

EDUCATION STANDARDS AND QUALITY REPORT

1.0 SUMMARY

- 1.1 This report is to update the Community Planning Group on the progress being made within Education in Argyll and Bute. Details are based on the Standards and Quality Report for 2011/12. Full report can be viewed on Argyll & Bute Council website <http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards>

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Community Planning Group note the progress made in relation to Education within Argyll and Bute.

3.0 DETAIL

- 3.1 ***Summary excerpts from the Education Standards and Quality report.***

3.1.1 **How do HMIE rate our schools?**

In session 2011/12, HMIE conducted inspections in one secondary school, one joint campus and five primary schools. Out of a total of forty quality indicators, 92.5% were rated as good or better. Our target measure of 75% of all quality indicators being rated as good or better was exceeded.

3.1.2 **Skills for Work and Alternative Qualifications on Offer 2011/2012**

Over the last 5 years central education staff have worked in partnership with secondary schools and their local learning communities to support them to offer a greater range of alternative qualifications and wider opportunities to young people in order to help them move into a positive and sustained destination. In session 2011-2012 a total of 621 pupils took part in Skills for Work across our 10 secondary schools and 1386 young people opted to study alternative qualifications.

3.1.3 **Leaver destinations**

Out of 985 leavers 885 have progressed to “positive destinations”. This includes those who are in training, employment, further or higher education.

3.1.4 **Scottish Education Awards**

Argyll and Bute continues to perform well in the National Awards with an increased level of entries this year. This national recognition raises the profile of our schools, pupils and staff.

2012 Finalists from Argyll and Bute

- **Learning Through Technology Award: Winner**
Port Ellen Primary School
- **Learning Through Technology Award: Finalist**
Hermitage Primary School
- **Educational Supporter of the Year: Winner**
Alison Robertson, Furnace Primary School
- **Enterprise and Employability Across Learning Award (Primary and Early Years): Finalist**
Kilmodan Primary School
- **Head Teacher of the Year: Finalist**
Alison Palmer

3.1.5 **Learning and Teaching**

Across the authority there are many examples of developing practice in active learning at the early years. Kilninver Primary nursery and P1-3 staff jointly plan and present learning linked across pre-five to primary. Luing Primary organise learning within an Early Level Class, much of which is explorative and experiential in nature. Park Primary early level staff jointly plan to deliver active and challenging learning experiences through imaginative interdisciplinary themes.

The authority has engaged secondary schools in restructuring their S1-S2 and in some cases S3 curriculum to provide a broader general education.

Various Literacy initiatives continue to promote active learning. Almost all teachers across Argyll have been trained in “Big Writing”, an interactive approach to teaching writing that has shown an increase in extended writing, especially from boys.

Cluster planning involving primary and secondary staff is further developing the P7-S1 transition model. Pupils now engage in an extended transition programme with learning delivered by teachers from both sectors working together, eg. Hooked on Hermitage, PSEd residential in Cowal, P5-S1 Interdisciplinary planners in Lorn.

Teaching and Learning Communities (TLCs) are now well established in a large number of schools. These are structured teacher sharing and development workshops focusing on the development of classroom practice by the teachers themselves. TLCs are increasing staff confidence in Assessment is for Learning and other pedagogies.

17 projects were funded across the Authority designed to bring staff together to share practice and moderate standards. For example, Islay cluster of schools set up a local system to moderate standards of

learning, teaching and attainment in writing. Ardrishaig Primary early years staff set up dialogue groups with partner pre-five establishments to ensure continuity of progression into P1.

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CLD Youth Service team members are working closely with schools to provide a range of alternative curriculum activities, including Princes Trust XL, ASDAN courses, Pupil Support / Alternatives to Exclusion, Peer Education Projects, PSD and Youth Achievement Awards.

Co-operative Learning Academies continue to be organised. Thirty teachers were trained last session. There is evidence through school reviews and quality improvement officer visits to classrooms of regular pupil engagement in co-operative learning.

Development of a Creative Learning Network. This allows partnerships to develop between teachers and artists based on mutual understanding of each other's needs. Continuing Professional Development (CPD) is offered within this forum focusing on the skills development of teachers and artists.

Development of MuBu for learning of music in primary aged children. This after school central approach allows children often from small primary schools, to learn with peers, and to have a group learning session, deepening understanding of a real breadth of musical concepts.

E Portfolios have been piloted and trialed in selected schools for P7 profiles.

3.1.6 Curriculum developments

Schools are looking at timetabling S4-6 together where pupils are able to follow courses based on ability, not age (Islay High School).

Schools are timetabling to allow College links to be built in (provide full day or half day options).

National development officers and head teachers from other authorities have attended conferences in Argyll and Bute and provided the national perspective.

3.1.7 Skills for learning, life and work

Argyll and Bute Council put together a working group to look at how the authority would take forward Building the Curriculum 4 (Skills development within the curriculum). This group developed a framework document for teachers and partner agencies to use along with a pictorial visual – The ABC Skills Tree. All schools have been issued with the framework, poster copies of the Skills Tree and CPD sessions have been organised to build capacity of knowledge and understanding with regards to skills for learning, life and work.

An on-line version of the Skills Tree has been developed so that pupils can record electronically how they are developing skills for learning, life and work both in the classroom and through their after school participation. This on-line version is being piloted with pupils across Cowal schools during the current academic session. The on-line version covers achievement, pupil-profiling at the key stages highlighted under Curriculum for Excellence.

3.1.8 Health and wellbeing

Relationships, Sexual Health and Parenthood training for secondary teachers/

Substance misuse – “Natural High” programme delivered to S1 and S2 pupils and “Smoke Free Me” delivered to P7 and some P6 pupils.

Substance misuse training delivered jointly to staff in 3 secondary schools with Argyll and Bute’s Alcohol and Drugs Partnership.

Schools, in conjunction with educational psychology services, have implemented universal approaches to mental health and wellbeing including whole class approaches to anxiety and depression.

3.1.9 Active Schools, Sports Development and Leisure Services

Participation in sport and physical activity has continued to rise with 778 extra-curricular clubs being delivered across the academic year in primary and secondary schools supported by over 600 volunteers ranging from teachers to parents, students, community coaches and senior pupils.

3.1.10 World of work, enterprising activities and culture

Work Based Vocational Learning – In light of the changing world in which we live in and the fact that young people will change employment far more frequently in their lifetime Argyll and Bute Council re-examined how pupils were engaging in the world of work during their senior phase of education. A greater emphasis is now placed on individualised placements that reflect young people’s future career goals and aspirations. The range and diversity of work based placements available to school pupils across Argyll and Bute was used as a case study by Education Scotland.

3.1.11 Leadership

An authority developed leadership programme for aspiring leaders and those wishing to refresh their skills in team leadership has enrolled 42 teachers.

3.1.12 Self-evaluation

The authority has restructured its approach to School Review and aims to develop capacity in its schools for self-evaluation. This will be achieved through meaningful and regular partnership working between quality improvement officers and head teachers, with rigorous professional dialogue driving a school's ability to reflect on its practice and affect necessary improvement. Two pilots have taken place which are due to be evaluated.

3.1.13 Multi-agency working

The Education Service participated in phase 1 of Early and Effective Intervention (EEI), which was launched in November 2011. EEI is a multi-agency response to police generated concerns around children and young people. Phase 1 addressed the issue of youth offending. Getting It Right for Every Child (GIRFEC) was formally launched across the Argyll and Bute authority area in January 2012. GIRFEC aims to improve practice between services such as education, health, social work and police to ensure that all children and young people get the support they need when they need it. A new single agency plan was introduced which introduced the use of 'My World Triangle' to assess a child's needs.

4.0 CONCLUSION

- 4.1 Quality and Standards across Education continues to be reported on an annual basis.
- 4.2 The next Standards & Quality Report will be due Autumn 2013 reporting on progress in session 2012/13.

5.0 IMPLICATIONS

- 5.1 Policy – N/A
- 5.2 Financial – N/A
- 5.3 Legal – N/A
- 5.4 HR – N/A
- 5.5 Equalities – N/A
- 5.6 Risk – N/A
- 5.7 Customer Service – N/A

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