

## Annual Plan 2018/19 and 2017/18 Progress Report

### Our Children, Their Future



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## SECTION ONE: FOREWORD AND INTRODUCTION

### Councillor Yvonne McNeilly, Policy Lead for Education and Lifelong Learning



I am delighted to provide you with the Annual Education Plan for our schools and services in Education in Argyll and Bute for 2018/2019. This plan has been prepared in response to the requirements of the Standards in Scotland's Schools etc. Act 2000 which brings new statutory duties for the Local Authority into force.

Our plan draws together a range of information of the work of the Education Service for pupils, staff, parents and carers and our communities. It is aimed at ensuring that all of our children and young people are provided with the best possible educational experience and are fully supported to achieve their full potential.

I am pleased that this annual plan helps us to recognise and celebrate a wide range of the work of the Service, to celebrate both our young people and our staff. We have a great deal to be proud of in Argyll and Bute and this plan illustrates a number of the successes and achievements of our children and young people, of our staff, as well as those of our schools and services. It is right to be proud of these achievements, but equally important to acknowledge that further improvements are still needed. Improvements which are being taken forward by the Service as part of our ambitious change programme. A programme which is aimed at responding to a period of significant national change, challenge and development for Scottish Education.

This plan sends an important message about the importance that Argyll and Bute Council places on the delivery of Education. The Education Vision and Strategy: *Our Children, Their Future*, contains six key objectives. We have continued their use in this plan as our key drivers for raising educational attainment and achievement for all children and young people in Argyll and Bute.

Finally, my thanks to all of our children, young people, staff, families and communities for their continuing support at this important time.

Kind regards,



Yvonne

## Douglas Hendry, Executive Director, Customer Services

Our Vision is to ensure that together we will realise **ambition**, **excellence** and **equality** for all. For Education Services this means delivering services of the highest quality that inspire all learners, transform and improve learning experiences and strengthen our communities to continually improve our service for everyone who use them.



The preparation and publication of this Annual Plan prescribed under the new legal framework arising from the Standards in Scotland's etc. Act. 2000, as revised in 2016 places an increased focus on improvement planning and, importantly, performance reporting for Education in Argyll and Bute. It is consistent with Scottish Government requirements and the emerging Regional Improvement Plan for the Northern Alliance Collaborative of which Argyll and Bute is a part.

Section 4 of the plan highlights the key objectives and actions to be addressed by the Service and by schools and establishments as an integral aspect of their improvement planning processes for session 2018/2019.

I hope you find the Annual Plan both informative and useful. The commitment of all of our staff who are part of Education Services enable us to continue to take forward our very high aspirations. Our continued focus is to ensure that we provide the best possible learning experiences for all of our children, young peoples and adults. Experiences which support and endorse our commitment to ambition, excellence and equality.

A copy of this plan will now be sent to Scottish Ministers, as required within the legislation. Argyll and Bute welcomes this step, allowing us to develop and foster increasing and deeper knowledge of the successes and challenges facing Scottish Education, to engage with and share good practice and further our commitment to improving the lives of all children and young people in Argyll and Bute.

I would welcome any comments or suggestions you may have which will help Education Services make the most of the impact of the plan for our children, young people and communities.

A handwritten signature in black ink, appearing to read 'Douglas Hendry', with a large, stylized flourish at the end.

Douglas Hendry

## SECTION TWO: OUR CHILDREN, THEIR FUTURE

### 2.1 Argyll and Bute Education Vision: Our Children, Their Future

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that together we will realise **ambition**, **excellence** and **equality** for all. Our vision sends a signal about the importance we attach to education is simple in message and is recognised by everyone. This is best captured as:



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, and
- Strengthen leadership at all levels.

### 2.2 Our Children and Young People

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 (0.13 persons per hectare). The population of 86,810 (NRS 2017 MYE) is scattered across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2016). A further 35% per

cent 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.

### 2.3 The Population and Demographic Profile of Argyll and Bute

The total population of Argyll and Bute is 86,810 based on the 2016 mid-year population estimate produced by the National Records of Scotland (NRS). Between 2007 and 2017 the population of Argyll and Bute fell by 4.4% with positive in migration into the area but not enough to counteract the greater number of deaths than births. Taking into account the national context the NRS 2016-based population projections suggests an east-west split across Scotland in terms of population increase and decrease, with the following local authorities' populations projected to decrease over the period 2016 to 2026; Comhairle nan Eilean Siar, Inverclyde, Argyll and Bute, North Ayrshire, Dumfries and Galloway, South Ayrshire, West Dunbartonshire, East Ayrshire.

The change in population is different across the 4 areas of Argyll and Bute is as shown below (from 2011 to 2016 NRS small area population mid-year estimates).

Helensburgh and Lomond – 0.3%  
 Bute and Cowal – 5.0%  
 Mid Argyll, Kintyre and Islay – 3.8%  
 Oban, Lorn and the Isles + 0.9%

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.

In addition to the changes in total population, the demographic balance is also changing. The table below shows the change in population over age cohorts projected for 2016 and 2026 and also the changes in demographics from 1997 to 2007.

Age	Change (1997 to 2017)	Projections (2016 to 2026)
0 to 15	- 25.0%	- 6.4%
16 – 64	- 10.3%	- 9.8%
65 and over	+33.3%	+ 14.0%

More people living longer is a real success. However, demographic changes do create a number of challenges for us in Argyll and Bute. These challenges range from:

- Changes to service delivery requirements for Community Planning Partnership partners;
- The availability of people to join the overall workforce;
- A smaller pool of people creating wealth, and
- How to enhance the economic or community contribution made by people.

One in five of the population of Argyll and Bute (15.2%) is aged between 0 and 19 years (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones).

Age group	Number	Percentage of total population
Under 5	3,848	4.4%
5-15	9,390	10.8%
16-19	3,894	4.5%
20-29	9,218	10.6%
30-44	13,077	15.0%
45-64	26,147	30.0%
65 and over	21,556	24.7%
Total population	87,130	100%

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

## 2.4 Multiple Deprivation in Argyll and Bute

The Scottish Index of Multiple Deprivation (SIMD) has been used to identify pockets of overall deprivation within Argyll and Bute. Based on the SIMD 2016, 10 out of the Council area's 125 data zones were identified as being amongst the 15% most overall deprived data zones in Scotland. All of these data zones are located in the area's towns. However, deprivation can, and does, occur elsewhere. Because the SIMD identifies concentrations of deprivation, smaller pockets and instances of individual deprivation are not picked up by the index.

The results for Argyll and Bute from the SIMD 2016 show:

- 10 datazones in Argyll and Bute in the 15% most overall deprived datazones;
- 10 datazones are in the 15% most income deprived datazones;
- 10 datazones are in the 15% most employment deprived datazones;
- 7 datazones are in the 15% most health deprived datazones;
- 35,090 people live in the 47 datazones (37.6%) that are amongst the 15% most access deprived datazones, and
- 56 of Argyll and Bute's datazones – more than 25% – are in the 20% most access deprived datazones.

Overall according to the SIMD 2016 data Argyll and Bute has had no change in deprivation since the 2012 SIMD was published. Patterns of deprivation vary by domain:

- The 10 data zones in Argyll and Bute included in the 15% most overall deprived data zones in Scotland are located in the towns of Helensburgh, Dunoon, Rothesay, Campbeltown and Oban, and
- None of Argyll and Bute's rural data zones fall into the 15% most overall deprived data zones in Scotland.

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, and
- We respect and value everyone.

The Education Service is the largest of the Services within Argyll and Bute and accounts for approximately 56% of the total expenditure of the Council. The Council offices are located in Lochgilphead with three education offices based in Dunoon, Oban and Helensburgh.

The Education Service is statutorily required as prescribed in the 'Standards in Scotland's Schools etc. Act 2000' to provide school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.



## 2.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

- Seventy two primary schools;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs;
- Two adult learning centres, and a Youth Centre, and
- Two Early Learning and Childcare Centres.

60% of Argyll and Bute primary schools have a FTE (full time equivalent) of 3 or less teachers covering the 5 to 12 age group.

All schools, with the exception of one very small primary school, have a Parent Council as anticipated and defined within the Scottish Schools (Parental Involvement) Act 2006.

### Pupil Roll in Argyll and Bute

The total school pupil roll stands at 10,269 (September 2017 Census), comprising 5,857 primary pupils, 4,390 secondary pupils and 22 pupils in the school for pupils with complex additional needs. This compares with previous sessions, shown below:

Session	Total Pupil Roll
2016/17	10,316
2015/16	10,445
2014/15	10,565
2013/14	10,675

In 2017/18 our children and young people were supported in their learning by:

- 835 Full Time Equivalent (FTE) Teachers;
- 38.54 FTE Classroom Assistants;
- 216.12 FTE ASN Assistants;
- 14.01 FTE Pupil Support Assistants;
- 93.64 FTE Clerical Assistants;
- 28.04 FTE Technicians, and
- 87 FTE Childcare and Education Workers.

### Early Learning and Childcare Provision

There are 1,713 children accessing 1809 ELC spaces across a broad range of Early Learning and Childcare establishments with approximately 100 children sharing their Early Learning and Childcare hours across more than one establishment.

Early Learning and Childcare spaces are currently available in two Council Nursery Centres, fifty one Early Learning and Childcare classes, three Early Learning and Childcare Gaelic classes, twenty three voluntary, privately and independently managed Early Learning and Childcare establishments and 3 Community Childminders.

679 spaces are currently being used by children in the voluntary, privately and independently managed Early Learning and Childcare establishments. In addition, 71 children are receiving Early Learning and Childcare as a 2 year old under the Children and Young People Act criteria (51 with partner providers, 17 with local authority, and 3 with childminders).

Early Learning and Childcare is available within fifty four Services provided in schools which are managed by Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two stand-alone nurseries are managed by Heads of Centre, supported by a senior within each provision.

### **Community Learning Provision**

Community Learning works with adults and young people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities:

- Adult learning provides a range of learning opportunities for over 16's that fall under the thematic headings of Employability, Confidence and Wellbeing and Progression. These themes include accredited learning and literacy and numeracy support;
- Developing the Young Workforce (DYW) and Opportunities for All focus on preparing young people for the world of work, supporting them into positive destinations and reducing youth unemployment, and
- Youth Services work with young people, aged 11 to 25 to improve their life chances through learning, personal development and active citizenship.

Community Learning is managed by a FTE Community Learning Manager. Youth Services is made up of 9.5 FTE Community Learning and Development Youth Workers (including a Youth Participation Worker, Opportunities for All Worker and a Duke of Edinburgh's Award Development Worker), 4.4 FTE Youth Work Assistant posts and 1 FTE Administration Officer. Adult Learning consists of a FTE Adult Learning Manager, 2 FTE Team Leaders, 4 FTE Adult Learning Workers, 4.2 FTE Adult Literacy Workers, 2 FTE Adult Learning Assistants and 1 FTE Administration Officer.

### **Support for Children and Young People with Severe and Complex Needs**

A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning (ASL) Act are available across a number of schools within the Authority.

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their local pre-school centre or mainstream school. The Pupil Support Service and

Educational Psychology Service provide advice, guidance and training to staff on meeting additional support needs in mainstream settings, as well as offering guidance on the implementation of effective universal early intervention approaches. In addition, these services work along with others, following the Getting it Right for Every Child (GIRFEC) practice model, to provide direct support to pupils and families, as required.

### **Autism Strategy**

In 2014, it was agreed that developing an Argyll and Bute wide Autism Strategy would be the best way to establish a more coordinated approach and make best use of resources to support people with autism. The Argyll and Bute Autism Strategy is built around consultation with local people with autism and their carers, and in line with the priorities set out in the Scottish Strategy for Autism. Our vision for supporting people with autism in Argyll and Bute is:

***“All people with autism are respected and accepted for who they are, are valued for what they contribute to our communities, and are able to live the life they choose.”***

We fully recognise the valuable role that people with autism play in our communities in Argyll and Bute. We believe that people with autism should be treated with dignity and respect, and receive the support they require to continue to live full lives in their community. We believe that everyone is unique and entitled to a fulfilling life.

Delivery of the priorities set out in the strategy developed in 2014 are being led and coordinated by the Argyll and Bute Health and Social Care Partnership (ABHSCP), alongside third and independent sector organisations.

### **Gaelic Medium Education**

Gaelic Medium Education (GME) is available in four pre-school provisions; Bowmore in Islay, Rockfield in Oban, Salen in Mull, and Tiree. In August 2018, Sandbank PS in Dunoon will offer GME from age 2 through the creation of an Early Level class – Sgoil Àraich and P1 together with a class teacher, early learning and childcare worker and classroom assistant.

GME is available in seven primary schools; Bowmore, Rockfield, Salen, Bunessan, Strath of Appin, Sandbank and Tiree High School (primary department).

There is continuity and progression of language skills from primary to secondary in the associated secondary establishments; Islay High, Oban High, Tobermory High, Tiree High and Dunoon Grammar School. Four secondary establishments provide a fluent and learner pathway for students and one provides a fluent pathway only.

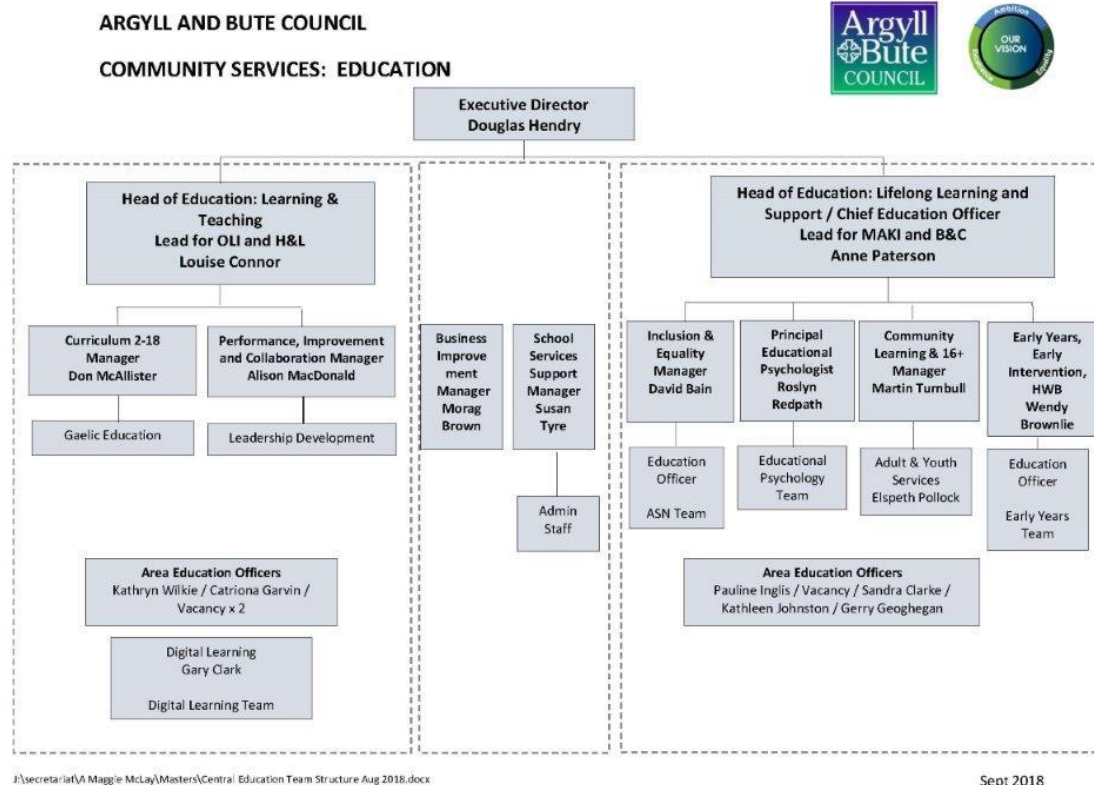
## 2.6 Resourcing Our Plan: The Education Budget

The budget for Community Services, Education is £75,292,624 as per Service Outcome.

Service Outcome	2018/19 Budget £
Additional Support Needs	8,853,202
Early Years	6,771,571
Primary and Secondary Education	53,899,835
Youth Services	652,042
Adult Services	604,415
Support for Parents	20,860
Education Initiatives (GIRFEC, SEEMIS, Languages 1+2, Music); Education Support Team; Quality Improvement Team; Schools Development Team)	4,058,924
Leadership and Professional Learning	17,364
Central/Management Costs	414,412
<b>Total</b>	<b>75,292,624</b>

Further funding has been provided by Scottish Attainment Challenge Funding and Pupil Equity Funding (PEF) which is detailed in **Section 4** of the plan.

## 2.6 Education Service: Organisation Chart



## SECTION THREE: THE POLICY CONTEXT FOR SCOTTISH EDUCATION

This is a time of significant change for Education Services. The pace of change, the drive to improve services and the financial context combine to place increasing demands on the delivery of education. Despite these challenges, it is important that we remain ambitious to ensure the best outcomes for our children and young people.

### 3.1 The Standards in Scotland's Schools etc. Act 2000 and the National Improvement Framework for Scottish Education

The 2017 document “The National Improvement Framework for Scottish Education: Achieving Excellence and Equity”, published in December 2016 set out four National Priorities for Education. They are:

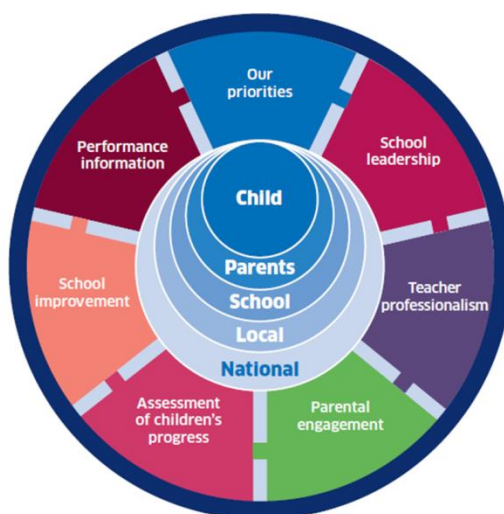
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

The improvement framework documentation notes further that:

*“Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and self-evaluation.”*

Source: Page 2: 2017 National Improvement Framework for Scottish Education: Achieving Excellence and Equity.

These four priorities are set in the context of seven “drivers for improvement” summarised in the following diagram:



In addition to the National Improvement Framework, statutory guidance issued following the changes to the Standard's in Scotland's Schools etc. Act 2000, stressed a number of other important elements which should be included within their annual improvement plan. These include a requirement for:

“Education Authorities, in carrying out their school education functions, must have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, where:

- An education authority is making a decision of a strategic nature about the carrying out of its functions relating to school education, and
- An education authority is considering what steps to take to implement such a decision”.

The Authority must also seek and have “due regard” to the views of the following groups in relation to the Authority’s strategic decisions and steps to take to implement such decisions:

- a) The Head Teacher of such schools managed by the Authority as the Authority thinks appropriate;
- b) Such pupils as the Authority thinks appropriate;
- c) The parents of such pupils as the Authority thinks appropriate;
- d) The representatives of a trade union which appears to the authority to be representative of the teaching staff at such schools managed by the Authority as the Authority thinks appropriate;
- e) Such voluntary organisations as the Authority thinks appropriate, and
- f) Any other persons the Authority thinks appropriate.

The National Outcomes for Scotland include:

- Our children have the best start in life and are ready to succeed;
- Young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens;
- We have tackled the significant inequalities in Scottish society, and
- We have improved the life chances for children, young people and families at risk.

Further legislation and policy are in place which require to be taken account of when delivering Education Services. This includes:

- The Education Additional Support for Learning (Scotland) Acts 2004 and 2009;
- The Children and Young People (Scotland) Act;
- The Scottish Schools (Parental Involvement) Act 2006;
- Teaching Scotland's Future: Report of a Review of Teacher Education (2010);
- Getting It Right For every Child;
- Curriculum for Excellence;
- The Scottish Attainment Challenge;

- The National Improvement Framework;
- Raising Attainment For All;
- A Blueprint for 2020: The Expansion of ELC in Scotland;
- The Early Years Framework, and
- Developing Scotland's Young Workforce.

These are inarguably the driving forces behind the work of Education Services reflecting national strategies such as the National Improvement Framework for Scottish Education as well as local strategies for the delivery of services in Argyll and Bute.

The **Education Service Annual Plan for 2018/2019** has been prepared in compliance with the statutory guidance set out within the “*Standards in Scotland's Schools etc. Act 2000*”, Published by Scottish Government in March 2017.

It brings together a range of information from each of the areas of the Education Service in Argyll and Bute, reaffirming our shared vision for Education Services of **ambition, excellence** and **equality** for all. Our strategy for realising our shared vision is best explained by showing how our 6 key objectives link to each of the national drivers and improvement priorities.

Our Children Their Future (OCTF) Key Objectives	National Improvement Framework (NIF) Key Drivers for Improvement	National Improvement Framework (NIF) Key Priorities
Strengthen leadership at all levels	School Leadership	
	Teacher Professionalism	
Ensure high quality partnership working and community engagement.	Parental Engagement	
Ensure children have the best start in life and are ready to succeed.	Assessment of Children's Progress	Improvement in children and young people's health and wellbeing.
Equip young people to secure and sustain positive destinations and achieve success in life.		Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Raise educational attainment and achievement for all.	School Improvement	Improvement in attainment, particularly in literacy and numeracy
Use performance information to secure improvement for children and young people.	Performance Information	Closing the attainment gap between the most and least disadvantaged



## SECTION FOUR: ADDRESSING THE NATIONAL IMPROVEMENT FRAMEWORK

The following section of the plan details the progress that we have achieved in achieving the strategic priorities of the national improvement framework through our use of Pupil Equity Funding (PEF) in meeting our statutory duties of reducing inequalities. It also details the progress that we have made through our Education Vision and Strategy: Our Children Their Future and outlines the improvement targets that we have set ourselves for 2018/19.

### Pupil Equity Funding (PEF)

The Scottish Government provided Pupil Equity Funding (PEF) of £120 million in 2017/18 to continually improve Scottish Education through the provision of £120 million funding, allocated directly to schools and targeted at closing the poverty related attainment gap and achieving the strategic priorities of the national improvement framework (NIF):

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Publicly funded primary, secondary and special schools received £1,200 in 2017/18 for each child in Primary 1 to S3, or equivalent, who were eligible and registered for free school meals. The total funding provided directly to Head Teachers in Argyll and Bute was £1,315,200 for 2017/18, with 84% of schools receiving PEF funding. Primary schools received £1,017,600 and Secondary Schools £291,600.

Head Teachers are accountable to the Education Authority for the use of Pupil Equity Funding to support the closing of the poverty-related attainment gap. Local guidance to Head Teachers was produced to support planning and implementation of PEF funding. This guidance supplemented the national guidance and was well received by Head Teachers. Our morale purpose in relation to PEF is underpinned by our Education Vision and Strategy: Our Children Their Future. We are fully committed to realising **ambition**, **excellence** and **equality** for all. This means delivering services of the highest quality that inspire all learners, transform and improve learning experiences and life chances for all our children and young people.

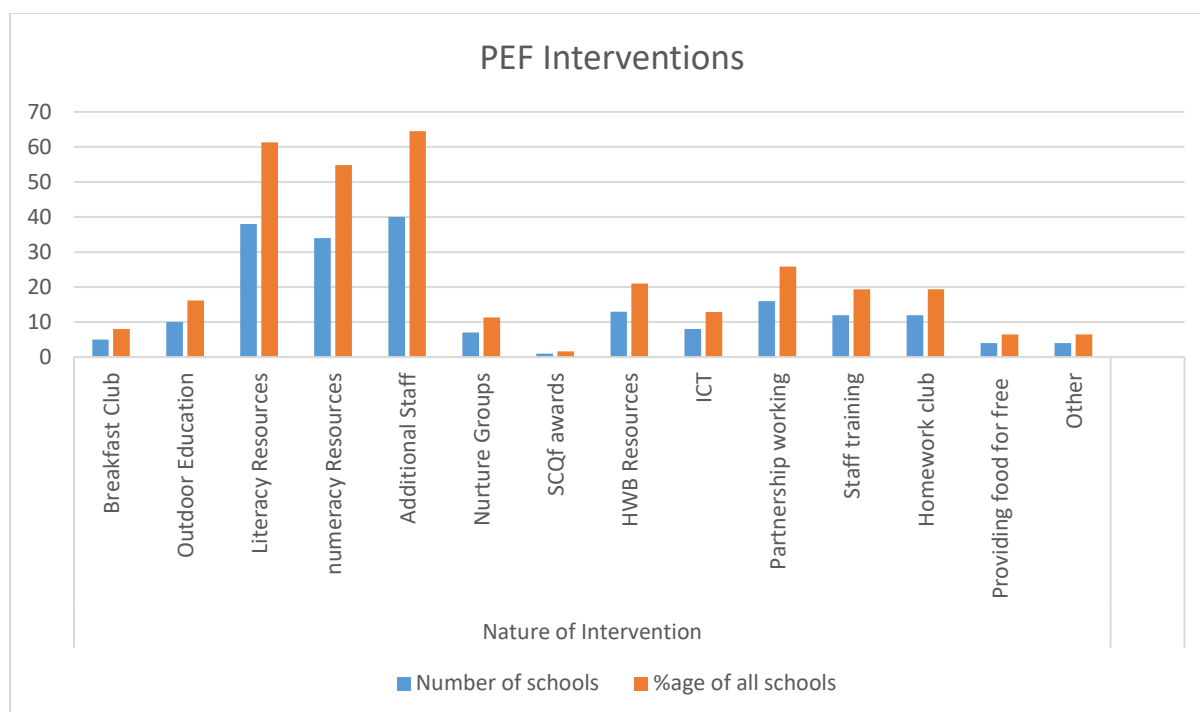
When planning the outcomes to be achieved through PEF, Head Teachers consulted with children and young people, parents and staff. Head Teachers use their professional judgement to bring additional children and young people within the targeted interventions and approaches. Through effective self-evaluation schools have a clear understanding of both their context and improvement priorities. They have used this to identify their poverty-related attainment gap and implement appropriate interventions. During quality improvement visits in session 2017/18 Central Officers have discussed progress towards meeting outcomes and impact on children and young people. Outcomes are adapted as necessary to ensure a focus on closing the poverty-related attainment gap. To ensure transparency and to reduce bureaucracy, schools incorporate details of their Pupil Equity Funding plans into

existing reporting processes through their School Improvement Plans and Standards and Quality Reports. These reports are publicly available to Parent Councils and Forums so that parents can understand what is happening in their school.

Four main themes for planning intervention and outcomes emerged across our schools:

- Literacy and numeracy;
- Health and wellbeing;
- Partnership working, and
- Nurture.

The following graph illustrates the nature of interventions that were implemented across our schools in relation to the 4 main themes and Appendix 1 provides case study examples:



In 2017/18 there were tight timescales in for planning and spending funding which resulted in carry forward to 2018/19 and the continuation of plans. There were also challenges in relation to the recruitment of staff identified by 65% of our schools as part of their intervention strategy. The impact of interventions in 2017/18 is therefore at early stages and we will work with Head Teachers during 2018/19 to improve the analysis of the impact of PEF and ensuring that intervention is embedded in practice, culture and is sustainable.

PEF funding for 2018/19 is £1,401,600. We will continue to work with Head Teachers to improve outcomes for children and young people through the use of PEF to close the poverty-related attainment gap. Interventions will include cluster work and partnership working across a range of services which will support the realisation of sustainable change.

### Improvement in attainment, particularly literacy and numeracy:

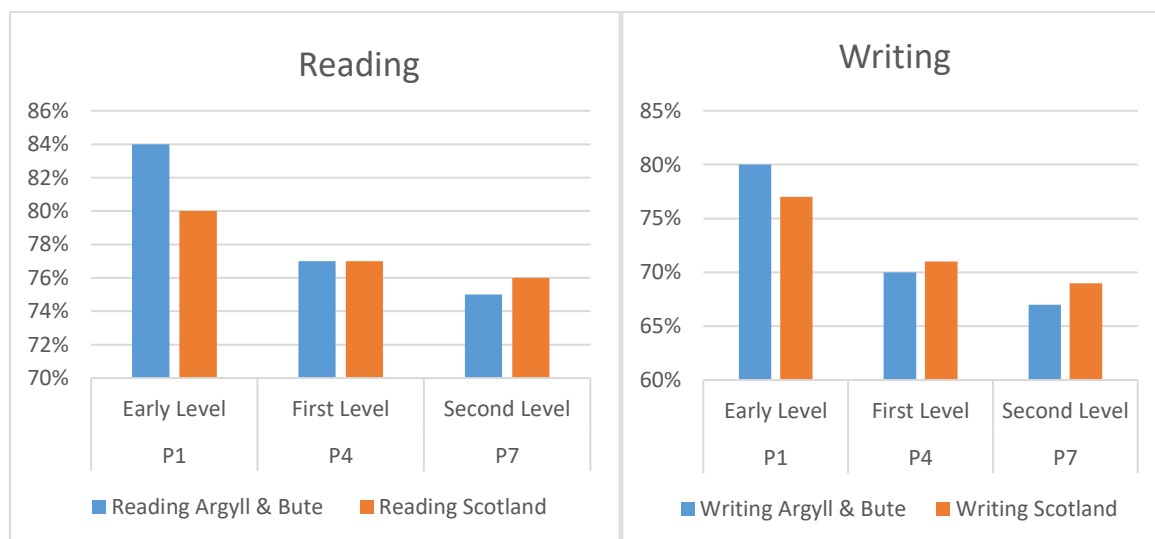
In 2017/18, Education Services implemented the following approaches aimed at securing educational improvement for all children and young people within Argyll and Bute:

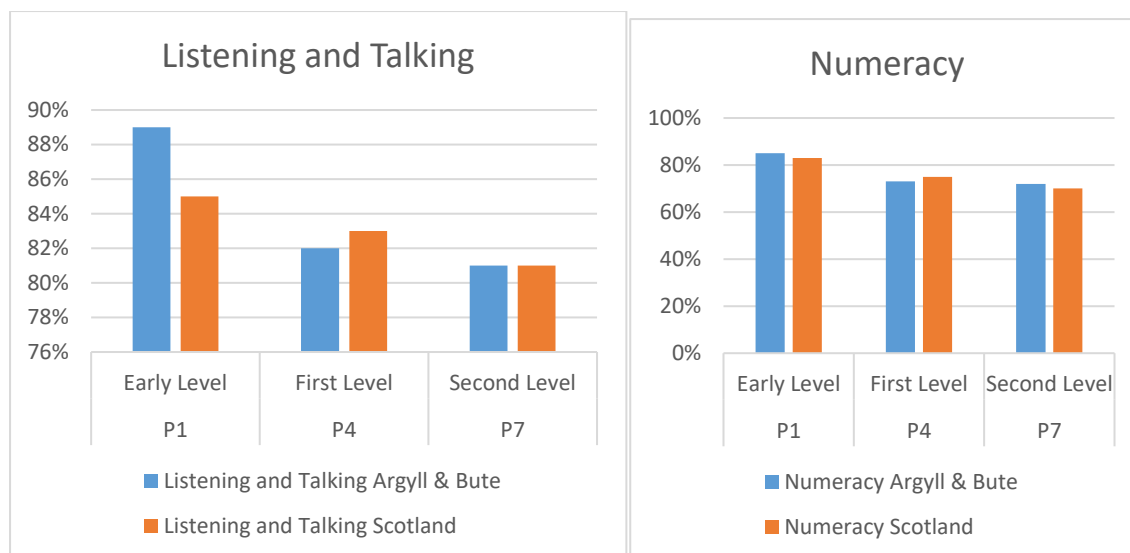
In June 2018, the Education Service participated in the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. This is the third year of data collection and national outcomes will be published by the Scottish Government in December 2018. The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some.

The overall proportion of children and young people who achieve in line with the national expectation in Literacy and Numeracy has improved in almost all 4 organisers and at all stages in 2016/17.

### Primary Attainment in Literacy and Numeracy:

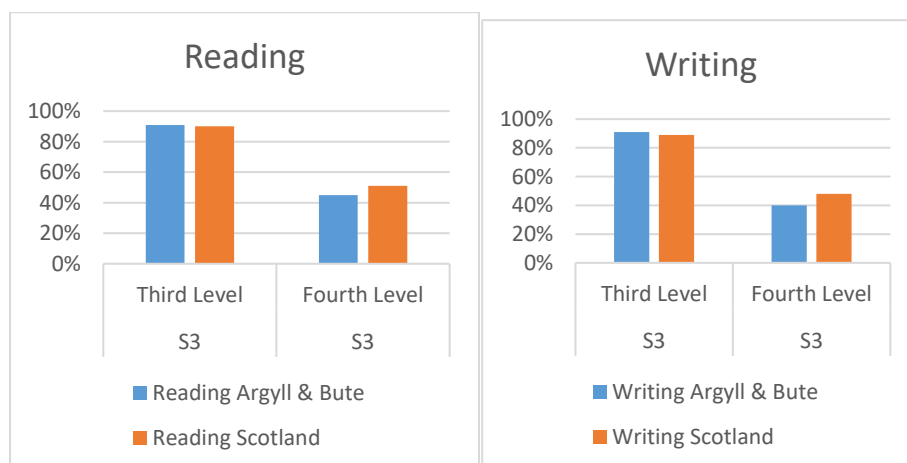


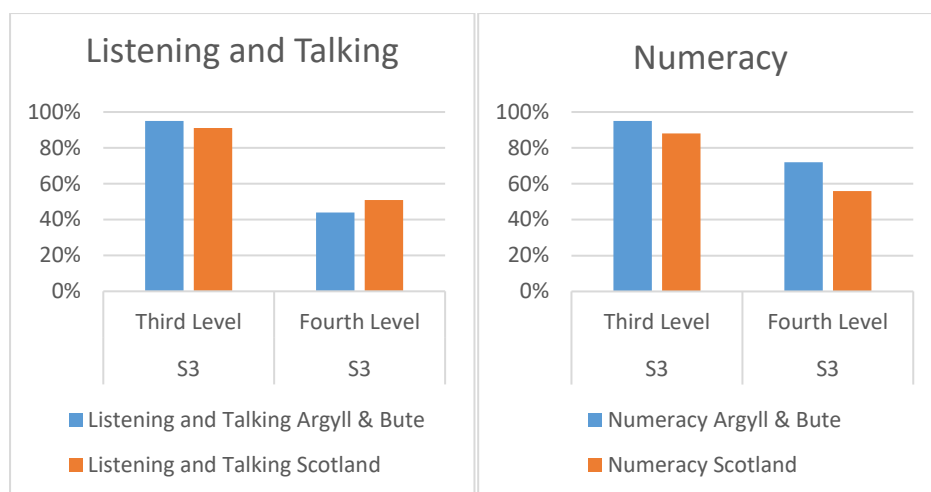


Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF data was used for the selection of schools for these pilots. These pilots are improving learning for our children through the development of teacher pedagogy and the promotion of active and experiential learning. Evaluations of these pilots are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining their expected progress or above.

### Secondary Attainment in Literacy and Numeracy:

At secondary level, we have achieved improvements in attainment in both Literacy and Numeracy in 2017.





Training and support has been provided by the Authority PTs for Literacy and Numeracy, raising awareness of current developments and leading to impact in term of literacy, numeracy and assessment and moderation. Evidence gathered indicates that practitioners are re-engaging with principles and practices of learning and teaching.

Specific, directed support and training has been offered to schools in response to NIF data by the Principal Teachers of Literacy and Numeracy. From January 2018 a Northern Alliance literacy pilot has been established to build on the work already being undertaken in Argyll and Bute and in the Northern Alliance to review and moderate approaches. 100% of our Assessment and Moderation Facilitators reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant.

Further development is planned by the Service in working with all schools during session 2018/19 and following the publication of the national data later in 2018 to improve outcomes. We will work in collaboration with the Northern Alliance (Regional Improvement Collaborative) and Education Scotland to continue to improve outcomes for all working towards the Scottish Government's stretch aims by 2020.

### **Closing the attainment gap between the most and least disadvantaged children:**

#### **GIRFEC**

Argyll and Bute Council has implemented all aspects of the GIRFEC national practice model and is continuing to develop and improve it. At school and council-wide level there are well-developed and embedded systems for supporting children and young people. GIRFEC approaches are understood and there are positive examples of effective practice outlined in the Care Inspectorate Services for Children and Young People Inspection Report September 2013.

Opportunities for staff continue to develop their own professional skills are readily accessible on the council website. Staff working in the ELC sector values the access which they have to e-learning. These opportunities are also impacting positively on the confidence of primary school staff to deliver the national practice model for GIRFEC

and in improving their planning for the individual child and young person. The Education Service plays a key role in leading the development of GIRFEC across Argyll and Bute and through its contribution to the national *Well-Being Application* working group. Staff and young people have also worked well with partners, including health agencies and *Choose Life*, to develop guidance to support young people at risk of suicide and self-harm.

Current arrangements for allocating Additional Support Needs (ASN) staffing and resources have been drawn up following considerable consultation with various stakeholders, including the ASN Review Group which includes Head Teachers, ASN specialists and teaching (and other) unions. The role of the area principal teacher of ASN in allocating resources to support ASN in schools is leading to greater fairness and equity.

### **Outcomes for Children and Young People who are Looked After**

Community Services: Education has developed a range of effective measures to support the educational needs of looked after children in schools. In line with legislation, support to looked after children is needs based, through appropriate assessment being carried out with evidence based interventions then implemented. The GIRFEC practice model is the principal vehicle to assess needs and devise appropriate outcomes. There are procedures in place to ensure that looked after children have:

- An identified named person;
- A designated senior manager with whole school responsibility for looked after children;
- Screening using the Wellbeing indicators to identify whether the child or young person has additional support needs;
- Procedures in place to ensure that the individual educational needs will be known to their respective teachers ;
- A support plan or Child's Plan, if required, with appropriate educational outcomes;
- Regular progress reviews with support plans updated accordingly, and
- Their looked after status recorded appropriately in SEEMIS.

Children and young people who are looked after are at an increased risk of experiencing mental health difficulties. The sustained focus on increasing the awareness and skills of staff and young people themselves, to ensure early intervention aimed at enhancing the mental health and wellbeing of all our children and young people, will have a particular impact on those who are, or have been, looked after.

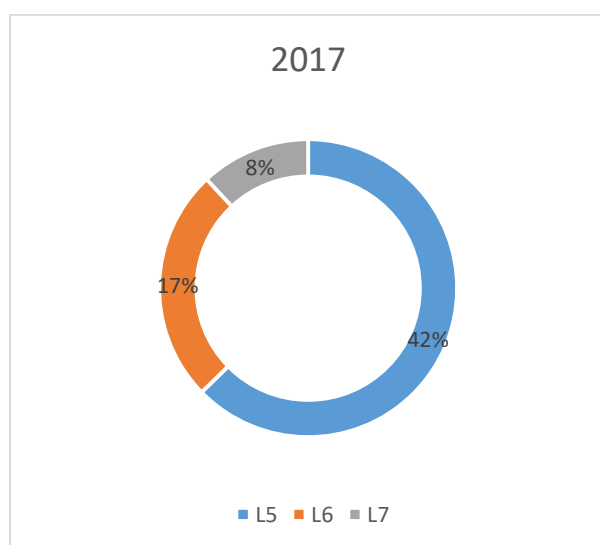
## Improving attainment for Looked After Leavers – 2015-2017

Overall attainment for LAC leavers from S4-S5 and S6:

	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2015	16	187	571	17
Virtual Comparator	2015	77	384	1055	170
The Northern Alliance	2015	4	127	550	145
National	2015	10	147	545	914
Argyll & Bute	2016	11	162	648	17
Virtual Comparator	2016	56	282	943	170
The Northern Alliance	2016	7	118	470	146
National	2016	15	163	607	1035
Argyll & Bute	2017	26	120	721	12
Virtual Comparator	2017	54	246	956	120
The Northern Alliance	2017	12	148	601	142
National	2017	15	167	638	1028

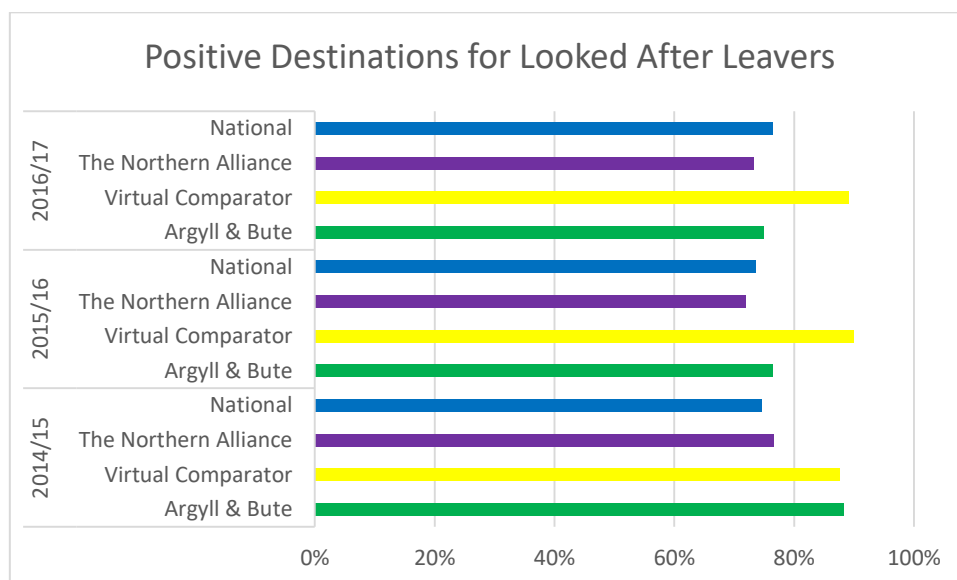
- The attainment of the pupils in the lowest 20% of the cohort in 2017 is higher than previous years. This is still an area for improvement;
- Attainment in the highest 20% has also improved over the last three years, and
- Attainment in the middle 60% has reduced and is an area for improvement.

In August of each year, Central Officers have initial discussions with senior leadership teams in secondary schools regarding the outcome of the most recent certificate examinations. The SQA results for looked after children is a specific item on the agenda for this discussion, to be considered alongside their other achievements and the individual narrative for each young person.



In 2017, 42% of young people who were looked after attained at least one SCQF level 5 qualification.

## Positive Destinations for Looked After Leavers – 2015-2017

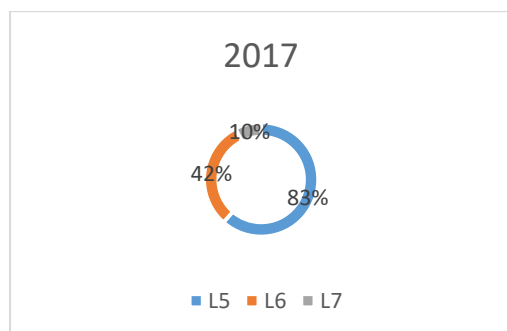


Over the last 3 years positive destinations for Looked After Leavers has averaged at 80% across Argyll and Bute, 75% National, 74% Northern Alliance and 89% Virtual Comparator.

The Education Service endorses the principles of the Care Leavers Covenant and is committed to working for real change in the lives of care experienced young people to improve their support, opportunities and outcomes.

Argyll and Bute Council offers all S4–S6 Looked After and Accommodated Children (LAAC) the opportunity to gain that first taste of employment through a summer internship placement with the Council. The LAAC young people attend the summer placement for four days a week over a five week period and completed an identified project on behalf of a council department. During the placement the young person is paid the national minimum wage.

### Improving the attainment of young people with additional support needs:



In 2017, 83% of young people with additional support needs attained at least one SCQF level 5 qualification. This is an improvement of 12% since 2015.



## Attendance, Absence and Exclusions

### Primary

The national average attendance fell slightly in 2016/2017 session but Argyll and Bute Council average attendance is slightly above the national average at 93.7% for the same period. For school session 2017/2018 attendance for primary school pupils was 95.16% with attendance for Looked After primary pupils marginally higher. There were no exclusions for primary aged Looked After pupils.

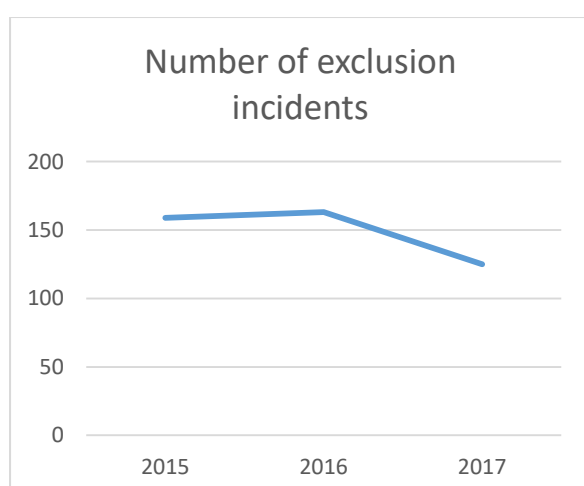
### Secondary

The average total absence from school for all secondary age children is 8.76% and for looked after children is 21.91%. Further analysis demonstrates that this average figure is inflated by a smaller number of young people who have a significant difficulty with school attendance. Exclusions openings account for 0.52% of the absences for looked after children, with the overall secondary school population figure for exclusion 0.05%. There requires to be a continued focus on ensuring children and young people at the secondary stage are meaningfully engaged with the life of the school and sustain positive attendance.

For the past school session looked after pupils account for 13.8% of the total number of exclusion openings. The cohort of 162 looked after pupils in session 2017-2018 forms just 1.6% of the overall school population of 10,270.

Exclusions increased from 695 openings in session 2016/2017 to 803 in session 2017/2018 for the whole school population. For Looked After children exclusions rose from 32 openings to 107; with a small number of Looked After pupils being excluded for a total of 5 or more days.

Our Attendance rates remain above the national average and exclusions are below the national average.



The number of young people who were excluded in 2017 has also fallen by 24% since 2015.

The number of openings has also fallen by 21% since 2015.

**Improvement in children and young people's health and well-being:**

We have increased staff knowledge of the research on Adverse Childhood Experiences (ACEs) through presentation at Head Teacher meetings, the Early Years' Conference and to Children's Hearing Panel members who meet with our most vulnerable children and families.

We have well established nurture approaches which are leading to improved outcomes for learners. Secondary staff engagement with nurture training delivered by Education Scotland has led to nurture developments across two secondary schools.

The introduction of the Connections PE resource at early, first and second level to all primary schools and the planning PE round the SALs, benchmarks and moderation in PE has supported staff to ensure children receive high quality experiences in physical education.

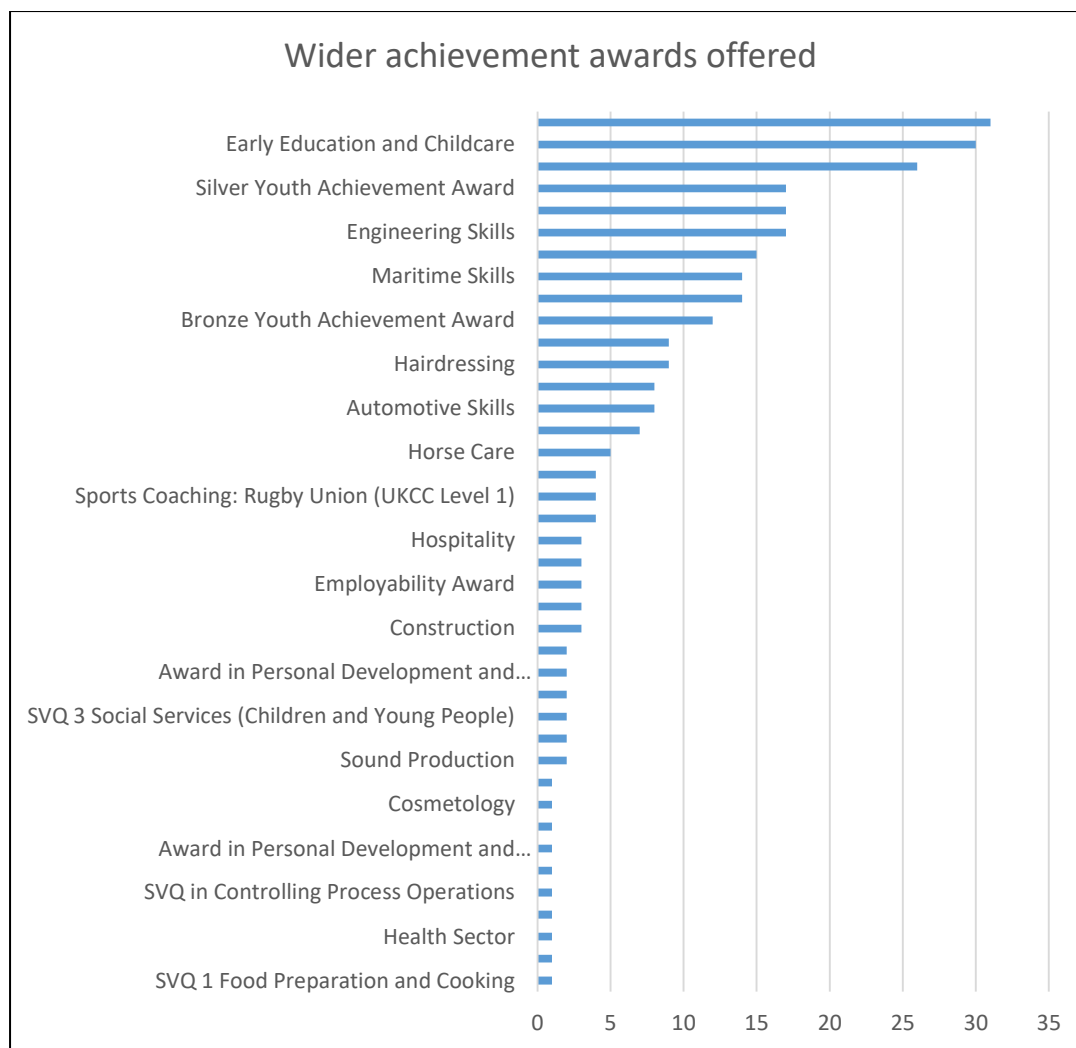
PE development with Parklands School has improved staff confidence and understanding of the planning and development of quality PE for children with severe and complex needs.

The development and implementation Development of Better Movers and Thinkers as an approach to teaching and learning in PE has supported schools in understanding how to include numeracy and literacy in scaffolding exercises that can be undertaken in the gym or in the classroom.

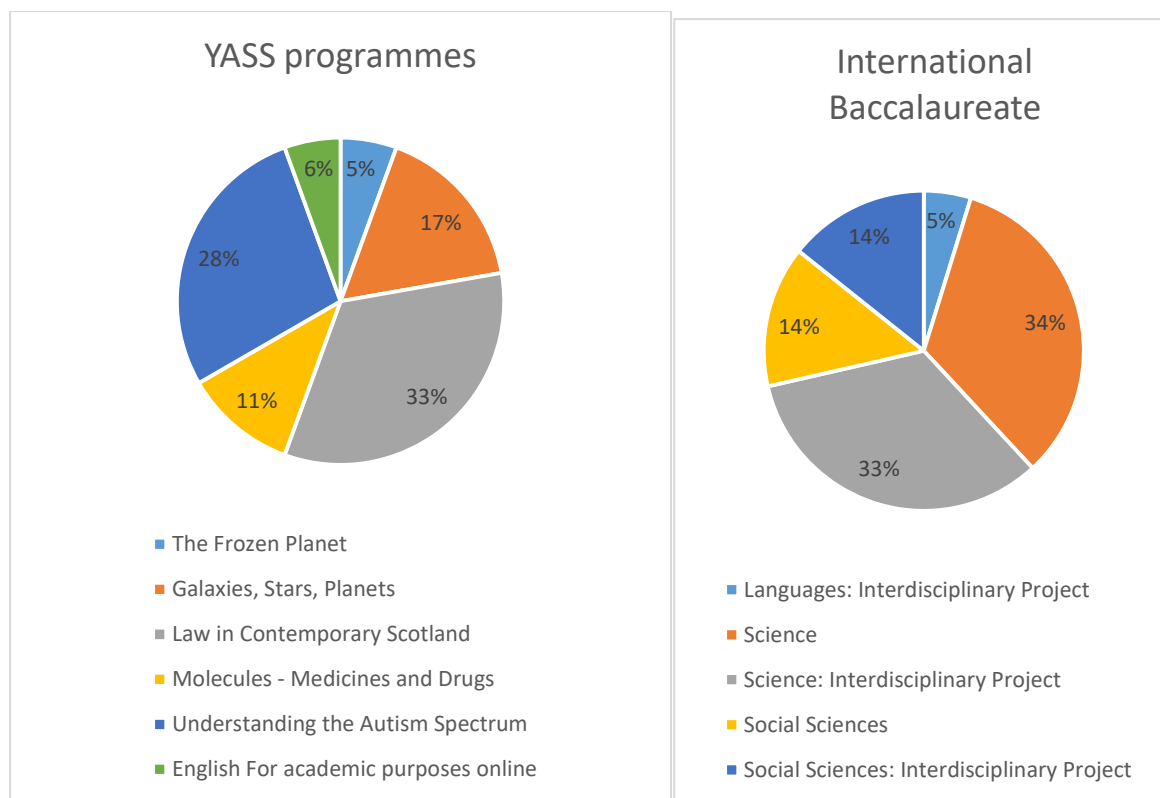
**Improvement in employability skills and sustained, positive school-leaver destinations for all young people:**

The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills.

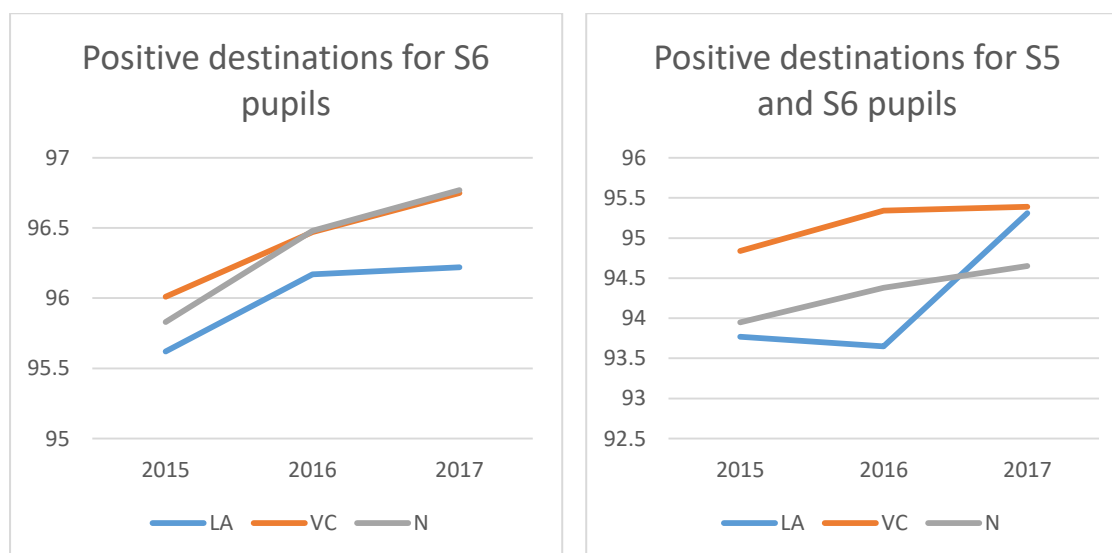
We have continued to work well with partner providers and to equip young people with skills for life and work. There are strong examples of young people accessing courses to meet specific local needs, for example Maritime Skills. A large number of Skills for Work qualifications are available across the authority in key skills which have the potential to grow the local economy and enhance services, for example, in early education and childcare, hospitality, engineering and rural skills. The wide range of awards offered offer across our secondary schools and in partnership with local colleges during 2017/18 included:

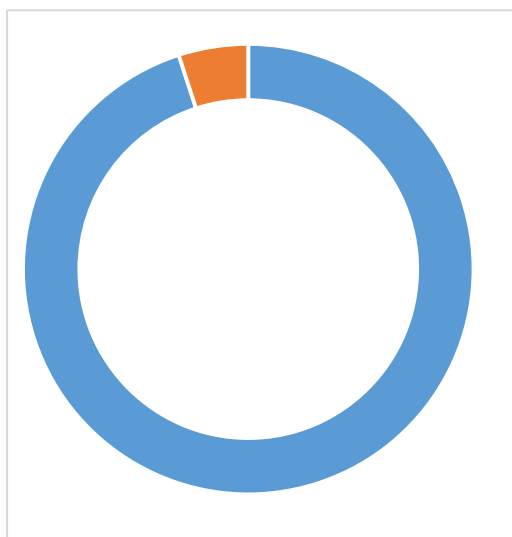


In addition, a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the table below:



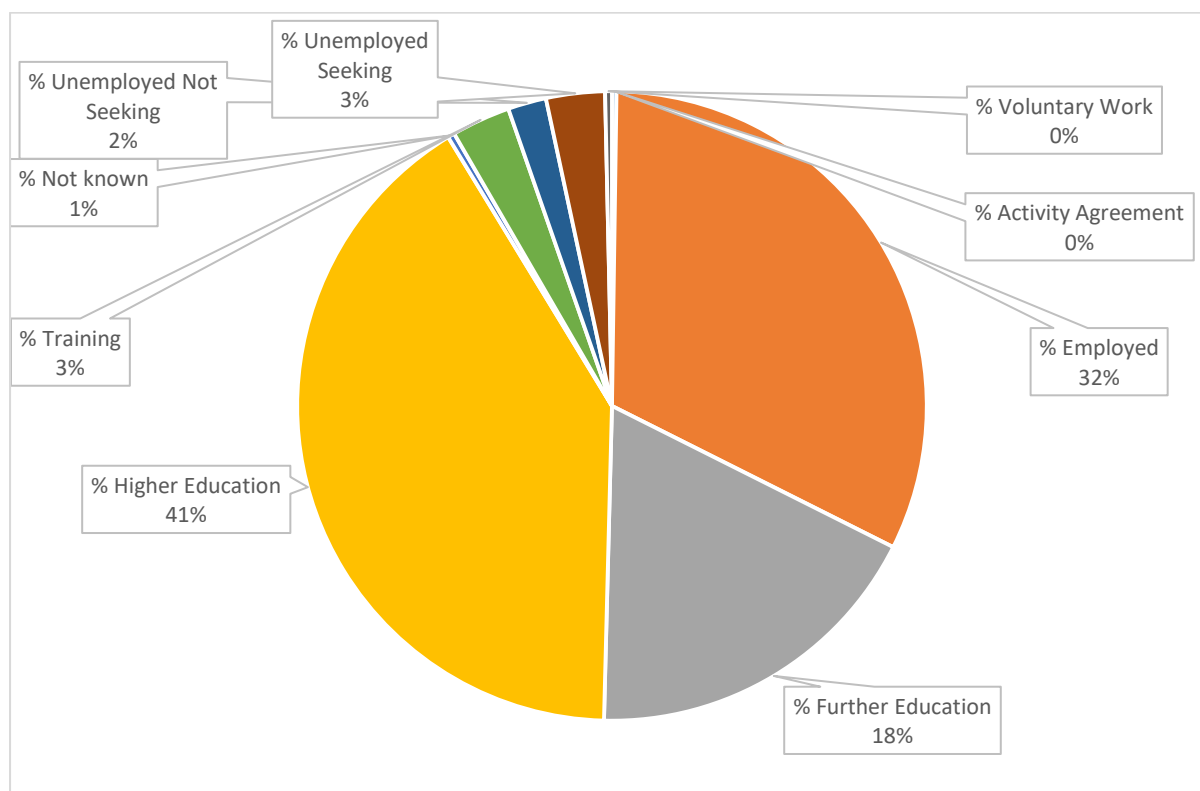
Over 2,000 young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year positive destinations for the majority of school leavers in Argyll and Bute:





95% of school leavers in Argyll and Bute left school into a positive destination this year. This is a 3% increase from last year.

The breakdown of positive destinations is shown below:



**KEY OBJECTIVE 1:****RAISE EDUCATIONAL ATTAINMENT AND ACHIEVEMENT FOR ALL****What is this?**

The quality of education offered by each school in Argyll and Bute and how effective they are in raising educational attainment and achievement for all children and young people.

**Why is this important?**

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work. Research and evidence consistently demonstrates the direct link between poverty and deprivation and lower attainment and achievement. A key driver of the National Improvement Framework is to reduce inequalities in educational outcomes as a result of socio-economic disadvantage.

Within Argyll and Bute Education Service we will raise educational attainment and achievement for all through the following agreed **priority actions**:

- Improve the overall quality of learning experiences;
- Tackle disadvantage and deprivation to close the attainment gap;
- Improve literacy, numeracy and health and wellbeing outcomes for children and young people, and
- Continually improve curriculum design and development.

**What our improvement evidence for 2017-18 is telling us:****Improve the overall quality of learning experiences:**

Across the authority, central officers provide a wide range of support and professional development activities for school staff. This has ensured that there are improvements in attainment.

Establishment Review visits provide helpful opportunities for sharing good practice and for ensuring that central officers are made aware of the strengths of educational provision as well as areas needing improved with their link schools and across the service. Central officers have a more clearly defined and enhanced role in how schools plan for improvement and report on their successes. They have a more clearly defined and enhanced role in how schools plan for improvement and report on their successes and have good programme of training and development to support them in their roles of challenge and scrutiny. Officers have a good programme of training and development to support them in their role. Elected members benefit from improved opportunities to access appropriate education-related training and development opportunities.

There have been improvements in the pace and challenge of learning and development within ELC, and there is now greater consistency across settings within literacy, numeracy and developmental milestones.

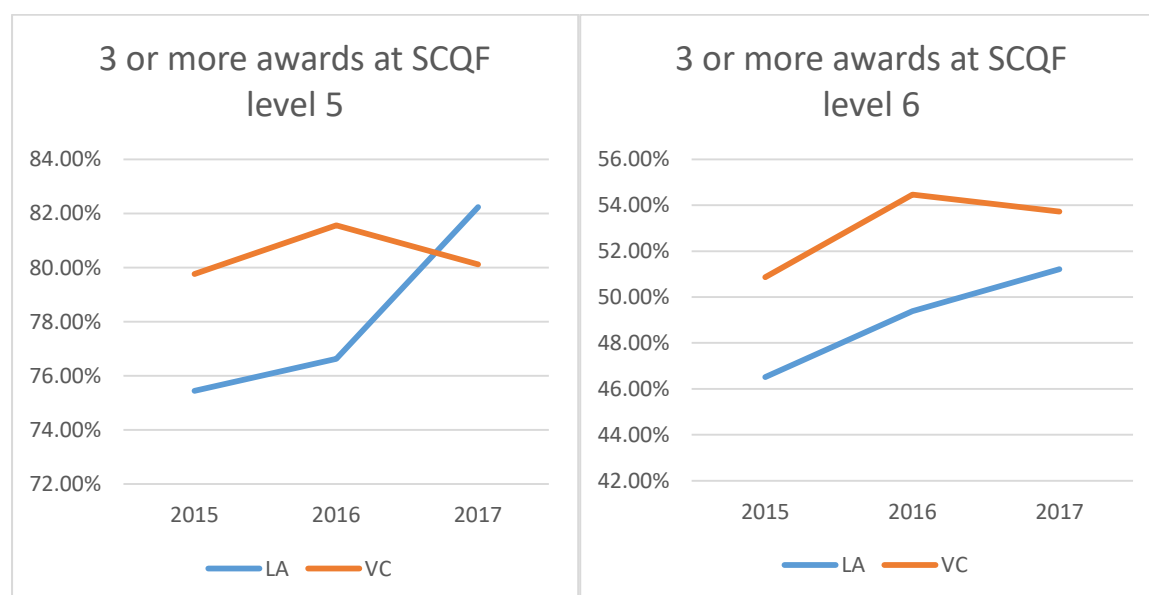
Improvements in the overall quality of learning experiences is reflected in our pupil attainment in external SQA examinations:

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average
Year	2016			2017			2018		
National 4	96.17%	93.20%	<b>+2.97%</b>	100.00%	92.8%	<b>+7.20%</b>	100%	100%	<b>0%</b>
National 5	76.23%	79.40%	<b>-3.17%</b>	81.10%	79.50%	<b>+1.60%</b>	79.86%	77.50%	<b>+2.36%</b>
Higher	78.29%	77.20%	<b>+1.09%</b>	75.89%	77.00%	<b>-1.11%</b>	78.79%	76.70%	<b>+2.09%</b>
Advanced Higher	75.6%	81.7%	<b>-6.10%</b>	76.98%	80.00%	<b>-3.02%</b>	81.9%	80.50%	<b>+1.40%</b>

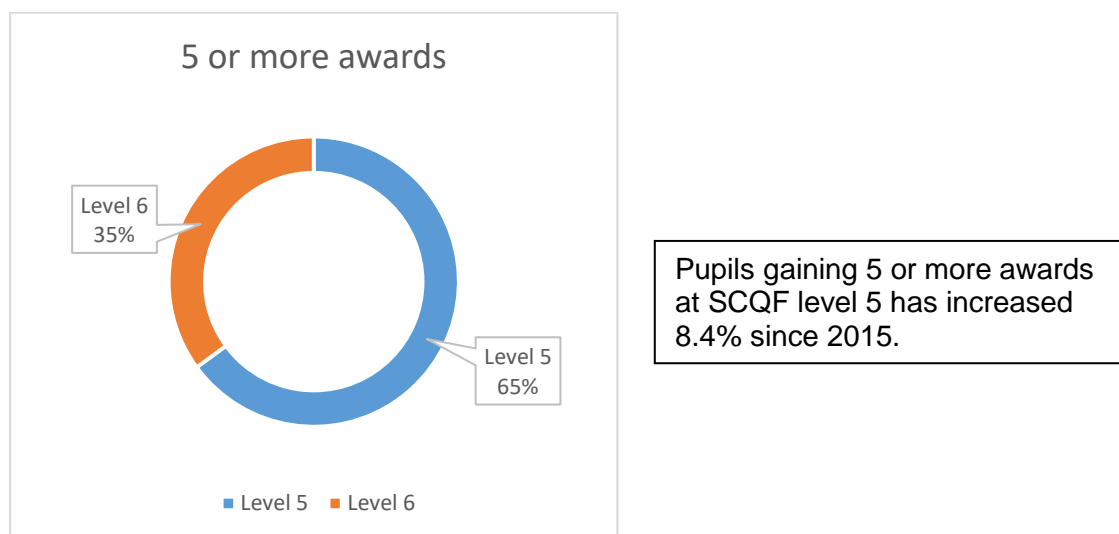
### 2017/2018 Summary:

Overall, the results for pupils across National 4, National 5, Higher and Advanced Higher in 2018 are higher than the National Average. There has been a slight dip in National 5 attainment in line with the national picture. Both Higher and Advanced Higher outcomes have improved from 2017 by 2.9% and 4.92% respectively.

The number of pupils who have gained 3 or more awards at SCQF level 5 and level 6 continues to improve from 2015.



Young people who have gained 5 or more awards also shows an improving picture.



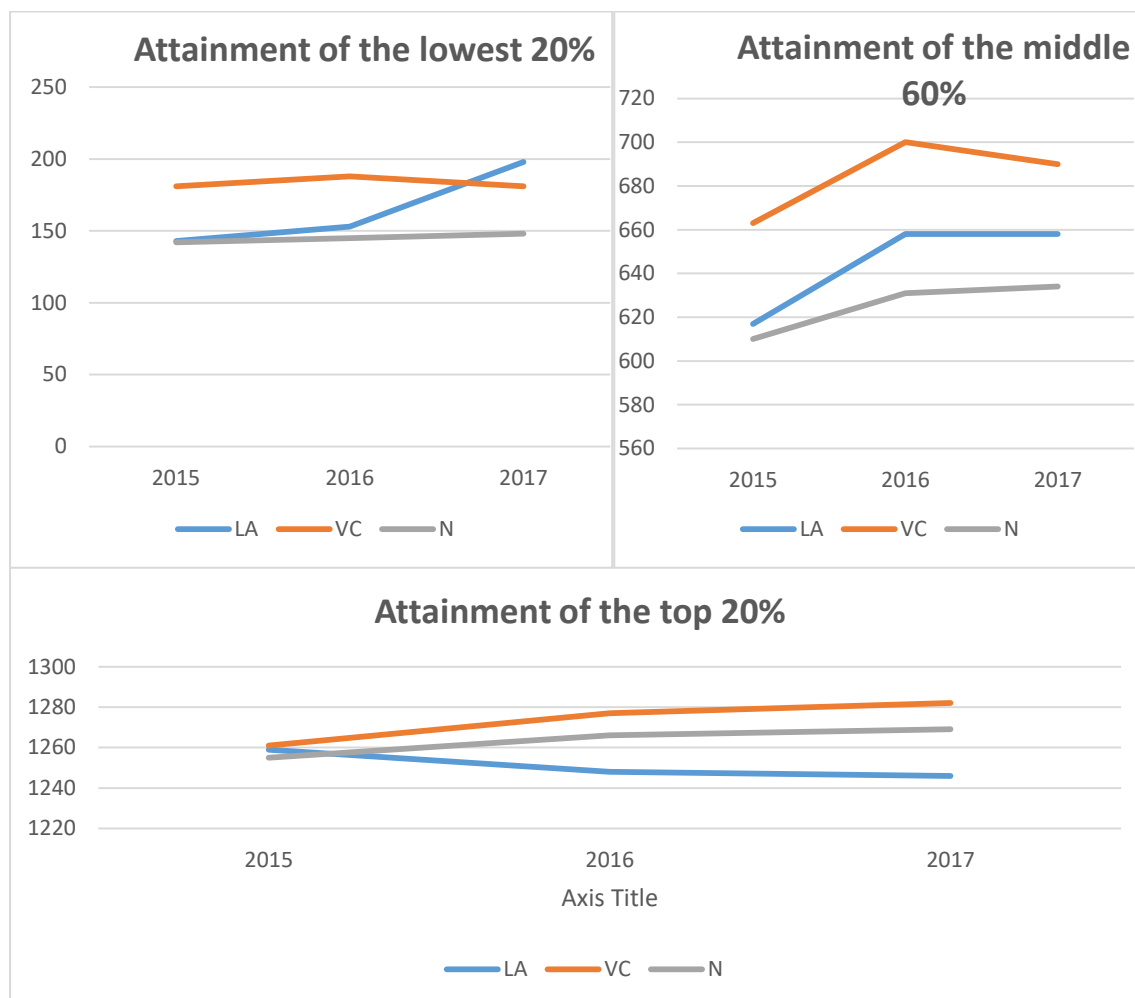
### **Tackle disadvantage and deprivation to close the attainment gap:**

Overall, in the past 12 months, we have made some important improvements in achieving positive outcomes for our children and young people:

- Attendance rates remain above the national average and exclusions are below the national average;
- Children's progress in early learning and childcare centres has been sustained, with most children achieving their expected developmental milestones;
- In 2017, data provided by the council demonstrates improvements in children's progress across important stages of the broad general education;
- Most children at P1, P4 and P7 are making good progress in literacy and numeracy and achieve in line with national expectations;
- By the end of S3, the authority data indicates that almost all young people achieve in line with national expectations;
- At the secondary stages, young people's attainment across the senior phase in National Qualifications improved considerably in a number of key measures, and
- On leaving school, almost all young people continue to move on to a positive destination.



There has been an improvement in outcomes for pupils in the lowest 20% in 2017:



### Improve literacy, numeracy and health and wellbeing outcomes for children and young people:

We have continued to deliver a programme of professional learning aimed at raising attainment in literacy and numeracy. We have used evidence based approaches, such as Toe by Toe, and central officers have delivered training which developed an understanding of effective pedagogical approaches in numeracy and literacy. In addition we have increased the overall proportion of children and young people who achieve in line with national expectation in Gaelic Medium Education using data to inform our improvements.

We have increased staff knowledge of the research on Adverse Childhood Experiences (ACEs) through presentation at Head Teacher meetings, the Early Years' Conference and to Children's Hearing Panel members who meet with our most vulnerable children and families.

We have well established nurture approaches which are leading to improved outcomes for learners. Secondary staff engagement with nurture training delivered by Education Scotland has led to nurture developments across two secondary schools.

### **Continually improve curriculum design and development:**

We have engaged with schools to review their pathways for learning, with a key focus on their broad general education and transition to the senior phase. A number of schools, are revisiting their curriculum rationale and design ensuring it reflects their individual context. There was a focus on Curriculum at the newly appointed Head Teachers meeting in March 2018.

There was engagement through the Practitioner Enquiry with Stirling University led by Prof Mark Priestley and Dr Valerie Drew. A total of 19 professionals from Argyll and Bute took part – classroom practitioners, middle and senior leaders, Head Teachers and Authority officers completing enquiry in relation to Curriculum. Strong focus on theory behind Curriculum, practice and measuring impact in pupil learning.

We have improved the pace and challenge of learning and development within ELC and created greater consistency across settings within literacy, numeracy and developmental milestones.

There is now a strengthened Authority digital technology team which delivers support in all areas to enhance the use of digital technology to support learning. The team is now implementing a strategic plan and a Google classroom pilot is showing early impact on collaboration amongst teachers as well as learners.

### **In session 2018-2019 we will:**

#### **Improve our approach to improving the overall quality of learning experiences by:**

- Further improving our pedagogy and improve approaches to assessment and moderation across all schools;
- Training Quality Assurance and Moderation Support Officers and Assessment and Moderation Facilitators in the effective use of the BGE Benchmarking Tool and data analysis in order to support schools;
- Implementing training in the effective use of Assessment is for Learning, and
- Developing moderation practice within and across Clusters.

#### **Improve our approach to tackling disadvantage and deprivation to close the attainment gap by:**

- Continuing to monitor and report on LAAC and LAC destinations and attainment;
- Continuing to support establishments in the use of data to inform improvement in the outcomes for children and young people through effective interventions, and
- Continuing to track and monitor the impact of pupil equity funding plans through central team visits and improved collection and analysis of data.

**Improve our approach to improving literacy, numeracy and health and wellbeing outcomes for children and young people by:**

- Continuing to develop early pedagogical approaches to teaching literacy in P1;
- Further developing engagement with Northern Alliance with emerging literacy, involving 24 schools;
- Developing and improving writing in upper primary;
- Developing a measurement plan to gather qualitative and quantitative data on the impact of the expansion of ELC over time;
- Providing increasing challenge and support to ELC Settings to ensure more appropriate pace and challenge and to more effectively meet the needs of children- with a particular focus on 0-3 provision;
- Continuing to develop early pedagogical approaches to teaching number in Primary 1 and 2;
- Improving numerical thinking and talking about number in P4 and P7;
- Developing the use of concrete materials for development of abstract concepts in secondary school;
- Extending the Learning and Development Framework to include progression in Literacy, numeracy and developmental milestones until the end of Primary One;
- Supporting the further roll out training relating to Adverse Childhood Experiences linked directly to the approaches being implemented at scale across the Authority, including PATHS and Mentally Healthy Secondary schools;
- Setting up a strategy group to support the development of Authority wide nurture approaches;
- Undertaking a sustained audit of child's plans within education establishments, and
- Having an increased commitment from education staff to the reinvigorated Authority Autism Strategy group.

**Improve our approach to continually improve curriculum design and development by:**

- Improving pace and challenge in the broad general education in collaboration with Head Teachers;
- Creating opportunities for sharing practice across all establishments through a variety of means, including more use of collaborative enquiry;
- Undertaking evaluations from participants in our collaborative enquiry work using this to inform improvements;
- Continuing to develop our relationship with the Northern Alliance Regional Improvement Collaborative to support improvements in curriculum design.
- Developing a measurement plan to gather qualitative and quantitative data on the impact of the expansion of ELC over time;
- Extending the Learning and Development Framework to include progression in Literacy, numeracy and developmental milestones until the end of Primary One, and
- Providing increasing challenge and support to ELC Settings to ensure more appropriate pace and challenge and to more effectively meet the needs of children - with a particular focus on 0-3 provision.

<b>KEY OBJECTIVE 2:</b>	<b>USE PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE</b>
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### What is this?

All of the information and data we need to get a full picture of how well education for our children and young people is improving. As no single measure provides a full picture of performance, we will gather together and analyse a broad range of data collected from each of the other key objectives of our children their future to assist us to provide a comprehensive overview of the progress being made by all children and young people.

### Why is this important?

Education Services gather, analyse and report on a wide range of performance information that allow us to deliver services effectively and demonstrate that we are continually improving outcomes for children and young people. For example, we use information about the progress of our children and young people to inform the approaches to learning and teaching in the classroom. It is everyone's responsibility to gather and use performance information to intervene to secure improvement for both individual children and groups. We will actively engage parents and young people in this process.

Within Argyll and Bute Education Service we will use performance information to secure improvement for children and young people through our **priority actions**:

- Effectively assess, track and monitor the progress of our children and young people;
- Implement strong self-evaluation, quality assurance and improvement planning, and
- Clearly report outcomes.

### What our improvement evidence for 2017-18 is telling us:

#### Effectively assess, track and monitor the progress of our children and young people:

The collection and use of data has become a key priority for our service, leading to greater rigour and improvement in our data literacy. A wider set of data is now being utilised across all establishments which can be measured and challenged by central officers for improvement. Increased confidence in the effective use of data by central officers has led to earlier identification and appropriate interventions for all learners. Our collaborative work with schools is leading to an increasing confidence in analysing data to raise attainment.

This year we evaluated the impact of the Assessment and Moderation Facilitators (AMFs). 100% of our AMFs reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant. We have surveyed our schools on how they currently use data. We have trained staff in how to use Insight for improvement, and how to make the authority more data literate. A survey was undertaken on how schools use data, how they use tracking and monitoring and what

additional training needs they have. This was analysed, and training planned for secondary schools on the use of tracking and monitoring. As a result of data/needs analysis of increasing numbers of children and young people with a hearing impairment in Argyll and Bute, the services of a professional audiologist have been engaged to ensure appropriate assessment of need; invested in specialist equipment to ensure children with a HI have the maximum opportunity to access all learning experience.

We have an increasingly rigorous and consistent approach to analysing data. In Session 2017/18 SQA professional discussions with secondary groupings of Head Teachers were undertaken in August 2018 which included a focus on the Additional Support Needs profile ensuring improving in attainment and achievement for all children and young people. This approach has continued through an ongoing dialogue during quality assurance visits to schools.

Analysis of the 2017 leaver data on Insight shows that there has been an improving trend in performance at Levels 4 and 5 literacy and numeracy. Performance at Level 4 literacy and numeracy is below the VC, but above the Northern Alliance, and National averages. Performance at Level 5 literacy and numeracy is above the VC, and above the Northern Alliance, and national averages. This analysis has helped to inform further improvements in literacy and numeracy development in the broad general education.

Analysis of SQA March 2018 entry levels in comparison to March 2017 entries was conducted for all secondary schools and shared with HTs for action as appropriate, ensuring a continued focus on improving attainment for all.

### **Implement strong self-evaluation, quality assurance and improvement planning:**

We have improved and strengthened our approach to self-evaluation and scrutiny through our planned establishment review programme and quality improvement visits. Five establishment reviews and 258 quality improvement visits were undertaken by central officers. In addition central officers have supported Head Teachers in preparation for school inspections conducted by HM Inspectors. From January 2017 to June 2018, evidence from 11 full and 2 short model school inspections following the revised Education Scotland Inspection Model indicated that:

From January 2017 to June 2018, there were 11 school inspections following the revised Education Scotland Inspection Model, and 2 school inspection following the short model. The evidence from the 11 inspections indicated that:

- The majority of schools (73%) were evaluated as satisfactory or better and less than half (27%) were evaluated as weak for *Leadership of Change* (QI 1.3);
- The majority of schools (82%) were evaluated as satisfactory or better and less than half of schools (18%) were evaluated as good or better for *Learning, Teaching and Assessment* (QI 2.3);
- All schools (100%) were evaluated as satisfactory or better and more than half (55%) of schools were evaluated as good or better for *Ensuring Wellbeing, Equality and Inclusion* (QI 3.1), and

- The majority of schools (91%) were evaluated as satisfactory or better and less than half of schools (45%) were evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2).

The 2 schools which were inspected following the short model were evaluated as 100% satisfactory or above for *Raising Attainment and Achievement* (QI 3.2), and 100% satisfactory or above for *Self-Evaluation* (QI 1.1).

There were 4 nursery classes within school settings inspected, following the revised Education Scotland model, with 1 evaluated under the short inspection model.

- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Leadership of Change* (QI 1.3);
- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Learning, Teaching and Assessment* (QI 2.3);
- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Ensuring Wellbeing, Equality and Inclusion* (QI 3.1), and
- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2).

One nursery class within a school setting was inspected following the short model, and this nursery was evaluated as good for *Raising Attainment and Achievement* and very good for *Self-Evaluation* (QI 1.1).

There were 3 partner providers inspected:

- 67% of nurseries were evaluated as satisfactory or better with 33% evaluated as good or better for *Leadership of Change* (QI 1.3);
- 100% of nurseries were evaluated as satisfactory or better for *Learning, Teaching and Assessment* (QI 2.3);
- 67% of nurseries were evaluated as satisfactory or better with 33% evaluated as good or better for *Ensuring Wellbeing, Equality and Inclusion* (QI 3.1), and
- 100% of nurseries were evaluated as satisfactory or better with 33% evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2).

These approaches are building capacity for improvement within our schools when using self-evaluation tools. As part of our quality assurance procedures our schools evaluated themselves using the self-evaluation tool HGIOS4 within their school improvement plans. The national 6-point scale of Excellent (Exc), Very Good (VG), Good (G), Satisfactory (S), Weak (W) and Needs Improvement (NI) was used and the overview of school grading are as follows:

### **QI 1.3 Leadership of change:**

0% of establishments are EXC, 11% of establishments are VG, 29% of establishments are G, 53% of establishments are S, 7% of establishments are W.

**QI 2.3 Learning, teaching and assessment:**

0% of establishments are EXC, 8% of establishments are VG, 38% of establishments are G, 48% of establishments are S, 6% of establishments are W.

**QI 3.2 Raising attainment and achievement:**

0% of establishments are EXC, 11% of establishments are VG, 32% of establishments are G, 55% of establishments are S, 2% of establishments are W.

Within schools in Argyll and Bute there is strong commitment from our leadership teams and staff to improve outcomes for all children and young people and in ensuring that all of our children and young people are experiencing consistently high-quality learning experiences. We will use this data, working collaboratively with our Head Teachers, to target support and challenge to our schools for improvement using a risk matrix approach.

We have engaged with our attainment adviser, who delivered supplementary sessions to all Head Teachers on improvement planning. We have worked closely with all secondary schools to evaluate the quality of learning in the broad general education, to improve transition to and attainment in the senior phase. Our principal teachers of literacy and numeracy have undertaken targeted interventions to improve the attainment of children in primary school.

We have a sustained strategic and collaborative approach to raising attainment and improving the life chances of our children and young people. Analysis of performance information enables us to intervene to secure improvement for all and to agree improvement targets at both school, service and national levels.

**Clearly report outcomes:**

We standardised our Standards and Quality and School Improvement Planning templates to reflect OCTF, the National Improvement Framework and Pupil Equity Funding and are in use by all of our establishments. Our shared approach towards reporting on Standards and Quality is having a positive impact on practitioner confidence in self-evaluation.

We continue to provide a wide range of performance reports for Elected Members through committee papers. It was recognised by HM Inspectors in their further visit in May 2018 that both central officers and elected members have increased knowledge and capacity to provide higher levels of support and challenge. The programme of performance data meetings and information sessions that have been provided by central officers are assisting elected members to understand and scrutinise the performance of individual schools as well as the education service.

Regular progress reports are submitted to Community Services Committee and the Performance and Scrutiny Review Committee. This allows consideration of performance within and across outcomes in key areas linked to the SOA.

**In session 2018-2019 we will:****Improve our approach to effectively assess, track and monitor the progress of our children and young people by:**

- Continuing to improve the data literacy of central officers and school staff by undertaking professional development sessions on using the BGE benchmarking tool for planning intervention and improvement;
- Expand the professional development sessions on the use of Insight to teaching staff across our secondary establishments, and
- Developing and implementing our electronic system of tracking and monitoring across all schools in the broad general education to ensure a consistent approach and to provide further data ensuring that children and young people attain in line with national expectations.

**Improve our approach to implementing strong self-evaluation, quality assurance and improvement planning by:**

- Employing our data and intelligence to plan our programme of establishment reviews directing our support to schools most in need of improvement;
- Continuing to provide increasingly effective support to schools in the use of data to benchmark progress for learners and secure further improvement in achievement and attainment for all children and young people with effective interventions;
- Continuing to scrutinise the quality of improvement plans across all establishments to maintain focus on effective intervention and improved measurable outcomes. Implement staff training and development on the writing and evaluation of improvement plans as appropriate, and
- Developing strong collaborative links with other colleagues through engagement with the Northern Alliance work streams.

**Improve our approach to clearly report outcomes by:**

- Continuing to work with the Policy Lead to deliver programmes that support elected members in a broad range of scrutiny activities;
- Continuing to produce professional development reports on attainment and achievement improvements in schools and share these with all stakeholders;
- Supporting ELC Managers to engage more effectively in the analysis of data within their settings;
- Engaging ELC practitioners in professional development activity focusing on data gathering and analysis and how that informs next steps, and
- Developing further confidence and shared understanding Early Level Benchmarks and achieving a level.



<b>KEY OBJECTIVE 3:</b>	<b>ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED</b>
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### **What is this?**

In Argyll and Bute, we work together to ensure children and young people experience a positive start that supports and nurtures all children and builds firm foundations for later life.

### **Why is this important?**

We know that children develop faster in the first few years of life than at any other time so, to make an impact and ensure we tackle potential disadvantage, this is a priority area for us.

Within Argyll and Bute Education Service we will ensure children have the best start in life and are ready to through our priority **actions**:

- Providing high quality Early Learning and Child Care and
- Working with parents, families and partners.

### **What our improvement evidence for 2017-18 is telling us:**

#### **Providing high quality Early Learning and Child Care:**

Argyll and Bute's strategic timeline for expansion to 1140 hours of ELC, contained with the ELC Deliver Plan, was kept on track during 2017-18. This resulted in continued development of high quality Early Learning and Childcare across Argyll and Bute, ensuring that the expansion agenda is on track for full delivery by 2020. Several settings began delivering 1140 hours of quality ELC from January 2018. The Delivery Plan was updated in July 2018 showing that very good progress has been made throughout 2017-18 both in terms of beginning to phase in 1140 hours and also in the quality of the learning environment for children. Care Inspectorate data shows that 92% of settings were graded 4 and above by the end of July 2018, a 4% increase from the previous session.

Training, support and information events were held in each locality. One-to-one support sessions were delivered to settings as required and identified through the collective intelligence of the ELC team, informed by data collected during support visits. As a result, ELC transition of information improved in rigour and impact. By June 2018 100% ELC settings had shared developmental milestone and literacy and numeracy data with receiving primary settings for children starting P1 in August 2018, resulting in greater consistency of data across the Authority and shared expectations of outcomes.

An Argyll and Bute ELC Quality Action Group was set up, consisting of practitioners from across Argyll and Bute to develop a strategy for implementation of high quality ELC in Argyll and Bute towards and post 2020. The strategy is focused around the

three Argyll and Bute ELC assets of 'Outdoor Learning, Partnerships and Culture', as outlined in the ELC Delivery Plan. The Quality Action Group developed a rationale and measures for 'Outdoor Learning, Culture and Partnerships' and a Model for Improvement methodology has been used to plan improvements across settings. Initial tests of change have identified that children more engaged in their own communities, which is in turn leading to greater family engagement. The Quality Action Plan as part of the ELC Delivery Plan was highlighted as an example of good practice by the national ELC Delivery Team.

### **Working with parents, families and partners:**

Parents were consulted on the expansion of ELC in Argyll and Bute. This consultation was carried out in September/October 2017. A total of 577 parents participated. Feedback informed the further development of the delivery model for ELC across Argyll and Bute as outlined above.

Phasing in of 1140 hours ELC began from January 2018 involving 10 settings. Consultation with parents has indicated that the expansion has resulted in several parents accessing work and training. Three settings taking part in the phasing were inspected by the Care Inspectorate, with standards being maintained or improving.

Officers developed partnerships with local and national bodies to ensure shared high expectations both across the Northern Alliance and across Scotland. Partnerships have been established with the Northern Alliance and Inspiring Scotland. The Northern Alliance partnership has led to greater consistency in expectations around staffing, quality of learning environments and resources. Partnership working with 'Inspiring Scotland' is providing greater confidence in Argyll and Bute's ELC Outdoor Learning strategy with plans being developed to create a greater number of outdoor nurseries.

Partnership working with other local authority departments such as property finance continued during 2018-19, aiming to ensure all settings are equipped to deliver 1140 hours of ELC. As a result there is now a greater shared understanding of the expansion agenda and the delivery plan is on track for full implementation by 2020. Partners are engaged and involved in the process, with each department proactive in taking forward developments.

A 'Parenting and Family Support Strategy' was completed in partnership with Health. This has resulted in a clear strategy for parenting and family support to align the work agencies and partners, leading to improved collaboration to support better outcomes for families.

Early Years support staff engaged in the 'Changing Lives Initiative' in partnership with Health. This initiative is designed to support parents of children displaying ADHD type behaviours and uses the 'Incredible Years' parenting programme. Five local authority practitioners have been trained to become facilitators of this programme. This has resulted in a formal parenting programme now being accessible to parents on the islands of Mull, Iona, Islay, Jura and Bute.

**In session 2018-2019 we will:**

**Improve our approach to providing high quality Early Learning and Child Care by:**

- Working collaboratively with head teachers, managers and practitioners as part of the ELC Quality Action Group to further develop our approaches to Outdoor Learning, Culture and Partnerships, and include within the 'Learning and Development Framework 0-5 Years';
- Supporting colleagues in primary to take forward play based learning within primary one;
- Supporting colleagues to further develop 0-3 provision, with a focus on eligible two year old provision;
- Developing the Learning and Development Framework to include tracking progress in the Wellbeing Indicators;
- Continuing to build confidence and capacity in effective use of information to improve outcomes;
- Continuing to develop opportunities for leadership at all levels, and
- Continuing to implement the phasing of 1140 hours across Argyll and Bute.

**Improve our approach to working with parents, families and partners by:**

- Supporting ELC settings in two localities within Argyll and Bute to engage in the Family Learning Framework and produce a Family Learning programme to meet the needs of their families;
- Liaising with the Argyll and Bute Parenting Co-ordinator to further develop a parenting pathway for parents of children from Pre-birth to leaving school, and
- Continuing our engagement with the 'Changing Lives Initiative' in partnership with Health, provide greater parenting support for parents of children displaying ADHD type behaviours.

<b>KEY OBJECTIVE 4:</b>	<b>EQUIP YOUNG PEOPLE TO SECURE POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE</b>
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**What is this?**

This is the progress our young people make in securing sustained positive destinations in employment training or further/ higher education when they leave formal education.

**Why is this important?**

For our population in Argyll and Bute to grow through economic development our industries need a workforce with the right skills, attitudes and capacities. Positive destinations information will tell us about how successful young people in Argyll and Bute are when they leave school. This will also tell us about the choices young people make and the difference in positive destinations between those from the most and least disadvantaged backgrounds.

Within Argyll and Bute Education Service we will equip young people to secure and sustain positive destinations and achieve success in life through our priority **actions**:

- Equip children and young people with skills for learning, life and work;
- Promote enterprise and entrepreneurship, and
- Support lifelong learning.

**What our improvement evidence for 2017-18 is telling us:****Equip children and young people with skills for learning, life and work:**

The Annual Participation Measure tells us that we have increased the number of young people progressing directly into employment by 1% to 22.1%. Foundation Apprenticeships in engineering are being delivered with pupils from Dunoon Grammar School and Rothesay Joint Campus. A further two secondary schools planning to deliver in academic year 19/20. The National Progression Award (NPA) Social Services Children and Young People has been introduced and will be made widely available.

Flexible Learning Plans (FLPs) are now being used in all but two of our secondary schools as an option to reengage young people. 31 pupils were on FLPs in 17/18 an increase of 35% from 16/17. All secondary schools will be supported to offer FLPs in 2018-19. The number of young people referred for activity agreements decreased significantly by 25% in 2017/18. Conversely, the number of young people with significant additional support needs referred for activity agreements increased leading to an overall decrease in the number of young people on activity agreements progressing into positive destinations from 58% in 2016/17 to 55% in 2017/18.

In recognition of the additional demands being placed on Trusted Professionals (TP) the following activities were held:

- 55 partners and Trusted Professionals took part in a development day focusing on the provision of Activity Agreements in a rural authority;
- Argyll and Bute hosted 2 national TP meetings, one of which focused on working with young people experiencing mental health issues;
- NLP training was provided for 12 Trusted Professionals and partner agencies to develop skills in dealing with challenging young people, and
- Small group pilots for disengaged young people were run in Campbeltown, Dunoon, Oban, Helensburgh and Lochgilphead engaging with 18 socially isolated and disenfranchised young people.

### **Promote enterprise and entrepreneurship:**

The number of Duke of Edinburgh Awards achieved in 2017/18 increased by 52% in the last year from 71 to 108. The completion rate also increased from 34% in 2016/17 to 53% in 2017/18 with the percentage of Duke of Edinburgh Award participants from the most deprived SIMD (Scottish Index of Multiple Deprivation) areas in Argyll and Bute increased slightly from 6.2% to 8.6%. There was a 12% increase in the number of Youth Achievement Awards and Dynamic Youth Awards from 112 in 2016-17 to 136 in 2017-18.

All secondary establishments now have a minimum of 3 DYW (Developing Young Workforce) partnership arrangements for school employer collaboration in supporting knowledge and understanding of world-of-work and applicable skills.

Scottish Fire and Rescue in partnership with Youth Services ran Fire Skills (Fire Reach) courses in Rothesay (2), Oban, Mull and Helensburgh (2). The Fire Skills course is a week long programme that raises the participant's awareness of the role of the Fire Service and other linked agencies within their community. It challenges the young person physically and mentally encouraging them to consider the skills required for learning and employment. Overall 72 young people participated in the programme.

### **Support lifelong learning:**

In 2017/18 Adult Learning restructured and relocated in Education achieving the following outcomes:

- 1,711 adults (16+) were engaged in employment related activities;
- 829 adults received support at Work Clubs;
- 171 adults achieved SQA accredited learning outcomes (including 86 employability fund learners);
- 813 adults were engaged on Confidence and Wellbeing related activities, and
- 468 Adults were engaged on ESOL learning programmes.

**In session 2018-2019 we will:**

**Improve our approach to equipping children and young people with skills for learning, life and work by:**

- Increasing positive destinations for looked after children in Argyll and Bute from 79% to 85%;
- Implementing a programme of school visits to audit DYW provision and assess the use of the Work Placement Standard, Career Education Standard and School Employer Guidance;
- Reviewing the delivery of Activity Agreement including manuals and procedures to reflect the change in demand and participant needs;
- Introducing a Teacher Industry Placement scheme with a focus on STEM subjects;
- Formalising the Secondary DYW Working Group terms of reference and operating procedures, and
- Continuing to develop the use of Flexible Learning Plans with all 10 secondary schools to assist young people into positive destinations.

**Improve our approach to promoting enterprise and entrepreneurship by:**

- Consulting with Social Enterprise Academy regarding the development of school based programmes, and
- Promoting third sector opportunities via a film project and production of promotional videos.

**Improve our approach to supporting lifelong learning by:**

- Supporting ELC practitioners to evaluate gender imbalance and equity within their settings, and
- Increasing the range and use of accredited learning units available through the Community Learning SQA Centre to support delivery by the Community Learning Team.

<b>KEY OBJECTIVE 5:</b>	<b>ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT</b>
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**What is this?**

Partnership working and community engagement focuses on ways in which parents and carers, families and professionals work together to support children and young people's learning.

**Why is this important?**

We recognise that most of a child's development takes place outwith our schools and ELC settings therefore the role of families and carers is critical to ensuring our children and young people succeed. We will empower parents and carers to be part of the decisions that are taken in respect of their children's education and development, and to work along with the staff in each school on improvement planning. We will engage parents and carers in dialogue around the new duties on education authorities, new approaches to learning and ultimately their role in their children's education. We will ensure that strong partnerships are created and maintained with local bodies including businesses, third sector organisations and community groups. This will broaden and deepen the curricular experiences offered to children and young people by our educational establishments.

Within Argyll and Bute Education Service we will strengthen parental and community engagement through our **priority actions**:

- Develop and strengthen parental engagement and participation;
- Improve the curriculum links between schools and colleges;
- Develop and strengthen partnerships with business and the community, and
- Work together to secure improvement.

**What our improvement evidence for 2017-18 is telling us:****Develop and strengthen parental engagement and participation:**

Over this session questionnaires were completed by Parent Council Chairs on training needs and the quality of parental engagement in Argyll and Bute. Survey responses were summarised and sent to all Parent Council Chairs. Based on this feedback and through the work of a short life working party, the Parental Engagement Strategy was revised and updated. Following consideration by the Head Teacher Advisory Group in February 2018, the revised Strategy was launched at a Parent Council Conference on 2 June 2018 with input from the Scottish Parents Teacher Council, Education Scotland and NPFS. This strategy will support the increased and effective engagement and communication with parents and carers across Argyll and Bute.

Parental consultation on the expansion of ELC was undertaken in September/October 2017. A total of 575 parents participated, with 48% of parents expressing a desire to access additional hours of ELC within the school day and year. Parents and carers were invited to attend information evenings held locally in preparation for Phase 1 of the expansion of ELC. At these sessions parents shared information on the potential positive impact and improved outcomes for them and their children.

There has been improved use of our electronic messaging system, Messenger 5, by

establishments to enhance communication with parents. A number of our schools use this system to enable parents to make bookings with teachers at their child's parent evening.

In November 2017 a pupil led blog ('Pencilpoint') was created in the Cowal cluster. Pupil journalists from each of the 13 establishments provide news each term about their schools which parents could access on-line.

A bi-annual newsletter for parents is published highlighting updates and successes within the Education Service to ensure that parents access what is working well in our schools and how we are improving the service for their children.

### **Improve the curriculum links between schools and colleges:**

We have continued to work with our partners to equip young people with skills for life and work. In partnership with our local colleges we have a wide range of awards on offer across our secondary schools. This session a number of our sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. These awards are improving the life chances of our young people and enhancing their destination from school to college or university.

### **Develop and strengthen partnerships with business and the community:**

All of our secondary schools have worked in partnership with the Regional DYW Group Officer this session to secure 3 employer/school partnership agreements. In addition all secondary schools have worked with local business to develop skills for work in our young people and 903 work placements were offered this session. A range of employers have delivered presentations in school to whole year groups and small groups of students from S3-S6.

### **Work together to secure improvement:**

A range of effective strategies have enhanced communication and collaboration across the Education Service. The Head Teacher Advisory Group has convened regularly to consider a number of key issues throughout the session improving communication, promoting a more positive ethos and strengthening strategic leadership. The membership of the group was reviewed during last quarter to ensure improved communication and collaboration between central officers and school leaders.

The School Support weekly update was established in October 2017 and ensures that all education staff are aware of current developments and opportunities within the service. SAL continues to be available as a forum for schools to share good practice along with providing resource materials for use in schools through SALi.

Following a consultation session with a number of young people held in November 2018 the language within OCTF was reviewed making it more accessible to children and young people. Subsequently, leaflets for young people explaining OCTF were developed and published following this engagement. Twelve young people have been trained to support youth workers in delivering a world café style information session



on the 6 key objectives of OCTF to S1 and S2 with a session being been piloted in one secondary school.

During quality improvement visits central officers engaged with children and young people discussing the opportunities available to them and enabling them to offer opinion on how improvements in their schools are being progressed.

Significant consultation was undertaken with groups of young people throughout the Authority to contribute to the development of the Children and Young People Service Plan. This has ensured that children and young people have been fully consulted and taken part in the planning to develop services that they use.

**In session 2018-2019 we will:**

**Improve our approach to developing and strengthening parental engagement and participation by:**

- Continuing to consult parents, partners and practitioners on the expansion of ELC within Argyll and Bute in order to ensure a shared vision of ELC by 2020 which meets the needs of parents and families;
- Collating data as part of Phase 2 on the positive impact of the expansion of ELC for parents and learners. Analysis of this data will lead to improved processes to inform Phase 2 development;
- Modernising, strengthening and implementing the Parental Involvement Act 2006 developing a long-term action plan on parental engagement and family learning. The legislative changes will modernise and update key definitions on parental involvement and engagement, laying the basis for a refreshed suite of guidance and improvement support. The improvement support will target the key areas of communication and support for learning at home highlighted in the 2017 NIF Evidence Report;
- Key national parental information and support campaigns (Play, Talk, Read, Write, and Count) will be repositioned within a newly refocused “Parent Club” approach. The campaigns will continue to focus strongly on parental support to facilitate children’s learning at home;
- Reviewing the 2018 Authority Parental Engagement Strategy endorsed at Community Services Committee in June 2018 making any required changes, particularly as regards the scope of application to early years and other establishments beyond schools, in light of guidance provided in the National Action Plan on Parental Engagement;
- Communicating the 2018 Parental Engagement Strategy to all Parent Councils, schools and other relevant establishments and stakeholders in line with the Strategy and Action Plan. In addition, prepare a programme of training and support for schools and other establishments to facilitate implementation of the Action Plan;

- Preparing a programme of engagement, training and support for Parent Council members in line with the feedback from attendees at the June 2018 Parent Council conference, and
- Considering extension of parental engagement to education policy through appropriate Authority forum.

**Improve our approach to improving the curriculum links between schools and colleges by:**

- Working in partnership with the Learning and Development team to support 6 ELC Modern Apprenticeships and 3 Foundation Apprenticeships across Argyll and Bute;
- Piloting a Participatory Budgeting (PB) project for young people, and
- Auditing youth voice activities in Argyll and Bute and holding a joint event to promote and encourage the involvement of young people in decision making.

**Improve our approach to developing and strengthening partnerships with business and the community by:**

- Working in partnership with colleagues from Health to take forward the 'Changing Lives' programme;
- Delivering PP parenting programmes across Argyll and Bute and as a result, increase the number of parents supported;
- Improving our approach to Learning at home and family learning will with enhanced support from Education Scotland via a refreshed Toolkit;
- Engaging with Unicef to promote the Rights Respecting Schools award scheme across schools in Argyll and Bute;
- Working with partners to ensure that by 2019 every school has access to a home to school link worker to support parents and families who find it challenging to engage in their child's learning and feel excluded from the work and life of their child's school, and
- Continuing to network and liaise with SPION (Scottish Parental Involvement Officer Network) members to optimise opportunities for sharing good practice on parental engagement.

**Improve our approach to working together to secure improvement by:**

- Promoting and distributing the young persons' leaflet on OCTF both physically and electronically, to ensure that the Education Vision and Strategy is well understood by children and young people across Argyll and Bute;

- Reviewing and improving the process whereby education officers seek views of children and young people on their engagement with school improvement to ensure this is more rigorous, systematic and strengthens pupil voice;
- Disseminating models of good practice which have been identified through schools visits and inspections;
- Requesting that the Head Teacher Advisory group to prepare a communication plan to develop, control and manage the timely flow of information to all stakeholders, being mindful of any corporate communication strategy. The Head Teacher Advisory Group will be asked to support the evaluation of patterns of use of Sharing Argyll Learning (SAL) and SALi, and
- Expanding the use of Messenger 5 in schools and exploring opportunities to further develop leadership skills of pupil journalists across Argyll and Bute along with the ongoing sustainability of 'Pencilpoint'.

**KEY OBJECTIVE 6:****STRENGTHEN LEADERSHIP AT ALL LEVELS****What is this?**

School leadership improves the quality and impact of leadership roles within schools at all levels. Teacher professionalism improves the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement. In Argyll and Bute we have provided professional learning opportunities at all levels from pre career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development opportunities. During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally it has been essential to ensure there is opportunity to enhance the profession by providing opportunities to "Grow Our Own" teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities, to ensure that there are enough teachers and leaders with the requisite skills to ensure our schools thrive within their local communities. Pupil leadership is important within the learning context and all schools encourage pupil voice.

**Why is this important?**

Strong leadership within our schools helps ensure that all children achieve the best possible outcomes through the highest quality of learning and teaching. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council for Scotland (GTCS). Within Argyll and Bute, we want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning on improving children's learning and the outcomes they achieve.

Within Argyll and Bute Education Service we will strengthen leadership at all levels through our **priority actions**:

- Focus on effective educational leadership;
- Promote career long professional development for all staff;
- Provide professional learning opportunities for front line services, and
- Maximise the use of resources.

**What our improvement evidence for 2017-18 is telling us:****Focus on effective educational leadership:**

The service has taken a lead in an inter-authority development group with UHI to write and deliver an accredited Middle Leadership Programme. This includes evidencing the GTCS standard for Middle Leadership. Elements include studying what effective leadership looks like in schools, reflection on values and establishing and vision, leadership styles and leading change, developing people and teams, successful school self-evaluation, Curriculum development, dealing with conflict and social justice. Participants are expected to complete an area of development at school and undertake

reading of an academic quality. This has been delivered as a pilot in Argyll and Bute, providing a quality professional learning experience for colleagues across the authority and provides recognition in successful completion.

The Middle Leadership Network and pilot UHI Programme for Middle Leadership focus specifically on what effective leadership entails and developing the knowledge, skills and attributes of the participants. Work that has been submitted by participants has been of a good quality and feedback has been very positive. The impact on professional learning and pupil learning has been reported as considerable.

Six colleagues successfully completed SCEL into Headship Programme, thus attaining the Standard for Headship, led by UHI and supported by the local authority. Evaluation of the programme has demonstrated that it prepares colleagues well for the initial challenges of headship and some have gained promotion as a result of this current work. We have another seven candidates starting this academic year after a rigorous process of application in May 2018.

Central Officers have been involved in the development of a leadership module for a teacher training programme in relation to STEM subjects which will start in the next academic year focusing on supporting students from a wide variety of backgrounds into the teaching profession. It is anticipated as being a successful approach to addressing staffing shortages in the future.

There were a range of authority wide capacity building courses delivered to over 150 young people aimed at developing their leadership capacity including:

- Newbies – an introduction to youth voice for S1 and S2 pupils;
- Involvement Training – a youth participation course for young people aged 14+.
- Young Leader Programme – an accredited course that prepares young people to take on the role of young leaders;
- Members of the Scottish Youth Parliament took part in induction training locally as well as national training;
- The Argyll and Bute Youth Forum participated in training to improve their meeting and planning skills;
- Young people presented to the Community Planning Partnership annual conference on the GIVE volunteering programme, and
- A group of young people were invited to present at the Argyll and Bute Child Protection Committee on how to engage with young people.

### **Promote career long professional development for all staff:**

The service has been working collaboratively as part of the Northern Alliance in developing a leadership framework that provides progression pathways for all colleagues at all levels. This will inform future development in the next academic session.

The Probationer Programme included a specific focus on leadership, with a session delivered by Scottish College for Educational Leadership (SCEL). This was very well received and viewed as beneficial by probationers, who indicated they were keen to engage in further leadership development opportunities in the future.

Eight established Head Teachers have engaged with SCEL Excellence in Headship Programme during 2017/18. These Head Teachers have engaged in a number of sustained professional learning experiences including masterclasses in Curriculum offered by Stirling University, Columba 1400 and international visits focusing on delivery and structure of the secondary curriculum. Feedback has been extremely positive and we are now looking at how these Head Teachers can inform future leadership development across the authority. Another five Head Teachers are starting the programme in the next academic term, we anticipate more will join later next year.

Three colleagues have successfully completed Master level study with UHI, supported by the authority and have shared their work and findings with central officers. One of our colleagues will be sharing her findings at an international conference in Montana in September 2018. We are now planning how to use recommendations as a result of this work as a basis for future leadership development.

**Provide professional learning opportunities for front line services:**

The Newly Appointed Head Teacher Programme supported colleagues in both permanent and acting posts. Support was provided in relation to staffing, finance, GIRFEC, PRD, policies, school improvement planning, health and safety and assessment and moderation. While feedback has been positive, we will review the format in terms of improvement and ensure the mentor support provided for newly appointed Head Teachers is of a consistently high quality.

Staff across all schools had an opportunity to engage in practitioner enquiry led by Stirling University focusing on the development of the Curriculum. While the quality of the work completed has been good, pressures regarding staffing and workload have had an impact on the amount of colleagues who have completed the programme.

Staff development in the effective use of coaching tools was delivered termly to members of staff at all levels. Evaluation was extremely positive in terms of impact in schools and across the service. This opportunity will be offered again in the next academic year.

Schools were provided with guidance regarding accessing online professional learning support from the Open University supporting professional learning for staff at all levels.

**In session 2018-2019 we will:**

**Improve our approach to effective educational leadership by:**

- Producing and disseminate a leadership prospectus to all schools and authority officers which outlines Local Authority programmes available staff at all levels and invites participation throughout the academic year;
- Delivering Local Authority leadership programmes and evaluate the effectiveness of each programme that has been completed, identifying impact on professional learning and school improvement;
- Continuing to work collegiately with UHI, SCEL and GTCS to develop and provide quality leadership programmes available to all staff at all levels;

- Reviewing central officer remits, ensuring clarity and support is in place to make the most of officer talents and skills, enabling a manageable and flexible approach to workload;
- Engaging fully and contributing to the Northern Alliance development of leadership programmes and evaluate the effectiveness of programmes offered, and
- Reviewing the engagement of pupils as part of improvement planning with schools and use surveys to gather information on how schools are ensuring pupil leadership opportunities.

**Improve our approach to promoting career long professional development for all staff by:**

- Continuing to focus on Curriculum and Learning and Teaching as a core development in professional learning of leadership at all levels;
- Continuing to work collegiately with UHI, SCEL and GTCS to develop and provide quality leadership programmes available to all staff at all levels;
- Ensuring central officers have access and opportunities to attend bespoke training programmes that will challenge and develop knowledge and skills in systems leadership, and
- Auditing professional review processes for all Head Teachers and propose a workable and meaningful framework for next session.

**Improve our approach to providing professional learning opportunities for front line services by:**

- Continuing to provide leadership training to Lead Childcare and Education Workers;
- Delivering an outdoor learning programme throughout the session which includes training for all practitioners and an accredited course for ELC leaders to become cluster leaders of outdoor learning, and
- Introducing the new Cluster Lead ELC Practitioner post to three clusters within Argyll and Bute to lead on the delivery of high quality ELC.

**Conclusion:**

The planning and reporting processes at school, service and Education Authority levels are designed to produce robust, consistent and transparent data of the work of the Education Authority, to improve our understanding of what works and, ultimately, drive forward improvements that will improve outcomes for the children and young people of Argyll and Bute.

A key requirement of these processes is that the Scottish Ministers must publish a National Improvement Framework setting out the four key priorities which all partners in the education system should be working to address.

This Education Plan has been prepared in compliance with the requirements set out in the Statutory Guidance accompanying the Standards in Scotland's Schools etc. Act 2000 taking full account of the requirement to:

- Put in place the necessary arrangements to analyse the outcomes of the 2017/2018 Annual Education Plan and report on progress;
- Respond to the requirements of the National Improvement Framework for Scottish Education (NIF);
- Implement local plans and priorities for the 2018/2019 school year as set out in ***Our Children, Their Future***;
- Publish the Annual Education Plan for 2017/2018 covering the period 1 September 2017 to 31 August 2018;
- Ensure the implementation of the Annual Education Plan during the period September 2018 to June 2019, and
- In addition takes full account of the main points for action contained within the inspection report on the education functions of the authority published by Education Scotland in March 2017.



## SECTION FIVE: Strategic Inspection of the Education Functions of the Council

An evaluation of the effectiveness of the education functions of the Council was conducted by Education Scotland in September 2016, with a report published in March 2017. The report set out a number of agreed areas for improvement detailed within 4 main points for action:

- Significantly improve young people's attainment across the authority;
- Improve the use of data, ensuring greater rigour;
- Continue to improve the quality of educational provision, and
- Improve relationships and communication

A further 3 return visits have been made by Education Scotland to monitor and report on progress:

- June 2017 (report published August 2017);
- September 2017 (report published December 2017), and
- May 2018 (report published July 2018).

Following the further inspection visit in May, the progress which we have continued to take to improve the quality of our education provision was published as follows:

- Argyll and Bute Council has made positive and continued progress since the original inspection in September 2016;
- The authority has built on its earlier progress with how it collects and uses data to drive improvement. Staff at all levels have continued to increase their skills and confidence in the use of data. There is now a clearer shared understanding that rigorous and high-quality data analysis is required in order to achieve and sustain improved outcomes for children and young people. It will be important for the authority to continue to build the capacity of both central officers and school staff to make effective use of data as a tool for improvement;
- The authority continues to develop and strengthen its arrangements to drive improvement in the quality of its educational provision. Central officers and elected members now have increased knowledge and capacity to provide higher levels of support and challenge. Central officers have prepared and put in place a helpful programme of Performance Data Meetings and information sessions which are helping elected members to understand and scrutinise the performance of individual schools as well as the education service;
- A carefully-structured annual programme of quality improvement school visits by central officers is now established. There is now a more consistent approach across sectors and between officers. School visits have a clear and agreed purpose and officers have appropriate opportunities to engage with children and young people in their learning activities. Individual members of the central team have an increasingly clear understanding of the performance of the schools they link with and the authority has a greater knowledge and

understanding of its schools. A sound evaluative process to identify levels of risk has been put in place. As a result, the authority is able to provide customised support to individual schools and groups of schools. The authority recognises that any identified risks need to be addressed promptly and effectively to ensure that improvements are secured;

- The authority has continued to increase its efforts to implement a carefully-structured plan to improve relationships and communication. This is promoting a more positive ethos amongst all stakeholders. The authority has built on its early successes following the publication of its vision and strategy paper, *Our Children, Their Future* (OCTF). Central officers have promoted the vision very effectively and staff in schools now have higher levels of awareness of OCTF. This vision and strategy continues to be an important driver for the work of education staff. As a result, staff at all levels across the authority are increasingly focused on outcomes for children and young people, and
- The council has continued to build on its early progress across a number of key aspects of the leadership of the Education Service. The council's recent budget decisions demonstrate its confidence in the work of the central team to take forward the continuous improvement of its Education Service. Under the strong leadership of the Chief Education Officer, staff have sustained and strengthened their efforts to embed improvements at all levels of the education community. The two recently appointed Heads of Service have a strong capacity to enhance educational leadership across the authority. The vision and strategy articulated in OCTF are now driving clearly the Education Service's Improvement Planning.

Education Scotland will return in October 2018 to carry out a further visit, focusing on how well we are improving the quality of young people's attainment and achievement, and to report on our continued progress.

All Education Scotland reports relating to the inspection of the education functions of Argyll and Bute Council can be found on their website.

[www.education.gov.scot/inspections-reports](http://www.education.gov.scot/inspections-reports)

## Glossary of terms

ASL	Additional Support for Learning
ASN	Additional Support Needs
AFA	Area Finance Assistant
Aifl	Assessment is for Learning
BGE	Broad General Education
BWG	Education Service Budget Working Group
CfE	Curriculum for Excellence
CIRF	Capital Items Replacement Fund
CLD	Community Learning and Development
CPD	Continued Professional Development
COSLA	Convention of Scottish Local Authorities
DHT	Deputy Head Teacher
DSM	Devolved School Management
EIS	Educational Institute of Scotland
ELCC	Early Learning and Childcare Centres
ESOL	English for Speakers of Other Languages
FE	Further Education
FTE	Full Time Equivalent
GIRFEC	Getting It Right For Every Child
GTCS	General Teaching Council (for Scotland)
HE	Higher Education
HGIOS4	How good is our School 4
HGIOELC	How Good Is Our Early Learning and Childcare
HMIE	Her Majesty's Inspectorate of Education
JSC	Joint Service Committee for Teaching Staff
LAC	Looked After Children and Young People
LNCT	Local Negotiation Committees for Teachers
MCMC	More Choices, More Chances
NAR	National Assessment Resource
NIF	The National Improvement Framework
NPF	National Performance Framework
PATHS	Promoting Alternative Thinking Strategies
PSD	Personal and Social Development
PSE	Personal and Social Education
QMIE2	Quality Management In Education 2
RMPS	Religious, Moral and Philosophical Studies
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit Qualifications Framework
SCRA	Scottish Children's Reporter Administration
SEN	Special Education needs
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
SRA	Shared Risk Assessment
SSLN	Scottish Survey of Literacy and Numeracy
SSSC	Scottish Social Services Council
SSTA	Scottish Secondary Teacher's Association
SVQ	Scottish Vocational Qualification
UCAS	Universities and Colleges Admissions Service
VLE	Virtual Learning Environment
VSE	Validated Self Evaluation



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## APPENDIX 1 – PEF CASE STUDIES



	<b>COMMUNITY SERVICES: EDUCATION</b>	
<b>SCHOOL NAME</b>	<b>Rosneath Primary School</b>	
<b>INTERVENTION</b>	<b>Collaborative Action Research</b>	
<p>In May 2017 Rosneath Primary School had notification of a significant allocation of £32,000 from the Scottish Pupil Equity Fund, which is distributed on the basis of the number of pupils in receipt of free school meals. This funding was specifically focused on reducing the attainment gap for pupils from lower income households.</p> <p>During session 2017-18 the school worked in partnership with Education Scotland, University of Glasgow, The Robert Owen Centre for Education, and three of the locality primary schools to research and identify the best use of this money and to ensure the greatest impact was made on pupils. The Collaborative Action Research enquiry exceeded expectations from staff and pupils. This has created a new collaborative learning community at all leader levels. The aim is to continue to develop collaborative practitioner enquiry and coherent approaches to build and sustain our practice next session. This new and continuous model of professional learning is understood and employed by all staff. Individually and collectively staff have planned and evaluated their professional learning directly on the quality of impact on learning and can evidence improvements for learners.</p> <p>In addition to Collaborative Action Research the school has established a service agreement with Children First, third sector to support a small number of targeted child and families, both through home and school visits in raising attendance.</p>		
<b>Early signs of impact/positive progress</b>		
<ul style="list-style-type: none"><li>• All teaching staff have increased in confidence within research skills and professional judgement following their experience of their collaborative groups. This has contributed to an increase in pace and challenge within learning and teaching and as a result, further impacted on our increase in attainment within reading across the school;</li><li>• All staff have developed further professional relationships with colleagues across the 4 cluster schools, resulting in an agreed increase in communication and negotiation skills and an increase in professional confidence. Following evaluations staff reflected they have a greater awareness of measures to assess targeted pupils;</li><li>• As a result of school CPD visits into early years establishments, further active approaches to learning and teaching have been planned and implemented across early literacy. This has increased the pace and challenge of learning</li></ul>		

across literacy such as daily reading books and the introduction of individual pupil learning logs to support pupil self-reflection and assessment at the early stages;

- All literacy inventions are more inclusive across the school allowing for less timetable disruption to class teaching and for pupils. Most pupils have reflected they prefer more inclusive support;
- Targeted families visit the school on a weekly basis to work in partnership with adult services and the success of our partnership programme has supported the delivery of the second year of this intervention programme. This has resulted in further supportive working with ourselves and referrals to other agencies such as Adult Literacy Services, Children's 1<sup>st</sup> and Social Work, and
- Targeted families have increased their attendance to school events and through discussion increased engagement with all aspects of school development. This has also resulted in an increased interest within their child's learning.

### Reflections/Next Steps

- All staff reflected that lesson study trios or cluster groups need to be more manageable and should have less variables to allow for more focused moderation and evaluation such as teachers grouped from same stages, closer locality of schools to reduce travel and allow for easier visiting of colleagues in neighbouring schools. Also the induction of Skype or Google classroom could support classroom observation across cluster schools in locality;
- Through staff self-evaluation further planning for moderation opportunities throughout each term and with neighbouring schools;
- Further peer assessment will be carried out to support pupil voice through the introduction of floor books/enquiry walls across the school, and
- The school's Partnership Programme will run twice this forthcoming session to allow for a further targeted 14 families to access this support. This will be aided by drop in sessions from previous families. The school is awaiting a response from this years 'Food for Thought' Education Scotland initiative, to enable it to create catering facilities within the active classroom. This would allow for more cooking and nutritionally learning as part of the programme. The local Co-op store have increased their contribution of free ingredients to our programme and increased a choice of breakfast cereals and bars to our daily free Breakfast Bar.

	<b>COMMUNITY SERVICES: EDUCATION</b>	
<b>SCHOOL NAME</b>	<b>Rockfield Primary School</b>	
<b>INTERVENTION</b>	<b>Employment of a Youth Engagement Worker</b>	
<p>As part of the ongoing strategy to promote wellbeing, equity and inclusion, Rockfield Primary School, in Oban employed a youth worker to take forward specific projects associated with the following aims:</p> <ul style="list-style-type: none"><li>• To promote greater opportunities for wider achievement for those learners who had been identified as not being involved in after school or community groups;</li><li>• To create learning opportunities for targeted pupils to learn new skills in order to increase confidence and self-esteem;</li><li>• To build positive relationships with children who were at high risk of disengagement with learning, and</li><li>• To work positively with families to create opportunities for family engagement.</li></ul> <p>The school identified key groups of learners were identified using the following criteria:</p> <ul style="list-style-type: none"><li>• Scottish Index of Multiple Deprivation (SIMD);</li><li>• Free school meal entitlement (FSM);</li><li>• Attainment/ Achievement data from individual Pupil Progress Trackers;</li><li>• Low participation rates in after school activities/ community groups;</li><li>• Chronology information which related to social work involvement, and</li><li>• Adverse Childhood Experience (ACE) scores</li></ul> <p>This led to targeted work with approximately 30 pupils across P4-7.</p>		
<b>Early signs of impact/positive progress</b>		
<p>For the seven month period which was evaluated, all learners within the target groups demonstrated meaningful participation in the following activities:</p> <ul style="list-style-type: none"><li>• Youth Club;</li><li>• Newspaper Group;</li><li>• Anti-Bullying Group;</li><li>• Restorative Practice Group;</li><li>• Coding Group, and</li><li>• Nurture Breakfast Club-“Rainbow Risers”.</li></ul> <p>In addition to this improvement in participation, there was also a measurable decrease in incidents of challenging behaviour from some children in the group.</p>		



The level of engagement also increased for the children in the group, and there was a demonstrable improvement in leadership from the children. Some examples of this are pupils:

- Leading assemblies on anti-bullying and restorative practice;
- Leading the training of younger pupils in restorative practice, and
- Leading the development of ideas and enterprise within the newspaper group. Through sales of the newspaper, children were able to purchase “leavers” hoodies for all P7 pupils.

In addition to the impact on learners, the leadership opportunities offered to the Youth Worker resulted in a successful application to the Post Graduate Certificate in Primary Education course.

There has also been an impact on family engagement at this stage. There has been an improvement in the attendance from parents/ carers at the Rainbow Risers Family Breakfast and also at the Newspaper/ Restorative Practice open afternoon. There has also been an improvement in attendance from a core group of parents/ carers to a parent led ASN group.



The school has also been working to evaluate the impact of the interventions through consultation with parents/ carers with regard to the “Rainbow Risers” group.

### **Reflections/Next Steps**

Initiatives which were started last session are continuing, with much of the focus being on moving forward as a Nurturing School. The school is developing a nurture class, which will offer drop in sessions for groups of children and more focused, intensive intervention for small groups of children with significant needs.

There are also close partnership arrangements with Stramash outdoor education, to offer weekly outdoor sessions for a targeted group of children, and Community Learning and Development to plan and implement further opportunities for family engagement and family learning.

Continued self-evaluation will enable the school to build effectively on the initial successes of 2017-18.

	<b>COMMUNITY SERVICES: EDUCATION</b>	
<b>SCHOOL NAME</b>	<b>Lochgilphead High School</b>	
<b>INTERVENTION</b>	<b>Nurture Groups in Lochgilphead High School</b>	
<p>The approach to supporting identified pupils through Pupil Equity Funding was, from the outset, holistic, but with an agreed focus on addressing social, emotional and behavioural difficulties - which were acting as a barrier to learning - through a nurture programme.</p> <p>The selection of the participants was based on a range of evidence and, in the case of the S1 group, a very comprehensive profile of each pupil was created, using information gathered at the transition through a series of visits from Pupil Support staff to associated Primary schools, from existing Child's Plans and from attendance at review meetings. Assessment evidence – reading ages, working levels, CAT scores if available – was also used to supplement the pupil profile.</p> <p>It was considered essential that an appropriate environment was created for the delivery of the nurture programme, so an investment was made in the conversion of a traditional tutorial room to a more relaxed, social space with sofas, bean bags and soft seats. The room was located next to a kitchen so that hot food and drink could be provided easily.</p> <p>The Behaviour Support teacher in the secondary school had been fully trained in nurturing approaches and PEF funding was used to secure a dedicated classroom assistant to help her to create and implement the programme.</p> <p>Parents were informed about the aims and purpose of the nurture group, as were the pupils and the initial response from all was very positive.</p> <p>In addition, with the long term aim of embedding nurturing approaches across the campus, a presentation on "The Nurturing School" by the Educational Psychologist was attended by all staff during an in-service day at the beginning of the session in August 2017.</p> <p>The group was timetabled to meet once per week and the activities were based firmly on the six principles of nurture groups, much of the initial work being designed to enable the staff to gauge the developmental stages of the individual pupils and to tailor the programme to meet their needs. Pupils were encouraged to share experiences with the rest of the group, to listen carefully and respond positively to others.</p> <p>Through practical activities and age-appropriate games, they learned about taking turns, co-operating and collaborating with others and coping with failure. Preparing food and eating together were established as core elements of the nurture and promoted the development of social and interpersonal skills.</p>		

### Early signs of impact/positive progress

Most pupils participated enthusiastically and gained in confidence and self-esteem. A minority were unable to engage fully with the aims of the group and required a greater level of individual support.



All pupils demonstrated a higher degree of empathy towards others than had been evident at the beginning of the programme, which was evidenced through the reduction in behaviour referrals. Progress for pupils was assessed through written feedback, completion of the PASS 3 questionnaire (GL), individual interviews and reports from class teachers.

### Reflections/Next Steps

The school will continue to work across the primary transition stage in the school to deliver a nurture programme jointly with Primary colleagues, targeting pupils at an earlier stage (P5/6).

In addition, there will also be a promotion of greater parental involvement and links to the family learning initiative, which will also involve primary and secondary practitioners.



There will be a development of more formal monitoring arrangements to link health and wellbeing outcomes to attainment over the course of the next session.

	<b>COMMUNITY SERVICES: EDUCATION</b>	
<b>SCHOOL NAME</b>	<b>Oban High School</b>	
<b>INTERVENTION</b>	<b>Youth Support Worker</b>	
<p>The Youth Support Work Team in Oban High School supports pupils in a variety of ways to improve their attendance, attainment and health and well-being. Pupils are referred to the team by Guidance staff and Deputies via the strategic Board of Studies Meeting. Pupils can have daily, weekly or less regular contact with the team and last session 63% of pupils from the target PEF group had direct involvement in a variety of ways with the team.</p> <p>The Youth Work team also participate in universal support through activities such as helping to run homework club and breakfast club to increase daily contact with a greater number of pupils. This provides an opportunity to establish positive relationships with many pupils.</p> <p>The most successful strategies employed last session included:</p> <ul style="list-style-type: none"><li>• Daily interventions, including collecting pupils from home to improve attendance and supporting parents to motivate their children;</li><li>• Providing one to one support as an additional key adult to young people through regular one-to-one meetings dealing with social skills, confidence, bullying, resilience, behaviour, bereavement, anxiety, self-esteem, and</li><li>• Working with young people during a residential outward bound course to establish positive relationships.</li></ul> <p>In addition the team also provide:</p> <ul style="list-style-type: none"><li>• Support with homework;</li><li>• Advocate support for the young person with teachers;</li><li>• Support for parents;</li><li>• Help with personal care issues, and</li><li>• Developing young people's confidence through learning to swim.</li></ul>		
<b>Early signs of impact/positive progress</b>		
<p>There have been considerable signs of positive impact from these interventions, which can be highlighted as follows:</p> <ul style="list-style-type: none"><li>• Increases in attendance ranging from 3%-15%;</li><li>• Reduction in referrals for challenging behaviour;</li><li>• Reduction in exclusions;</li><li>• Responsibility for delegated tasks increasing confidence and self-esteem;</li></ul>		

- Increased home-school links, and
- Improved mental health and wellbeing.

**Reflections/Next Steps**

Further analysis of the impact of these interventions is planned over the course of the next session, and base line evidence will be compared on attendance, attainment and health and well-being for the young people in the target group.

	<b>COMMUNITY SERVICES: EDUCATION</b>	
<b>SCHOOL NAME</b>	<b>Oban Lorn and the Isles (OLI) Cluster</b>	
<b>INTERVENTION</b>	<b>Improving attainment in Listening and Talking</b>	
<p>Head Teachers in the Oban, Lorn and the Isles (OLI) cluster area worked collaboratively and agreed that listening and talking for learning should be a literacy focus for improvement in session 2018-19 for both development in practice and moderation.</p> <p>The proposed intervention is focussing on current practice in learning, teaching and assessment in listening and talking from Early to Third level. The initiative will target all pupils from early to third level in the OLI area with a specific focus on those in SIMD 1 and 2 and those in receipt of free school meals.</p> <p>From a baseline established in June 2018, the aim is for at least a 10% increase annually of all children in the OLI cluster to be on track within their listening and talking CfE level, with at least a 15% increase annually of children on SIMD 1 or 2 or in receipt of free school meals.</p>		
<b>Early signs of impact/positive progress</b>		
<p>As this is the onset of the intervention signs of impact/positive progress is limited. During session 2018-19 there will be a qualitative and quantitative approach to gathering data, for example attitude surveys to evaluate knowledge, skills and understanding of listening and talking activities.</p> <p>With respect to practitioners signs of impact/positive progress will be evaluated through benchmarking the:</p> <ul style="list-style-type: none"><li>• Increase in practitioner knowledge of effective listening and talking strategies for learning;</li><li>• Enhanced knowledge of good practice across the cluster, and</li><li>• Increased collaboration between schools across the cluster to improve outcomes for all children and young people.</li></ul>		
<b>Reflections/Next Steps</b>		
<p>Analysis of outcomes for impact and progress will take place over the course of the interventions and be reported upon in May 2019.</p>		