The principal purpose of the Service is to:

The Education Service is responsible for the delivery of all aspects of Education. The Service provides Early Learning and Child Care, Primary Education, Secondary Education, Education Psychological Services and Community Learning and Development.

The Service employs 1523 FTE

The Service faces the following significant challenges:

To ensure infrastructure is in place to meet the requirement of high quality provision of 1140hrs Early Learning and Childcare to all 3 and 4 year olds (and eligible 2s)

Ensuring that high quality training is delivered by the Early Years Team to all additional early learning practitioners required to deliver 1140 hours. Training to be delivered by June 2020

Challenges around recruitment and retention of head teachers and teaching staff, particularly in relation to the qualification for headship requirement from 2020.

Implementing savings whilst providing an effective service. Where the majority of functions are statutory so cuts may disproportionately affect non-statutory services.

Improving attainment and achievement of all children and young people whilst closing the attainment gap and responding to National challenges. The national stretch aims for 2024-25 are very challenging, particularly in the current operating environment.

The difference the Service makes:

The Service contributes to the following Business Outcomes:

BO106	EDU106	Our looked after young people are supported by effective corporate parenting
BO107	EDU107	The support and lifestyle needs of our children, young people, and their families are met
BO108	EDU108	All our children and young people are supported to realise their potential
BO109	EDU109	All our adults are supported to realise their potential
BO115	EDU115	We are efficient and cost effective
BO116	EDU116	We engage and work with our customers, staff and partners
BO117	EDU117	We encourage creativity and innovation to ensure our workforce is fit for the future

Education (2020-2023): Success Measures

	SM Code	Success measures	Target	Timescale	Benchmark	
BO106	Our looked a	fter young people are supported by effective corporate p	arenting			
	EDU106_01	Increase positive destinations for our looked after children in Argyll and Bute	85%	FQ3 Annually	Previous year performance: TBC	
	To ensure that	at our looked after young people have the best transitions	possible to equip them for pos	st school life.		
	EDU106_02	Increase the percentage of successful presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils	60%	FQ2 Annually	Virtual Comparator: 60%	
	Increasing su	ccessful presentations to exams helps to ensure our young	g people have the skills for life,	learning and work and move to	a positive destination	
	EDU106_03	Maintain the low level of exclusions experienced by our looked after children	<5	Quarterly	Previous year performance: TBC	
	Low level of exclusions help to narrow the attainment and achievement gap between our care experienced young people and non care experienced young people and non care experienced young					
	EDU106_04	Where there is a change in educational placement increase the percentage of our looked after children who have a completed transition plan in place	100%	Quarterly	New measure	
	To improve t	he support for every looked after child the individual trans	ition plan is implemented by s	taff		
	EDU106_05	Increase the percentage of our senior phase looked after children that have an individual tracking and monitoring plan in place	100%	Quarterly	New measure	
	This is specifi	c to each child and helps to support the child's educationa	l journey			
	EDU106_06	The percentage of our workforce that are trained in implementing trauma-informed practices	75%	Quarterly	New measure	
	To improve t	he support provided to the increasing number of children a	and young people who have e	xperience trauma		

	SM Code	Success measures	Target	Timescale	Benchmark
BO107	The support a	and lifestyle needs of our children, young people, and the	ir families are met		
	EDU107_01	Phasing in of 1140 hours of Early Learning and Childcare (ELC) by 2020 - Phase 4 Action TBC	Phase 4	FQ2 2020/21	No benchmark
	To need to er	nsure all 3 + 4 year olds have access to 1140 hours from Au	ugust 2020		
	EDU107_02	Early level and childcare learners spend 50% of their funded time outdoors.	70% 80% 90% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	No benchmark
	All early level	l and childcare learners should have access to 50% outdoo	r provision		
	EDU107_03	The percentage of schools using the wellbeing application	70% 80% 90% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	50%
	This applicati	on ensures all children and young people have their wellb	eing needs recorded and that a	appropriate interventions are in	place
	EDU107_04	A counselling service is available in all Secondary Schools.	100%	FQ4 Annually	No benchmark, new measure
	This will prov	ide support for mental health and wellbeing in our young	people		
	EDU107_05	Carry out bi-annual survey with agency stakeholders to enhance collaborative working with the Education Psychology Service	Complete	FQ2 & FQ2	No benchmark
	Survey result	s will help to inform service provision and improvement			
	EDU107_06	Implement actions in Education Psychology Service arising from the bi-annual survey with agency stakeholders (ref EDU107_05)	90%	FQ4 Annually	No benchmark
	Implementing	g identified actions will improve service delivery			

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_07	The percentage of our schools that use the progress and achievement module	30% 50% 70% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	No benchmark
This will enabl	e the Education Service to assess and track children and y	oung people's progress in raisir	ng their attainment	
EDU107_08	All children and young people identified as requiring an adapted timetable will have a flexible leaning plan put in place	100%	FQ3 Annually	No benchmark
This ensures t	here is access to an appropriate curriculum for each child a	and young person that requires	it	
EDU107_09	Support the increase in the uptake of available Grants, Allowance and Entitlements. Increase from 2018/19 baseline Clothing Grants	CG 1464 FSM 928 EMA 273	FQ2 Annually	Previous year performance: TBC
	Free School Meals Education Maintenance Allowance			
	te the support that we are putting in to the most vulnerab n to schools through Scottish Government	le families in the Authority to s	upport children. This also maxi	mises the Pupil Equity
EDU107_10	Develop and review the additional support needs training calendar for teachers and support staff	Complete	FQ2 Annually	No benchmark
Staff that supp	port our children and young people with additional suppor	t needs are required to have th	e necessary skills	
EDU107_11	Circulate a minimum of 2 newsletters each year in line with new Parental Engagement Strategy	2 Each year	FQ1 & FQ3 Each year	No benchmark
The newslette	rs provide communication with parents			
EDU107_12	Maintain the percentage of all young people achieving a positive destination	95%	FQ2 Annually	93%
This demonstr Argyll and But	rates the high level of the number of our young people tha e.	t achieve positive destinations.	. This gives an overall assessmer	nt of Young People in

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_13	Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment	94%	FQ3 Annually	National figure: 92.6%

It is important that our young people are getting the best possible opportunities to reach and maintain positive destinations

	SM Code	Success measures	Target	Timescale	Benchmark
BO108	All our childre	n and young people are supported to realise their poten	tial		
	EDU108_01	Develop a nurture strategy for Argyll and Bute with an associated sustainable training model	Complete	FQ2 2021/22	No benchmark
	Upskilling staf	f within nurture will help to improve the health and wellb	eing of our children and young	people	
	EDU108_02	The percentage of children that achieve their appropriate developmental milestones by Primary 1	70%	FQ2 Annually	Previous year performance
	The measure of	demonstrates that children are given the best start possib	le		
	EDU108_03	Maintain the number of primary pupils that become digital leaders	930	FQ3 Annually	930
	To demonstra	te that young people are gaining the widest opportunities	to become successful learners	s in the 21 century through digit	al resources
	EDU108_04	Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls	80%	Quarterly	60%
	By making bes	st use of digital technology also demonstrates the best use	e of staff across the area		
	EDU108_05	All secondary establishments have a minimum of two community business partners	75% 90% 100%	FQ2 2020/21 FQ2 2021/22 FQ2 2022/23	No benchmark
	Working with	business partners provides wider learning opportunities f	or pupils and demonstrates par	rtnership working	
	EDU108_06	Produce our annual plan which sets out achievement of strategic priorities set out in the National Improvement Framework (NIF)	Complete	FQ2 Annually	No benchmark
	It is important	to report and communicate what National Improvement	Framework priorities have bee	en met	

SM Code	Success measures	Target	Timescale	Benchmark	
EDU108_07	Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills	16% of presentations	FQ2 Annually	National figure: 16%	
These opportu	inities help to improve the life chances of our young peop	le and help them to achieve th	eir positive destinations		
EDU108_08	Implement actions arising from the nurture strategy (ref EDU108_01)	90%	FQ4 2021	No benchmark, new measure	
To upskill staff within nurture in order to improve the health and wellbeing of our children and young people					

	SM Code	Success measures	Target	Timescale	Benchmark
BO109	All our adults	are supported to realise their potential			
	EDU109_01	Maintain the number of adults engaged in employability programmes	50	FQ4 Annually	50
	To provide op	portunities for citizens within Argyll and Bute to be life lo	ng learners		
	EDU109_02	Increase the number of adults with Individual Learning Plans that identify and address employability barriers	15 25	FQ4 2020/21 FQ4 2021/22	No benchmark, new programme
		such as training needs and skills gaps.	35	FQ4 2022/23	introduced November 2019
	Official data ir	ndicates there is a steady rise in the number of unemploye	ed adults aged 50+ that require	assistance in Argyll and Bute.	
	EDU109_03	To celebrate adult learner achievements each main town will host at least one event each year.	Minimum of 6 events	FQ4 Annually	No benchmark
	As well as ben	efiting the learner, celebrating achievement can promote	adult learning and inspire new	learners.	

	SM Code	Success measures	Target	Timescale	Benchmark
BO115	We are efficie	ent and cost effective			
	EDU115_01	Our Grant spend is maximised: Gaelic Grant Glaif Looked After Children Attainment funding Scottish Attainment Challenge	95% of each funding stream. Cumulative	Quarterly	New measure

Attainment and achievement for our children and young people can be support if available and entitled grants are maximised

	SM Code	Success measures	Target	Timescale	Benchmark		
BO116	We engage a	We engage and work with our customers, staff and partners					
	EDU116_01	Achievement of Customer Service Excellence Standard	Complete	FQ2 Annually	No benchmark		
	To effect chai	nge within the Education Service that will improve custom	er service both internally with	our staff and externally with pa	rents and communities.		
	EDU116_02	Hold authority wide capacity building opportunities for young people	3	FQ2 Annually	No benchmark		
	To encourage involvement in local and national decision making and ensure that young people in Argyll and Bute are equipped with the opportunities to be responsible citizens, confident individuals and effective communicators.						

	SM Code	Success measures	Target	Timescale	Benchmark	
BO117	We encourag	e creativity and innovation to ensure our workforce is fit	for the future			
	EDU117_01	Increase the percentage of our early years workers who have gained or are working towards professional qualifications	65% 80% 90%	FQ4 2020/21 FQ4 2021/22 FQ4 2022/23	50%	
	To ensure eff	ective delivery of 1140hrs for our children and to ensure o	our workforce are appropriatel	y qualified to work with them		
	EDU117_02	Provide 6 probationer learning days to our probationer teachers	6	FQ1 Annually	6	
	To continue and support the professional learning journey of our probationer teachers					
	EDU117_03	The percentage of new head teachers who have or are working towards headship qualification	90%	FQ1 Annually	No benchmark	
	To ensure our head teachers have the appropriate leadership skills to lead our establishments and enhance education provision and outcomes for our children and young people					

Education (2020-2023): Service Improvements

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO106	Our looked after young people are supported by effective corporate pare	nting		
EDU106_01i	Extend tracking and monitoring to include all pupils from P1 to S3 using individual Progress and Achievement tracking and national Achievement of a Level (ACEL) data	FQ4 2021/22	Self-evaluation	
EDU106_02i	Monitor and evaluate the impact of the multi-agency planning, review and risk management processes for our looked after and care experienced children	FQ2 2021/22	Self-evaluation	Case review
EDU106_03i	Improve the quality of our flexible learning planning by working with local employers to provide a range of nurturing work placements for our looked after and care experienced children.	FQ2 2021/22	Self-evaluation	Review of flexible learning practices
EDU106_04i	Complete the second cycle of individual tracking and monitoring of all Senior Phase pupils to ensure that progress and attainment are in line with the individual expectations for each child	FQ3 2021/22	Self-evaluation	Review of first cycle

SI Code	Improvement Action	Completion date	Source of improvement	Source detail		
BO108	All our children and young people are supported to realise their potential					
EDU108_01i	Work collaboratively with education establishments and partners, challenging to support the evaluation and moderation of the learning experiences of children and young people.	FQ1 2021	Self-evaluation	Education Annual Plan. The Education Team through self-evaluation of current practice and outcomes of inspection reports, have recognised the requirement to improve evaluation outcomes for learning, teaching and assessment.		
EDU108_02i	Improve our identification and understanding of the challenges and barriers to learning for our children and young people in vulnerable groups and plan to address these needs.		Self-evaluation	Education Annual Plan. The Education Team through self-evaluation of current practice and outcomes of inspection reports, have recognised the requirement to minimise the barriers to learning for our children and young people.		

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO113	Our infrastructure is safe and fit for the future			
EDU113_01i	Based on the review of the suitability of all educational establishments, develop a Learning Estates Strategy, enabling Argyll and Bute to work towards a learning estate suited to the provision of high-quality education.	FQ2 2020	Self-evaluation	Scottish Government published its learning estate guidance in September 2019 which resulted in Argyll and Bute Education Service being pro- active in reviewing it's current processes. Working with colleagues from Northern Alliance an implementation plan is currently being developed.

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO116	We engage and work with our customers, staff and partners			
EDU116_01i	To ensure best practice in reporting children's and young people's progress, improve the range and quality of methods used to communicate relevant performance information to all stakeholders.	FQ1 2021	Other	Analysis of parental questionnaire and compiled complaints data information has provided evidence for required improvement in relation to progress reports for parents.
EDU116_02i	Provide further support and training to Central Officers to ensure high- quality reporting on educational practice and improvement to Elected Members across the RIC and at national level using benchmarks.	FQ1 2021	Other	Analysis of parental questionnaire and compiled complaints data information has provided evidence for required improvement in relation to progress reports for parents.