and attainment gaps. The resulting analysis has led to a more focused and evidence-based approach to planning for effective and targeted interventions.

Targeted support has been provided to establishments where centrally collated data has demonstrated an attainment gap in Literacy and/or Numeracy. This has resulted in interventions being more targeted and more consistently applied across establishments. In turn, this has begun to lead to an increase in attainment for targeted pupils.

Educational psychologists have worked closely with school staff, partners and families across all educational establishments, which has allowed well considered targeted interventions to be directed to those children and young people with the greatest need. Over 150 referrals have been responded to over the last year with 6% under 5 years, 65% between 5 and 11 years and 29% over 12 years.



Research has found that mental health difficulties are more prevalent in the LGBTQ+ community, being disproportionately affected by suicidal ideation and self-harm behaviours, potentially due to perceived stigma. The Educational Psychology Service has worked with partners to seek the views of children and young people from the LGBTQI+ community in our secondary schools. This has resulted in greater understanding of the experiences of young people identifying as LGBTQ+, which will be used to inform best practice recommendations including changes to policy and guidance.

The service continues to build awareness, knowledge and understanding of how poverty affects pupils and families. Work with the Child Poverty Action Group has resulted in poverty awareness training and work with pupils and parents who have lived poverty experience. Access to free period products is a key component of our poverty awareness work and the appointment of a Period Products Lead Officer, and collaborative working with partners, has resulted in a community-based understanding of access to free products and educational materials to support understanding of environmentally friendly products.

Through analysis of data relating to learners most negatively affected by COVID-19 disruption, we established a programme of targeted supported study in addition to the school day and during the Easter Break. Secondary schools have been supported and funded to identify and engage targeted young people in this programme. As a result, all schools have implemented supported study opportunities for all Senior Phase young people, with particular focus on supporting recovery for the most disadvantaged.

In order to address disadvantage resulting from remote location and the associated impacts, we have developed our partnership with Argyll College by introducing 20 networked virtual learning courses offered to all young people in all secondary schools via the development of a shared timetable column. As a result, we have widened access to the Senior Phase curriculum and have increased the resilience of our Senior Phase offer in the face of challenges faced by localities in Argyll and Bute.

We have provided additional funding for island schools to widen access to vocational curriculum SQA courses. As a result, this has enhanced personalisation and choice for young people, specifically those disadvantaged by remote locations, and increased opportunities for post-school positive destinations.

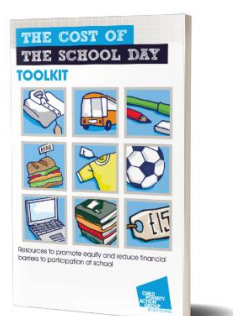
We have funded the procurement and installation of digital video conferencing equipment across all secondary schools. As a result, we are in a position to continue development of the expanded curriculum offer via digital platforms as appropriate. Consequently, young people disadvantaged by remoteness of locality have access to the same curriculum offer as those in more populous areas.

In the lead up to the SQA Qualifications examinations, key disadvantaged groups have been targeted for funded specific interventions in relation to examination preparation. As a result, young people across the Senior Phase have been supported to maximise their attainment regardless of place and context.

In session 2021-22, key objective 2.2 identified that the Education Service, with regard to PEF interventions, will continue to work with schools to further develop deeper analysis of what is working well and share this across our schools and ELC settings to the benefit of a greater number of children and young people. This will include both local and national intelligence around successful interventions.

We have worked with targeted establishments to identify need and tailor interventions accordingly, in line with international research and recommendations. Training has been provided within most of these establishments. As a result, interventions have become more focused and practitioners have reported increased levels of confidence in using them. This is beginning to have a positive impact on targeted pupils' attainment in Literacy and Numeracy.

The use of Accelerated Reader, as a reading intervention, has led to improvements in reading skills and increasing enjoyment of reading. As a result of staff training, primary teachers are using Accelerated Reader data to enhance their teaching and learning of reading; improve the support they are providing to children with literacy difficulties; motivate children to continue reading at appropriate levels of challenge and interest.



Individual schools across the Service have undertaken Cost of the School Day consultations, this has informed approaches to support pupils and families and specifically target allocations of PEF funding. Pilot project work across 2 secondary schools identified that a percentage of pupils do not participate in activities outside of school due to finance. In addition, pupils stated that due to their location, they rely on parents/carers for transport to activities. Schools continue to use PEF funding in a targeted way to address barriers and optimise access of opportunity for pupils.

In session 2021-22, key objective 2.3 identified that the Education Service will continue to work collaboratively with our Health and Social Care Partners (HSCP) to implement “The Promise Scotland” to support shifts in our policy, practice and culture for our care-experienced infants, children, young people, adults and their families so that every child grows up loved, safe and respected and able to realise their full potential.

The Educational Psychology Service has engaged with children and young people to seek their understanding and accessibility of available support for mental health and wellbeing and establish any gaps in provision. This work delivers on the expectations of The Promise that children, young people and their families will be listened to, respected, involved and heard in every decision that affects them. The work is providing a space where young people who are care-experienced will be listened to and provided with a shape of how Education services provide support.

Education and partners have worked across all agencies to embed the change in the language of care and to ensure the regular use of the key 15 words in practice, in meetings and in paperwork. This has resulted in a positive change in how young people are represented within the service as well as bringing a consistency of approach.

The role of the Care Experienced Health and Wellbeing Liaison Officers' in supporting care-experienced children and young people within Education has become embedded, resulting in referrals from Social Work as well as Education leading to better targeted and timely support for care-experienced children and young people.

What our improvement targets for 2022-2024 are:

Priority 3.1 We will address disadvantage and deprivation to close the attainment gap by analysing data to inform a strategic overview of attainment for disadvantaged groups across the Local Authority and allow effective, targeted interventions. This will be achieved through the development and tracking of stretch aims and targeted use of Pupil Equity Funding and Scottish Attainment Challenge funding.

Priority 3.2 We will use a data and research informed approach to provide targeted support to establishments across the Authority. This will be achieved by working collaboratively to develop a range of effective approaches, which have a positive impact on closing the attainment gap. This will be further supported by a focus on effective moderation of standards to ensure consistency across establishments.

NIF Priority 4	Improvement in skills and sustained, positive school-leaver destinations for all young people
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What is this?

The initial destination of young people relates to the activity young people are undertaking after leaving school. A positive destination for school leavers includes work, training and further study.

Why is this important?

This is important because the Scottish Government gathers data on the destinations of young people after leaving school, and it is one of the key measures used to determine the effectiveness and equity of educational provision. In our educational vision, set out in *Our Children, Their Future*, we seek to equip young people to secure and sustain positive destinations and achieve success in life.

Schools use information on positive destinations to help develop course offerings and wider attainment and achievement opportunities to ensure equity across gender, deprivation and other pupil characteristics.

We have seen an impact on young people's positive destinations due to the COVID-19 pandemic, which has meant that some opportunities often available to young people, such as apprenticeships and college courses, were delayed and employment opportunities normally available were not accessible due to the pandemic.

How this links to our Education Service Vision and Strategy:

Argyll and Bute want to grow the population through economic development. To achieve this, we need our young people to have the right skills, attitudes and capacities to enter into the local employment market as well as support business growth and innovation. We want our young people to be equipped to secure and sustain positive destinations and achieve success in life and we want them to be a part of building an economically successful Argyll and Bute within the local and global market. Through their chosen pathways, our young people will have opportunities locally to pursue training and academic pathways, develop entrepreneurial ambitions and skills and have an experience of the workplace.

What our improvement evidence for 2021-22 is telling us:

In session 2021-22, key objective 4.1 identified that in the senior phase (S4-S6) the Education Service will continue to review and refine learning pathways to ensure that we meet the needs of all learners and deliver personalisation and choice, which will support young people to transition to their identified positive destination. Through our Education Change programme, we will improve our capacity to use our digital networks and digital skills to develop and deliver a flexible curriculum to ensure equity for all learners regardless of place or context.

Enhanced learner pathways have been developed through our partnership with Argyll College. 20 networked virtual learning courses have been offered to all young people in all secondary schools via the development of a shared timetable column. As a result, the individual needs of all learners are being met by increasing personalisation and choice in the Senior Phase curriculum offer. This development offers a wider choice of SQA courses, which subsequently provide young people with access to a greater range of pathways to positive post-school destinations.

In order to support our development of the virtual learning common timetable, our partnerships with eSgoil and Northern Alliance and additional networked Argyll College Courses, we have funded the procurement and installation of digital video conferencing equipment across all secondary schools. As a result, we

have improved our capacity to use our digital networks and digital skills to develop and deliver a flexible curriculum to ensure equity for all learners regardless of place or context.

We have provided additional funding for island schools to widen access to vocational curriculum SQA courses. As a result, equity for Senior Phase learners regardless of place or context has been improved by enhancing personalisation and choice through a wider Senior Phase curriculum offer.

In session 2021-22, key objective 4.2 identified that to support our young people to their identified destination the Education Service will continue to ensure that skills for life, learning and work are a key feature of curriculum planning and delivery across all contexts for learning. Within this context, we will recognise, identify and share effective practice from within Argyll and Bute, the Northern Alliance and across Scotland to promote local and national opportunities for developing enterprise and entrepreneurial skills in schools.

Individualised Flexible Learning Plans (FLPs) for young people facing barriers to school engagement have been utilised more widely to offer work based vocational learning alongside curricular provision in schools. As a result, the individual needs of each young person are central to the bespoke provision offered in developing their skills for life, learning and work and ensuring a sustained positive post-school destination.



Four Developing the Young Workforce (DYW) Coordinators have been appointed to work with secondary schools in establishing and developing school-employer partnerships to increase the range and quality of Work-Based Vocational Learning (WBVL) and work placements available to learners. As a result, young people are able to access placements more appropriate to their preferred occupation and employers are more closely involved with schools in planning and contributing to the skills development and employability curriculum.

We have revised and improved our Authority guidance on Work-Based Vocational Learning to ensure staff within schools are skilled and confident in supporting pupils into work placements, which reflect their interests and aspirations and which develop their skills for life, learning and work. As a result of this, DYW Leads have described their increased understanding of procedures and bespoke work placements for young people have become more accessible.

All schools have undertaken the Education Scotland Work Placement Benchmarking Exercise, a self-evaluation exercise analysing all aspects of a school's provision of Work-Based Vocational Learning. As a consequence, schools have identified the actions and supports required to improve their provision of work placements to young people.

In response to consultation with schools, a programme of professional learning for school staff has been established. This is allowing schools to better understand national guidance on Work-Based Vocational Learning, and to develop their employer partnership beyond the "Engaging" level to "Collaborating" or "Influencing" levels.

In session 2021-22, key objective 4.3 identified that in collaboration with our Arm's Length External Organisation (ALEO) partner, Live Argyll, the Education Service will implement the Community Learning and Development Strategic Plan to promote and foster the adoption of lifelong learning, whilst measuring and evaluating the impact of such learning in our families and communities.

Education has had involvement in the formulation of the Community Learning and Development (CLD) Strategic Plan 2021-2024 and has worked in partnership with Live Argyll and CLD, Developing the Young Workforce and other partners to support the delivery of Theme 3 – Health and Wellbeing. As a result, a range of targeted programmes in safe spaces in schools, and in the community, to support the health and wellbeing of learners have been established.

The responsibility for Community Learning and Development was transferred successfully to Live Argyll in June 2021. As a result, through the tracking of targeted outcomes via the CLD Strategic Plan 2021-2024 and associated annual action planning, there have been enhancements in areas such as volunteer development, literacy, health and wellbeing, community engagement and working with young people.

What our improvement targets for 2022-2024 are:

Priority 4.1 Through partnership working we will promote the development of skills, knowledge and understanding of learners to widen learning opportunities and career pathways for learners. This will be achieved through a focus on acquisition of skills and access to personalised learning pathways to support learners to develop all four capacities and become global citizens.

Priority 4.2 We will further enhance our partnership with Developing the Young Workforce (DYW) to ensure all young people have the opportunity and successfully develop the skills for life and work required to attain sustained, positive destinations post-school. We will achieve this through improved tracking of young people's pathways within school and in the period after leaving school to ensure appropriate support, guidance and opportunities are in place to gain and sustain positive destinations. We will also achieve this by broadening and improving work-based vocational learning opportunities for young people, improving vocational educational provision in schools and developing strong partnerships with employers and agencies who can contribute to the development of young people's skills and prospects.

What is this?

Improving attainment in literacy and numeracy is a key priority as nationally Achievement of CfE Levels data has shown a decline in attainment in literacy and numeracy. The Scottish Government wants to ensure there is a co-ordinated focus on attainment in literacy and numeracy across all local authorities.

Why is this important?

This is important because the data around the Achievement of CfE Levels shows that the COVID-19 pandemic and subsequent lockdowns, resulting in children learning remotely, has negatively impacted attainment for pupils across Scotland. The Scottish Government wants every child and young person to achieve the highest standards of literacy and numeracy in order to have the chance to access opportunities throughout life.

How this links to our Education Service Vision and Strategy:

In Argyll and Bute, schools offer a broad range of experiences to help all children and young people develop knowledge, skills and attributes for success in learning, life and work. Literacy, Numeracy and Health and Wellbeing are the three pillars that underpin the 3-18 curriculum in all of our schools. We want to support schools to improve the attainment of literacy and numeracy in order for young people to attain their full potential and life success.

What our improvement evidence for 2021-22 is telling us:

In session 2021-22, key objective 1.1 identified that the Education Service *will track and monitor both the short and longer term impacts of COVID-19 on our children and young people's learning and take action through the use of data to mitigate the effects. We will continue to develop the data analytical, evaluation and quality improvement skills of our staff so they can make evidence-based decisions to raise attainment, particularly in literacy and numeracy.*



Support for schools in raising attainment in literacy and numeracy has been multifaceted with individual, cluster and Authority wide supports being made available in literacy and numeracy. This has resulted in a clearer understanding of pedagogical approaches and specific interventions to raise attainment in literacy.

Through the use of established Progress and Achievement collections and Early Years literacy and numeracy tracking systems, children and young people's progress is rigorously tracked and monitored in literacy and numeracy. The resulting data has facilitated analysis of the impact of COVID-19 on our learners both in the short and longer term, assisting establishments to identify and mitigate the effects and support recovery.

We have developed and provided Progress and Achievement data packs to all establishments at three key points throughout the session, which provide extensive data sets to monitor and measure progress in literacy and numeracy across the Broad General Education. This has resulted in the more purposeful use of data to inform improvement and has supported staff to make evidence-based decisions to improve outcomes for learners.

Through a planned programme of CLPL support for Progress and Achievement, we have provided regular opportunities to develop data analysis skills and promote the use of evidence-based judgements to inform improvement. This has resulted in increased levels of confidence in data analysis and a more developed understanding of how the data can be used to support improvement.

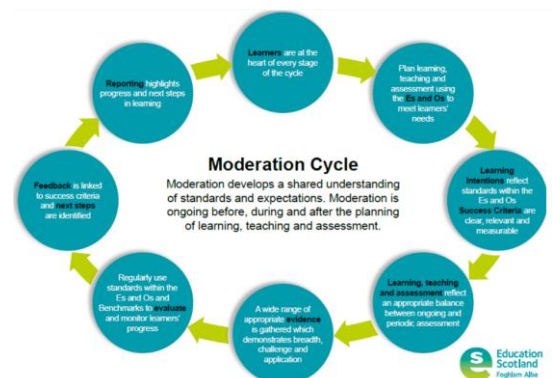
We have ensured that School Improvement Planning continues to be informed by and linked closely to *Our Children, Their Future* and Scottish Government advice and guidance provided as schools and local authorities plan to support recovery, renewal and improvement in the new school year and beyond. The recently reviewed School Improvement Planning process has ensured excellent cohesion between individual establishment plans and the local and national contexts.

Support and training in School Improvement Planning has been provided again in session 2021/2022 to further enhance the quality of these documents and stress their role as drivers for improvement. School Improvement Plans and Standards and Quality Reports are rigorously quality assured on an annual basis, resulting in confidence in establishments' self-evaluation and their use of data to identify relevant and focused priorities which are measured and evaluated throughout the session.

Through a planned programme of virtual quality improvement visits, and in response to feedback from HMIe and Care Inspectorate inspection visits, we have supported establishments' improvement in effective self-evaluation. Education Officers/Managers make effective use of a range of resources and evidence, including data sets available through Progress and Achievement. This has resulted in a more focused approach to the provision of challenge and support to drive school improvement with a more targeted approach to improvement priorities, which are evidencing impact on pupils' attainment and health and wellbeing.

We have identified target establishments, based on centrally collated data and given additional support, which has included professional discussions, training and professional learning. Head Teachers have reported that they now have a shared understanding of intervention approaches and consistent implementation. Support staff also report increased confidence in their understanding and delivery of targeted interventions. This focused work has resulted in improved attainment in literacy and numeracy for target groups.

The creation of our digital moderation platform, tailored by feedback from practitioners, is supporting establishments in effective moderation within the Gaelic Medium and English Medium primary sector. This has resulted in a clearer understanding of the moderation process at establishment level and improved confidence of teacher professional judgement of learners' progress. At secondary level, enhancement of the digital moderation platform within and between schools, schools' analytical evaluation and quality improvement skills and capacity to make evidence-based decisions relating to assessment has continually developed. This has led to increased staff confidence in understanding standards and accurate, reliable estimation of attainment as demonstrated by Education Scotland feedback on 2021 provisional SQA awards.



Through a planned programme of Professional Learning support, we have provided opportunities to use national and local resources (i.e. The BGE Benchmarking Tool, digital moderation platform, etc.) to further support the analysis of establishment data and linked training to support improvements for learners. This has led to increased levels of confidence in the use of resources and a more informed perspective of literacy and numeracy attainment.

Working in collaboration with colleagues from HMIe, we have supported those schools engaged in follow-through inspection activity as part of HMIe's phased programme of return. This has resulted in a positive outcome for all nine schools involved, having demonstrated their capacity to improve in response to original inspection findings. Seven require no further engagement and two require an LA follow-up report.

Working in collaboration with colleagues from HMle, we have supported those schools engaged in thematic inspection activity as part of HMle's phased programme of return. This has resulted in very positive feedback for the schools involved, as evidenced by the some featuring as case studies in the published reports.

In session 2021-22, key objective 1.2 identified that the Education Service will identify and offer high quality career long professional learning (CLPL) based on current research, alongside our Northern Alliance and Education Scotland partners, ensuring access for all practitioners to develop a shared understanding and delivery of high quality pedagogy and learning experiences.

Central Education Team Officers have supported professional development across the Service through a range of professional learning opportunities. Professional networks available through the Northern Alliance allow opportunities for practitioners to engage across local authorities. Access to and engagement with professional networks and professional learning has resulted in improved teacher confidence in classroom-based practices and pedagogies and has positively impacted on pupil attainment and motivation. For example, as a result of Quality Assessment and Moderation Officer Training (QAMSO) provided by Education Scotland, we now have a network of expertise at establishment and cluster level to support moderation. Through evidence-based professional learning on play pedagogy, there has been a clear evidenced impact on classroom pedagogical approaches and transitions into P1.

Opportunities for collaboration between practitioners has deepened the understanding of the progression of literacy skills. Gaelic Medium, English Medium and Early Years practitioners demonstrate increased consistency of approach when delivering the curriculum and a clearer understanding of standards of achievement.

The Local Authority achieved endorsement from GTCS and Education Scotland for our Guided Approaches to Pedagogical Enquiry (GAPE) professional learning programme, which focuses on a number of successful pedagogical approaches in the classroom. GAPE is designed to improve the quality and consistency of teaching and learning across classes and schools. Schools participating in the programme have evidenced improvements in the quality of learning and teaching and increased practitioner understanding of pedagogical approaches.



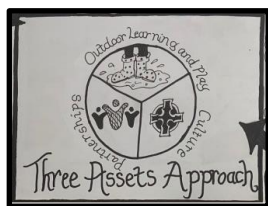
The Leadership Learning Pathway has been developed to support members of staff at all levels, in identifying local and national professional learning programmes that support the development of high quality learning experiences and pedagogy. This has resulted in a number of staff receiving accreditation, increasing leadership capacity at all levels across our establishments.

The Authority approach to Professional Review Development (PRD) was reviewed in the light of opportunities for professional learning during the pandemic and this has led to a more relevant and streamlined approach. The Authority also received GTCS Professional Update accreditation, which confirms the quality of policy and practice adopted consistently throughout schools in offering Career Long Professional Learning (CLPL).

To support our children and young people with additional support needs, a calendar of professional learning opportunities was offered throughout the session including deaf awareness training, British Sign Language, assistive technology training and CALM Theory and Physical Intervention training. These inputs resulted in more consistent approaches in supporting our children and young people with additional support needs and increased staff confidence in improving outcomes for pupils.

There is a particular focus for care-experienced young people at the secondary level on individualised approaches to curriculum, which include curricular and vocational activity. Improvement in attendance and attainment is beginning to show for this group of young people.

In session 2021-22, key objective 1.3 identified that the Education Service *will respond to the independent review of Curriculum for Excellence conducted and reported upon by the Organisation for Economic Co-operation and Development (OECD) and the SG implementation plan. We will also respond to the CfE implementation plan once published to deliver improvements across our schools reflecting the uniqueness of our communities.*



Through widespread delivery of our bespoke curriculum design model, The Three Assets Approach, we have supported our Early Years establishments to build an Early Level curriculum which is context specific and delivers coherence, relevance, personalisation and choice. This is leading to the emergence of diverse curricula, which supports learner wellbeing through the development of a sense of place, community and belonging.

Our Curriculum for Excellence professional learning for Early Years practitioners is building the knowledge of Curriculum for Excellence within the new cohort of practitioners delivering the 1140 hours expansion. This is building the foundations for a unification of understanding around the National Practice Guidance, 'Realising the Ambition' and the Curriculum for Excellence Refresh. This is resulting in the provision of high quality care and learning experiences for learners as outlined within the Blueprint for Expansion 2020.

In response to OECD recommendation 1.2, to 'find a better balance between breadth and depth of learning throughout CfE', we have implemented the next stage in our development of a Senior Phase commonality of timetable between all secondary schools. As a result, Senior Phase young people have access to broadened learning pathways and greater personalisation and choice in their curriculum offer. In particular, young people are now able to access an additional 20 networked virtual learning courses from our partner Argyll College.

In response to the OECD recommendation 1.3, 'adapt the Senior Phase to match the vision of CfE', we have increased our focus on Developing the Young Workforce (DYW), particularly through the work of DYW Coordinators, to enhance and increase employer partnerships and work-based vocational learning opportunities. As a result, we have increased emphasis on the development of young people's skills for life, learning and work in the Senior Phase.

In response to the OECD recommendation 3.1, 'provide dedicated time to lead, plan and support CfE at school level', we have conducted an analysis of the implications for secondary schools of implementing the Scottish Government's proposal for an additional 90 minutes of non-contact time for all teachers. As a result, we have clear insight into workforce planning requirements to meet this eventuality.

In session 2021-22, key objective 1.4 identified that the Education Service *will further develop our e-Learning model working with our College partners, Northern Alliance partners, e-Sgoil, and as part of the national e-learning Offer, widening access to the curriculum and increasing resilience in terms of teaching capacity and our ability to respond to any future crises. CLPL for our staff will continue to be integral to this development and will be planned and implemented as required.*

The creation of a Languages Professional Learning Teacher Hub supports sustainability in languages and has become a Northern Alliance wide initiative, resulting in increased teacher confidence and skills in leading language learning in the classroom.

Schools have engaged with the e-Sgoil offer to support and enhance learning in GME, particularly as part of the Recovery Curriculum. As a result, pupils have had increased opportunities to engage in an immersive Gaelic experience which has positively impacted on their fluency and understanding.

We have developed our e-Learning model by working with our partner Argyll College. In addition to existing individual college-school curriculum offers, we have developed our commonality of timetable by introducing 20 networked virtual learning courses offered to all young people in all secondary schools via the development of a shared timetable column. As a result, we have widened access to the Senior Phase curriculum and have increased the resilience of our Senior Phase offer in light of challenges faced by localities in Argyll and Bute.

We have provided additional funding for island schools to widen access to vocational curriculum SQA courses. As a result, this has enhanced personalisation and choice for young people, specifically in remote locations, which has increased opportunities for post-school positive destinations.

We have funded the procurement and installation of digital video conferencing equipment across all secondary schools. As a result, we are in a position to continue development of the expanded curriculum offer via digital platforms as appropriate.

In session 2021-22, key objective 1.5 identified that the Education Service will ensure that workforce development delivers the capacity to achieve our educational vision and strategy for all our children and young people. We will continue to collaborate for improvement with national, regional and local partners. To aid recovery we will monitor both the short and longer term impacts of COVID-19 on our staff's health and wellbeing and take action as required to mitigate the effects ensuring that staff are equipped to continue to undertake their professional duties.

Working with the Northern Alliance, Education Scotland and independent education advisors, we have offered practitioners a range of opportunities to collaborate with colleagues within establishments, across clusters, the Authority and the Northern Alliance. The impact of this has been increased collaboration between practitioners and consistency of pedagogical practice and assessment.

Through working with Education Scotland, Keeping Scotland Beautiful and Scottish Schools Education Centre, we have supported some establishments with Science, Engineering and Technology delivery, resulting in a clearer focus on improvement of STEM for those establishments.

Through consultation work that was completed with Head Teachers, coaching sessions have been made available to support the health and wellbeing of Head Teachers and senior leaders. This has allowed us to support senior leaders, ensuring that we have been able to maintain strong leadership and management in schools over this return to school period. This successful approach has resulted in senior leaders reporting an improved approach in considering and looking after their health and wellbeing.

In line with 1140 hours expansion requirements, we continue to build capacity within our ELC workforce through the funding and delivery of Early Years qualifications at all levels throughout the system, by our own Early Years Team, as we focus upon 'Growing our Own' and through collaboration with external training providers. This ongoing work ensures that in most settings learners experience high quality learning and development from an increasingly skilled and knowledgeable staff team.

What our improvement targets for 2022-2024 are:

Priority 5.1 We will provide targeted support to schools to improve learning and teaching in order to improve outcomes for children and young people and develop systematic evaluation and sharing of high-quality materials and resources to support continuing professional development to support practitioners in addressing barriers and raising attainment in literacy and numeracy for our children and young people. This will be achieved through establishments and the Central Team working in partnership to engage in strategic planning, implementation and evaluation which promotes a culture of continuous school improvement, the continued support in schools use of the BGE moderation platform as well as moderation through the Senior Phase and through the development of an Argyll and Bute Teaching and Learning policy.

Priority 5.2 We will track and monitor children and young people's Literacy and Numeracy attainment, support the data analysis skills of practitioners and increase the use of data to improve outcomes for children and young people. This will be achieved through a programme of universal and targeted professional learning based on the needs of establishments.

Priority 5.3 We will respond to the report from Ken Muir - Putting Learners at the Centre - and the subsequent Scottish Government response to take account of and embrace educational reform in relation to approaches to inspection, curriculum development and qualifications. This will be achieved by working collaboratively with colleagues at national, Northern Alliance and local level to ensure our establishments are supported to take account of and adapt to resulting change.

Priority 5.4 We will further enhance leadership opportunities for staff across the Authority in line with the recommendations from the Scottish Government's Additional Support for Learning Review 2020.

CONCLUSION

This 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:

- Put in place the necessary arrangements to analyse the outcomes of the 2021/22 Annual Education Plan and report on progress;
- Publish the Education Strategic Plan for 2022/24 responding to the requirements of the National Improvement Framework (NIF) for Scottish Education;
- Implement the Education Strategic Plan for 2022/24 incorporating our local plans and priorities as set out in **Our Children, Their Future**

SECTION SEVEN: GLOSSARY OF TERMS

ASL	Additional Support for Learning
ASN	Additional Support Needs
Aifl	Assessment is for Learning
BGE	Broad General Education
BWG	Education Service Budget Working Group
CEYP	Care Experienced Young People
CfE	Curriculum for Excellence
CLD	Community Learning and Development
CLPL	Career Long Professional Learning
COSLA	Convention of Scottish Local Authorities
DSM	Devolved School Management
ELCC	Early Learning and Childcare Centres
EPS	Educational Psychology Service
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
LAC	Looked After Children and Young People
NAR	National Assessment Resource
NIF	The National Improvement Framework
NPF	National Performance Framework
PATHS	Promoting Alternative Thinking Strategies
PEF	Pupil Equity Funding
PSE	Personal and Social Education
SAC	Scottish Attainment Challenge
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit Qualifications Framework
SCRA	Scottish Children's Reporter Administration
SEN	Special Educational Needs
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
SRA	Shared Risk Assessment
SSSC	Scottish Social Services Council
SVQ	Scottish Vocational Qualification
UCAS	Universities and Colleges Admissions Service
UNCRC	United Nations Convention Rights of the Child
VLE	Virtual Learning Environment
VSE	Validated Self Evaluation