

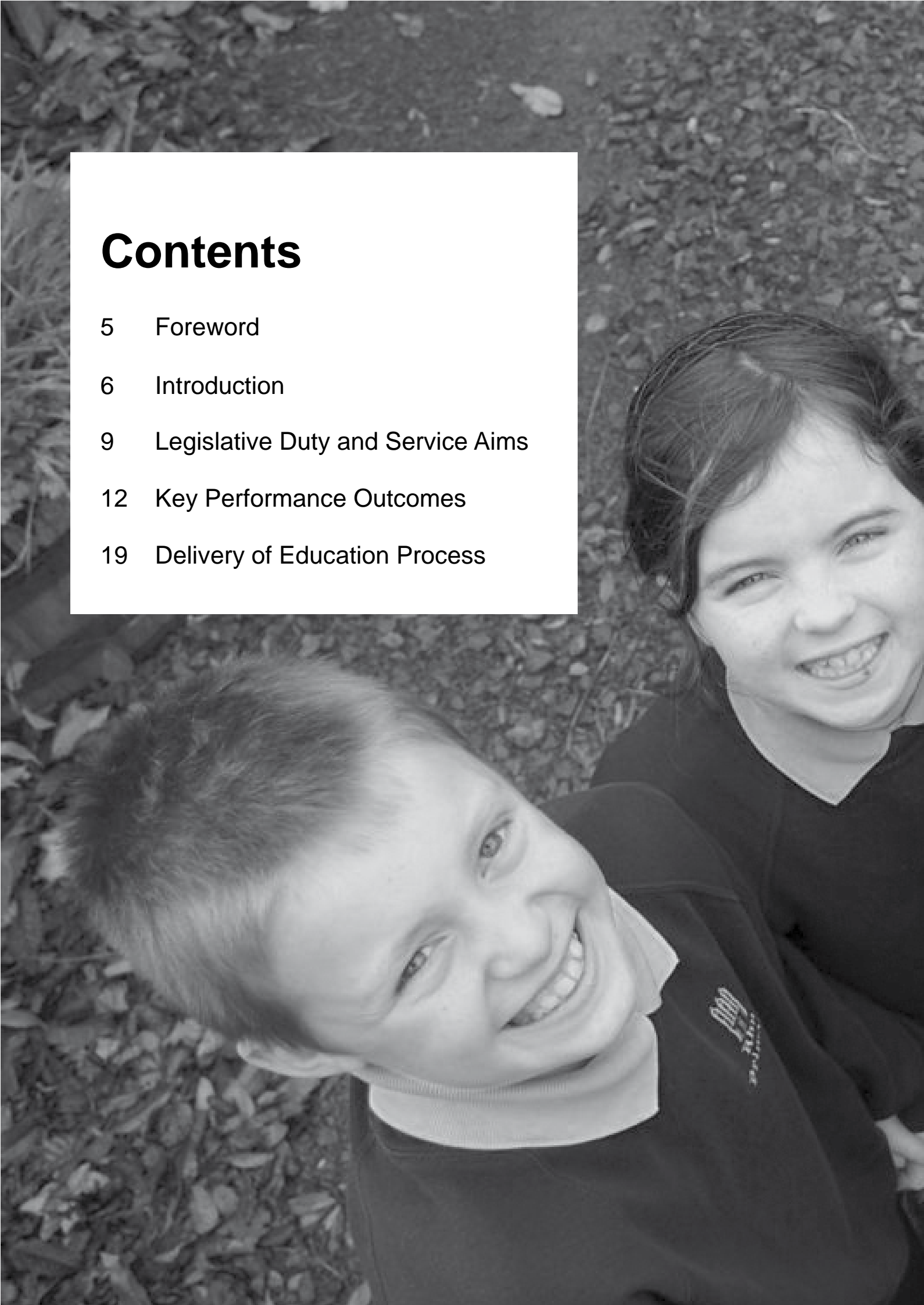
# Standards and Quality in Argyll and Bute Schools 2012/13

## Community Services: Education



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# Foreword

Welcome to this Standards and Quality Report 2012/13 for Argyll & Bute Council's Education Service.

This report is aimed at providing information to the reader on how our service performs. The report highlights many of the excellent developments taking place in our service and recognises the considerable work undertaken by staff, pupils, parents and the wider community.

The Education Service is strongly committed to continuous improvement, and by working purposefully with a wide range of partners we are making significant improvements to learners' outcomes.

My thanks to everyone involved in educating and supporting our young people. This is much valued and appreciated.



Aileen Morton  
Policy Lead  
Education and Lifelong Learning

# Introduction

Argyll and Bute is one of the largest and most sparsely populated local authority areas in Scotland. The population of 86,900 is scattered across an area of just under 2,700 square miles. It is approximately 120 miles long from the Isle of Coll in the north to Southend in Kintyre, and 100 miles wide from Bridge of Orchy in the east to the island of Tiree in the west. Two thirds of the population lives in small towns with a population of less than 10,000 and a third live in settlements with a population of less than 1,000.

It is an area of outstanding natural beauty with mountains, sea lochs, islands and more than 3,000 miles of coastline. The geography provides challenges for service delivery, particularly in communications and transport.

Argyll and Bute Council's vision 'Realising our Potential Together' is underpinned by 4 key values:

- We involve and listen to our customers and communities
- We take pride in delivering best value services
- We are open, honest, fair and inclusive
- We respect and value everyone

Community Services is the largest service within Argyll and Bute and accounts for approximately 53% of the total expenditure of the Council. The Council offices are located in Lochgilphead and three education offices are based in Dunoon, Oban and Helensburgh. Within Community Services, Education is responsible, under the 'Standards in Scotland's Schools etc. Act 2000' for providing school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

The service manages seventy three primary schools, three 3-18 schools, five secondary schools, two joint campuses, one learning centre and two pre-school centres.

The total school pupil roll stands at 10,767 (September 2012 Census), made up of 5,698 primary pupils, 5,052 secondary pupils and 17 Learning Centre pupils. This compares with a total pupil roll of 11,065 in 2011/12 and five years earlier 11,880 in 2007/08. In addition there are 1075 pre-school children. These children are in two Council pre-school centres and forty eight pre-school classes. This does not include the twenty five voluntary and private pre-school establishments catering for another 684 children in the Council area.

Young people are taught by 419.69 FTE (Full Time Equivalent) primary teachers, 432.20 FTE secondary teachers and 5.7 FTE special teachers. The teachers are supported by 248 classroom assistants (79.09 FTE), 389 ASN assistants (176.66 FTE), 42 pupil support assistants (14.39 FTE), and 190 clerical assistants (109.39 FTE). In addition, the ten schools with secondary pupils each have a librarian (8.9 FTE) and 3 technicians (27.17 FTE).

Early Years education provision within our schools employ 110 childcare and education workers (64.62 FTE) and the two Council-run pre-school centres each have a head of centre and senior childcare and education worker. One mainstream pre5 unit also has a senior childcare and education worker.

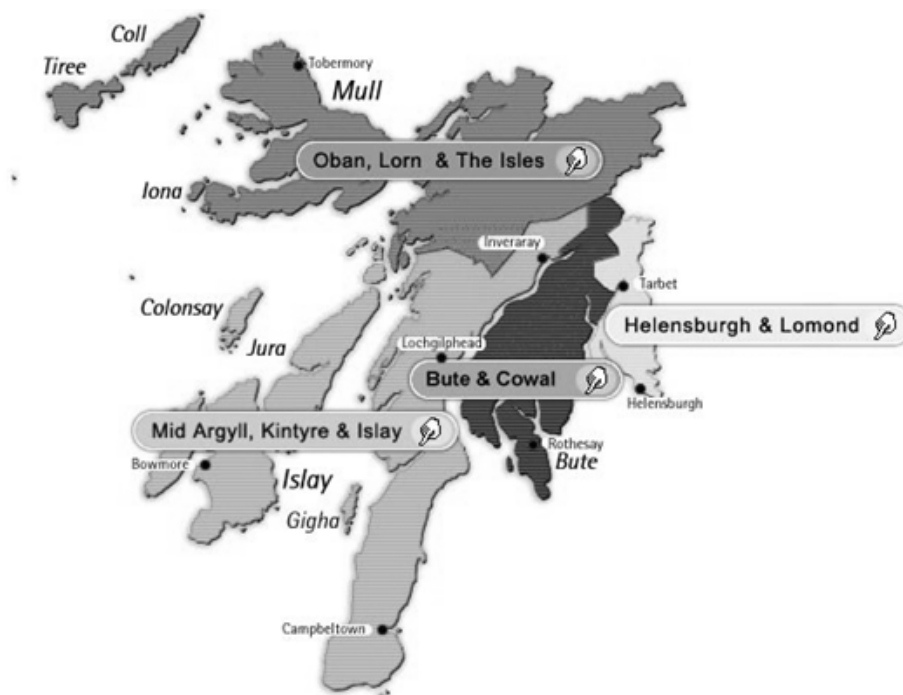
Four islands have their own secondary education provision and secondary pupils from remote locations or other islands travel to the most accessible school, staying in hostels or other arranged accommodation during the school week where necessary. Around 80% of Argyll and Bute primary schools have three or fewer teachers, with composite classes covering the 5 to 12 age group.

Five primary schools, five secondary schools and two joint campuses have integral learning centres that provide enhanced provision for children and young people with more severe and complex additional support needs. In addition, there is one free-standing learning centre making provision for pupils with complex additional support needs. The majority of children and young people with additional support needs have education provision made in their local pre-school centre or mainstream school. The Pupil Support Service and Educational Psychology Service provide advice, guidance and training on additional support needs to staff in mainstream setting as well as providing support for pupils with additional support needs and the implementation of universal early intervention approaches.

Gaelic Medium Education is available in six pre-school and primary establishments at Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree and there is continuity and progression of language skills in the five associated secondary establishments.

All schools have a Parent Council under the Scottish Schools (Parental Involvement) Act 2006.

The Education Management Team comprises the Head of Education, Quality Standards Manager and two Quality Improvement Managers and the Principal Educational Psychologist. In addition, Quality Improvement Officers have responsibility for specific service priorities and four act as the contact officer for each of the four areas of the council.





The administration of the service is based in Argyll House, Dunoon with sub-offices in Helensburgh and Oban. An education training centre is located within the Inveraray Primary School building.

Performance in Argyll and Bute schools is generally above the national average. This commitment to excellence contributes to raising achievement in schools, making Argyll and Bute a more desirable place to live and work. This achievement increasingly reflects a wider range of alternative qualifications and skills for work.





# Legislative Duty

Community Services: Education is responsible, under the 'Standards in Scotland's Schools etc. Act 2000', for providing school education for every child of school age. The service aims to develop the personality, talents, mental and physical abilities of the child to his or her fullest potential.

The Education Authority, in implementing the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 (ASL Acts), aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. In discharging its duties under the ASL Acts and the Equality Act 2010, the Education Authority works collaboratively with partner agencies. The Equality Act places a duty on education authorities to ensure that children and young people with a disability are not discriminated against and to ensure that they are able to have full access to the physical environment, the curriculum and information.

## **Our Vision – Achieve: Together We Can**

The Education Service is forward looking and ambitious, continuously improving the quality of provision through self-evaluation for all children and young people in Argyll and Bute.

Our values underpin what we do and how we do it:

- We involve, listen to and respect our children and young people; their parents and carers, our staff and communities
- We take pride in delivering a quality education service securing best value
- We are open, honest, fair and inclusive

**The service promotes the four capacities of Curriculum for Excellence:**

**Successful Learners with:**

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

**Confident Individuals with:**

- Self respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambitions

**Responsible Citizens with:**

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life

## **Effective Contributors with:**

- An enterprising attitude
- Resilience
- Self reliance
- The ability to meet the demands of our changing world

## **HMIe Framework for Self Evaluation**

The Education Service gathers management information and evidence that enables it to judge the effectiveness of its performance against six high level questions. These questions also form the basis for Validated Self Evaluation in partnership with Education Scotland.

These are:

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

## **Validated Self Evaluation**

Validated Self Evaluation is led by the education authority and involves a partnership in which Education Scotland works alongside the authority and applies its knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the education authority's own self-evaluation, and so affirm (or otherwise) and strengthen outcomes for learners.

Validated Self Evaluation acknowledges that the responsibility for improving services and outcomes lies with the education authority. It recognises that self-evaluation is increasingly well embedded across the Scottish educational landscape and that high quality self-evaluation can lead to continuous improvement for learners and the achievement of excellence in practice and provision.

HM Inspectors (Education Scotland) were invited by Argyll and Bute Council to carry out a Validated Self Evaluation. The Validated Self Evaluation took place between October 2012 and February 2013. The Validated Self Evaluation concluded with a report which was published by Education Scotland on 19 February 2013.

The Validated Self Evaluation built on ongoing self-evaluation taking place within the Education Service and four themes were identified for focused attention during the process. Each theme was evaluated by a group of staff from the Education Service. The groups were led by Senior Managers of the service who co-ordinated activities throughout the Validated Self Evaluation and reported on the findings for their theme.

During the Validated Self Evaluation, members of each group undertook a variety of activities to evaluate their theme.

These included:

- Reviewing relevant documentation
- Visiting a sample of establishments across the Council area to observe practice and interview staff and children and young people
- Interviewing a range of stakeholders and senior officers

The Validated Self Evaluation Process required the Education Service to select a small number of themes for close scrutiny. The Education Service chose to look closely at a number of outcomes for children and young people. Four themes were selected for evaluation. These were:

- Positive Starts
- Literacy
- Opportunities for All
- School Review

From all themes the Service and HMIs have jointly identified the following high level strengths.

- The shared commitment across the Education Service and its partners to strengthening approaches to self-evaluation and to applying these to drive improvements
- High levels of professionalism, knowledge and skill amongst senior managers and staff
- Senior managers' creative and responsive approach to finding solutions to meet corporate objectives and identified needs
- Examples of significant improvements in outcomes, including improvements in the number of young people achieving positive post-school destinations
- Examples of improvements in arrangements for the delivery of services, for example in Early Years, as a result of established self-evaluation processes
- The engagement of elected members and senior managers in developing a shared vision for education in Argyll and Bute





# Key Performance Outcomes

Across a five year period examination performance of pupils in Argyll and Bute is generally above or well above the national averages. Level 3 results (Access 3 and Standard Grade foundation) have been adversely affected by the introduction of alternative courses. These courses, provided in association with partners such as Argyll College, are not counted in the authority's Scottish Qualifications Authority analysis. 2013 results are pre-appeal.

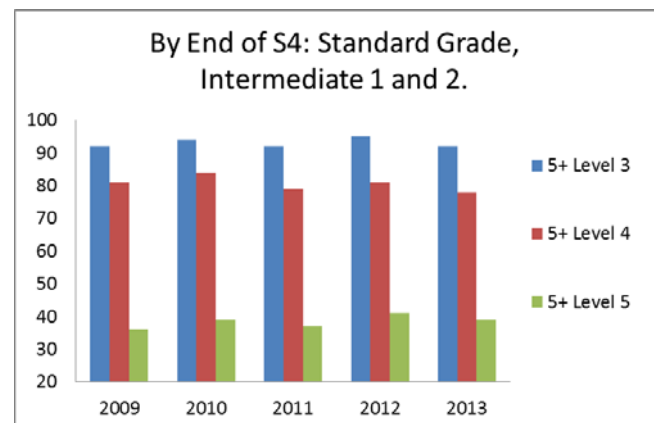
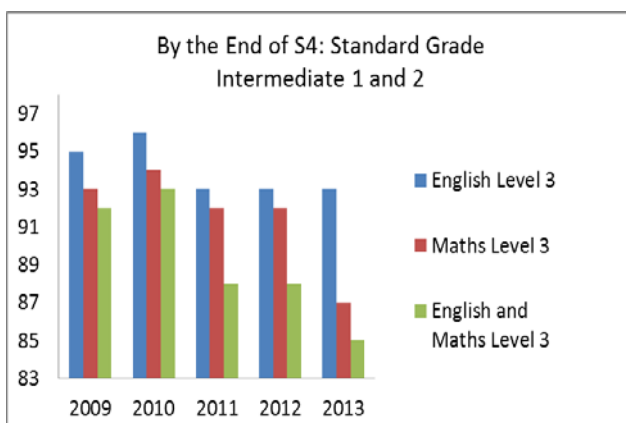
The authority has been working with schools to encourage more robust pupil tracking in order to identify pupils whose performance is lower than that predicted by prior assessment. Other initiatives include monitoring of performance of Looked After Children and encouraging more pupils to take five Highers when they are clearly capable of doing so.

The five year range shows the difference between the highest and lowest percentages achieved in the authority between 2009 and 2013.

## Scottish Qualifications Authority Examination Performance 2009/2013

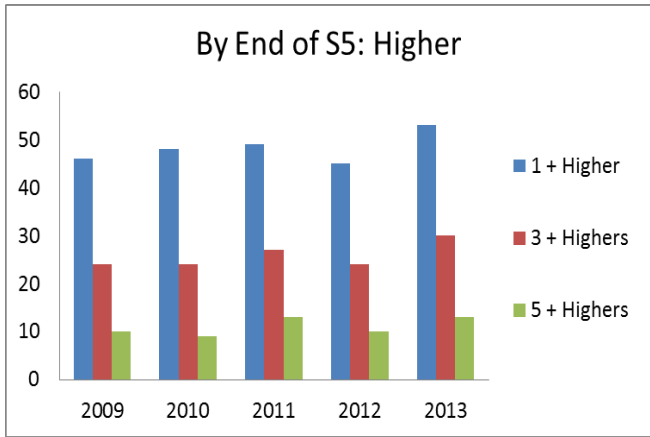
By the end of S4: Standard Grade, Intermediate 1 and 2.

	2009	2010	2011	2012	2013	5 year range
English Level 3	95	96	93	93	93	93 – 96 = 3%
Maths Level 3	93	94	92	92	87	87 – 94 = 7%
English and Maths Level 3	92	93	88	88	85	85 – 93 = 8%
5+ Level 3	92	94	92	95	92	92 – 95 = 3%
5+ Level 4	81	84	79	81	78	78 – 84 = 6%
5+ Level 5	36	39	37	41	39	36 – 41 = 5%



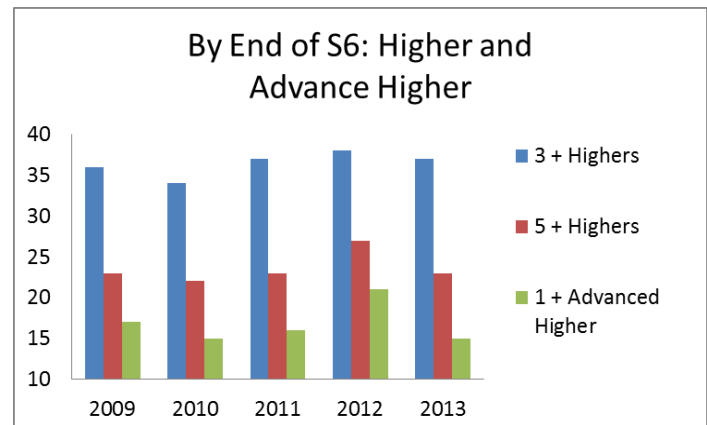
**By the end of S5: Higher**

	2009	2010	2011	2012	2013	5 year range
<b>1 + Higher</b>	<b>46</b>	<b>48</b>	<b>49</b>	<b>45</b>	<b>53</b>	<b>45 – 53 = 8%</b>
<b>3 + Highers</b>	<b>24</b>	<b>24</b>	<b>27</b>	<b>24</b>	<b>30</b>	<b>24 – 30 = 6%</b>
<b>5 + Highers</b>	<b>10</b>	<b>09</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>09 – 13 = 4%</b>



**By the end of S6: Higher and Advanced Higher**

	2009	2010	2011	2012	2013	5 year range
<b>3 + Highers</b>	<b>36</b>	<b>34</b>	<b>37</b>	<b>38</b>	<b>37</b>	<b>34 – 38 = 4%</b>
<b>5 + Highers</b>	<b>23</b>	<b>22</b>	<b>23</b>	<b>27</b>	<b>23</b>	<b>22 – 27 = 5%</b>
<b>1 + Advanced Higher</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>21</b>	<b>15</b>	<b>15 – 21 = 6%</b>



## How do HMIE rate our schools?

In session 2012/13, HMIE conducted inspections in one 3-18 school, one joint campus and three primary schools. Out of a total of twenty five quality indicators, 56% were rated as good or better. Our target measure of 75% of all quality indicators being rated as good or better was not met due to lower gradings in some Education Scotland inspections.

Quality Indicator	Ex	VG	G	S	W	US
Improvements in performance	0	1	1	3	0	0
Learners' experiences	0	2	3	0	0	0
Meeting learning needs	0	2	0	3	0	0
The curriculum	0	0	3	1	1	0
Improvement through self-evaluation	0	0	2	1	2	0

KEY		
Ex	Excellent	Outstanding, sector leading
VG	Very Good	Major strengths
G	Good	Important strengths with some areas for improvement
S	Satisfactory	Strengths just outweigh weaknesses
W	Weak	Important weaknesses
US	Unsatisfactory	Major weaknesses





## Skills for Work and Partner Achievement Qualifications on Offer 2012/2013

Skills for Work courses help pupils develop practical vocational skills and develop skills that will improve and enhance their future employment prospects. A variety of Skills for Work courses are offered in each of our secondary schools, dependent upon the areas of interest expressed by pupils. The courses are run in partnership with local colleges and employers.

Skills For Work		
Course	Level	Numbers
Creative Design Media	Intermediate 1	24
Construction	Intermediate 1	78
Construction	Intermediate 2	8
Early Education and Childcare	Intermediate 1	71
Early Education and Childcare	Intermediate 2	36
Engineering	Intermediate 1	29
Engineering	Intermediate 2	4
Hairdressing	Intermediate 1	91
Hairdressing	Intermediate 2	20
Hospitality	Intermediate 1	14
Hospitality	Intermediate 2	47
Motor Vehicle	Intermediate 1	1
Rural Skills	Intermediate 1	48
Rural Skills	Intermediate 2	5
Sport and Recreation	Intermediate 1	13
Uniformed and Emergency	Intermediate 1	22
General Operations Hospitality	National	5
Skills for Customer Care	Intermediate	21
Creative Industries	Intermediate 2	20
Sound Engineering	Intermediate 2	6
<b>TOTAL</b>		<b>563</b>



<b>Partner Achievement Qualifications</b>		
Award Scheme Development Accreditation Network	Bronze	6
Award Scheme Development Accreditation Network	New Horizons	3
Award Scheme Development Accreditation Network	Transition	7
Basic Food Hygiene	Certificate	246
Duke of Edinburgh	Bronze	82
Duke of Edinburgh	Silver	30
Duke of Edinburgh	Gold	12
European Computer Driving Licence		3
Enterprise and Employability	National	38
Friends Against Bullying		25
Getting Started – Basketball		20
Health and Social Care	Higher	6
John Muir		33
Leadership	Intermediate	163
Millennium Volunteers Award	5-200	64
Pool Lifeguard		1
Princes Trust XL Personal	Access 3	49
Psychology	Intermediate 2	9
Psychology	Higher	4
Scottish Football Association Early Touches – Football		20
Sports First Aid		23
Sports Leader	Award	39
Tutoring		16
Work Experience	Intermediate1	502
Young Applicants in Schools Scheme – S6 Open University		34
Youth Achievement		11
Baccalaureate – Science		6
Baccalaureate – Modern Language		2
Baccalaureate – Social Science		3
Baccalaureate – Expressive Art		5
Work Shadowing	Intermediate 1	29
<b>TOTAL</b>		<b>1491</b>
<b>GRAND TOTAL</b>		<b>2054</b>

Over the last 5 years central education staff have worked in partnership with secondary schools and their local learning communities to develop a greater range of wider qualifications. Skills for Work and Partner Achievement Qualifications can assist young people to develop skills for learning, life and work and assist them into positive and sustained destinations post-school.

In session 2012-2013 a total of 563 pupils took part in Skills for Work across our ten secondary schools and 1,491 young people opted to study partner achievement qualifications, making a grand total of 2,054 pupils involved in these programmes.

## School Leavers Destination Information for Argyll and Bute pupils

Skills Development Scotland supplies information about the destinations of secondary school leavers to the Scottish Government on an annual basis. The following information return is based on pupils who left school between the 1 August 2012 and the 31 July 2013. We have also included an analysis of these statistics over the previous 2 year period.

School	Total Leavers	HE	FEE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not Seek	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%
CGS	88	35.2	23.9	1.1	36.4	0	0	3.4	0	96.9	3.4
DGS	176	35.2	29.5	4.0	20.5	0	3.4	6.3	1.1	92.6	7.4
HA	201	42.8	24.9	3.0	15.9	0	1.0	10.4	2.0	87.6	12.4
IHS	38	23.7	5.3	2.6	57.9	0	0	10.5	0	89.5	10.5
LHS	83	55.4	9.6	1.2	27.7	0	0	6.0	0	94.0	6.0
OHS	201	29.9	17.4	6.0	39.3	1.0	0	5.5	1.0	93.5	6.5
RA	48	35.4	29.2	8.3	16.7	2.1	2.1	6.3	0	93.8	6.3
TAR	11	45.5	18.2	0	36.4	0	0	0	0	100.0	0
TIR	8	37.5	0	0	62.5	0	0	0	0	100.0	0
TOB	21	61.9	14.3	0	23.8	0	0	0	0	100.0	0
<b>A&amp;B</b>	<b>875</b>	<b>37.9</b>	<b>21.4</b>	<b>3.7</b>	<b>28.1</b>	<b>0.3</b>	<b>1.0</b>	<b>6.6</b>	<b>0.9</b>	<b>92.5</b>	<b>7.5</b>

### SCHOOL KEY

CGS	Campbeltown Grammar	DGS	Dunoon Grammar
HA	Hermitage Academy	IHS	Islay High
LJC	Lochgilhead Joint Campus	OHS	Oban High
RJC	Rothesay Joint Campus	TAR	Tarbert Academy
TIR	Tiree High	TOB	Tobermory High

	2010/11	2011/12	2012/13
<b>Argyll and Bute</b>	<b>%</b>	<b>%</b>	<b>%</b>
Higher Education	35.9	39.7	37.9
Further Education	22.6	20.9	21.4
Training	3.0	3.6	3.7
Employment	27.8	24.9	28.1
Voluntary Work	0.3	0.3	0.3
Activity Agreements	0.1	0.6	1.0
Unemployed and seeking employment or training	9.4	7.6	6.6
Unemployed and not seeking employment or training	0.6	1.7	0.9
Destination unknown	0.1	0.6	0.0
Positive Destinations	89.8	90.1	92.5
<b>Total Number of School Leavers</b>	<b>985</b>	<b>935</b>	<b>875</b>



## Scottish Education Awards 2013

Argyll and Bute continues to perform well in the National Awards. This national recognition raises the profile of our schools, pupils and staff.

2013 Finalists from Argyll and Bute

- **Numeracy Across Learning Award: Runner Up**  
The Cottage Kindergarten, Helensburgh

## Young Enterprise Scotland – Argyll & Bute

- **Overall Winning Company**  
Plain Teaze, Lochgilphead Joint Campus
- **Best Trade Stand**  
Plain Teaze, Lochgilphead Joint Campus
- **Best Presentation**  
Seasonal Touch, Dunoon Grammar School

## AB Awards 2012-2013 – Celebrating Youth Achievement in Argyll & Bute

- |                                   |   |
|-----------------------------------|---|
| ➤ <b>Unsung Hero</b>              | Megan Foster, Hermitage Academy           |
| ➤ <b>Youth Entrepreneur Award</b> | Leanne Goodall, Lochgilphead Joint Campus |
| ➤ <b>Youth Volunteering Award</b> | Sarah Nicolson, Lochgilphead Joint Campus |
| ➤ <b>Health and Wellbeing</b>     | Islay High Film Group, Islay High School  |
| ➤ <b>Youth Environment Award</b>  | Peter Tyler, Tarbert Academy              |
| ➤ <b>Youth Citizenship Award</b>  | Katie Burke, Hermitage Academy            |
| ➤ <b>Youth Sporting Award</b>     | Robert Miller, Dunoon Grammar School      |
| ➤ <b>Youth Arts Award</b>         | John Anthony Graham, Hermitage Academy    |



# Delivery of Education Process

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

The Education Action plan for 2012/13 is based on the Scottish Government's Curriculum for Excellence Plan and identified the following areas for development:

- Assessment
- Broad General Education Pre5 -S3
- Senior Phase S4-S6
- Developing Literacy Numeracy and Health and Well Being
- Professional Development
- Leadership
- Communication and Engagement



Progress within these areas during session 2012/13 was as follows:

## Area 1: Assessment

### Early Years

- Early Level National Assessment Resource activities were developed by the Principal Teacher for Early Years in partnership with Clyde Nursery, Clyde Cottage and Little Learners.
- Early Years Principal Teachers support vulnerable children in their pre-school year and provided effective transition into primary schools.
- Two Early Level Development days for pre5 and P1 staff were held centrally to share practice and gain a deeper understanding of the principles of early level classes.
- An Early Years Conference was held centrally to share practice for all practitioners and managers with a focus on Positive Starts, with keynote speakers from across the UK.
- Practitioners and managers from Early Level classes visited other settings to share standards. Opportunities were given during Early Level Development days for practice and standards to be shared.
- Needs are identified and children supported often through extended transition into nursery and into school.
- The Early Years Principal Teachers support staff and managers to deliver the GIRFEC Early Years protocol through support sessions within the setting, or through accessing authority training. The Principal Teachers also work closely with parents and families of very young children to ensure their needs are being met.
- Within the Early Level there is now a greater emphasis on quality interaction between parent, child and school. Personal Learning Plans are sent home or shared with parents regularly, as well as taking the time to participate in quality one to one learning conversations between practitioner and child.

### Teacher Learning Communities

- Year 2 of the Teacher Learning Communities Leadership training programme was rolled out. This involved twenty five Teacher Learning Communities groups involving forty schools. Formative Assessment support materials were issued to support the work of the groups.
- A needs analysis was conducted to evaluate training required in relation to Teacher Learning Communities for year 5 (2013/14).
- In partnership with Education Scotland a training package was prepared and commenced Autumn 2013, enabling each cluster to have a group of local assessment moderators.
- Twelve primary schools took part in a moderation of interdisciplinary learning exercise led by the Authority Interdisciplinary Learning Team. A report is due to be published Spring term 2013-14.
- A Numeracy Strategy Group was established and policy development is taking place in identifying diagnostic materials.
- Sixteen schools (five secondary and eleven primaries) took part in a moderation of writing exercise. A summary of findings was produced and issued to all schools. Moderation of writing workshops took place in three clusters. The exercise will be repeated as part of cycle of moderation.
- A cross authority Assessment Forum was established with representation from each cluster and from primary and secondary schools. This Forum took forward consultation on reporting from August 2013.



- Opportunities for professional dialogue are a regular feature of head teacher meetings and subject implementation days.
- In-service sessions with teaching and non-teaching staff in twelve schools across Bute and Cowal have supported the further development of enhanced professional dialogue amongst staff. Cloud 10 materials were used to take forward a review of the curriculum.
- The Scottish Qualifications Authority liaison officer made regular visits to schools providing updates and support relating to new national qualifications.
- Principal Teachers were updated at subject implementation days and had opportunity to attend Curriculum for Excellence and Scottish Qualifications Authority events.
- Subject specialists had opportunities to attend subject implementation days in November and May. Extra subject days were organised when requested with a particular focus on assessment.
- Schools are implementing diagnostic summative assessment activities in numeracy and literacy at key stages in primary and early secondary.
- There has been 100% engagement with the authority's Reading Initiative, allowing more focused identification of reading needs at pre-school, P1, 2 and 4, with additional materials aimed at P7-S1 transition.
- Local clusters are beginning to set up their own systems for moderating standards and sharing expectations in line with Building the Curriculum.
- The skills and assessment forum is effectively supporting schools to continue to develop capacity in skills for learning, life and work through promotion of Skills Book, Solo Taxonomy, Blooms Taxonomy and development of a policy for the implementation of skills and assessment in Argyll and Bute.





## Area 2: Broad General Education

- There was focus on the broad general education (S1-3) at subject implementation days. Schools worked together on these days and developed and shared materials and strategies.
- To ensure that all pupils experience interdisciplinary learning in line with cluster *Expectations and Aspirations*. The authority Interdisciplinary Learning Team conducted a moderation exercise across twelve primary schools. A report will be published in Autumn 2013/14.
- Schools continued to develop curriculum plans and review the impact of these, supported by the quality improvement team through school visits, the school review process and a series of effective Curriculum Design days delivered in partnership with Education Scotland.
- All schools are currently engaged in developing the curriculum related to experiences and outcomes across the curricular areas within Curriculum for Excellence.
- Across the authority there are many examples of developing practice in active learning at the early years. Dalmally Primary School have developed their model for 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. Oban High School will introduce choice at S2 and again at S3 in order to broaden their curriculum. Oban High School pupils engage in interdisciplinary learning that comprises 25% of the S1/2 curriculum.
- The development of Curriculum for Excellence learning area for S1 pupils in Campbeltown Grammar School. This allows maximum flexibility for learners and teachers.
- Almost all primary 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.
- Continuing Professional Development for session 12/13 on curriculum development, self-evaluation, newly qualified head teachers and formative/summative assessment.



- There were support visits to primary schools not meeting the two hours target for PE. These visits supported teachers and management teams to develop an understanding of perceived barriers for success.
- Kodamba music packs for Early Years, level 1 and 2 were developed and offered to all teachers attending Continuing Professional Development sessions. A total of twenty four twilight Continuing Professional Development sessions and two inset days were delivered throughout the authority. These packs contain resources for teachers to facilitate active creative music lessons.
- The samba programme continued with great success and 55 primary schools received a six week samba course, from a music specialist.
- Creative Learning Network were developed to allow partnerships to develop between teachers and artists based on mutual understanding of each other's needs. This gives time for dialogue based on Curriculum for Excellence and practice, both from artists and teachers. Extensive Continuing Professional Development is offered within this forum focusing on skills development of teachers and artists.
- Continued development of Music Buddies methodology for learning of music in primary aged children in the Helensburgh area. 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.
- The music service continues to deliver instrumental opportunities for young people across the authority. Children and young people learn in a variety of contexts both in and out of school. Many of our ensembles – brass, wind, fiddle and pipe have successfully participated in national level events.
- Community Learning and Development Youth Service team members are working closely with schools to provide a range of alternative curriculum activities, including the Princes Trust XL programme, Award Scheme Development Accreditation Network (ASDAN) courses, Pupil Support/Alternatives to Exclusion, Peer Education Projects, Personal and Social Development and Youth Achievement Awards.
- Schools were supported with the delivery of Enterprise Education through an investment of £400,000 with a focus on development of Skills for Work and exploration of S6 options.
- Skills Development Scotland rolled out my World of Work to all secondary pupils from S3 and above.
- The Kintyre Learning Technologies group was established as a pilot project. Learning Technology Co-ordinators were recruited and are working with schools in their local area to share practice in the applications of digital skills in the curriculum.
- A digital space was established to enable communication of the Kintyre Learning technology co-ordinators as an online network of support, evaluation and development.
- Schools, including Bunessan Primary, Sandbank Primary and Dunoon Grammar School piloted the Skills Book electronic profiling methods.
- Islay and Jura Primary Schools engaged in the Endeavour Project, offering a rich, deep personalized interdisciplinary learning experience for children across the island.
- Co-operative Learning Academies continue to be organised. There is evidence through school reviews and quality improvement officer visits to classrooms of regular pupil engagement in co-operative learning.

### Area 3: Senior Phase - Opportunities for All

- Appropriate paperwork to support procedures within the senior phase to assist secondary school pupils in making a positive transition post-16 has been developed and shared with all ten secondary schools including:
  - Timeline – month by month
  - Timeline – quick guide
  - Senior Phase transitions spreadsheet
  - Leavers Form
- At least one member of staff has been trained in the use of the Risk Matrix in all secondary schools. Training was delivered in-house or at Inveraray Conference Centre.
- Work has taken place with Argyll College to deliver a range of HNC/HND and first year degree level courses for S6 pupils through distance learning and with the support of a Student Academic Advisor as well as work with partner agencies to explore potential course delivery opportunities including:
  - A wider range of qualification for the senior phase was introduced and developed. The pilot took place in Lochgilphead Joint Campus.
  - 1 student studied sustainable environment module and completed – used as part of UCAS application.
  - Student Academic Advisor has worked with all ten secondary schools to raise awareness of the programme.
- Work took place with local and national partner agencies to develop Activity Agreements for vulnerable young people, this resulted in:
  - 31 Referrals to Activity Agreement programme.
  - 17 Starts on Activity Agreement programme.
  - 15 students completed Activity Agreements throughout Nov 11 – March 13 of which 10 went on to positive destinations.
- 524 senior phase pupils completed a work based vocational learning placement in 2012/13 (1- S3, 356 - S4, 37 - S5 and 130 - S6).
- Work Based Vocational Learning policy and procedure document rolled out to all schools to ensure they have knowledge and understanding.
- Secondary schools continue to refine their curriculum maps, a support session for secondary heads and deputies was delivered in partnership with Education Scotland and another authority, ensuring senior leaders understand the increased expectations on curriculum design.
- A member of senior leadership was identified to take Opportunities for All forward in each of the ten secondary schools. All schools were trained and made aware of the relevant policies and procedures.
- S6 booklet on Further and Higher education opportunities was produced in partnership with Argyll College.

- Senior Phase transition spreadsheets and risk matrix scores were used and will continue to be used to identify young people at risk of disengaging offering additional help and support through Skills Development Scotland.
- Social Enterprise – over the last four years the authority has developed a partnership with the Social Enterprise Academy in order to build capacity, knowledge and understanding on how to successfully operate and run a social enterprise company. To date 30 teaching colleagues have completed training with the Social Enterprise Academy (one of our most successful local social enterprise companies). 15 schools now have a successful social enterprise company up and running and a further 5 are in the early stages of planning and implementation. The Social Enterprise Academy had recognised the fantastic work being done in this field and 6 school based companies have received recognition for their efforts at the National Social Award award ceremony.





## Area 4: Developing Literacy and Numeracy and Health and Wellbeing

- A Literacy Leader has been identified within all schools and the authority has provided ongoing training for them. This has focused on literacy across learning. Dunoon Grammar School has formed a Literacy across Learning group that will lead developments. The Maths and English department at Hermitage Academy have worked closely together on various projects, including a Literacy Olympics reward scheme, an integrated gardening project and 'Junior apprentice'.
- The Reading Initiative is aimed at closing the gap in achievement at early years through a programme for early intervention in identifying reading needs and subsequent targeted support. This is being extended to bring a self-evaluation focus to assessing the impact of literacy initiatives across the authority.
- The Argyll Reading Partners scheme has led to the provision of locally based tutors who have trained teams of paired readers in schools. In the schools in which this scheme operates, there has been an increase in motivation of reluctant readers.
- All clusters are engaging in the 'Big Writing' programme which has served to increase motivation and improve standards in writing.
- In Campbeltown, a Volunteer Peer Mentoring scheme is being explored by Community Learning and Development adult literacy staff with a view to setting up a scheme to allow 16+ individuals to be paired up with younger pupils to be mentored and support their development.
- The authority set up a numeracy working group with membership from pre5, primary, secondary and Community Learning and Development staff. This group began to consider actions which could raise attainment at all levels but in particular to close the gap in achievement at early years and set up a pilot project to investigate the impact of parental involvement in developing early numeracy skills.
- The numeracy forum has developed an online numeracy toolkit.
- The literacy forum shared best practice nationally with all establishments.
- A Health & Wellbeing draft implementation guide was created. Health and Wellbeing, the responsibility of all experiences and outcomes were mapped against the 8 GIRFEC indicators. This will ensure that the message that GIRFEC is at the heart of Curriculum for Excellence not just support is shared across the authority.
- 350 teenagers throughout the authority received a six hour programme on empathy and relationship skills. A course for level 2, "Empathy and Collaboration in the Classroom" was developed and four inset days were offered based on this material. Both these programmes were devised to support the mental and emotional wellbeing outcomes, focusing on fluency in expressing feelings and needs and understanding the feelings and needs of others. Presentations at Head Teacher cluster meetings demonstrated the work of this project and as a result some schools requested specific support, either in workshops for pupils or staff training.



- Respectme co-ordinators were trained for all school clusters. These co-ordinators will lead the implementation of the respectme philosophy across all schools.
- Two clusters have been identified to take forward the Online Wellbeing Assessment tool. This will be rolled out to all clusters next session and has a particular focus on wellbeing.
- Supporting schools to embed Health and Wellbeing in their curriculum.
- Continuing to enhance delivery of programmes to support health and wellbeing curriculum in the areas of:
  - Relationships, Sexual Health and Parenthood training for secondary teachers.
  - Substance misuse – “Natural High” programme delivered to S1 and S2 pupils.
  - “Smoke Free Me” delivered to P7 and some P6 pupils. These programmes were funded by Argyll and Bute’s Alcohol and Drugs Partnership and NHS Highland respectively. 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 explored and successfully implemented universal approaches to mental health and wellbeing including whole class approaches to reducing anxiety and depression and staff development on attachment and resilience building.
- Expansion of Empathy based projects in schools – Empathy in the Classroom and Roots of Empathy.
- Appointment of a PE development officer who has completed an audit regarding quantity with a focus on quality of the two hours of PE being delivered in our schools. A programme combining modeling of teaching, mentoring, Continuing Professional Development and underpinning pedagogies is being developed to increase the quality of both physical education and physical activity across the curriculum.
- In partnership with Education/Sport Scotland a comprehensive Continuing Professional Development programme was delivered, improving the confidence and skills of teachers/school leaders and partnership staff.
- An audit of PE delivery across the authority was carried out, identifying areas of good practice.
- Colleagues in all establishments were supported to develop an understanding of what is meant by quality PE, developing an understanding of significant aspects of learning in core PE.
- A programme was delivered that modelled good practice through demonstration lessons, team teaching, observed lessons and partnership working with Senior Management Team in schools to identify the development needs within the teaching of PE and help teachers to make their next steps in learning.
- Early Level literacy and numeracy continues to be a focus on the Early Years Continuing Professional Development calendar. During session 2012-13, there were 811 members of staff who attended Continuing Professional Development events within the course calendar.
- Bookbug developments are growing within Argyll and Bute to take forward Assertive Outreach, Effective Gifting and training for session leaders. During session 2012-13, there were parents and carers who attended Bookbug sessions across Argyll and Bute.

## Area 5: Professional Development

- There was an opportunity for staff to refresh or begin learning about co-operative learning opportunities through the delivery of a co-operative learning academy.
- A revised model of child protection training was introduced which integrated with Child Protection Committee multi-agency training.
- An internet safety programme and materials for parents were devised. Trainers were identified. Two pilot sessions were held in mid-Argyll schools in June 2013.
- An audit of Single and Multi-Agency Plans was undertaken. Feedback from GIRFEC locality workshops was used to inform multi agency training. Staff were supported to attend planning and review meetings.
- Staff were supported to gain recognised qualifications for Scottish Social Services Committee registration purposes and the provision of an extensive range of courses for Post Registration Training and Learning. During session 2012/13, 16 members of staff were supported to complete Scottish Social Services Committee qualifications.





## Area 6: Leadership

- Conferences led by the Quality Improvement Team to support newly appointed head teachers were held to develop their understanding of leadership.
- These conferences enabled head teachers to explore practical management skills and leading change in the context of a 21<sup>st</sup> century school.
- Child Protection training for managers was and continues to be conducted on a multi-agency basis.
- Looked After and Accommodated Children attainment statistics were compiled for inspectors in April 2013.
- Looked After and Accommodated Children exclusions were and continue to be scrutinised at Education Management Team meetings.
- GIRFEC practice was the theme at DHT/PT Pupil Support Development Day in May 2013.
- Effective use was made of video conferencing leadership sessions – particularly successful with managers from rural/island settings.
- An authority developed leadership programme for aspiring leaders and those wishing to refresh their skills in team leadership has enrolled thirty eight teachers.
- Continuing the work of the Curriculum for Excellence Steering Group to ensure service wide involvement in strategic planning.
- Provided a one day training programme on self-evaluation for head teachers to develop capacity for leadership.
- A one day conference for pre-school leaders and managers with keynote addresses by Sally Featherstone on literacy at the early years was organised.
- Successful development days for leaders of secondary subjects took place. These covered areas such as pedagogy, resources and Curriculum for Excellence.
- Monitoring and Evaluating training was offered to all managers as part of the Early Years Continuing Professional Development calendar.

### Self-evaluation

- The authority has restructured its approach to School Review and aims to build capacity in its schools for self-evaluation, with particular emphasis on achievement, curriculum, learning experiences and meeting needs. This will be achieved through meaningful and regular partnership working between quality improvement officers and head teachers, with rigorous professional dialogue improving a school's ability to reflect on its practice and affect necessary improvement.
- In 2012-13, seven schools participated in a school review under the new partnership arrangements. Reports for each review are produced which highlight key strengths and next steps for school improvement.



## Area 7: Communication and Engagement

- A professional learning tab was introduced to the Sharing Argyll Learning website to introduce a professional learning space to the site with easy navigation.
- All national information and guidance was issued to parent council chairpersons and head teachers.
- Children Educated at Home management circular (3.18) was updated and implemented.
- Developments within the Early Level have culminated in a shared vision of what an Early Level setting should look like, sound like and feel like.
- Transition groups in each cluster were reinstated to ensure there is stronger communication between nursery and school. Examples of sharing good practice in transition between nursery and school within each of the locales are also being highlighted.



## Partnership Working

### Active Schools, Sports Development and Leisure Services

The quality of partnership working with Education has continued to improve during the past year, especially following the appointment of the PE Co-ordinator. Effective planning between the PE Co-ordinator, Active Schools and Sports Development has resulted in fully integrated service delivery and clear roles and responsibilities.

Our service has continued to support the delivery of Curriculum for Excellence, in particular Health and Wellbeing outcomes and has helped enhance links to the wider sporting community.

Key highlights include:

- Participation in extra-curricular sport and physical activity continued to rise in 2012-2013. The service now supports some 434 volunteers to deliver 112,000 extra-curricular participant sessions (802 clubs across three terms) to 4,904 pupils (46% of the total school population).
- The highlight of the coach education calendar was again the Annual Coaching Champions weekend which offered school staff and senior pupils the opportunity to gain a range of coaching qualifications to utilise within their school or community. Sixty volunteers were financially supported by Active Schools to attend the weekend and across the year some 247 volunteers were supported to attend a range of coach education courses.
- The Active Schools/Sports Development team delivered an extensive events programme throughout the year as well as supporting schools with their local events/attending national events. Highlights included larger events like the Youth Games involving more than 600 secondary pupils to the Scottish Schools Championships such as badminton and swimming to cluster primary events across a range of sports.



- Active Schools recognises the major part sport and physical activity can play in improving health and wellbeing by engaging with hard to reach young people and their families by contributing to the wider health and equalities agenda. The team successfully worked in partnership with a range of internal and external organisations to offer discounted programmes to help increase access, family health intervention programmes, peer mediation, active girls projects and sporting opportunities for young people with additional support needs.
- The sports leaders programme continued to further develop in 2012-2013 with all secondary schools fully engaged with sports leadership and working in partnership with Active Schools to offer a range of Sports Leader UK Awards, in house training and National Governing Bodies Awards. The training has provided our young people with additional confidence, skills and valuable work experience. Eighteen pupils from nine of our secondaries were involved with the national Young Ambassadors Programme and five secondary schools attended the national Lead 2014 conference, both part of the Glasgow 2014 Legacy Programme. Methods of rewards/recognition included presentations at assemblies, clothing to provide some identity/professional image and to supply equipment to help volunteers with their clubs. Active Schools also sponsored the sports category of the inaugural Argyll and Bute Celebrating Youth Achievement event - the Argyll and Bute Awards.
- School-community links have continued to strengthen both in number and quality. Pupils have benefited from curricular taster sessions delivered by sports development officers and local community coaches to support the development of these school-club links along with sports festivals and club open days.
- The Community Sports Hub initiative is **sportscotland's** contribution to the Scottish Government's 2014 legacy plan. The initiative is an exciting and innovative approach to develop sporting participation and increase membership to local sports clubs. The Hub works to the following five principles:
  1. Growth in participation
  2. Engage the local community
  3. Promote community leadership
  4. Offer a range of sporting opportunities
  5. Bring all appropriate (key) partners/groups/people together

The initiative has led to the development of a fully funded Community Sports Hub Officer who has been tasked with developing sports hubs across Argyll and Bute. The aim of the post is to help develop stronger links between local clubs enabling them to work together on funding opportunities, training/Continuing Professional Development and increasing their membership.



The Community Sports Hub programme has identified a number of potential hub sites and initiatives across Argyll and Bute: Kintyre, Rothesay, Helensburgh and Dunoon. The remit of the Community Sports Hub officer is to identify and deliver the following in each area:

- Audit – baseline i.e. who, what and where?
  - Speak to Individual Partners
  - Set up group meeting with partners to discuss plans
  - Develop area/plan
  - Deliver plan
  - Ensure sustainability
  - Assist clubs in achieving Argyll and Bute Council Clubmark
- Leading on the Argyll and Bute Aquatics Plan, the service is continuing work with Education to develop a school swimming programme that dovetails into the Argyll and Bute Council Learn to Swim Scheme. The programme has been helped by the development of Swimming Top Up programme. The programme is in its third year and is funded by the Scottish Government to support improved delivery of swimming lessons for primary school children across Scotland. The funding has enabled the teacher to child ratios to be decreased. The introduction of the National Swimming Award and the Triple S criteria also fits in with Curriculum for Excellence and the Argyll and Bute Council Learn to Swim Scheme level structure.
- Leisure and Youth services have introduced Gymnastics to the Bute and Cowal area. The programme has been developed as part of the after school Active Schools programme and adheres to the strict guidelines outlined by Scottish Gymnastics. So far the programme has proved very successful with over a 100 children taking part in 8 week blocks across the two areas.





## Meeting Learners' Needs

Between November 2012 and June 2013, Argyll and Bute became a pilot authority for the new model of Integrated Children's Services Inspection. The inspectors noted the positive impact of current early intervention strategies.

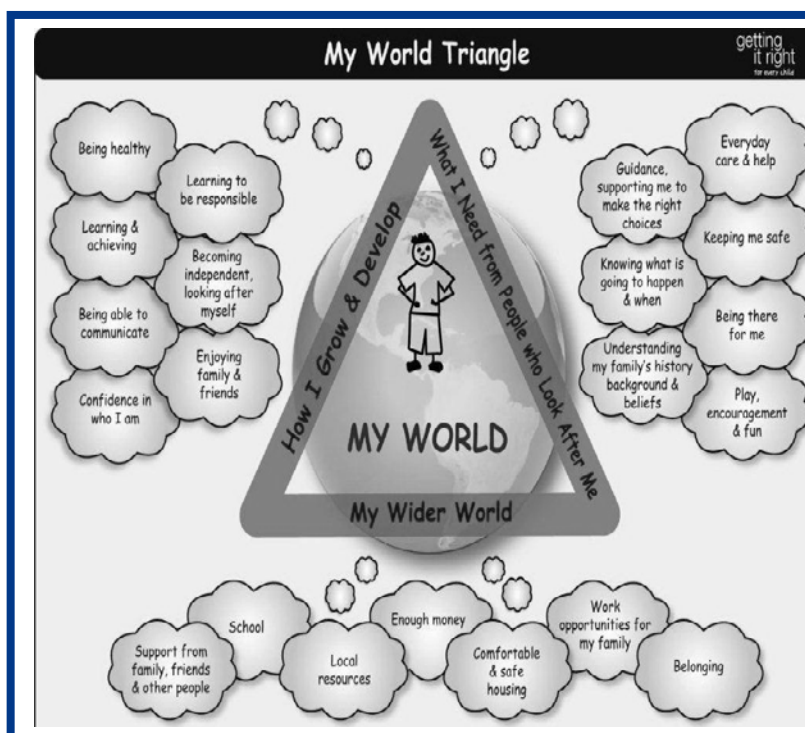
The implementation of Getting It Right For Every Child (GIRFEC) continues across all authority educational establishments. The inspectors noted the successful introduction of the Named person role in educational establishments. In 2013 initial steps were taken to develop a universal child's plan through the establishment of a multi-agency working group. Also in 2013 the education service began working with SEEMIS to create a fully functional electronic version of the assessment and planning tools.

The education service participated fully in the development of the Multi Agency View system which allows education staff to access electronic data from social work systems. A pre-pilot in one school and a full pilot across six schools have been conducted. Education staff are involved in analysing usage data to further develop the system.

The education service fully participates in the multi-agency Early and Effective Intervention initiative, the multi-agency response to police generated concerns around children and young people affected by domestic violence and involved in youth offending. The inspectors noted that the Early and Effective Intervention initiative is improving the quality of assessment and support to children and families.

The Education Service has been fully involved in the Child Protection Committee's improvement agenda alongside other agencies. This has included participating in self-evaluation and audit activities. Meetings were held with Police Scotland to devise a programme and materials for internet safety for parents. Two pilot sessions were held in mid-Argyll in June 2013. The service has also been involved in the delivery of training to senior education staff on the West of Scotland child protection procedures.

The education service has been fully involved in the planning and design of multi-agency training video focussing on best practice in conducting Single Agency and Multi Agency planning meetings. This work will be completed in session 2013-14.













**Argyll and Bute Council  
Community Services : Education**

Argyll House  
Alexandra Parade  
Dunoon  
PA23 8AJ

Tel: 01369 708509

[www.argyll-bute.gov.uk](http://www.argyll-bute.gov.uk)