Argyll and Bute Council Education Service

Education Service

Progress and Impact Report 2022-2023

Strategic Plan 2022-2024 (2023-2024 update)

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SECTION1: Foreword and Introduction

Councillor Yvonne McNeilly

Policy Lead for Education

As the Council's Policy Lead for Education it is my pleasure to present to you Argyll and Bute Council's Education Progress and Impact Report for 2022-2023 and updated Strategic Plan 2022-24. The report highlights the wide-ranging work of the Education Service to support our children and young people in realising their ambitions in learning, life and work. Our school staff are our greatest resource and I am always so impressed by the efforts of our schools and settings in preparing our children and young people for an ever-changing world; supporting the development of knowledge, skills, abilities and aptitudes. It is the strength of this work that will allow us to realise our aspiration to ensure that Argyll and Bute is the best place in Scotland for our children to grow and our vision that together we will realise equality, excellence and ambition for all. I am extremely proud of the many successes our schools and young people have had in session 2022-2023, a number of which have resulted in awards and accolades locally, nationally and internationally. Scottish education is undergoing a period of significant reform and whilst we will welcome and embrace the many changes that will be presented over the coming months and years, we recognise the need for the Education Service to think and plan strategically, engage in meaningful consultation and carefully manage developments in order to ensure that our children and young people continue to benefit and flourish. The improvement priorities are a key feature of our strategic planning and the updated plan for 2022-24 shares a high level summary of the ways and means by which our Education Service is striving for excellence through equity in order to deliver improved outcomes for all of our children, young people, their families and communities across Argyll and Bute.

Kind regards,

Yvonne McNeilly

Douglas Hendry

Executive Director

As Executive Director with responsibility for Education, I am pleased to add an officer perspective to the Policy Lead for Education's foreword to Argyll and Bute Council's Education Progress and Impact Report for 2022- 2023 and updated Strategic Plan 2022-24. As you will see, the areas of focus align closely with the priorities of the Scottish Attainment Challenge, National Improvement Framework, Education Service Strategy and the Argyll and Bute Corporate Plan 2023-27. The preparation and publication of this Strategic Plan, is required by the Standards in Scotland's Schools etc. Act 2000. Education in Argyll and Bute recognises and anticipates the wide-ranging changes and reform planned for Scottish education as a result of key national reviews and subsequent reports and recommendations and we recognise these changes as drivers to deliver new and exciting opportunities and approaches. Our vision for Education in Argyll and Bute continues to be that, together, we will realise ambition, excellence and equality for all. The work which we have undertaken with our most vulnerable children and young people and their families in this context has been particularly focussed and it is the commitment to improvement of all Education Service staff which enables us to take forward our very high aspirations. Section 4 of this document 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 2023-2024. 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 reaffirm our commitment to excellence through equity for all. We are determined to improve our services for everyone who uses them, and this Education Strategic Plan sits at the centre of that commitment. I hope you find it both informative and useful. 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 the greatest positive impact on outcomes for all of our children, young people and communities.

Douglas Hendry

SECTION 2: Background Information

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. 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. 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. Due to the fact that SIMD identifies concentrations of deprivation, smaller pockets and instances of individual deprivation are not picked up by the index. In session 2022/23 we had approximately 5384 pupils in our primary schools, 4575 pupils in our secondary schools and 39 in our complex additional support needs school.

Overview of the Education Service

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. 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. 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.

The Education Service is currently responsible for:
- Sixty-five primary schools
- Five 2-18 schools
- Five secondary schools
- One school for pupils with complex additional needs
- Early Learning and Childcare spaces are currently available in 4 Council Nursery Centres, 49 ELC settings, 5 ELC Gaelic classes, 22 voluntary, privately managed ELC establishments, 3 outdoor nurseries (two voluntary and one Local Authority) and 29 funded partner childminders.

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. We currently have 11 Ukrainian children in our ELCs, 45 in our Primary Schools and 35 in our Secondary Schools.

Resourcing Our Plan: The Education Service Budget

Service Area	2023-24	2022-23
Additional Support for Learning	11,064,004	10,375,234
Central/Management Costs	1,708,953	2,072,175
Early Learning & Childcare	9,113,337	10,495,423
Primary Education	37,705,315	37,374,957
Pupil Support	2,323,832	2,570,285
Schools - Central Services	2,491,243	2,629,252
Secondary Education	37,252,847	36,509,920
	101,659,531	**102,027,245**

About this document

Evidence for the Progress and Impact Report is gathered annually through a range of activities designed to provide support and challenge to schools and ELC settings. Evidence for the 2022-23 report has been informed by the following sources:

Performance and questionnaire data, intelligence and review reports on schools and early learning and childcare settings from the Quality Improvement Team, thematic reviews, inspection reports and triannual reports by Education Scotland, reports on Early Learning and Childcare Settings by Care Inspectorate Scotland, school and service Improvement Plans and Standards and Quality Reports, focus groups with children and young people from a number of schools in different contexts across Argyll and Bute and feedback gathered through the Parental Advisory Group (PAG).

The report and updated plan are also informed by:

- Scottish Government's GIRFEC wellbeing indicators
- Argyll and Bute Education Service Strategy and Vision '*Our Children, their Future'*
- Argyll and Bute's Community Plan and Single Outcome Agreement
- Argyll and Bute Council Corporate Plan 2023-2027
- Argyll and Bute Children and Young People's Service Plan 2023-2026
- Scottish Government's National Improvement Framework and Improvement Plan
- The four capacities of Curriculum for Excellence
- Education service self-evaluation activities and evidence
- Recent national publications including It's Our Future-Independent Review of Qualifications and Assessment, All

Learners in Scotland Matter: Findings from the National Discussion on Scottish Education, Putting Learners at the Centre: Towards a Future Vision for Scottish Education, OECD Independent Review of Curriculum for Excellence, Support for Learning: All our children and All their potential, Fit for the Future: developing a post-school learning system to fuel economic transformation, Upper-secondary education student assessment in Scotland

The information contained within this report will also help to inform our Strategic Equity Fund plan for 2023-2026, the Education Service report on progress we are making towards addressing the National Improvement Framework (NIF) priorities and our National Improvement Framework (NIF) Plan for 2023-24. The 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.

SECTION 3: Report on Progress and Impact 2022-2023

NIF Priority 1: Placing the human rights and needs of every child and young person at the centre of education.

Education Service Strategic 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.

Progress and Impact

Our commitment to the rights of children and young people continues to underpin our work as a service and the work of our schools and ELC settings. The Wellbeing, Rights and Relationships team in partnership with a number of other agencies and central team staff have continued to drive forward work in this area. During session 2022-23, this has included:

- Online sessions for parents/carers, schools based staff and community learning staff including our partners from the third sector. These provided an opportunity to find out more about the UNCRC and what this means for children, parents and families within the school community. These interactive and discursive sessions provided an opportunity to identify what is going well, and what could be improved. Feedback from sessions was positive and will be used to inform next steps.
- Improving parent /carer awareness, work has been undertaken in partnership with the Council's communications team in order to plan links to UNCRC articles into social media posts and raise the profile of UNCRC across the authority.
- This session, there has been increased engagement with the Rights Respecting School programme and this has impacted positively on the number of schools receiving RRS awards. Sessions for school RRS Coordinators have been positively received and as of April 2023, the number of schools who have registered and received awards was as follows: 13 schools have registered for the programme, 31 schools including 1 partner nursery have received bronze awards, 10 schools including 1 partner nursery have received silver awards and 4 schools have now achieved the Gold award. Children and young people in these schools have clear understanding of their rights and the importance of these in society.
- A variety of Career Long Professional Learning (CLPL) sessions have been delivered for staff at all levels, areas of focus have included LGBQT+ Youth Scotland programme, Purple Friday LGBTQ+ and equality and diversity for probationers. These have developed staff knowledge and understanding of issues relating to diversity.
- We continue to work with our partners in Community Learning and Development (CLD) to further develop a sustainable youth voice structure building on the success of the Youth Advisory Panel. Work is underway to establish a young person consultation policy to manage the impact of increased consultation on children and young people's teaching and learning experience. This has ensured that children and young people have influenced wider authority policy and practice.

We have continued to refine and refresh the support offered for children and young people with additional support needs and/or in minority groups. This has included focussed work to support children and young people from Gypsy Traveller backgrounds through raising awareness of staff and participation in TENET (Traveller Education Network) meetings enabling staff to access a wider support network and resources linked to supporting Gypsy Traveller families.

In our Early Years settings, as a result of our CLPL delivery and use of technology to share rights-based practice and pedagogy across all 4 localities, we are beginning to observe a growing understanding within some settings of how children's rights underpin all day to day aspects of service delivery. This is leading to changes in spaces, experiences and interactions which support children's understanding about rights and how they affect their lived experience, evidenced through interactions and parental feedback. CLPL on use of outdoor environments to promote wellbeing has increased practitioner confidence by 50%, amongst those undertaking the course. Observations show that children working with these practitioners access the outdoors more frequently and have access to a wider range of activities which promote enjoyment of nature as a wellbeing resource.

We have continued to ensure that diversity of languages and cultures is celebrated and promoted across the authority. This is particularly evident in the work that has been undertaken to promote the Gaelic language in order to ensure that it continues to be given a high profile. Progress in this area has included:

- Bespoke moderation site for Gaelic Medium was created and launched
- Highly successful pilot project in conjunction with Highland Council to deliver online Gaelic language lessons combined with professional learning for practitioners.
- Creation and dissemination of Gaelic L3 toolkit
- Increased staff engagement with GLPS programme, open university course and National 5 Gaelic learners course
- Full programme of activities has resumed at the Furan Gaelic Centre including: Weekly Gaelic 4 Parents sessions, weekly bookbug sessions and Parant's Paisde group
- Extended the support on offer to schools from the administrator of the Furan Centre.

All of these activities are helping to raise the profile of Gaelic across Argyll and Bute and are impacting positively on learners' experiences and Gaelic language skills.

What are we going to do now?

- Continue to support establishments on their journey to achieving 'Rights Respecting' accreditation through universal and targeted approaches.
- Further develop partnership working with a range of services including third sector organisations in order to ensure that the Children's Rights agenda underpins the work of our schools and services.
- Further develop approaches to promoting and celebrating diversity through partnership working and supporting schools to obtain national recognition for their work in this area.
- Support schools to ensure that their curriculum celebrates and promotes diversity, is de-colonised and inclusive.
- Further develop approaches to celebrate and promote diversity through languages and culture with a specific focus on Gaelic. Provide further support for schools in order to adopt Gaelic as their L2/L3.
- Ensure greater quality and consistency in children's experiences, attainment and achievement within Gaelic Medium Education across Argyll and Bute.

SECTION 3: Report on Progress and Impact 2022-23

NIF Priority 2: Improvement in children and young people's health and wellbeing.

Education Service Strategic 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.

Progress and Impact

Equalities, Wellbeing, Rights and Relationships

We know that health and wellbeing is an important factor in children and young people's success. We have seen the impact that COVID-19 has had on children and young people. As part of 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. Progress and impact in this area includes:

- A successful pilot of a tool to measure health and wellbeing in schools was implemented and evaluated; feedback from this pilot will help to inform an agreed local authority approach. We will use the Planet Youth approach to increase parental and community collaboration in creating protective factors for young people. Engagement in this approach to date has provided us with strong baseline data that is beginning to be used to engage communities in improving wellbeing outcomes for young people. Partnership working within pilot schools has created local coalition groups with a shared focus. The HWB Secondary Leads Network is providing an opportunity to share learning across secondary schools. This has helped engage a further 3 schools in the role out of the Planet Youth approach. Secondary leads also report that the network has approved communication and networks across the local authority in relation to Health and Wellbeing.
- Active engagement in the Violence Against Women & Girls Project Board to connect the MVP early intervention work with the broader safer together strategy being developed across the local authority. Engagement in the Violence Against Women and Girls Project is also providing staff with professional learning opportunities to identify and support those who may be experiencing domestic abuse.
- Successful launch of the Mentors in Violence Prevention (MVP) programme. MVP is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society. We have a robust 3 year MVP development plan in place, this has helped to ensure strategic direction and focussed approach to implementation of MVP.
- 1 school in the local authority holds the Youth Scotland LGBTQ+ Award with a further 3 schools interested in pursuing this award. The external accreditation is helping to validate the work that schools have been developing to create a more inclusive environment. This, alongside the refreshed LGBTQ+ Network, is improving equality and inclusion for whole school communities in relation to LGBTQ+ issues. The LGBTQ+ Network has increased engagement from schools and partners in session 22-23, provided professional learning, an opportunity to share best practice, a network to help support improvements and brought partners together to support key developments such as Oban Pride and Ardrishaig Pride celebrations.

Our Children, Their Nurturing Education (OCTNE)

Work has continued, in collaboration with partners to progress with the implementation of our strategy for embedding effective nurture and relationship based approaches across all establishments. Progress includes:

- 28 schools are being supported on their OCTNE journey (24 x primary, 4 x secondary).

- 4 of these schools (2 x secondary, 2 x primary) have been accredited at silver level. These schools demonstrated to the accreditation panel that they are using improvement methodology to implement and effect change in their establishments and provided evidence of the impact of these changes on pupils, ethos and environment.
- 21 of these schools (2 x secondary, 19 x primary) have been accredited at bronze level, meaning they have demonstrated that they have carried out an audit of their current practice, completed an action plan, and informed their staff about the key changes they intend to make to learning provision, policy and practice.
- Examples of good practice within primary schools include: Teddy Bear Relationship Policy, Regulate; Relate, Reason lanyards for all staff; the introduction of PASS questionnaires and wellbeing groups; Pupil Nurture leadership group; and the effective use of PACE to support children's emotional regulation.
- 2 ELC settings have now engaged with the Educational Psychology Service (EPS) leadership training. This training prepares settings to embark on their journey of becoming nurture and relationship-based communities through engagement with a framework underpinned by self-evaluation and an accreditation pathway to recognise changes in practice. Good progress has been made to ensure that the model aimed at developing nurture rich environments within Early Years settings, where children can learn, develop emotionally and build effective relationships, is sustainable.
- Where our most distressed young people have been identified, nurture teachers have provided intensive, time-limited support through coaching and capacity building to ensure that staff are well equipped to adopt nurturing and trauma informed approaches in order to support young people who need this most. Qualitative feedback from staff in schools indicates the positive impact this work has on staff wellbeing and children and young people:

"Things have changed so much since attending the first training (Leadership Session 1). It was excellent. I am even trying to pass on the information to the parents. We aren't reacting with shame or anger, it stops things escalating so quickly". (Head Teacher)

" Your support is helping me feel so much more confident dealing with the situation.
You help give me the strength to work through the many challenges we are facing." (Head Teacher)

"Individual support for pupils ensured needs were met, particularly for emotional regulation. This facilitated inclusion and wellbeing of individuals, peers and adults." (Head Teacher")

"Having this support available across schools is an essential resource! We would really benefit from regular input!" (Head Teacher)

"I would just like to express my gratitude to you both - I honestly could not have got through the past 6 months or so without your help and support and I am so grateful!" (ASNA)

- Bespoke training delivered to staff and parents/carers on areas including Lego therapy, Boxall profiles and trauma informed practice. This is helping ensure that children and young people are being supported in a consistent manner across home and school, targeted interventions in school are based on a robust assessment of children's needs, and a greater use of evidence based interventions in our schools.
- Further development of Seasons for Growth training and reconnector sessions, these have been very positively evaluated by participants and the impact of the programme is consistently evaluated positively by children/young people and parents and carers. This has resulted in children/young people feeling more confident in dealing with emotions and feelings relating to grief and loss.
- Implementation of new Counselling in Schools Service in order to improve outcomes for children and young people. Impact of the new service delivered by 'The Exchange' is being tracked and rigorously monitored on an ongoing basis. Data and evidence gathered is showing very positive impact for children and young people where they feel listened to and supported.
- Further development of trauma responsive approaches and services across the authority. There has been a significant increase in education staff at all levels participating in trauma training. All Educational Psychologists have completed level 1 Dyadic Developmental Practice (DDP) training and feel well equipped to support children and young people to recover from trauma and disrupted attachments.

- In session 2022-23, two nurture teachers were centrally funded in order to assist with improvement work in this area. In order to measure the impact of this investment, we devised a 'Core Plus' stretch aim. This was a bespoke measure for schools engaged with Argyll and Bute's *'Our Children, Their Nurturing Education'* programme. Pupils across nine schools at P1, P4, P7 and S3 formed the sample group. Five questions to measure pupils' perception of the wellbeing indicator for 'achieving' were developed using a Likert scale. The 'overall' measure was a cumulative measure of those responses at scale level 5 for all questions. Preliminary data shown below suggests that we have exceeded the stretch aim in this area.

Table 1: 'Core Plus' Stretch Aim- Our Children, their Nurturing Education

	Overall
Baseline Data (September 2022)	**53.62%**
Stretch Aim 2022/23	**60%**
Perceived Improvement	**6.38pp**
Data pick-up (June 2023)	**61.05%**
Met Stretch Aim? (June 2023)	**+1.05**

Addressing Non-Attendance (ANA)

Post –pandemic non-attendance continues to be a major issue both locally and nationally. Tables 2 and 3 illustrate attendance statistics as of May 2023 across Argyll and Bute Establishments, our stretch aims for 2022-23 and our progress against meeting the stretch aims at May 2023.

Tables 2 and 3: HWB – Attendance in Primary and Secondary - Free School Meal registered and Non Free School Meal Registered

HWB – Attendance in Primary - Free School Meal registered and Non Free School Meal Registered				
	Overall	**FSM registered**	**Non FSM registered**	**GAP (FSM/non FSM)**
Baseline (June 2021)	**95.54%**	**92.55%**	**96.06%**	**3.51pp**
Stretch Aims 2022/23	**96%**	**93%**	**96.06%**	**3.06%**
Perceived Improvement	**0.46pp**	**0.45pp**	**0pp**	**0.45pp**
Data pick-up (May 2023)	**92.71%**	**88.86%**	**93.43%**	**4.57%**
Progress on Stretch Aim? (May 23)	**-3.29pp**	**-4.14pp**	**-2.63pp**	**+1.51**

HWB – Attendance in Secondary - Free School Meal registered and Non Free School Meal Registered				
	Overall	**FSM registered**	**Non FSM registered**	**GAP (FSM/non FSM)**
Baseline (June 2021)	**92.1%**	**86.83%**	**92.83%**	**6pp**
Stretch Aims 2022/23	**93%**	**87%**	**93.00%**	**5.60pp**
Perceived Improvement	**0.9pp**	**0.17pp**	**0.17pp**	**0.4pp**
Data pick-up (May 2023)	**88.33%**	**81.24%**	**89.46%**	**8.23pp**
Progress on Stretch Aim? (May 23)	**-4.67pp**	**-5.76pp**	**-3.54pp**	**+2.63pp**

A significant strategic project involving a wide range of stakeholders has taken place in order to implement a consistent approach to assessment, training and intervention for addressing non-attendance across Argyll and Bute establishments. The Addressing Non-Attendance (ANA) training package has been delivered and implemented in two of our secondary schools to school staff and colleagues from health and social work. Pre and Post training questionnaires demonstrated positive impact in terms of improved staff knowledge. Rollout to our remaining secondary schools is underway and will be concluded by December 2023. A major consultation activity was undertaken in order to gather the views of children/young people, parents/carers and school staff. Findings and emerging themes were shared with colleagues in Argyll and Bute Health and Social

Care Partnership (HSCP) in order to highlight gaps across service provision and in order to promote a more effective strategic response to service planning and delivery. The consultation findings have emphasised the scale and impact of current non-attendance and has helped to promote a shared understanding and responsibility to all services in order to ensure that change is sustainable and to highlight the fact that it can only be addressed through authentic multi-agency working. New guidance and associated training will be launched early in session 2023-24.

Exclusions

Exclusions Session 2022-23
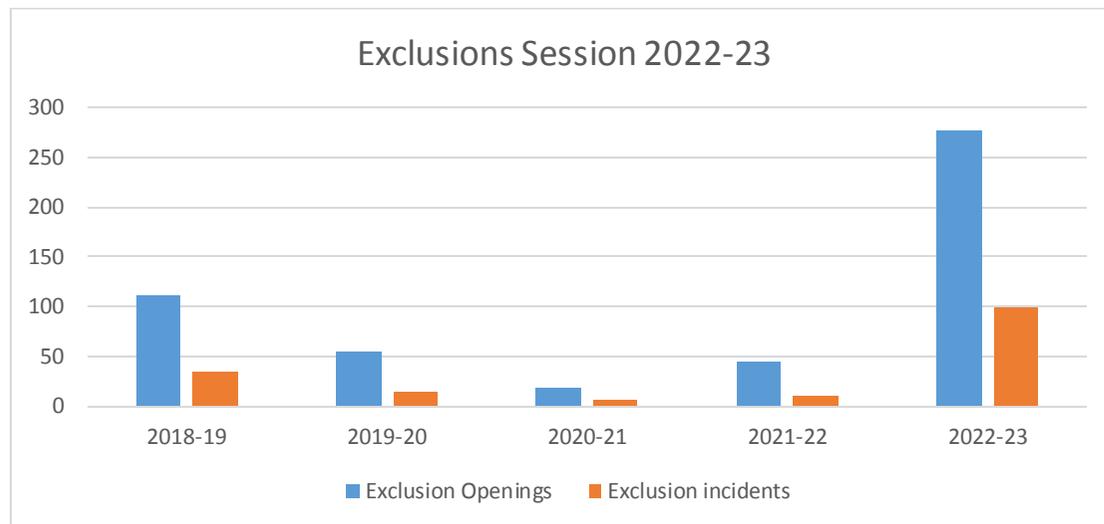
In 2022-23, there were 100 exclusion incidents across Argyll and Bute, a significant increase from previous years. Of these incidents, 3 took place in 2 Primary schools and the remaining 97 across 6 secondary schools. This increase is primarily due to an increase in dysregulated behaviour and is reflective of the national picture. As a result, a national task force has been established in order to examine and attempt to understand the underlying reasons; we are represented on this group by one of our Head Teachers. We have identified this as an area requiring further attention and will provide targeted support for specific schools where exclusion rates are highest and continued universal guidance and support for all schools around alternatives to exclusion. We are confident that our ongoing work around nurture and trauma informed practice will ensure a significant reduction in these figures next session.

Additional Support Needs and Inclusion

A wide range of other activities have been undertaken across our central teams in order to support improvement in children and young people's health and wellbeing. These have included:

- Continuing to develop multi-agency approaches to the delivery of the SCERTS (Social, communication, emotional, regulation and transactional support) programme. This has strengthened our support for children and young people with severe and complex needs and has ensures that an effective tracking and monitoring framework is implemented across the authority.

- A successful pilot of a the project Enhancing Literacy Skills for those with Additional Support needs using Technology - ELSAT has shown that this has helped to reduce and remove barriers for children in literacy. The work during the pilot project was shown to increase engagement in education outcomes, improve wellbeing and raise attainment levels in literacy. Children involved in the pilot are now using a range of assistive technology more confidently and independently.
- To ensure appropriate support is in place for all our learners, including those with the most complex needs, we have been working closely with CALM organisation to access training that helps staff understand more complex dysregulated behaviours and how to reduce and prevent those behaviours over time. The training focusses on prevention and a reduction of restrictive responses. A section of the course examines best practice and trauma informed positive behaviour support. Staff who have completed this have provided positive feedback regarding the positive impact that learning from the training is already having on their practice.
- Working to ensure awareness of our sensory service across the authority we have developed a downloadable leaflet outing the service role to children, parents, staff and agencies. This has defined clear areas of responsibility and reinforced our commitment to ensuring the needs of all children and young people are met.
- Additional tracking and monitoring of attendance and attainment has led to targeted support and interventions for Care Experienced Children and young people. As a result, close analysis of the data has shown positive outcomes from this including an increase in positive destinations to 94%, which is above our target of 85%. A sustained low number of exclusions for care experienced children and young people which continues to remain below 5. Interventions to support this sustained level of low number of exclusions this include individual work with children by Health and Wellbeing Liaison Officers, School based personalised support, Ed Psychology support, health discussions and wider partnership working.
- Working to reduce stigma for the gypsy traveller community we worked with Minority Ethnic Carers of People Project (MECOPP) and Scottish Traveller Education Programme (STEP) to raise awareness of Gypsy Traveller culture in Argyll and Bute through events in 2 clusters involving primary and secondary pupils as part of the P7 to S1 transition activities programmes.

Early Years

We have been continuing to develop educators' understanding around the importance of high quality, progressive play experiences for children and a growing number of Early Level P1 teachers are successfully implementing play based approaches. Currently, 39% of primary schools are engaged with the play pedagogy network, with 22% of these having play well embedded within their classrooms at P1, 37% are implementing play regularly within P1, 22% are beginning to implement play-based learning and 18% have just joined the network. This work will continue to be supported by RIC collaboration to increase networking and sharing practice.

Funding to support nurturing environments has provided each setting with more flexibility in how they use their environment to support self-regulation for children. 3 training sessions this year have supported 143 practitioners from all localities to engage in dialogue around infant behaviour and how to apply nurture principles to their understanding of this. An increased number of settings are reporting feeling empowered by their growing knowledge around nurture to better understand and thus support dysregulated behaviour in children. Bespoke training to support practitioners to increase skill and confidence in delivering play and learning outdoors, was delivered in situ, enabling more effective understanding of how specific outdoor environments can deliver for children. Participants reported that all felt more confident to risk assess, engage new skills and deliver learning outdoors which engages and extends children's thinking and supports their connection to the natural environment.

What are we going to do now?

- Continue to support and challenge establishments to review and reflect on embedding nurturing approaches. Provide support to ensure an increased number of establishments pursue their 'Our Children, Their Nurturing Education' (OCTNE) journey. 50% of schools will be actively engaging with the OCTNE framework. 30 establishments will have achieved bronze level accreditation, including 2 ELCs, and 10 will have achieved silver.
- Continue to support establishments to embed trauma informed practices in order to ensure that the needs of all of our children and young people are supported effectively and appropriately.
- Continue to support establishments to increase engagement across the authority in the Mentors in Violence Prevention (MVP Programme).

- Continue to support an increased number of establishments to pursue recognition through the Youth Scotland LGBTQ+ Award.
- Revised Addressing Non-Attendance (ANA) policy document/circular and training package for all establishments will be launched early in session 2023-24. All schools will negotiate an attendance target for session 2023-24 with their link Education Manager and attendance will continue to be a standing item during Head Teacher meetings and Quality Improvement Team visits to schools.
- In partnership with our Attainment Advisor and through analysis of data from this session, we have devised provisional stretch aims (Appendix 1) focussing on attendance outlined in the tables below. We will finalise these in August 2023 following further consultation with Head Teachers.
- Continue to work on the implementation of the national Additional Support for Learning implementation plan.
- Further develop specialist staff training to ensure our staff have the skills and knowledge required to support all our learners.
- Build on current approaches to ensure effective transitions for all learners with additional support needs.
- Further staff knowledge of appropriate strategies and resources to use to ensure progression and achievement for all our learners.
- Continue to work with our corporate parenting partners on the actions outlined in The Promise.
- Continue to use the national Achievement of Curriculum for Excellence Levels (ACEL) data to compare the progress of our care experienced pupils at P1,4,7 and S3 with the national picture, working with designated managers to target support, where appropriate.
- Build on links with local organisation Live Argyll Active Schools to explore accessibility for pupils with Visual impairment and other additional support needs.
- Continue to provide key information on the roll out of multi-agency training as part of the implementation of the national revised Child Protection Guidance (2021).
- Provide targeted and universal support in order to reduce the rate of exclusions across the authority.
- Education service has engaged with Motivation, Commitment and Resilience (MCR) Pathways to introduce their mentoring programme to three pilot secondary schools in 2023-24. Intervention will take the form of weekly meetings with an adult mentor, and taster sessions in the workplace and further/higher education, as well as group sessions and enhanced transition experiences for younger pupils. As a result, Care-Experienced young people, and others facing disadvantage will engage with a proven means of enhancing their life chances.

SECTION 3: Report on Progress and Impact 2022-23

NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people

Education Service Strategic 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.

Education Service Strategic 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.

Progress and Impact

Scottish Attainment Challenge

The Scottish Attainment Challenge' mission (SAC) is to achieve equity of educational outcomes, with a particular focus on closing the poverty-related attainment gap. The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas, in order to close the equity gap. In April 2023, an Education Officer took up post in order to play a key role in leading our work in this area, supporting and challenging our schools to ensure a relentless focus on closing the poverty related attainment gap whilst raising the bar for all. In addition, our lead teacher (recovery and renewal) for literacy and numeracy has continued to play a pivotal role is providing both universal and targeted support for schools as they work towards closing the poverty related attainment gap. Both of these posts are funded through Strategic Equity Funding (SEF) which forms part of the Scottish Attainment Challenge and impact is closely monitored.

Attainment Advisors work with authorities to identify core attainment measures and specific aims (Stretch Aims) which, informed by local evidence and data, are identified as local priority areas for improvement. The stretch aims are intended to be both ambitious and achievable within local contexts and targets are specific to individual authorities. Progress towards achieving the current stretch aims will be reported on later in 2023.

The Stretch Aims are intended to support recovery from the pandemic and accelerate progress in closing the attainment gap and include:

- Achievement of Curriculum for Excellence Levels (**literacy P1/4/7 combined** and **numeracy P1/4/7 combined**)
- School Leavers with 1 or more pass at SCQF Level 5
- School Leavers with 1 or more pass at SCQF Level 6
- Participation Measure - 16-19 year olds in Education, Training and Employment
- Attendance

The stretch aims for literacy and numeracy identify the percentage of young people who achieve their expected Curriculum for Excellence (CfE) level:

- ➢ An overall attainment target, which includes all young people
- ➢ An attainment target for young people who live in the most deprived areas (SIMD quintile 1)
- ➢ An attainment target for young people who live in the least deprived areas (SIMD quintile 5)
- ➢ A target to reduce the attainment gap between the most and least deprived young people

Following school submissions on Progress and Achievement in October 2022 and February 2023, data was analysed against the stretch aims. Education Managers then conducted follow up conversations about the projected data with Head Teachers and Senior Leaders. This ensured a more rigorous and consistent approach with a clear focus on closing the poverty related attainment gap.

The Argyll & Bute literacy and numeracy tables 4 and 5 illustrate the progress from the 2021 'post pandemic' ACEL collection, through the most recent ACEL collection in 2022 (published December 2022), to the Stretch Aim targets in place for 2023.

The year-on-year trend in ACEL data has been positive; in the two-year period between 2021 and 2022 the overall proportions of primary school pupils achieving the expected levels in literacy had increased by 3 percentage points, while in numeracy there had been an increase of 4 percentage points.

The percentage of Quintile 1 (most deprived) young people who achieved their expected CfE level has increased by 5% in literacy and 10% in numeracy between 2021 and 2022.

In literacy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 33 percentage points in 2021, and by 2022 this narrowed to 27 percentage points. Argyll & Bute's target is to reduce the attainment gap to 21.5 percentage points by 2023. Provisional data indicates that we are making very good progress towards achieving our overall stretch aim of 68.4% for literacy and in significantly reducing the attainment gap between pupils residing in quintile 1 and those in quintile 5. Of particular note is the increased attainment in literacy at P1,4,7 combined for pupils residing in quintile 1 as evidenced through provisional data at June 2023.

Table 4: Literacy (P1,4,7 Combined) Stretch Aim 2022-23

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Baseline (ACEL June 2021)	59%	48%	81%	33pp
Confirmed ACEL Data (Dec 2022)	62%	53%	80%	27pp
Stretch Aims 2022/23	68.4%	60%	81.5%	21.5pp
Perceived Improvement	9.4pp	12pp	0.5pp	11.5pp

Table 5: Numeracy (P1, 4, 7 Combined) Stretch Aim

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (ACEL June 2021)	69%	58%	87%	29pp
Confirmed ACEL (Dec 2022)	73%	68%	86%	18pp
Stretch Aims 2022/23	75%	74%	87.5%	13.5pp
Perceived Improvement	6pp	16pp	0.5pp	15.5pp

In numeracy, the attainment gap between young people from the most and least deprived areas of Argyll & Bute was 29 percentage points in 2021, and by 2022 this narrowed to 18 percentage points. Argyll & Bute's target is to reduce the attainment gap to 13.5 percentage points by 2023. Provisional data indicates that we are on track to exceed our overall stretch aim of 75% and are making good progress towards closing the attainment gap between pupils residing in quintile 1 and those in quintile 5.

Argyll and Bute Stretch Aims for 1@SCQF 5, 1@SCQF 6 and Participation have been agreed and shared with secondary HTs. The newly introduced Secondary Attainment Meetings have ensured Head Teachers reflect with accountability on areas for improvement in attainment, on consistency in moderation and understanding standards and on

ensuring an aspirational presentation policy which enables all pupils to achieve their potential. Attainment Meetings for all secondary schools have been successfully completed, and the template has proven an effective basis for improving reporting to members on individual school attainment at Area Committee.

Table 6: School Leavers with 1 or more pass at SCQF Level 5

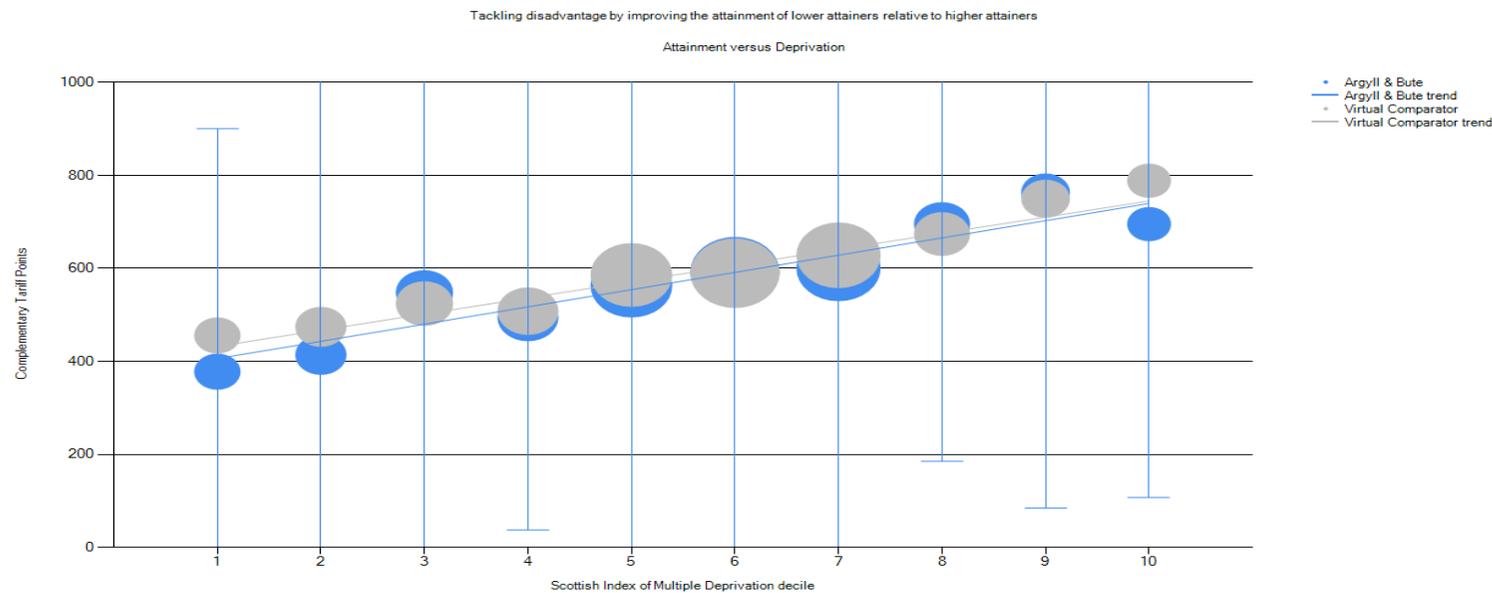|	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (June 2021) Baseline	87.91%	85.06%	96.77%	11.71pp
Stretch Aims 2022/23	88.91%	86.06%	97%	10.94pp
Perceived Improvement	1pp	1pp	.23pp	.77pp
Confirmed Data for 2021/22 (Feb 2023)	89.26 %	80.33 %	98.04 %	17.71pp
Progress on Stretch Aim? (As of Feb 2023)	- 0.35pp	- 5.73pp	+ 1.04pp	+ 6.77pp

Table 7: School Leavers with 1 or more pass at SCQF Level 6

	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Current Level (June 2021) Baseline	67.71%	62.07 %	90.32%	28.25pp
Stretch Aims 2022/23	68.5%	62.72%	90.49%	27.77pp
Perceived Improvement	0.79pp	0.65pp	0.17pp	0.48pp
Confirmed Data for 2021/22 (Feb 2023)	62.41%	54.10%	80.39%	26.29pp
Progress on Stretch Aim? (As of Feb 2023)	-6.09pp	-8.62pp	-10.1pp	-1.48pp

Table 8: Participation Measure - 16-19 year olds in Education, Training and Employment

	Overall	Q1	Q5	Gap (Q1 –Q5)
Baseline (Aug 2021) SDS Data	93.5%	90.6%	96.7%	6.1pp
Stretch Aims 2022/23	95%	91%	96.7%	5.7pp
Improvement between 2021 and the 2023 stretch aim	1.5pp	0.4pp	0.pp	0.4pp
Confirmed SDS Data Aug 2022	93.9%	89.1%	95.5%	6.4pp
SDS Snapshot Data May 2023	92.7%	n/a	n/a	n/a
Progress on Stretch Aim (using snapshot May 23 **or** Aug 22 Data)	-2.3pp (snapshot May 23)	-1.9pp (Aug 22)	-1.2pp (Aug 22)	+0.7pp (Aug 22)
Confirmed SDS Data (Aug 2023)	TBC	TBC	TBC	TBC

Average attainment in Tariff points by SIMD decile compared with Virtual Comparator Data (at the end of S6, based on original S4 roll) – after appeals and Wider Achievement accreditation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

From the above graph, it can be seen that in Argyll and Bute, pupils in SIMD centiles 1 and 2 – the least advantaged young people in the authority – are performing slightly below the VC. However, in both centiles the gap between Argyll and Bute pupils and the VC has reduced since October as a result of the inclusion of wider attainment accreditation and successful appeals. The rest of the deciles are broadly in line with the VC, apart from decile 10 – the most advantaged young people – which is below the VC. The small number in this cohort means it is difficult to draw statistical conclusions, as the performance of one or two pupils can make a significant difference to the data.

Pupil Equity Funding (PEF)

Support and challenge for schools around planning and use of PEF has been ongoing. Our Attainment Advisor has worked across a number of primary and secondary schools in order to support at the planning and evaluation stages. We issued our refreshed PEF guidance in May 2023 and our Education Officer (SAC) has engaged with all schools in order to provide support and challenge as they evaluate progress and identify interventions and areas of focus for session 2023-24. Use of data and evidence has been central to these conversations and schools report now feeling increasingly confident as a result of this engagement. We have identified the need for an increased level of budget monitoring throughout the year in order to avoid any under or overspends. At school level, PEF has been used to target a number of areas including: targeted support for literacy and numeracy learning and teaching initiatives to promote digital inclusion, support for pupil health and wellbeing, collaboration with third sector partners to support pupils and families facing specific barriers to school attendance and participation and initiatives to reduce the cost of the school day.

Using Data for improvement

Training and has been provided for all Primary Head Teachers to support them to analyse and review the progress and achievement data submitted in February 2023 with a focus on projected ACEL attainment in June 2023. Each Head Teacher was supported to produce an attainment paper which formed the basis of a data review meeting with

their link Education Manager in April/May 2023. This ensured that the meeting was focussed and that Head Teachers were able to confidently discuss attainment trends, projections, interventions and next steps. All Head Teachers who attended the support session and subsequent data meeting reported this to be a beneficial and impactful process. In addition, training was provided for schools on the Broad General Education (BGE) toolkit to enable schools to benchmark their attainment against national comparators. The Education Service has reviewed and improved the process for analysis and evaluation of attainment data. Attainment Meetings with individual secondary Head Teachers take place in October/November, at which all aspects of attainment from S1-S6 are analysed and key improvement strategies to raise attainment are discussed and agreed.

Early Years

Based on the most recent Inspection carried out by the Care Inspectorate, 92% of all Argyll and Bute settings (including LA, PVI and Partner Childminders) are meeting the National Standard or higher. Of the 8% falling below the national standard; 5% are Local Authority settings and 3% are Private, Voluntary or Independently managed. Intensive support has been provided by the Early Years Education Officer and Support Officer to ensure that these establishments continue to improve and meet the required standard at the next inspection. Work is ongoing to develop tracking and monitoring capacity of practitioners to ensure that all children are supported and challenged accordingly in developing early literacy and numeracy skills, with Excellence and equity leads building capacity in settings where our lowest SIMD quintile pupils are in attendance.

Assessment and Moderation

Quality assurance and moderation remained a key focus throughout 2022-23. The central team worked in partnership with schools to adapt approaches to sharing standards in order to continue to support establishments and practitioners with learning, teaching and assessment. A significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities across all sector has been essential in supporting schools in identifying appropriate interventions which have the biggest impact on improving attainment in literacy and numeracy. A range of professional learning opportunities were developed and delivered to staff across sectors, these were evaluated positively. CLPL will reflect the RIC Draft plan, with a focus on high quality assessments and writing. Presently, the training is applicable to both mainstream and Gaelic. Subscription to the various online moderation sites and attendance at professional learning courses have increased. We now have over 400 members from across the authority. 30 Primary Schools and 7 Secondary Schools have actively engaged with moderation activities on the site this session, 2 of which have Gaelic medium provision. A digital planning template for planning for high quality assessment for all schools is housed on each site and provides a standardised template to support all schools.

An overview for the November Inset has been offered through two twilights in June to all Moderation Leads and QAMSOs. 42 of our primary schools attended the overview sessions held. Four out of seven schools with Gaelic medium provision attended the sessions. The data and feedback is collected on a continual basis to ensure maximum impact going forward. HTs have been asked for their evaluation of moderation, digital sites and training. A high level report indicated that training and engagement with the moderation site was reported to have improved staff knowledge and skill in moderation generally and specifically within the areas of Improvement in planning High Quality Assessments, monitoring and reporting on progress of achievement and strengthened teacher professional judgement.

A recent Argyll and Bute primary school HMIe report, highlighted the moderation practice within an 'excellent grading' for 2.3 Learning, Teaching and Assessment;

'Teachers engage regularly in collaborative, high-quality moderation activity with their partner school, other local schools and local authority moderation processes. Staff are regularly moderating their innovative approaches to planning and assessment as well as agreeing standards across a range of curricular areas. Staff have a deep understanding of the process and apply this highly successfully. The principal teacher is an experienced Quality Assurance and Moderation Support Officer, sharing expertise and supporting practice in other schools. Teachers' robust moderation focused on listening and talking is being shared beyond the school to support system-wide improvement.

Good progress has been made this session, however we require to increase, at pace, the engagement of a number of schools.

What are we going to do now?

- From session 23/24 all primary schools will submit progress and achievement data 3 times per year for all pupils across all stages from P1-P7.
- Increased intensive support from the central team for schools identified as having low attainment and/or a significant gap between pupils residing in quintile 1 and quintile 5.
- An Education Support Officer (ESO) for Literacy has been appointed and will provide universal and targeted support for schools with a specific focus on closing the poverty related attainment gap. A range of data will be utilised and analysed in order to identify distinct areas of focus. The ESO will play a lead role in refreshing the Argyll and Bute Literacy Strategy.
- All primary schools will engage in authority led moderation activity on the November 2023 Inset day.
- An existing Head Teacher with significant experience in leading strategic change within mathematics and numeracy will work with a target group of schools based on their numeracy attainment, in order to improve pedagogical approaches.
- Continue to develop capacity and support schools with assessment and moderation. All primary schools will undertake moderation training (provided by Authority) in the November inset. We will continue to engage with moderation opportunities through the Northern Alliance.
- Upscale the Early Years delivery model trialled this session to ensure all Excellence and Equity leads support training attainment in literacy and numeracy for our lowest band SIMD children, whilst building capacity of practitioners to support and continue this work in setting.
- Consult on and publish our Strategic Equity Funding Plan 2023-26.
- Support and challenge schools to raise attainment for all pupils and close the poverty related attainment gap, through analysis of data, improved learning, teaching and assessment and effective use of resources (including Pupil Equity and Scottish Attainment Challenge Funding).
- Implement robust PEF framework in order to ensure a more rigorous approach to tracking and monitoring the use and impact of PEF. This will include peer moderation of PEF plans and progress.
- Target literacy, numeracy and wellbeing support towards schools where attainment, particularly of those residing in quintile 1, is low.
- Adopt a more rigorous approach to tracking and monitoring the attainment of pupils within Gaelic Medium Provision.
- Continue to evolve the role of the 'Virtual Head Teacher' in order to ensure that our care experienced children and young people are well supported and are attaining and achieving.

SECTION 3: Report on Progress and Impact 2022-23

NIF Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people

Education Service Strategic 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.

Education Service Strategic 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.

Progress and Impact

In the senior phase (S4-S6) we have continued to develop approaches to ensuring personalisation and choice in learning for all pupils, and that there is a wide choice of planned pathways for learners which allow them to attain their chosen positive destinations in the adult world. Effective communication and partnership working with Argyll College is supporting the development of a wider choice of pathways for Senior Phase learners. Twenty networked college courses feature in Senior Phase course choices and are available virtually to all Senior Phase learners. Work is ongoing to extend the Senior Phase curriculum offer to include further Foundation Apprenticeships and HNCs delivered both in schools and via partnerships. Five Foundation Apprenticeships have been undertaken in 2022-23 by a total of 52 young people through Argyll and Bute Council, and through partnerships with Argyll College and Skills Development Scotland. In 2023-24, the offer of Foundation Apprenticeships will increase to seven, with a total of 91 young people engaging with Foundation Apprenticeships across schools, an increase of 39 on the number for 2022-23. In partnership with Argyll College, an HNC in Computing Science and an HNC in Admin and IT have been added to the senior phase curriculum offer for 2024-25. As a result of these initiatives, the senior phase offer in Argyll and Bute has greater flexibility and personalisation.

The shared senior phase timetable across all 10 secondary schools is in place and functioning effectively. For example, Higher Applications of Maths has been offered virtually between two schools, with agreed shared responsibility for delivery. Bespoke, personalised curriculum pathways are in place across almost all secondary schools in the form of Flexible Learning Plans (FLPs). FLPs are allowing disengaged and vulnerable pupils, and those with clear vocational aspirations, to blend attainment and achievement in school with the development of key skills for life and work through well-planned work-based vocational learning. In 2022-23, a total of 37 FLPs were in place for targeted young people across secondary schools. Evaluation of all FLPs has been completed, demonstrating positive impact on the lives of young people. Four FLPs have led to full time employment, and three Foundation Apprenticeships have also resulted. FLPs have supported the development of confidence, resilience and skills for life and work in participating young people.

Post-Covid, both the number and level of engagement of schools' employer partners has increased through the work of DYW Co-ordinators. In 2022-23, 145 employers engaged in 179 activities with over 1000 young people across secondary schools. Work Placements are recorded and tracked via the introduction of an authority-wide Work Placement Database. In 2022-23 there were over 180 work placements for secondary pupils across Argyll and Bute. All secondary schools have completed Education Scotland's Work Placement Standard Benchmarking Exercise, each identifying priorities for improvement in their provision of work-based vocational learning.

Self-evaluation by all secondary schools of Work-Based Vocational Learning and Work Placements has indicated clear improvement priorities for 2023-24, particularly relating to the role of parents/carers and employers in evaluating the impact of work placements, and the tailoring of work placements to individual needs, particularly those of young people with identified protected characteristics which lead to obstacles in accessing employment.

In 2022-23, 40 young people identified as having ASN, other protected characteristics or as being otherwise vulnerable, engaged in work placements. As of December 2022, the authority's Work-Based Vocational Learning Guidance has been updated and streamlined to ensure it is a central guiding factor in the development of excellent practice in this area. The finalised version of the authority's updated Work-Based Vocational Learning Guidance has been issued to all schools following substantial consultation. As a result, work placements across the authority are informed by consistency of practice and standards.

School Leaver Initial Destinations 90% of CEYP school leavers progressed to a positive post-school destination in 2022. This is in line with the VC, and above both the Northern Alliance authorities and national figures.

A factor in the positive post-school destinations for care-experienced young people is the personalised curriculum pathways which are in place for some CEYP pupils. These have involved a mixture of in-school learning and work-placements, during which skills for life and work are developed. Such activities have the added benefit of re-engaging with educational provision some CEYP whose attendance at school had fallen away.

In May 2023, the inaugural Argyll and Bute Developing the Young Workforce and Employability Conference was held. Over 130 delegates, representing a wide range of the authority's partners in developing employability skills and ensuring positive post-school destinations for young people, were addressed by key speakers, listened to the experiences and views of young people and engaged in workshops, Feedback from delegates confirmed the success of the event in developing partnership and best practice in employability education and work-based vocational learning.

We have broadened and improved 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. DYW Co-ordinators have instigated and developed partnership agreements between schools and employers, resulting in an increased number and range of work placement opportunities for young people. Post-Covid, the number and level of engagement of schools' employer partners has increased through the work of DYW Co-ordinators. The number of School-Employer partnerships designated as "Influencing" has increased.

DYW Co-ordinators have worked with schools to extend the number and scope of vocational learning events in schools, in collaboration with partner employers and other partners. A total of 13 careers and skill-focussed events, co-ordinated by DYW Co-ordinators, have taken place across secondary schools in 2022-23. Events have had a key focus on local Labour Market information, and have successfully directed the thinking of young people and their families to opportunities within locally significant industries, such as construction, aquaculture, agriculture renewables, hospitality and catering.

We have improved our 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. This has been achieved through the implementation of regular and consistently structured 16+ Meetings in all secondary schools, with input from education, DYW and Skills Development Scotland. As a result of being an element of the standardised agenda of twice-termly DYW School Links Meetings, 16+ Meetings in schools are more consistent in terms of frequency and focus. An agreed template agenda and record of outcomes for 16+ meetings are in place, and an audit of impact has been planned for autumn 2023. As a result, young people are being tracked beyond their school leaving date, and interventions are being put in place should positive destinations fail to be sustained.

Timetabled monthly meetings between SDS and Education Manager are in place, and have identified areas of need in specific areas and schools, leading to further improvements to the 16+ framework described above.

In Early Years, we continue to 'Grow our Own' with the recruitment of 3 MA students this session and a further 4 being recruited to start in session 2023-24.

Wider Achievement

Alongside National Qualifications, Argyll and Bute's secondary schools offer an ever-increasing range of opportunities for wider achievement. Such opportunities develop skills for life and work, broaden young people's range of experience, and are recognised by employers and further and higher education establishments as valuable indicators of young people's attributes and capabilities.

The report by Professor Ken Muir on the next steps for Scottish education, and the associated review of secondary assessment in Scottish education, being led by Professor Louise Hayward, both emphasise the importance of wider achievement for young people, and stress the importance of parity of esteem between such qualifications and more traditionally academic range of qualifications.

The table below summarises Wider Achievement across the authority's secondary schools, which is broken down in more detail by the subsequent graphs.

Wider Achievement level	# Entries	# Passes	% Pass
Level 3 or unlevelled	26	26	100.0%
Totals at SCQF 3 or other	**26**	**26**	**100.0%**
N4	144	141	97.9%
SCQF 4	146	135	92.5%
Totals at SCQF 4 or Nat 4	**290**	**276**	**95.2%**
SCQF 5	499	376	75.4%
Nat 5	188	168	89.4%
Totals at SCQF 5 or Nat 5	**687**	**544**	**79.2%**
SCQF 6	346	230	66.5%
Higher	50	38	76.0%
Totals at SCQF 6 or Higher	**396**	**268**	**67.7%**
SCQF 7	37	37	100.0%
Total at SCQF 7	**37**	**37**	**100.0%**

Wider Achievement awards were gained at SCQF levels 3-7.
- 88% of all entries in Wider Achievement gained an award.
- A total of 1151 young people across Argyll and Bute gained a Wider Achievement Award in 2021-22.
- The types of Wider Achievement awards gained and their levels are illustrated below.

Number of Wider Achievement Awards at SCQF 5

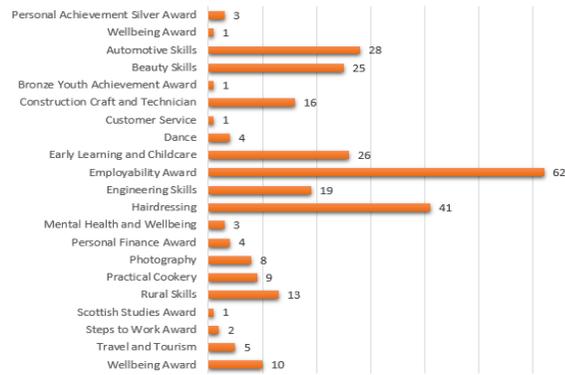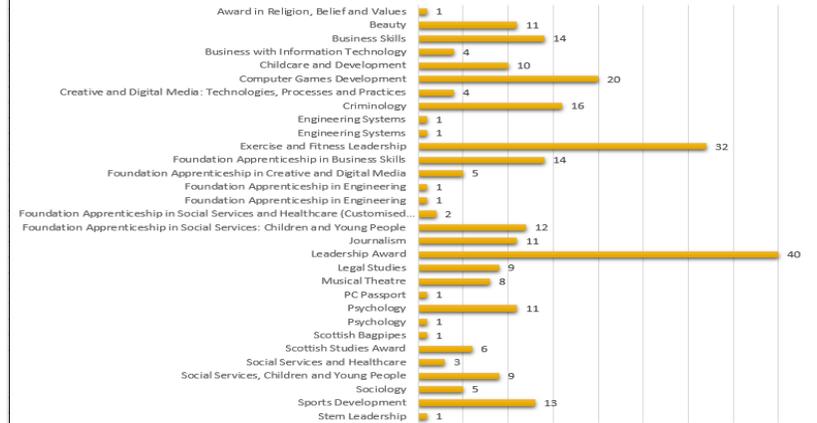| Award	Number
Aquaculture	1
Art and Design: Digital Media	4
Award in Customer Service: Principles and Practices	55
Beekeeping	4
Built Environment	1
Computer Games Development	22
Construction Skills	15
Customer Service	1
Early Learning and Childcare	34
Elementary Food Hygiene Course (SCQF 5)	11
Engineering Skills	32
Hairdressing	15
Health Sector	5
Hospitality	8
Laboratory Science	5
Leadership Award	22
Make-Up Skills	24
Maritime Skills	8
Mathematics	2
Mental Health and Wellbeing	85
PC Passport	5
Personal Finance Award	8
Photography	21
Practical Cake Craft	6
Practical Cookery	5
Radio Broadcasting	5
Scottish Studies Award	58
Sport and Recreation	34
Travel and Tourism	12
Wellbeing Award	35

Number of Wider Achievement Awards at SCQF 7

Award	Number
Top up Programme -University os Glasgow	6
Technologies in practice	1
Reach West Programme	3
Making your learning count	7
Law making in Scotland	2
Introduction to computing and information technology 1	2
Introducing statistics	1
English for academic purposes online	1
Engineering: origins, methods, context	1
Discovering mathematics	1
Contemporary topics in science	7
Communication skills for business and management	2
Access Programme University of Glasgow	1
Swimming Teaching	1

Number of Wider Achievement Awards at SCQF 4

Award	Number
Personal Achievement Silver Award	3
Wellbeing Award	1
Automotive Skills	28
Beauty Skills	25
Bronze Youth Achievement Award	1
Construction Craft and Technician	16
Customer Service	1
Dance	4
Early Learning and Childcare	26
Employability Award	62
Engineering Skills	19
Hairdressing	41
Mental Health and Wellbeing	3
Personal Finance Award	4
Photography	8
Practical Cookery	9
Rural Skills	13
Scottish Studies Award	1
Steps to Work Award	2
Travel and Tourism	5
Wellbeing Award	10

Numer of Wider Achievement Awards at SCQF 6

Award	Number
Award in Religion, Belief and Values	1
Beauty	11
Business Skills	14
Business with Information Technology	4
Childcare and Development	10
Computer Games Development	20
Creative and Digital Media: Technologies, Processes and Practices	4
Criminology	16
Engineering Systems	1
Engineering Systems	1
Exercise and Fitness Leadership	32
Foundation Apprenticeship in Business Skills	14
Foundation Apprenticeship in Creative and Digital Media	5
Foundation Apprenticeship in Engineering	1
Foundation Apprenticeship in Engineering	1
Foundation Apprenticeship in Social Services and Healthcare (Customised…	2
Foundation Apprenticeship in Social Services: Children and Young People	12
Journalism	11
Leadership Award	40
Legal Studies	9
Musical Theatre	8
PC Passport	1
Psychology	11
Psychology	1
Scottish Bagpipes	1
Scottish Studies Award	6
Social Services and Healthcare	3
Social Services, Children and Young People	9
Sociology	5
Sports Development	13
Stem Leadership	1

Positive Destinations

Leavers' Positive Destinations	Argyll &Bute	Virtual Comparator	Northern Alliance	National
2021-22	96.42	96.15	95.41	95.74
2020-21	95.01	96.03	95.32	95.48
2019-20	92.45	94.39	92.99	93.36

In 2022, for the first time, we were ahead of all comparators for Leavers' Positive Destinations. This was a significant achievement and one which we hope to sustain or build on this session.

What are we going to do now?

- Increased focus on acquisition of skills and access to personalised learning pathways to support learners to develop all four capacities and become global citizens.
- We will continue our support for schools in their collation and analysis of, and response to, rich and relevant sources of data, to allow the identification of attainment issues for groups and individuals, and the implementation of positive interventions to increase attainment. This will be achieved through consultation around and implementation of attainment of poverty-related stretch aims, the provision of further high-quality professional learning opportunities in the analysis and response to attainment data and support for schools in the effective use of Scottish Attainment Challenge (SAC) funding including Pupil Equity Funding (PEF).
- Refine approaches to 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.
- Support and challenge schools and settings to design a curriculum which is meaningful, relevant and meets the needs of all learners.
- Extend Commonality of Timetable by increasing the digitally delivered subject offer between schools.
- Broaden and improve 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.
- Continue to support schools to further develop approaches to tracking wider achievement and ensure all young people have high quality opportunities for achievement that are recognised and celebrated in school.
- Further develop range and reach of digital CLPL opportunities for staff.
- Launch Argyll and Bute Digital Planning Framework.
- Primary STEM Development Officer (PSDO) will deliver targeted and universal support across the authority in order to develop STEM skills in our children and young people.
- We have secured funding from the UK Shared Prosperity Fund (UKSPF) and will use this to ensure that each young person in a secondary school has access to a wider achievement opportunity/award in each year of their secondary school career.
- Introduce the Motivation, Commitment and Resilience (MCR) Pathways Programme in three pilot secondary schools in 2023/24. Intervention will take the form of weekly meetings with an adult mentor, and taster sessions in the workplace and further/higher education, as well as group sessions and enhanced transition experiences for younger pupils. This programme will help to improve outcomes and life chances for targeted young people and support them to reach a positive sustained destination.
- Provide opportunities for S6 students to attend the Foundation Academy in partnership with the University of the West of Scotland. This offers a range of courses at SCQF 7 in order to help young people prepare for university and embark on learning to prepare for a degree programme.

NIF Priority 5: Improvement in attainment, particularly in literacy and numeracy

Education Service Strategic 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.

Education Service Strategic 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.

Progress and Impact

Achievement of Curriculum for Excellence Levels

Chart and tables below indicate attainment of Curriculum for Excellence levels at June 2022 for children and young people in P1,4,7. This data was submitted to Scottish Government in September 2022 and published in December 2022. Whilst attainment for each of the literacy organisers increased overall, we were still sitting under the national average. Targeted work has taken place this year in order to further develop capacity at school level in the analysis and use of data for improvement. The lead teacher for Literacy and Numeracy has also undertaken a variety of universal and targeted work as detailed under NIF priority 5. Attainment in numeracy has dipped and was sitting below the national average. Education Managers and members of the central team have been working with in order to establish areas of concern and next steps. We are confident that the actions and follow up work that has taken place this session, has had a positive impact on attainment in both literacy and numeracy for session 2022/23.

ACEL - P1, P4, P7 combined
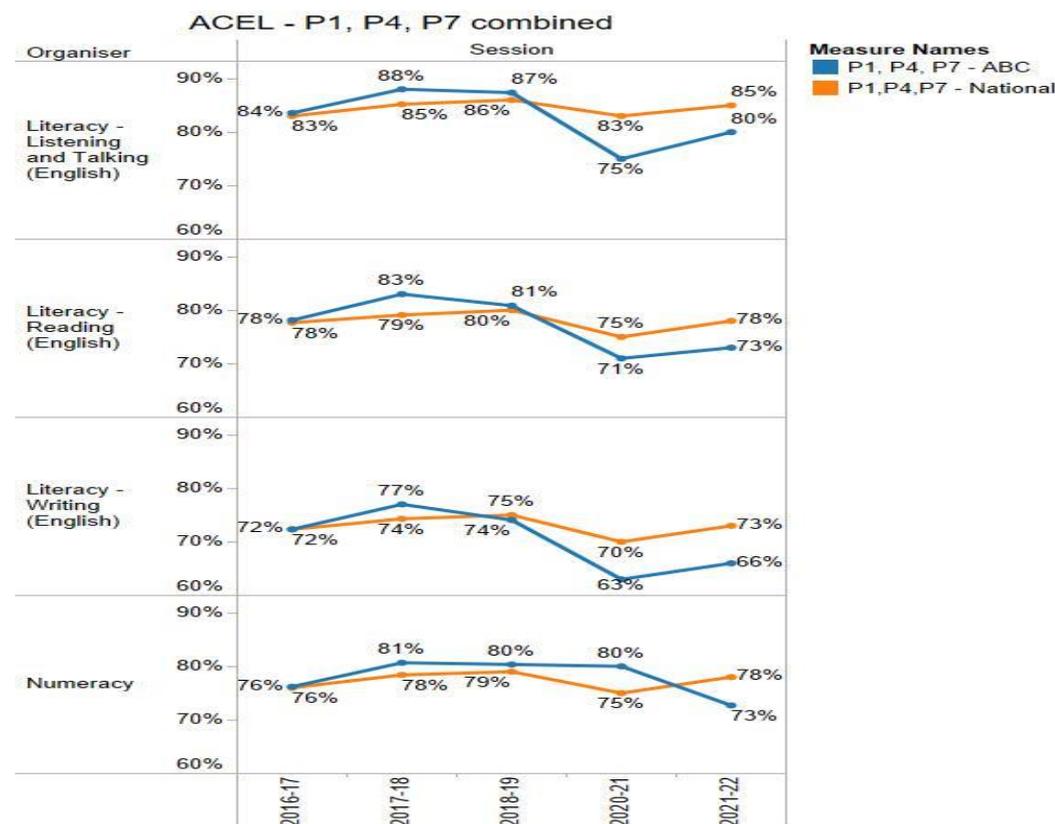
Percentage of P1, P4 and P7 pupils achieving expected CfE Levels						
Argyll & Bute P1/4/7 Combined	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Literacy	69	74	72	[x]	59	**62**
Numeracy	76	80	80	[x]	69	**73**

- 3% improvement on P1/4/7 **Literacy** between 2021 and 2022.
- 4% improvement in P1/4/7 **Numeracy** between 2021 and 2022.

Nationally, the percentage of primary pupils achieving the expected CfE levels in 2021/22 was higher than in 2020/21, with increases generally in the range of two to four percentage points

Nationally, the percentage of primary school pupils achieving the expected CfE levels in 2021/22 was lower than in 2018/19 typically by between less than one percentage point and three percentage points.

Nationally, 71% of P1/4/7 pupils achieved their expected CfE levels in Literacy and in 78% in Numeracy.

S3 Achievement of Literacy and Numeracy Levels

Percentage of S3 pupils achieving Third Level or better						
Argyll & Bute S3 3rd level or better	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Literacy	88	90	84	[x]	[x]	**84**
Numeracy	95	95	94	[x]	[x]	**89**

For S3 pupils, comparisons cannot be made to 2020/21 as the data was not collected.
Compared to 2018/19:
- S3 Literacy (Third level or better) has remained the same when **compared to 2019 ACEL.**
- S3 Numeracy (Third level or better) has declined by 5% when **compared to 2019 ACEL.**

Percentage of S3 pupils achieving Fourth Level						
Argyll & Bute S3 Fourth Level	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Literacy	33	48	48	[x]	[x]	**46**
Numeracy	72	54	62	[x]	[x]	**58**

Compared to 2018/19:

- S3 Literacy (Fourth level) has dipped by 2% when **compared to 2019 ACEL.**
- S3 Numeracy (Fourth level) has reduced by 4% when **compared to 2019 ACEL.**
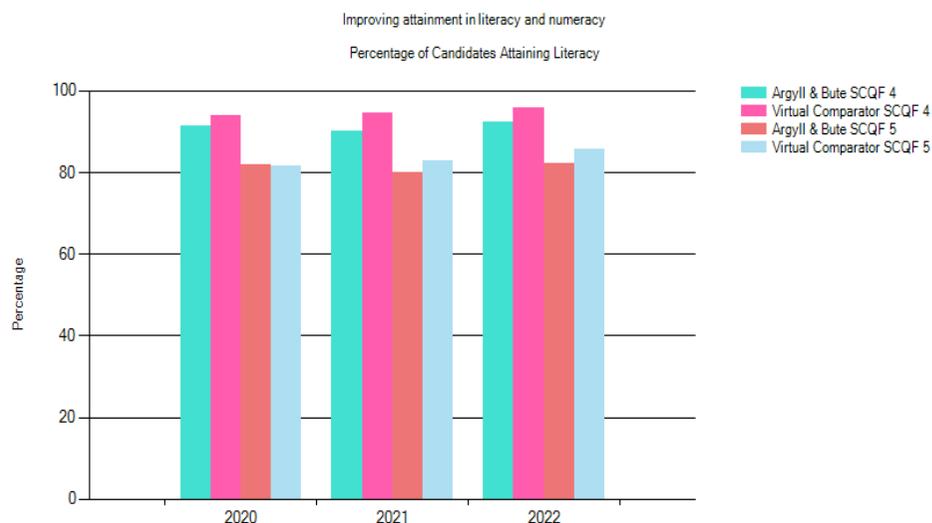
Nationally, compared to 2018/19, the percentage of S3 pupils achieving Third Level or better in 2021/22 was lower by between one and two percentage points across all organisers.

Attainment in Literacy and Numeracy at Levels 4, 5 and 6

SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Maths, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

Literacy (cumulative attainment by the end of S6, based on original S4 roll)

Although attainment in Literacy at both SCQF levels 4 and 5 increased slightly in 2022, they are below Virtual Comparator levels. As part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve literacy attainment in all secondary schools. Considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in literacy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in literacy; and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase. Of school leavers in 2022, 94.8% achieved Level 4 in Literacy, continuing the upward trend since 2020. The gap with the VC has reduced from 4.2% in 2020 to 0.6% in 2022. 83.7% of leavers achieved Literacy at Level 5, again continuing an increasing trend in attainment. The 1.0% gap to the VC has reduced from 4.3% in 2020.
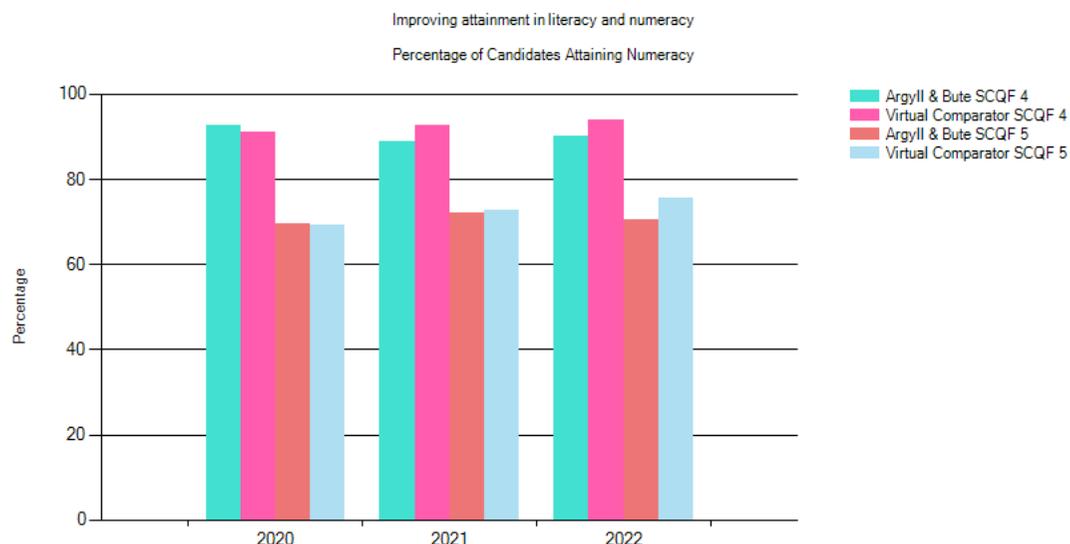

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy

Legend: Argyll & Bute SCQF 4; Virtual Comparator SCQF 4; Argyll & Bute SCQF 5; Virtual Comparator SCQF 5

Literacy SCQF Levels 5 and 6 – school leavers

53.9% of school leavers achieved Level 6 Literacy in 2022. The VC figure was 56.6%. The 2.7% gap to the VC figure represents a 1.7% reduction of the difference from 2021.
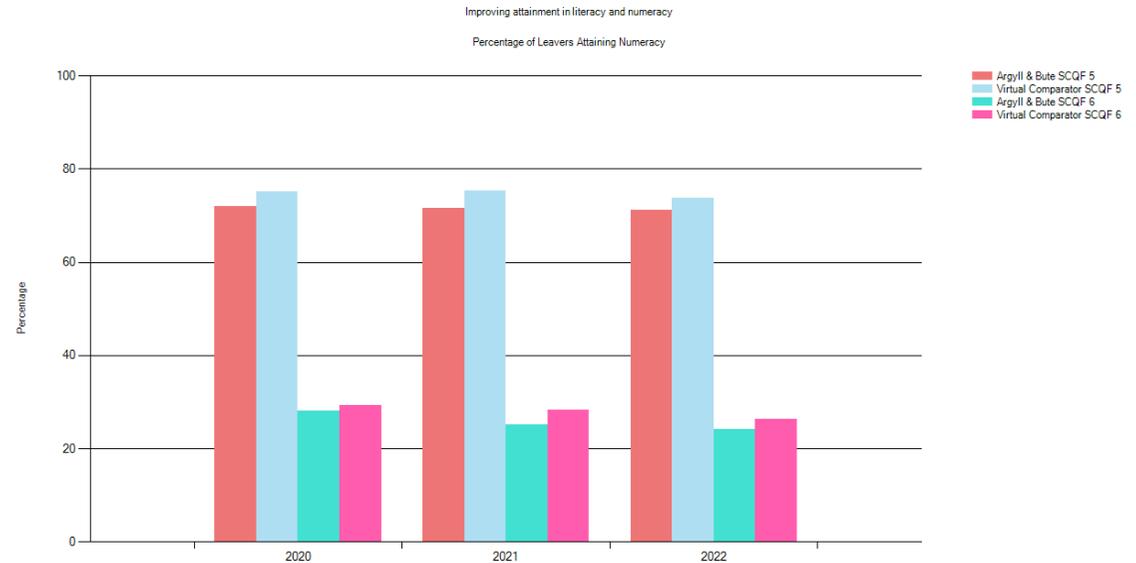

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy

Legend: Argyll & Bute SCQF 5, Virtual Comparator SCQF 5, Argyll & Bute SCQF 6, Virtual Comparator SCQF 6
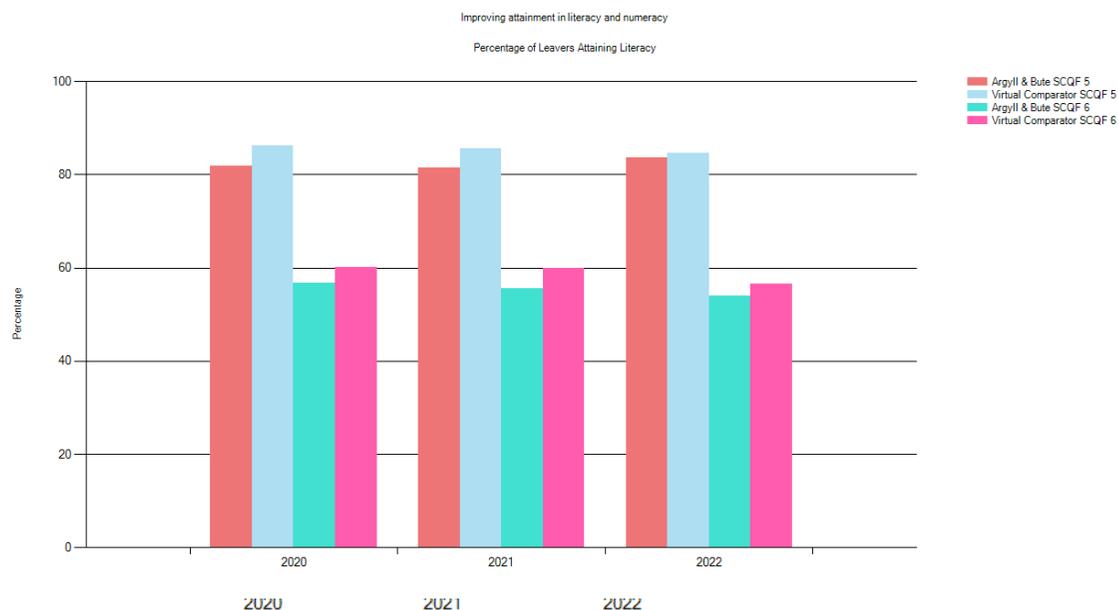
Numeracy (cumulative attainment by the end of S6, based on original S4 roll)

Attainment in Numeracy at both SCQF levels 4 and 5 has remained consistent over the last three years, although it is below the attainment of Virtual Comparator. As with Literacy above, as part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve numeracy attainment in all secondary schools. considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in numeracy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in numeracy; and high-quality, learner-centred numeracy learning and assessment experiences across the curriculum continuing into the Senior Phase.

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

Legend: Argyll & Bute SCQF 4, Virtual Comparator SCQF 4, Argyll & Bute SCQF 5, Virtual Comparator SCQF 5

Numeracy SCQF Levels 5 and 6 – school leavers

24.2% of school leavers in 2022 achieved Level 6 in Numeracy, in comparison to the VC figure of 26.3%. The gap to the VC has reduced by 1.3% since 2021.

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy

Legend: Argyll & Bute SCQF 5 · Virtual Comparator SCQF 5 · Argyll & Bute SCQF 6 · Virtual Comparator SCQF 6

Attainment of Care-Experienced Young People

Care-Experienced young people are supported to achieve to their maximum potential in Literacy and Numeracy, which often involves the overcoming of significant barriers. Targeted one-to-one support for CEYP is provided both within schools and, when necessary, in the settings outwith schools which best suits the young people's needs. The attainment of CEYP is closely tracked to identify those most in danger of not attaining in literacy and numeracy, and personalised interventions follow to support the achievement of awards. As a result, the attainment in Literacy and Numeracy of CEYP is maximised in terms of what they are capable of at this time in their lives.

The February Insight update supplied data relating to CEYP who left school in 2022:

Literacy

70% of CEYP school leavers achieved Level 4 Literacy.

50% of CEYP school leavers achieved Level 5 Literacy.

20% of CEYP school leavers achieved level 6 Literacy.

Numeracy

70% of CEYP school leavers attained Level 4 Numeracy.

20% of CEYP school leavers attained level 5 Numeracy

In terms of their attainment across all subjects, Care Experienced young people in Argyll and Bute who left school in 2022 showed relatively strong attainment. The highest achieving 20% of CEYP school leavers attained more highly than CEYP across the Northern Alliance authorities and the rest of Scotland. The same pattern was evident for the middle and lowest attaining groups among CEYP.

As presented to the Committee in August 2022, the SQA attainment results for pupils in academic year 2021-2022 are outlined in the following table:

	2022		2022	2022
	A&B Attainment A-C%	Difference from A&B 2019 %	National A-C %	Difference A&B to National A-C%
Nat 4	100%	0%	86.1%	+13.9%
Nat 5	78.62%	-0.81%	80.8%	-2.18%
Higher	79.51%	+6.32%	78.9%	+0.61%
Adv H	83.72%	+8.04%	81.3%	+2.42%

- National 4 results are above the national attainment average by 13.9%.
- National 5 results are below the national attainment average by 2.18%.
- Higher results are above the national attainment average by 0.61%.
- Advanced Higher results are above the national attainment average by 2.42%.
- At National 5 level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, a consequence of the return to examinations for each subject. As detailed above, Argyll and Bute performance for both A-C and A-D is slightly below the national average.
- As with National 5, at HIgher level in Argyll and Bute, attainment at both grades A-C and grades A-D fell in line with the national trend, again a consequence of the return to examinations for each subject. Argyll and Bute performance for both A-C and A-D remains above the national average.
- As with National 5 and Higher levels, in Argyll and Bute, Advanced Higher attainment at both grades A-C and grades A-D fell in line with the national trend, once again a consequence of the return to examinations for each subject. Argyll and Bute performance for both A-C and A-D remains above the national average.

Literacy support for schools

- 4 schools are undertaking training provided by Talk for Writing to support the development of sound pedagogical approaches to writing across their settings. The schools have set clear stretch aims for each class, against which attainment will be evaluated as implementation of the approach continues.
- Bespoke support has been offered to schools, covering aspects of literacy such as approaches to reading comprehension, writing pedagogy, emerging literacy and 1 to 1 reading interventions. This has resulted in increased teacher skill and confidence and has impacted directly on learners through the provision of differentiated and engaging experiences. Schools have been targeted based on their literacy attainment, with a specific focus on closing the poverty related attainment gap.
- 21 schools have signed up to obtain Reading Accreditation from the Scottish Book Trust. 13 schools have now submitted plans centred on how they will improve 'reading for pleasure'. Taynuilt Primary School has become the first school in Argyll and Bute to gain this award.

Children and Young People Improvement Collaborative (CYPIC): Improving Writing Programme

8 schools have undertaken training in using a Quality Improvement approach to support writing attainment at 1st level. Schools were invited to participate following analysis of their literacy attainment data with a specific focus on children residing in quintile 1. The training was originally offered by CYPIC and is now being delivered within the authority, supported by allied health professionals and our Attainment Advisor. Data shows that attainment at 1st level within the first set of schools to undertake the training has increased from an average of 56.2% in 2022 to an average of 72.8% based on Feb 23 predictions. Delivery of the programme to schools in cohort 2 has now commenced, with cohort 3 due to commence in September 2023.

Early Years Support

The initial phase of a project delivered through the deployment of our excellence and equity leads with a focus upon listening skills shows has been successful in improving the listening and talking skills of the targeted cohort and also improved practitioner capacity to share a story and explicitly focus upon teaching listening through play. Family Bookbug and stay and play sessions were attended well in most areas and a more rigorous approach to measuring impact will be applied next session to measure parental involvement with their child's learning and development.

Numeracy Support for Schools

- Schools within HALCO and Mull clusters have worked with Dr Lio Moscardini to develop cognitively guided instruction, an approach to problem solving within schools. As of March 2023, 73.3% of staff were confident that CGI was having or would have a positive effect on pupils, 13.3% were extremely confident. Evidence from Head Teachers and practitioners shows that this approach has had a particular impact on lower ability pupils: by giving pupils different opportunities to approach their work, practitioners report that it has levelled the playing field in classrooms.
- Authority-wide, numeracy based CLPL has been delivered to a total of 78 practitioners representing all cluster areas, focusing primarily on the development of SEAL (stages of early arithmetical learning) to support foundation skills in mathematical thinking. Support has also been offered to ASN departments in 2 secondary schools. Numeracy ACEL attainment data has risen from 69% across P1,4 & 7 in 2021 to a projected 70.95% as of Feb 23.
- Based on numeracy attainment of pupils in Primary 4 residing in quintile 1, 12 schools were targeted to undertake a 'small test of change' using training and materials from 'Count on Us' focusing on improving mental agility. Data demonstrated that almost all pupils who took part in the project improved their scores as evidenced through Pre and Post intervention assessment. The schools involved now plan to use the materials at other stages across their setting.

Learning, Teaching and Assessment

Learning, teaching and assessment has been a key focus during the 3 formal school reviews carried out this year. Outwith our school review programme, members of the extended central team have undertaken learning and teaching observations across a third of the schools in each locality. The key themes and findings were fed back to Head Teachers, Education Managers and Officers. This evidence has then helped to inform follow up targeted support and CLPL.

What are we going to do now?

- Further development of activities and support to ensure effective moderation of standards in literacy and numeracy to ensure consistency across establishments. All primary schools will undertake literacy moderation training and activities (provided by Authority) in the November inset. We will continue to engage with moderation opportunities through the Northern Alliance.
- Continue to build capability and capacity of senior leaders and teachers in schools in the use of tracking and monitoring tools including Insight, NSA data and the BGE Benchmarking Tool and the ability to interpret data and identify areas of need for individuals and groups of learners.
- Review, update and implement Numeracy and Mathematics and Literacy Strategies and associated guidance.
- Education Support Officer (ESO) for Literacy will provide universal and targeted support for schools with a specific focus on closing the poverty related attainment gap in literacy. A range of data will be utilised and analysed in order to identify distinct areas of focus.
- Learning, Teaching and Assessment framework will be launched, this will inform the refreshed Guided Approaches to Pedagogical Enquiry (GAPE) programme. Schools and settings will be supported to develop staff knowledge and skill in utilising a range of pedagogical approaches to ensure consistently high quality literacy and numeracy experiences for all learners.
- Schools and settings will be support to develop meaningful approaches to outdoor learning with a focus on literacy and numeracy.
- Numeracy lead will deliver targeted and universal support for planning, delivery and assessment of aspects of numeracy and mathematics.
- Support quality, coherence and progression across early level learning and teaching.
- Upscale the Early Years delivery model trialled this session to ensure all Excellence and Equity leads support training attainment in literacy and numeracy for our lowest band SIMD children, whilst building capacity of practitioners to support and continue this work in setting.
- Further develop staff skill, knowledge and confidence across all establishments in using assistive technologies to remove barriers to learning
- All primary schools will submit literacy and numeracy data 3 times per year for all pupils across all stages from P1-P7
- Support schools and services to provide opportunities for parents and carers to develop their own knowledge and skills in aspects of literacy and numeracy concepts and current pedagogical approaches so that they are able to support their children confidently.

SECTION 3: Report on Progress and Impact 2022-23

NIF Priority 5: Improvement in attainment, particularly in literacy and numeracy

Education Service Strategic 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.

Education Service Strategic 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.

Progress and Impact

National Reform

The national reform agenda has been a focus during all Head Teacher meetings and conferences this year. Key messages from each publication have been distilled and shared with schools in order to ensure that all staff have a firm understanding of the proposed changes to a number of aspects of Scottish education and have an opportunity to be consulted, discuss and reflect on what the forthcoming changes mean for them and their learners. All schools are planning to spend time with staff teams before October 2023 in order to explore key themes and messages in more depth. A number of Head Teachers and Central Team staff are currently participating in national working groups linked to aspects of educational reform. This is ensuring that the voice of learners and practitioners in Argyll and Bute is heard and that we are fully aware of developments and discussions taking place at national level.

Curriculum Design

Education Scotland Curriculum Innovation Team delivered an input at our April Head Teachers' Conference focussing on curriculum rationale. From evaluation data, it was evident that almost all Head Teachers' believed that the session was relevant and useful and that this would impact positively on practice within their own settings. This has led to school requests for further support and planning is underway with the ES team and other organisations in order to build capacity of senior leaders and practitioners to be 'curriculum makers' within their own settings. There will be ongoing targeted and universal CLPL and support offered during session 23/24. 5 schools will take part in the Education Pilot Professional Learning Programme on Curriculum in session 2023/24. This will increase capacity and further develop the knowledge and skills of senior leaders. A working group has been convened to begin work on curriculum guidance for all sectors. This work will gather pace during session 2023/24.

Additional Support Needs and Inclusion

8 Lead ASN Assistants (Literacy Enhancement) currently working in 11 schools with targeted children/young people, developed effective support mechanisms using assistive technology for children/young people and staff to remove literacy barriers.

Through and audit of assistive technology use in 8 schools in May 2022 and follow-up completed in December 2023 it was evident that approximately 80% more assistive technology is now being used to support learning.

By April 2023, Support Staff and teachers in 11 education establishments have now been trained in the use of assistive technology. Training has also been given to Lead ASNs (Care Experienced) in Campbeltown and Helensburgh. This has removed barriers to participation and learning for specific learners who are benefitting from these technologies.

What are we going to do now?

- Provide universal and targeted professional learning opportunities based on the needs of establishments. 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.
- Continue to provide opportunities for school staff, children and young people, parents and carers to meaningfully engage in dialogue and consultation relating to the national reform agenda.
- Further develop staff skill, knowledge and confidence across all establishments in using assistive technologies to remove barriers to learning. Training and support will be rolled out during session 2023/24.
- Build capacity at all levels of the system to enable learners and school staff to become 'curriculum makers' in order that they are confidently able to design and deliver curricula which are engaging, relevant to the context of the school and lead to improved outcomes for all learners.

SECTION 4: Education Service Plan 2022-24: updated strategic overview 2023-2024

The plan lists the expected outcomes and impact under the National Improvement Framework priorities and demonstrates links to the Argyll and Bute Corporate Pan 2023-2027 and the Education Service Vision and Strategy, 'Our Children, Their Future, which will be refreshed during session 2023-24. It builds on progress made during session 2022-23 and contains an updated list of high level areas for improvement and outlines the actions we will take during session 2023-24 to achieve the expected impact and outcomes. The purpose of the strategic plan is to support and guide individual settings, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward. Full details of improvement activity and expected impact for each team within the Education Service will be contained within each internal team plan.

NIF PRIORITY 1: Placing the human rights and needs of every child and young person at the centre of education

Education Service Strategic Priority 1.1: We will protect and promote Children's Rights through the promotion of inclusion and celebration of diversity for all of our learners.

NIF Driver	A&B Education Service Vision and Strategy	Corporate Plan 2023-27 Priorities	Expected Outcome/Impact	Improvement Activity
Teacher and practitioner professionalism Parent/carer involvement and engagement	• Ensure children have the best start in life and are ready to succeed • Raise educational attainment and achievement for all	• Working to improve and secure equity of specialist provision across Argyll and Bute by addressing gaps where they exist across the education estate. • Maintaining the current staffing complement who support this work, in line with our nurture stretch aim agreed with Scottish Government. • Continuing to promote the teaching and use of Gaelic as set out in the council's emerging Gaelic Plan for 2023. • Developing a broader curriculum offer to augment current opportunities with a range of wider achievement awards and accreditations. This will have a positive impact on leaver destinations through inclusive, skills-based programmes in each secondary school.	• A positive culture in all services, settings and schools with UNCRC front and centre. • A workforce who are committed to the rights of children and young people. • An inclusive culture where diversity is celebrated. • A curriculum which is rights-focussed and which highlights diversity and social justice. • Increased number of schools and settings achieving Rights Respecting status. • Increased number of schools and settings receiving national recognition for work on diversity including LGBTQ+ • Enhanced partnership working that is centred around the rights of the child • Consistently high quality experiences for all children and young people in Gaelic medium provision. • Children and young people who are empowered and feel that their voices and opinions are listened to and acted upon.	• Provide high quality professional learning opportunities for school leaders and practitioners to encourage policy development and partnership working. • Continue to support schools on their journey to becoming a 'Rights Respecting School' • Further develop partnership working with a range of services including third sector organisations in order to ensure that the Children's Rights agenda underpins the work of our schools and services. • Support schools to ensure that their curriculum celebrates and promotes diversity, is de-colonised and inclusive. • Further develop approaches to promoting and celebrating diversity through partnership working and supporting schools to obtain national recognition for their work in this area. • Further develop approaches to celebrate and promote diversity through languages and culture with a specific focus on Gaelic. Provide further support for schools in order to adopt Gaelic as their L2/L3. • Ensure greater quality and consistency in children's experiences, attainment and achievement within Gaelic Medium Education across Argyll and Bute

NIF Priority 2: Improvement in children and young people's health and wellbeing.
Education Service Strategic 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 experiences in different contexts, which will support attainment and achievement across the four capacities.

NIF Driver	A&B Education Service Vision and Strategy	Corporate Plan 2023-27 Priorities	Expected Outcome/Impact	Improvement Activity
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. • Ensure high quality partnership working and community engagement. • Raise educational attainment and achievement for all.	• Reducing the number of children and young people who have to travel outwith the area to access services by enhancing provision where gaps currently exist. • Working to improve and secure equity of specialist provision across Argyll and Bute by addressing gaps where they exist across the education estate. • Maintaining the current staffing complement who support this work, in line with our nurture stretch aim agreed with Scottish Government. • We will improve outcomes for our children and young people by: Improving educational attainment, achievement and outcomes for young people within Argyll and Bute to Scotland's upper-quartile. • Develop the next generation of capital investment plan and priorities for our school estate.	• An inclusive culture with health and wellbeing at the core. • A curriculum which empowers and enables all children and young people to be successful, confident, responsible and effective in school, their work, their community and in the wider world. • An increase in the percentage of schools evaluated as 'good' or better for Q.I 3.1 Ensuring Wellbeing, Equality and Inclusion. • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential. • An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it. • Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination. • Practices and experiences which ensure that the needs of children and young people are identified and addressed. • Maintain and where possible improve upon the already low exclusions and improve attendance rates in our schools, especially	• Continue to support and challenge establishments to review and reflect on embedding nurturing approaches and embed trauma informed practices. • Identify professional learning and work with partner agencies, to provide a wider range of experiences and opportunities for children and young people to achieve success. • Continue to seek investment to improve learning environments and expand provision as required. • Increase engagement across the authority in the Mentors in Violence Prevention (MVP Programme). • Support an increased number of establishments to pursue recognition through the Youth Scotland LGBTQ+ Award or similar. • Launch Revised Addressing Non-Attendance (ANA) policy document/circular and training package for all establishments. • Continue to work on the implementation of the national Additional Support for Learning implementation plan. • Support schools to ensure effective transitions for all learners with additional support needs. • In partnership with other corporate parents, continue to take forward the actions outlined in 'The Promise' and GIRFEC refresh. • Continue to roll out multi-agency training as part of the implementation of the national revised Child Protection Guidance (2021).

			• for care-experienced children and young people. • Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour • A positive culture in health and wellbeing in every school and service • Resources which lead to improvements for learners and service users. • Trauma informed practices are embedded in order to ensure that the needs of all of our children and young people are supported effectively and appropriately.	• Continue to use ACEL data to track our care experienced pupils against the national picture. • Build on links with Live Argyll Active Schools to explore accessibility for pupils with Visual impairment and other additional support needs. • Support schools and settings to embed Learning for Sustainability as a key theme within their curriculum. • Support schools and the Instrumental Music Service to develop more flexible approaches to delivery of instrumental music tuition.

NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people

Education Service Strategic 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.

Education Service Strategic Priority 3.2 - We will use a data and research informed approach to provide targeted support to establishments across the Authority.

NIF Driver	A&B Education Service Vision and Strategy	Corporate Plan 2023-27 Priorities	Expected Outcome/Impact	Improvement Activity
Curriculum and assessment School and ELC improvement Performance information School and ELC leadership Teacher and practitioner professionalism	• Ensure children have the best start in life and are ready to succeed. • Raise educational attainment and achievement for all. • Use performance information to secure improvement for children and young people. • Strengthen leadership at all levels.	• We will improve outcomes for our children and young people by: Improving educational attainment, achievement and outcomes for young people within Argyll and Bute to Scotland's upper-quartile. • Continuing to promote the teaching and use of Gaelic as set out in the council's emerging Gaelic Plan for 2023. • Educational Attainment and Wider Achievement – Developing the use of all the available data and intelligence on each of our educational establishments to focus on and drive improvement, achieving our stretch aims (goals to improve opportunities and outcomes for young people) as agreed with the Scottish Government.	• Improved attainment in the senior phase. • Improved literacy and numeracy attainment throughout the broad general education (BGE). • An improvement in the attainment of disadvantaged children and young people. • An increase in the percentage of schools evaluated as 'good' or better for Q.I 3.1 raising attainment and achievement. • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. • An improvement in the percentage of children reaching all of the expected developmental milestones on entry to primary school. • Increased capacity of senior leaders and teaching staff to analyse data and use a range of data to inform improvement at school/classroom level. • Primary school Progress and Achievement data submitted 3 times per year for all pupils across all stages from P1-P7.	• Rigorous tracking of progress against stretch aims and targeted use of Pupil Equity Funding and Scottish Attainment Challenge funding. • Publish our Strategic Equity Funding Plan 2023-26 • Increased targeted support for schools identified as having low attainment and/or a significant gap between pupils residing in quintile 1 and quintile 5. • Collaborative working to develop and disseminate a range of effective approaches, which have a positive impact on closing the attainment gap. • Further development of activities and support to ensure effective moderation of standards to ensure consistency across establishments. • Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups. • Continue to build capacity of senior leaders and teachers in schools in the use of tracking and monitoring tools including Insight, NSA and the BGE Benchmarking Tool and the ability to interpret data and identify areas of need for individuals and groups • Support and challenge schools to improve outcomes for identified groups through effective use of resources (inc SAC) with a focus on equity.

				• Support quality, coherence and progression across early level learning and teaching. • Upscale the Early Years delivery model trialled this session to ensure all systematic tracking of attainment in literacy and numeracy for our lowest band SIMD children, whilst building capacity of practitioners. • Further develop staff skill, knowledge and confidence across all establishments in using assistive technologies to remove barriers to learning.

NIF Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people

Education Service Strategic 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.

Education Service Strategic 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.

NIF Driver	A&B Education Service Vision and Strategy	Corporate Plan 2023-27 Priorities	Expected Outcome/Impact	Improvement Activity
School and ELC leadership School and ELC improvement Performance information Curriculum and assessment	• Equip young people to secure and sustain positive destinations and achieve success in life. • Ensure high quality partnership working and community engagement. • Raise educational attainment and achievement for all. • Use performance information to secure improvement for children and young people.	• Developing a broader curriculum offer to augment current opportunities with a range of wider achievement awards and accreditations. This will have a positive impact on leaver destinations through inclusive, skills-based programmes in each secondary school. • We will improve outcomes for our children and young people by: Improving educational attainment, achievement and outcomes for young people within Argyll and Bute to Scotland's upper-quartile. • Educational Attainment and Wider Achievement – Developing the use of all the available data and intelligence on each of our educational establishments to focus on and drive improvement, achieving our stretch aims (goals to improve opportunities and outcomes for young people) as agreed with the Scottish Government.	• A further improvement in school leaver destinations. • Increased number of partnerships with local businesses and community organisations. • An ethos of high expectations and achievement in every school and service. • A skilled and confident workforce. • An increase in the number of pupils, school leavers and adults with well-developed employability skills. • Increased opportunities for children and young people to celebrate personal achievements. • An increase in the confidence and ability of children and young people to discuss skills and career pathways • Increased vocational opportunities and pathways for learners within our secondary schools. • Increased capacity of staff and children/young people to employ digital approaches which are current and enhance learning and to deliver high quality STEM experiences.	• Increased focus on acquisition of skills and access to personalised learning pathways to support learners to develop all four capacities and become global citizens. • Refine approaches 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. • Broaden and improve work-based vocational learning opportunities for young people, improving vocational educational provision in schools and developing strong partnerships with employers and agencies. • Support and challenge schools to design a curriculum which is relevant, engaging and meets the needs of all learners. • Continue to support schools to further develop approaches to tracking wider achievement. • Further develop range and reach of digital CLPL opportunities for staff/launch Argyll and Bute Digital Planning Framework. • Deliver targeted and universal support on aspects of STEM curriculum. • Further develop our vision for DYW, including an increase in the different curriculum pathways and opportunities available.

NIF Priority 5: Improvement in attainment, particularly in literacy and numeracy

Education Service Strategic 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.

Education Service Strategic Priority 5.2: We will track and monitor children and young people's Literacy and Numeracy attainment, build capacity of senior leaders and practitioners in order to further develop their skills in data analysis to inform improvement. We will increase the use and range of data to improve outcomes for all children and young people.

Education Service Strategic Priority 5.3: We will respond to and embrace educational reform in relation to approaches to inspection, curriculum development and qualifications.

NIF Driver	A&B Education Service Vision and Strategy	Corporate Plan 2023-27 Priorities	Expected Outcome/Impact	Improvement Activity
School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	• 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	• We will improve outcomes for our children and young people by: Improving educational attainment, achievement and outcomes for young people within Argyll and Bute to Scotland's upper-quartile. • Educational Attainment and Wider Achievement – Developing the use of all the available data and intelligence on each of our educational establishments to focus on and drive improvement, achieving our stretch aims (goals to improve opportunities and outcomes for young people) as agreed with the Scottish Government.	• Improved attainment in the senior phase particularly in literacy and numeracy. • Improvement in the percentage of school leavers achieving level 5 and level 6 literacy and numeracy. • Improved literacy and numeracy attainment throughout the broad general education (BGE). • Increased capacity of senior leaders and teaching staff to analyse data and use a range of data to inform improvement at school/classroom level. • Learners develop core literacy and numeracy skills and are able to apply these in other areas of the curriculum. • An increase in the number of schools being graded as 'good' or better for Q.I 2.3 Learning Teaching and Assessment • Staff are skilled in the planning, delivery and assessment of high quality learning experiences in literacy and numeracy which are differentiated and ensure equity. • All children and young people are provided with engaging literacy and numeracy	• Establishments and the Central Team work to engage in strategic planning, implementation and evaluation which promotes a culture of continuous school improvement. • Further development of activities and support to ensure effective moderation of standards in literacy and numeracy to ensure consistency across establishments. • Review, update and implement Numeracy and Mathematics and Literacy Strategies and associated guidance. • Education Support Officer (ESO) for Literacy will provide universal and targeted support for schools with a specific focus on closing the poverty related attainment gap in literacy. • Schools and settings will be supported to develop staff knowledge and skill in utilising a range of pedagogical approaches to ensure consistently high quality literacy and numeracy experiences for all learners. • Schools and settings will be supported to develop meaningful approaches to outdoor learning with a focus on literacy and numeracy. • Deliver targeted and universal support for planning, delivery and assessment of aspects of numeracy and

	community engagement.		experiences which address the principles of curriculum design from CfE.	mathematics with focus on closing poverty related attainment gap.
	• Strengthen leadership at all levels.		• A curriculum which ensures that literacy and numeracy skills are developed through other curricular areas.	• Support quality, coherence and progression across early level learning and teaching.
			• Staff are skilled in planning and delivering IDL opportunities which provide opportunities for children and young people to develop and apply literacy and numeracy skills in new and unfamiliar contexts.	• Further develop staff skill, knowledge and confidence across all establishments in using assistive technologies to remove barriers to learning.
			• All children and young people are provided with meaningful outdoor learning opportunities in order to develop and apply literacy and numeracy skills.	• Support schools and services to provide opportunities for parents and carers to develop their own knowledge and skills in aspects of literacy and numeracy so that they are able to support their children confidently.
			• Parents and carers will feel confident and able to fully support their children with aspects of literacy and numeracy learning.	

APPENDIX 1: Provisional 3 Year Stretch aims 2023-2026

In partnership with our Attainment Advisor, we have devised provisional stretch aims as detailed below. These will be subject to change following consultation with Head Teachers and finalisation of our ACEL, attendance and leavers' data for session 2022-23. We will build on progress made this year by ensuring a relentless focus on closing the poverty related attainment gap whilst raising the bar for all. This will include universal and targeted support for schools based on their attainment data with the aim of building staff capacity at all levels.

Literacy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Confirmed ACEL Data 2022 (DEC)	62.4%	53%	80%	27.4pp
Interim Stretch Aim 2023/24	71%	70%	81%	11pp
Final Stretch Aim 2025-26	76%	75%	85%	10pp

Numeracy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Confirmed ACEL Data 2022 (DEC)	72.7%	68.1%	85.9%	17.8pp
Interim Stretch Aim 2023/24	78%	73%	89.5%	16.5pp
Final Stretch Aim 2025-26	83%	78%	91%	13pp

School Leavers with 1 or more pass at <u>ALL</u> SCQF Level 5				
	Overall	**SIMD Q1**	**SIMD Q5**	**GAP (Q1-Q5)**
Confirmed Data 2021-22 (Feb 2023)	90.93% (VC 91.32%)	83.61% (VC 86.23%)	98.04% (VC 98.43%)	14.43pp
Stretch Aims 2023/24	91.5%	85%	98.5%	13.5pp
Interim Improvement between 2023 and 24	0.57pp	1.39pp	0.46pp	0.93pp
Final Stretch Aim 2025/26	93%	89%	100%	11pp

School Leavers with 1 or more pass at <u>ALL</u> SCQF Level 6				
	Overall	**SIMD Q1**	**SIMD Q5**	**GAP (Q1-Q5)**
Confirmed Data 2021-22 (Feb 2023)	65.99% (VC 69.37%)	54.10% (VC 59.05%)	82.35% (VC 92.75%)	28.25pp
Interim Stretch Aims 2023/24	67%	57%	84%	27pp
Interim Improvement between 2023 and 24	0.51pp	2.9pp	1.65pp	1.25pp
Final Stretch Aim 2025/26	72%	64%	89%	25pp

Participation Measure - 16-19 year olds in Education, Training and Employment				
	Overall	Q1	Q5	Gap (Q1 –Q5)
Confirmed SDS Data 2021-22 (Aug 2022)	93.9%	89.1%	95.5%	6.4pp
Snapshot Data SDS May 2023	92.7%	87.1%	94.2%	7.1pp
Confirmed SDS Data 2022-23 (Aug 2023)	*TBC*	*TBC*	*TBC*	*TBC*
Interim Stretch Aims 2023/24	93.5%	89.5%	96%	6.5pp
Interim Improvement between 2023 and 24	0.8pp	2.4pp	1.8pp	0.6pp
Final Stretch Aim 2025/26	95%	92.5%	97%	4.5pp

HWB – Attendance in Primary - Free School Meal registered and Non Free School Meal Registered				
	Overall	FSM registered	Non FSM registered	GAP (FSM/non FSM)
Confirmed Data May 2023	92.71%	88.86%	93.43%	4.57pp
Interim Stretch Aims 2023/24	93.5%	89.5%	93.5%	4pp
Interim Improvement between 2023 and 24	0.79pp	0.64pp	0.07pp	0.57pp
Final Stretch Aim 2025/26	94.5%	92%	96%	4pp

HWB – Attendance in Secondary - Free School Meal registered and Non Free School Meal Registered				
	Overall	FSM registered	Non FSM registered	GAP (FSM/non FSM)
Confirmed Data May 2023	88.33%	81.24%	89.46%	8.23pp
Interim Stretch Aims 2023/24	90%	82%	89.5%	7.5pp
Interim Improvement between 2023 and 24	1.67pp	0.76pp	0.04pp	0.72pp
Final Stretch Aim 2025/26	92%	87%	94%	7pp

APPENDIX 2: Glossary of Terms and Acronyms

ASL	Additional Support for Learning	HMIE	His Majesty's Inspectorate of Education
ASN	Additional Support Needs	LAC	Looked After Children and Young People
Aifl	Assessment is for Learning	NIF	National Improvement Framework
BGE	Broad General Education	NPF	National Performance Framework
BWG	Education Service Budget Working	NSA	National Standardised Assessments
CEYP	Care Experienced Young People	OCTNE	Our Children, Their Nurturing Education
CfE	Curriculum for Excellence	PATHS	Promoting Alternative Thinking Strategies
CLD	Community Learning and Development	PEF	Pupil Equity Funding
CLPL	Career Long Professional Learning	PSE	Personal and Social Education
COSLA	Convention of Scottish Local Authorities	SAC	Scottish Attainment Challenge
DSM	Devolved School Management	SCQF	Scottish Credit Qualifications Framework
ELCC	Early Learning and Childcare Centre	SEF	Strategic Equity Funding
EPS	Educational Psychology Service	SIMD	Scottish Index of Multiple Deprivation
ESOL	English for Speakers of Other Languages	SQA	Scottish Qualifications Authority
FE	Further Education	SRA	Shared Risk Assessment
FTE	Full Time Equivalent	SSSC	Scottish Social Services Council
GIRFEC	Getting it Right for Every Child	SVQ	Scottish Vocational Qualifications
GTCS	General Teaching Council (for Scotland)	UCAS	Universities and Colleges Admission Service
HE	Higher Education	UNCRC	United Nations Convention on the Rights of the Child
HGIOS4	How Good is Our School 4?	VLE	Virtual Learning Environment
HGIOELC	How Good is Our Early Learning and Childcare?	VSE	Validated Self Evaluation