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Foreword

Welcome to our 2009-2010 Standards and Quality Report for Argyll and Bute Council’s Education Service. This report is aimed at providing information on how the Service performs.

Our many successes are celebrated and areas for development are identified. This report highlights the many innovative and excellent developments which are taking place within our Service. It also recognises the many improvements which have been made through the efforts of staff, pupils, parents and the wider community.

The Education Service has played its part in realising the potential of our young people by developing our strategy for implementing Curriculum for Excellence. A key feature of the last session has been the unprecedented depth and breadth of professional dialogue that has taken place amongst all involved ensuring that our vision, values and goals for continuous improvement are understood.

I hope that you find this document informative as we continue together to realise our shared aim of delivering the best possible education and outcomes for the young people of Argyll and Bute.

I would also like to take this opportunity to personally thank all involved within the Service as it could not be the success it is without you.

Councillor Ellen Morton
Spokesperson for Education and Lifelong Learning
Argyll and Bute is one of the largest and most sparsely populated local authority areas in Scotland. The population of 91,000 is scattered across an area of just under 2,700 square miles. It is approximately 120 miles long from the Isle of Coll in the north to Southend in Kintyre, and 100 miles wide from Bridge of Orchy in the east to the island of Tiree in the west. Two-thirds of the population lives in small towns with a population of less than 10,000 and a third live in settlements with a population of less than 1,000.

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

Argyll and Bute Council’s vision to be a ‘Leading Rural Area’ is underpinned by 3 key strategic objectives:

- Outstanding Environment
- Vibrant Communities
- Forward Looking

Our vision is also reflected in the core values that describe the standard of behaviours expected throughout the whole organisation, reflecting the fact that we are ‘One Council’:

- We value and listen to our stakeholders
- We have mutual respect for one another
- We have pride in our Council and its services
- We are continually improving our standards
- We are open, honest, fair and inclusive
- We are proactive and challenging

Community Services is the largest service within Argyll and Bute and accounts for approximately 78% of the total expenditure of the Council. The Council offices are located in Lochgilphead and three education offices are based in Dunoon, Oban and Helensburgh. Within Community Services, Education is responsible, under the ‘Standards in Scotland’s Schools etc. Act 2000’ for providing school education for every child of school age to support the development of the personality, talents and mental and physical abilities of the child to his or her fullest potential.

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

The total school pupil roll stands at 11,270 (September 2010 Census), made up of 5,808 primary pupils and 5,462 secondary pupils. This compares with a total pupil roll of 11,486 in 2009-10 and 13,227 in 2000-01. In addition there are 972 pre-school children in the two Council pre-school centres and 48 pre-school classes in schools. This does not include the 26 voluntary and private pre-school establishments catering for another 747 children in the Council area.

They are taught by 518 primary teachers (397.5 FTE) and 489 secondary teachers (455.89 FTE). The teachers are supported by 221 classroom assistants (83.85 FTE), 309 ASN assistants (154.45 FTE), 37 pupil support assistants (16.79 FTE), and 192 clerical assistants (124.93 FTE). In addition, the ten schools with secondary pupils each have a librarian and 40 technicians (32.67 FTE).

Early years education provision within our schools employ 93 childcare and education workers (51.22 FTE) and the two Council-run pre-school centres each have a head of centre and senior childcare and education worker.
Four islands have their own secondary education provision and secondary pupils from remote locations or other islands travel to the most accessible school, staying in hostels or other arranged accommodation during the school week where necessary. Around 80% of Argyll and Bute primary schools have fewer than three teachers, with composite classes covering the 5 to 12 age group.

Five primary schools, five secondary schools and two joint campuses have integral learning centres that make low stimulus provision for children and young people with additional support needs. In addition, there is one free-standing learning centre making provision for pupils with additional support needs. The majority of children and young people with additional support needs have education provision made in their local pre-school centre or mainstream school. The Pupil Support Service provides advice, guidance and training on additional support needs to staff in mainstream setting as well as providing support for pupils with additional support needs.

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

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

The Service is managed by the Head of Education and the Quality Standards Manager. In addition, quality improvement officers have responsibility for specific service priorities and the Principal Educational Psychologist manages the psychological service. The administration of the service is based in Argyll House, Dunoon with sub-offices in Helensburgh and Oban. An education training centre and Information Communication Technology (ICT) technical base is located within the Inveraray Primary School building.

Argyll and Bute schools are consistently amongst the best in the country. Performance in most national assessment and national qualification measures is generally above the national average. This commitment to excellence contributes to raising achievement in schools making Argyll and Bute a more desirable place to live and work.
Legislative Duty

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

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

The Aims of Argyll and Bute Council Education Service are:

- to strive continuously to improve the quality of education for all in Argyll and Bute
- to become a learning organisation that is outward looking and values creativity and shared reflection
- to actively promote partnership working and equality of opportunity
- to ensure that resources are managed effectively and that best value is secured
- to equip our children and young people with the skills and knowledge they require in order to become:

Successful Learners with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Confident Individuals with:

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambitions

Responsible Citizens with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

Effective Contributors with:

- an enterprising attitude
- resilience
- self reliance
- the ability to meet the demands of our changing world


The Education Service gathers management information and evidence that enables it to judge the effectiveness of its performance against six high-level questions. These questions also form the basis for the inspection of the education functions of the Council by Her Majesty’s Inspectorate of Education (HMIE).
These are:

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

Each of these high-level questions is answered by evaluating the quality of education across ten key areas. At the centre of this framework are key performance outcomes and the impact provision is having on service users, the community and staff. Inputs, such as leadership and management, support the effectiveness of education processes and together help to arrive at an overall evaluation of the service’s capacity for improvement.

This process of self-evaluation ensures that we can:

- achieve the best outcomes for all learners
- take action to sustain quality, improve services and achieve excellence
- meet the responsibilities set out in the relevant legislation and
- meet the requirements of Best Value and Efficient Government

This report has been compiled with reference to the Key Areas and Quality Indicators in QMIE 2.
Key Performance Outcomes

5-14 Attainment

The authority uses SEEMIS Vision for monitoring the progress schools are making in improving 5-14 performance. The cumulative data for each year is then used to identify any specific issues for either schools or for stages across the authority. The authority is also part of a consortium of seventeen authorities that have commissioned Fyfe Technologies to provide comparative data in the absence of a national view. The 'consortium' referred to in the following report is therefore the group of seventeen authorities who have agreed to benchmark through the Fyfe analysis.

Primary Schools

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>AB</td>
<td>CA</td>
<td>AB</td>
<td>CA</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>84</td>
<td>83</td>
<td>84</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
<td>76</td>
<td>79</td>
<td>76</td>
<td>81</td>
</tr>
<tr>
<td>Mathematics</td>
<td>86</td>
<td>85</td>
<td>85</td>
<td>85</td>
<td>88</td>
</tr>
</tbody>
</table>

(Left hand figure is Argyll and Bute, right hand figure is the consortium average (CA).

Over the period 2006 to 2009 attainment in reading, writing and mathematics has steadily improved and has never been below the consortium average. In 2008, the highest ever performance was recorded in primary schools and this was maintained in 2009 with a further improvement in reading. In 2010, the strong reading performance was maintained. A slight reduction in writing and mathematics did not affect the continued performance above the consortium average. Quality improvement officers use the SEEMIS Vision data plus the 5-14 Fyfe analysis to identify areas of weakness and provide programmes to support improvement.

Secondary Schools

Level E by the end of S2

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>AB</td>
<td>CA</td>
<td>AB</td>
<td>CA</td>
<td>AB</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>65</td>
<td>65</td>
<td>67</td>
<td>73</td>
</tr>
<tr>
<td>Writing</td>
<td>57</td>
<td>53</td>
<td>48</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66</td>
<td>60</td>
<td>61</td>
<td>63</td>
<td>69</td>
</tr>
</tbody>
</table>
The authority uses SEEMIS Vision for monitoring the progress schools are making in improving 5-14 performance. The cumulative data for each year is then used to identify any specific issues for either schools or for stages across the authority. The authority is also part of a consortium of seventeen authorities that have commissioned Fyfe Technologies to provide comparative data in the absence of a national view. The 'consortium' referred to in the following report is therefore the group of seventeen authorities who have agreed to benchmark through the Fyfe analysis.

### Primary Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Argyll and Bute (AB)</th>
<th>Consortium Average (CA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Reading: 84</td>
<td>Writing: 80</td>
</tr>
<tr>
<td>2008</td>
<td>Reading: 84</td>
<td>Writing: 76</td>
</tr>
<tr>
<td>2009</td>
<td>Mathematics: 85</td>
<td>Mathematics: 79</td>
</tr>
<tr>
<td>2010</td>
<td>Reading: 86</td>
<td>Writing: 78</td>
</tr>
</tbody>
</table>

Over the period 2006 to 2009 attainment in reading, writing and mathematics has steadily improved and has never been below the consortium average. In 2008, the highest ever performance was recorded in primary schools and this was maintained in 2009 with a further improvement in reading. In 2010, the strong reading performance was maintained. A slight reduction in writing and mathematics did not affect the continued performance above the consortium average.

Quality improvement officers use the SEEMIS Vision data plus the 5-14 Fyfe analysis to identify areas of weakness and provide programmes to support improvement.

### Secondary Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Argyll and Bute (AB)</th>
<th>Consortium Average (CA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Reading: 71</td>
<td>Writing: 57</td>
</tr>
<tr>
<td>2007</td>
<td>Mathematics: 66</td>
<td>Mathematics: 60</td>
</tr>
<tr>
<td>2008</td>
<td>Reading: 65</td>
<td>Writing: 53</td>
</tr>
<tr>
<td>2009</td>
<td>Mathematics: 61</td>
<td>Mathematics: 48</td>
</tr>
<tr>
<td>2010</td>
<td>Reading: 67</td>
<td>Writing: 54</td>
</tr>
</tbody>
</table>

Attainment in reading by the end of S2 has shown an improving trend over the past five years despite a dip in 2010. Writing has remained fairly stable and mathematics has...
Attainment in reading by the end of S2 has shown an improving trend over the past five years despite a dip in 2010. Writing has remained fairly stable and mathematics has improved over 2009. With the exception of 2007 and against the same comparator authorities, Argyll and Bute has been above the comparator average in all three measures for four of the five years 2006/2010.

5-14 attainment results are part of the attainment report discussed with head teachers/campus principals and senior managers by the Head of Service/QIO.

2010 is the last year that 5-14 results will be reported. New assessment arrangements are currently being developed.

**SQA Examination Performance 2005 - 2009**

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>10 year range</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Level 3</td>
<td>96</td>
<td>97</td>
<td>97</td>
<td>92</td>
<td>96</td>
<td>92 – 97 = 5%</td>
</tr>
<tr>
<td>Maths Level 3</td>
<td>95</td>
<td>96</td>
<td>96</td>
<td>91</td>
<td>94</td>
<td>91 – 96 = 5%</td>
</tr>
<tr>
<td>English and Maths Level 3</td>
<td>94</td>
<td>95</td>
<td>95</td>
<td>91</td>
<td>93</td>
<td>91 – 97 = 6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>10 year range</th>
</tr>
</thead>
<tbody>
<tr>
<td>5+ Level 3</td>
<td>94</td>
<td>95</td>
<td>94</td>
<td>92</td>
<td>94</td>
<td>92 – 96 = 4%</td>
</tr>
<tr>
<td>5+ Level 4</td>
<td>80</td>
<td>83</td>
<td>83</td>
<td>80</td>
<td>84</td>
<td>80 – 85 = 5%</td>
</tr>
<tr>
<td>5+ Level 5</td>
<td>38</td>
<td>36</td>
<td>36</td>
<td>35</td>
<td>39</td>
<td>34 – 42 = 8%</td>
</tr>
</tbody>
</table>

**By the end of S5: Higher**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>10 year range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + Higher</td>
<td>46</td>
<td>41</td>
<td>44</td>
<td>46</td>
<td>48</td>
<td>41 – 48 = 7%</td>
</tr>
<tr>
<td>3 + Highers</td>
<td>26</td>
<td>21</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>20 – 27 = 7%</td>
</tr>
<tr>
<td>5 + Highers</td>
<td>12</td>
<td>09</td>
<td>10</td>
<td>10</td>
<td>09</td>
<td>08 – 12 = 4%</td>
</tr>
</tbody>
</table>
By the end of S6: Higher and Advanced Higher

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>10 year range</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + Highers</td>
<td>29</td>
<td>35</td>
<td>30</td>
<td>36</td>
<td>34</td>
<td>29 – 37 = 8%</td>
</tr>
<tr>
<td>5 + Highers</td>
<td>18</td>
<td>22</td>
<td>19</td>
<td>23</td>
<td>22</td>
<td>18 – 24 = 6%</td>
</tr>
<tr>
<td>1 + Advanced Higher</td>
<td>13</td>
<td>16</td>
<td>12</td>
<td>17</td>
<td>15</td>
<td>11 – 16 = 5%</td>
</tr>
</tbody>
</table>

Examination performance of pupils in Argyll and Bute is generally above or well above the national averages, particularly in S4 where schools are very successful in ensuring that the vast majority of pupils leave school with qualifications. Higher and Advanced Higher results have remained fairly stable.

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

The ten-year range shows the difference between the highest and lowest percentages achieved in the authority between 2000 and 2009.

How do HMIE rate our schools?

In session 2009-2010, HMIE conducted inspections in three secondary schools and nine primary schools. Out of a total of sixty quality indicators 68% were rated as good or better. 20% were satisfactory, eleven weak and none were unsatisfactory. Our target measure of 75% of all quality indicators being rated as good or better was not reached. However, one school accounted for most of the weak gradings.

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Ex</th>
<th>VG</th>
<th>G</th>
<th>S</th>
<th>W</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in performance</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners’ experiences</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement through self-evaluation</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

<table>
<thead>
<tr>
<th>Ex</th>
<th>Excellent</th>
<th>Outstanding, sector leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>VG</td>
<td>Very Good</td>
<td>Major strengths</td>
</tr>
<tr>
<td>G</td>
<td>Good</td>
<td>Important strengths with some areas for improvement</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>Strengths just outweigh weaknesses</td>
</tr>
<tr>
<td>W</td>
<td>Weak</td>
<td>Important weaknesses</td>
</tr>
<tr>
<td>US</td>
<td>Unsatisfactory</td>
<td>Major weaknesses</td>
</tr>
</tbody>
</table>
Skills for Work and Alternative Qualifications
Skills for Work courses are available in all of our secondary schools across Argyll and Bute. The courses are run in partnership with local colleges and employers to help pupils develop practical vocational skills and develop skills that will improve and enhance their future employment prospects.

<table>
<thead>
<tr>
<th>Category</th>
<th>List of qualifications</th>
<th>No of learners enrolled in 2009</th>
<th>% of cohort this number represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses delivered entirely in school (including in partnership with college lecturers, training providers or employers)</td>
<td>Higher Beauty Therapy</td>
<td>11</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>NPA Enterprise/Employability</td>
<td>65</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>John Muir Award</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Sports Leader</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Duke of Edinburgh – Bronze</td>
<td>63</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Duke of Edinburgh – Silver</td>
<td>27</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Duke of Edinburgh – Gold</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>ASDAN XL – Bronze</td>
<td>66</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>ASDAN XL – Silver</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>ASDAN XL - Gold</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>BSC Health and Safety at work</td>
<td>12</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>BSC First Aid</td>
<td>22</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>BSC Lifting and Handling</td>
<td>12</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Basic Food Hygiene Certificate</td>
<td>12</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Youth Achievement</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>New Heroes</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Millennium Vol Awards – 50</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Millennium Vol Awards – 100</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Millennium Vol Awards – 200</td>
<td>11</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>352</td>
<td>unable to provide due to parameters</td>
</tr>
<tr>
<td>Courses that were delivered (at least in part) in college (or involving college staff delivering elsewhere)</td>
<td>Basic Food Hygiene Certificate</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>C&amp;G Motor Vehicle Maintenance</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Digital Photography</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>ECDL</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Creative Computing IT1</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Personal Finance</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Psychology Int 1</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Psychology Int 2</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>YASS Open University for S6</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>44</td>
<td>unable to provide due to parameters</td>
</tr>
<tr>
<td>Courses delivered in TP’s/empl premises</td>
<td>Pool Lifeguard</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Sports First Aid</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>7</td>
<td>unable to provide due to parameters</td>
</tr>
</tbody>
</table>

Total number of learners completing Skills for Work and alternative Q’s in 2009-2010
361 completed Skills for Work
403 completed alternative courses
764 total

Total number of learners completing Skills for Work and alternative Q’s eg ASDAN, City & 2008-2009
332 completed Skills for Work
66 completed alternative courses
398 in total

% increase
9% increase in Skills for Work
84% increase in alternative courses
52% increase
School Leavers Destination for Argyll and Bute pupils in 2010:

<table>
<thead>
<tr>
<th>Destination</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of school leavers</td>
<td>972</td>
<td>957</td>
</tr>
<tr>
<td>Higher Education</td>
<td>38.6</td>
<td>35.1</td>
</tr>
<tr>
<td>Further Education</td>
<td>20.4</td>
<td>19.4</td>
</tr>
<tr>
<td>Training</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>Employment</td>
<td>24.8</td>
<td>29.3</td>
</tr>
<tr>
<td>Voluntary Work</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Unemployed and seeking employment or training</td>
<td>10.4</td>
<td>10.6</td>
</tr>
<tr>
<td>Unemployed and not seeking employment or training</td>
<td>1.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Destination unknown</td>
<td>0.8</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Higher Education 35.10%
Further Education 19.40%
Training 3.60%
Employment 29.30%
Voluntary Work 0.40%
Unemployed 10.60%
Scottish Education Awards 2010

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

2010 finalist from Argyll and Bute

- The Scottish Daily Record Award for Teacher of the Year: Finalist
  Suzanne Welsh, Dunoon Grammar School

Other National Awards

- Make your Mark Enterprise Challenge Scottish: Finalist
  Lochgilphead Joint Campus: Lochgilphead High School

- Social Enterprise Academy Award Secondary: Winner
  Campbeltown Grammar School – Fairtrade Project

- Social Enterprise Academy Award Primary: Winner
  Rothesay Primary School – Garden Project

- Scottish Champions for Shares4Schools Young Investors Competition
  Tarbert Academy

- Fairtrade School Award:
  Campbeltown Grammar School

- Young Engineers Club:
  Tarbert Academy
  Dunoon Grammar

- Remote Operated Submerged Vehicle Competition: Best Newcomer
  Oban High School

- National Photographic Competition: First, Second and Third Prizewinners
  S3 Enterprise Class, Tarbert Academy

- Young Enterprise Scotland: Best Overall Company Report
  Oban High School

- Anti-Racism Poster
  Hermitage Academy
Improvements in Performance

We continue to strive to enhance our performance to ensure that we meet our targets for education. In Session 2009-2010 steps were taken to ensure improvements in performance through:

- participating in the trial assessments of the Scottish Survey of Literacy and Numeracy – Reading and Writing. Four teachers were trained as Assessors in Writing
- enabling a moderation team of six teachers to meet for two days in May 2010 to moderate the standard of pupils’ writing folders from three secondary and sixteen primary schools. Each school received feedback about its performance thus enabling them to identify priorities for the continuous improvement of writing at the primary – secondary transition stage
- holding twilight meetings in schools across Argyll and Bute aimed at securing understanding and support for the moderation scheme. Teachers of P5,6,7 and S1/2 English teachers also took part in joint marking exercises to share the standard in writing and ensure consistency across the primary – secondary transition
- all educational establishments immersed in Phase Two of ‘Determined to Succeed’ which has ensured the embedding of the 4 themes of enterprise education. This has resulted in:
  - all schools having a robust method of self-evaluation for measuring the impact of Determined to Succeed
  - collaborative approaches to delivering enterprise in education within Curriculum for Excellence (CfE) have been supported and further developed within interdisciplinary learning
  - appropriate enterprise education opportunities available for the age and stage of all pupils and appropriate progression materials identified
  - children and young people have an understanding of their part in the global economy
- further developing “Skills for Work” provision in all secondary schools. Three hundred and sixty one pupils completed a Skills for work qualification and 184 pupils began a Skills for Work course
- ensuring that all pupils in S3 now have the opportunity to access Skills for Work courses and to build skills for life and skills for work across the curriculum. Pupils will be able to make a well-informed career decision, taking cognisance of the employability skills they have developed through participating in Skills for Work
- production of Skills for Work DVD highlighting all courses available across Argyll and Bute and showcasing current pupil involvement
- arranging for a modern languages consultant to provide specific support to identified secondary schools in the areas of raising attainment and the use of ICT in teaching and learning
- providing opportunities for Gaelic medium pupils to apply their language skills in a wider context and to become aware of the wider cultural significance of the language.

Examples developed include:
  - an Argyll and Highland schools’ drama festival
  - Gaelic Games
  - tours for Gaelic Medium pupils to cities, historical sites and attractions
• delivering projects focusing on dance, visual arts, heritage, drama, literature and music with all schools being offered several options

• building on the 100% registration of educational establishments in Argyll and Bute with Eco Schools Scotland programme, schools were supported to continue to progress through the award scheme

<table>
<thead>
<tr>
<th>June 2010</th>
<th>First Green Flag</th>
<th>– 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze Award</td>
<td>– 17</td>
<td>Second Green Flag</td>
</tr>
<tr>
<td>Silver Award</td>
<td>– 43</td>
<td>Third Green Flag</td>
</tr>
</tbody>
</table>

• supporting schools to establish their own website. This provides schools with:
  ◦ an online facility that provides parents, prospective parents and the school community with up-to-date information on the life and work of the school
  ◦ a platform for pupils’ wider achievement and contributes to the improvement of their self-esteem

• increasing the bandwidth to schools thereby:
  ◦ improving the speed Internet connection, making online communication and learning more effective
  ◦ allowing teachers to access and use content-rich websites that contribute to pupils’ learning

• providing a range of projects by the Creative Arts in Schools Team to give pupils throughout Argyll and Bute the opportunity to participate in high quality cultural projects often working with professional artists

• bringing together a creative showcase production, Homecoming Rhapsody, an event which allowed young people who were musicians, artists, designers, hairdressers, models and stage technicians to collaborate and work with professionals in a high pressure, performance environment presenting two shows to capacity audience in Oban and Helensburgh

• the Argyll and Bute Concert Band performing to an exceptionally high standard in two venues, after their residential course at Ardentinny
• As a result of the high level tuition received in our schools young pipers continue to contribute to the local, national and international piping scene

**Active Schools/Sports Development/Leisure Services**

• participation in sport and physical activity has continued to increase with 654 extra curricular clubs being delivered across the academic year in primary and secondary schools supported by over 600 volunteers ranging from teachers to parents, community coaches and senior pupils. The highlight of the coach education calendar is the Annual Coaching Weekend led by Community Sports Development, which gives staff and pupils the opportunity to gain a range of coaching qualifications to utilise within their school or community

• despite challenges with costs and geography an extensive events programme took place at school, cluster and Argyll and Bute wide level. The school games was again very successful with the event selected as one of five national showcase events for National School Sport Week and supported by the Big Lottery Fund and sponsored by Purple Rock

• creating pathways into community sports clubs which is a key priority for Active Schools and with the support of the Community Sports Development team the links have continued to improve and membership of clubs increase

• all secondary school PE departments and Active Schools Coordinators attending the Fit for Girls national training programme aimed at increasing participation amongst teenage girls and all schools will receive £700 to develop their plan. There are also now 50 girls only extra curricular clubs running across Argyll and Bute, many in non-traditional sports

• continuing school swimming supported by Leisure Services within South Kintyre, Helensburgh and Lomond and Bute. Over the coming months the service will continue to work with Education to develop a school swimming programme that dovetails into the Argyll and Bute Council Learn to Swim Scheme

• strong partnership working remaining the priority both strategically and operationally to ensure we deliver a fully integrated and quality service within Youth and Leisure Services

**Fulfilment of Statutory Duties**

We have fulfilled our statutory duties by:

• continuing to develop the inter-agency Joint Working Protocol to fit with the Authority’s Getting It Right For Every Child (GIRFEC) agenda. This now provides a strategic template for joint working for all services and agencies in Argyll and Bute

• continuing to implement the ASL Act 2004, and its subsequent amendments

• continuing to meet the requirements of the DDA, 1995

• enhancing Child Protection procedures in Argyll and Bute by:
  ◦ continuing to develop standardised approaches to and delivery of training to staff in education establishments ensuring whole staff awareness of child protection guidelines and up to date knowledge of the application of agreed procedures and protocols
  ◦ providing opportunities for education staff to develop specific skills via access to multi level child protection training delivered in multi agency training environments offered by Community Services: Education and Child Protection Committee
● ensuring continued development of best practice in identifying and planning to meet the needs of vulnerable children in education establishments by implementing the action plan developed following the HMIE child protection inspection and the observations contained in the follow through report

● reviewing and enhancing authority procedures regarding Home Schooling arrangements in light of recent and impending changes to the management structures and staffing developments

● planning, managing and hosting multi agency child protection awareness events and projects for parents and the general public in educational establishments across the authority

● developing integrated multi agency electronic data systems allowing faster, more fluid information exchange between Education, Health and Social Work staff to improve outcomes for children in educational establishments

● meeting the requirements of the Gaelic (Language) Scotland Act 2005 through the Argyll and Bute Council Language Plan 2008-2012

**Capacity for Improvement**

We aim to continue to improve our key performance outcomes by:

● measuring our performance against targets and objectives set in the service improvement plan

● continuing to challenge and support our schools, through the work of the quality improvement team (QIT), in terms of national attainment, trends in performance and in recognising wider achievement

● continuing to support our schools in the continued development of their own self evaluation processes

● continuing to analyse the findings of HMIE Inspection process to:
  ◦ build on the capacity for improvement of individual establishments
  ◦ identify targeted support to educational establishments
  ◦ to identify trends and areas for development

● continuing to fulfil our statutory duties as an education authority
Delivery of Education Processes

We are working towards ensuring that the quality of service delivery is at a high level across all educational establishments. Developments undertaken are part of a clear strategy, based on the vision, values and aims of the education service. There is a planned approach to improvements. In 2009-2010 we have improved the delivery of education process by:

- members of the quality improvement team continuing to support and challenge head teachers/campus principals and schools through the school review process. Sixteen primary schools and one joint campus were reviewed during session 2009-2010. These reviews focus on validating the self-evaluation processes being carried out in schools. This process has been enhanced by using the head teacher’s Professional Review and Development (PRD) partner to support the school in preparing a self evaluation response

- members of the quality improvement team and senior management in educational establishments continuing to support establishments through the Care Commission and HMIE inspection processes. This support involves an annual two day support seminar for schools with possible inspections in that session

- reviewing the role of the early years service and establishing a new team. The new service was established as an integrated model bringing together the early years provision within education and social work. The integrated approach was seen as essential to drive forward recent guidance within The Early Years Framework, Curriculum for Excellence and GIRFEC. A community of practice was formulated to help to build the new service

- supporting the role of the local area pre-school liaison groups to disseminate good practice and ensure effective communication with all providers and to develop an integrated approach to pre-school delivery

Inclusion, Equality and Fairness

We have improved the inclusion, equality and fairness for all stakeholders in Argyll and Bute educational establishments by:

- appointing a member of the quality improvement team to lead the More Choices, More Chances (MCMC) Partnership for Argyll and Bute Council

- identifying potential MCMC young people and putting in place preventative measures. A number of disengaged young people are now in education, employment and training. The targeted areas were increased from 5 to 7 and now include Islay and Mid Argyll

- continuing to develop learning centres within secondary schools with a focus on improving inclusive practice at the secondary stage

- focusing on ensuring pre-school providers were able to meet the learning needs of all children in particular those with additional support needs by allocating time for the two Early Years Principal Teachers to work with partner providers

- extending training on the Crisis and Aggression Limitation Management (CALM) approach to managing challenging behaviour across the Council area

- continuing to work with partner agencies to provide integrated support packages and develop Coordinated Support Plans
working in partnership with NHS and other Council departments to ensure that pupils with additional support needs have appropriate equipment to enable them to have full access to the school, the curriculum and information

developing a process for consulting pupils with additional support needs using online questionnaires called “Viewpoint”

incorporating standard letters in Polish onto SEEMIS

continuing to develop an electronic GIRFEC assessment and Support Plan in collaboration with SEEMIS

**Capacity for Improvement**

We aim to continue to improve our delivery of education processes by:

- continuing to develop the school review process by evaluating the process and ensuring that it impacts on building and supporting an establishment’s capacity for continuous improvement

- continuing to support all educational establishments undergoing Care Commission and HMIE inspections by the work of the quality improvement team

- continuing to develop the role of the peripatetic early level principal teachers and ensuring all providers have access on a proportionate basis

- continuing to develop an integrated approach across Community Services and partner agencies for planning and successfully implementing the Early Years Framework

- continuing with the consultation process and planning for the successful implementation of the increase in pre-school hours to 570 hours as current resources allow and identifying accommodation upgrades required to address the pre-school expansion

- continuing to develop the Pre-school Quality Improvement Database to ensure more effective self-evaluation of Council-wide pre-school education provision which will make an impact on improvement

- investigating the use of GLOW as a distance learning environment that will support curriculum delivery
Policy Development and Planning

In the light of national developments in education and the requirement to adopt *Curriculum for Excellence* we have supported educational establishments by improved policy development and planning in the following areas by:

- developing and publishing an authority implementation plan for *Curriculum for Excellence* 2009-2014
- continuing to support the implementation of the authority Literacy, Numeracy and Health and Wellbeing 3-18 frameworks
- supporting the development of literacy across learning by working with literacy leaders in primary and secondary establishments, exemplifying emerging practice and encouraging professional dialogue
- continuing to support educational establishments to take forward the revised guidance and support for schools on Improvement Planning and Standards and Quality Reporting in line with guidance issued in Journey to Excellence Part Four
- supporting schools to implement the following authority frameworks for:
  - Assessment 3-18
  - Recognising Wider Achievement 3-18
  - Personal Learning Planning
  - Development and Assessment of Skills
- appointing development officers in numeracy, literacy and health and wellbeing. These officers worked in partnership with schools to assist schools in the development of their understanding of the whole school aspect of these areas
- re-writing the authority’s anti-bullying policy which was distributed to all schools in November 2009
- re-writing the authority’s Sex and Relationships Education (SRE) policy which was distributed to all schools in January 2010
- contributing to the Council’s strategic planning frameworks for vulnerable children and young people
- re-drafting of the Gaelic Education Policy to reflect *Curriculum for Excellence* and to adopt a 3-18 approach
- completing and implementing the findings of the music service best value review during 2009-2010

**Capacity for Improvement**

We aim to continue to improve our policy development and planning by:

- supporting school leaders thus enabling schools to evaluate progress to date and plan next steps leading to implementation of *Curriculum for Excellence* in session 2010-2011
- developing an authority framework for Skills for Learning, Skills for Life and Skills for Work
Leadership, Management and Support of Staff

Our challenge continues to be the development of high quality distributed leadership in all establishments. Learning organisations are characterised by highly “distributed leadership” with many people sharing and participating. This requires a shared understanding by all staff of the language, concepts and challenges associated with leadership. This approach will develop people involved in leading at all levels, and will build better succession management. During 2009-2010 we have improved leadership by:

- providing guidance for the implementation of *Curriculum for Excellence* within the CfE Action Plan for 2009-2014
- continuing to arrange planning days to move *Curriculum for Excellence* planning activities into local clusters. It was expected that planning for aspects of the implementation of CfE would be devolved to clusters and supported by the quality improvement team, and that locally based Continuing Professional Development (CPD) would develop as a result
- holding conferences led by members of the quality improvement team enabling senior leaders from the secondary sector to develop their thinking around proposed curriculum assessment consultation in the senior school
- continuing the work of the *Curriculum for Excellence* Steering Group to ensure service wide involvement in strategic planning
- providing a two day training programme on the new model for school inspection
- organising a one-day conference for pre-school leaders and managers with keynote addresses by Sally Featherstone on literacy at the early years
- holding successful development days for leaders of secondary subjects which covered areas such as pedagogy, resources and *Curriculum for Excellence*
- running in partnership with the Social Enterprise Academy a very successful 2 day CPD event on Understanding Social Enterprise. After the course, 8 school based social enterprise schemes have begun and a further 3 are planned
- training an additional one hundred and twenty staff in three term-time cooperative learning academies. All probationer teachers had basic training in the approach as part of their programme
- supporting the implementation of the Tapestry Teacher Learning Community Programme to take forward staff development in the area of formative assessment
- supporting schools in the authority who took part in the production of the National Assessment Resource (NAR) materials for numeracy, literacy and health and wellbeing
- continuing to support the development of the personal learning planning process, with particular reference to the pre-school to P1 and P5 to S3 stages as part of the focus on continuity and progression
- continuing to attract high quality probationer teachers. Again the authority supported twenty seven new teachers through a varied and flexible support programme
which regularly responded to requests from new teachers for specific areas of need. Two staff from schools again assisted with the programme; it is hoped that this will build more supporter expertise for the future

- providing materials and training to enable staff to develop an ‘Argyll and Bute Reading Partners’ initiative within clusters and schools

- supporting an authority Storyline pilot development involving eleven primary schools across the area. Results of the pilot were disseminated via the Education website and workshop activities at authority led staff development

- supporting the development of sustainability as a cross cutting theme by engaging selected schools in interdisciplinary developments based on sustainability

- working in partnership with Learning and Teaching Scotland, EDICT, other local authorities and Argyll and Bute staff in the development of an E-portfolio to record and reflect on achievement and skills development in line with Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work

- working with Learning and Teaching Scotland to provide opportunities for numeracy across the curriculum staff development for all sectors to raise confidence in this area. Staff continued to be supported in engagement with the numeracy and mathematics outcomes of Curriculum for Excellence

- supporting primary and secondary literacy and numeracy leaders through training in literacy and numeracy across learning
employing three secondees as Development Officers to support all teachers 3-18 in the areas of Literacy, Numeracy and Health and Wellbeing across learning

continuing to work with Science, Technology, Engineering and Maths (STEM) North of Scotland to encourage interest in science, technology, engineering and mathematics activities. STEM provided Energy in Environment toolkits and training in their use in the Oban and Mid Argyll areas to P5-7 teachers thus enhancing staff confidence in the area of teaching science

working with STEM North of Scotland to encourage the use of K’Nex technology kits in P6/7. STEM provided training for staff in the use of K’Nex kits in the Campbeltown area

arranging for four secondary schools to benefit from funding to develop science clubs and encourage interest in careers in STEM related areas, thus promoting an interest in science across the school

developing further an approach to integrate ICT into planning for Curriculum for Excellence and making that information available online to staff

continuing to develop the website for education, providing a wide range of information on the work of the service that can be accessed by the wider community

developing an early years site on GLOW to improve networking and the sharing of good practice

ensuring that all staff have access to GLOW and the information and resources that it contains

ensuring training was provided for primary and some secondary teachers in leading and developing Samba sessions – this training has developed to include composition and more advanced techniques

supporting continuing cohorts of teachers to study towards the PGCE PE course in association with Glasgow University

continuing to provide high quality CPD in Craft and Expressive Arts including partnership delivery in Drama, Literature and Poetry

continuing to enhance delivery of programmes to support Health and Wellbeing curriculum in the areas of

- Relationships, Sexual Health and Parenthood, Sexual Health and Relationships Education training for teachers of P6/P7 pupils and teachers of secondary pupils with additional support needs
- Substance misuse – “Smoke Free Me” for P7 pupils across Argyll and Bute schools
- Food and health – funding was secured to pilot “Crofting Connections” focussing on healthy eating and active learning for pupils at Inveraray, Minard and Furnace Primary Schools

continuing support by providing a designated quality improvement officer to assist with the development and integration of eco-school development, citizenship and sustainable development and advice, support and staff development in relation to developing sustainability as a cross cutting theme of Curriculum for Excellence

organising a programme of training for teachers under the Modern Languages for Primary Schools scheme
• organising Gaelic Awareness Days for head teachers and education authority staff. Over eighty head teachers and authority staff attended these days that examined the National Gaelic Education strategy and Argyll and Bute Council’s Gaelic Language Plan as well as a seminar that heightened awareness on Gaelic culture, history, bilingualism and the place of Gaelic and minority languages in 21st century society. Feedback received was very positive and steps have been taken to offer Gaelic provision in non-traditional areas as a result. The awareness days served to heighten awareness of the place of Gaelic culture and the importance of bilingual learning in Argyll schools as all schools move towards providing equal opportunities for pupils in language learning.

• providing opportunities to attend An t-Alltan conference, a two day conference organised by the National Gaelic resource agency, Storlann

• providing Gaelic Language in Primary Schools (GLPS) staff the opportunity to further develop their language skills through a week’s immersion training and distance learning courses delivered by Sabhal Mor Ostaig

• providing three Gaelic Medium teachers with the opportunity to undertake the year long CPD course ‘Streap’, which focused on methodology, the linguistic requirements of the Gaelic Medium Education (GME) setting and best practice within GME, leading towards considerable impact on delivery

• delivering training in new ‘Ulpan’ method, through a 4 day intensive Gaelic language course at Ionad Chaluim Chille Ile college on Islay and via in-house training in Dunoon, Islay and Oban. This has enabled the Active Schools Co-ordinators to use the Gaelic they have learnt to enhance the Gaelic experience of young people in Gaelic Medium education, and enhanced the ability of staff in several areas to support Gaelic language learning

• ensuring effective use of Gaelic staff across sectors and remotely through video conferencing to ensure courses are delivered and that the Gaelic experience is enriched

• securing and deploying appropriate levels of pre-school, language auxiliary, Gaelic medium teachers and secondary Gaelic teachers to allow for early level input, the immersion and post immersion phases and continuity and progression into the secondary setting

• providing CPD opportunities to continuously improve the knowledge and skills base of Gaelic medium practitioners with a resulting impact on learning, attainment and achievement. The training of other professionals who have contact with Gaelic medium pupils and learners, and the skilful and diverse deployment of specialist Gaelic staff has served to further immerse and develop young pupils’ exposure to the language

• providing and delivering SQA accredited training for Additional Support Needs and classroom assistants, resulting in 23 staff, mainly from Helensburgh and Lomond, receiving Professional Development Award (PDA) certificates in 2009 and a further 28 assistants from across the authority achieving the qualification in 2010

• providing ongoing training and support for Area Pupil Support teachers and others enlisted as SQA assessors and internal verifiers as part of the PDA training team

• undertaking annual instructor re-accreditation and verifiers training for 2 local authority CALM Physical Intervention Trainers
Capacity for Improvement

We aim to continue to improve our leadership, management and support of staff by:

- identifying future school leaders and supporting their development through participation in the Scottish Qualification for Headship (SQH) programme
- formalising a support network for teaching head teachers of schools with staffing of less than 1.9 FTE that will involve the use of GLOW
- continuing to support our educational establishments in the adoption and implementation of *Curriculum for Excellence* by:
  - continuing to provide support and advice for small schools in the development of early level classes
  - supporting primary and secondary literacy and numeracy leaders through training in literacy and numeracy across learning
  - supporting schools to prepare for the delivery of high level interdisciplinary learning experiences through staff development at school level
  - supporting school leaders at cluster level continue to build their curriculum P5-S3 and to extend developments to include all other stages
  - supporting secondary school leaders to continue to build their understanding of curriculum maps and to reframe the school curriculum S1-S6
  - working in partnership with SQA supporting secondary schools to build their understanding of any changes made to Scottish Qualifications
  - providing staff development to support the development of *Curriculum for Excellence* in Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies
  - providing staff development to support the development of *Curriculum for Excellence* in literacy across learning
  - embedding the principles of the Authority’s Reading Initiative and supporting staff in its implementation
  - continuing to support Active Learning 3-18 by providing CPD and the sharing and dissemination of good practice
  - supporting schools to take part in the Scottish Survey of Literacy and Numeracy
  - continuing to support all educational establishments by developing effective communication and by the sharing of good practice
  - continuing to support the development of sustainability as a cross cutting theme by supporting all schools in interdisciplinary developments based on sustainability
- providing support to individual establishments as required to address the improvement planning process and standards and quality reporting in line with HMIE’s Journey to Excellence Part Four
- holding a further ten twilight sessions on the moderation of writing for session 2009-2010 to continue work on sharing the standard and provide teachers with feedback from the 2008-2009 exercise
• continuing to support the professional development of staff in partnership with STEM North of Scotland by delivering training in the use of K’nex kits for P6/7

• continuing to support the professional development of staff in partnership with STEM North of Scotland by facilitating training in the use of Energy in the Environment toolkits

• supporting staff in challenging more able pupils through the provision of in-service training delivered by the Scottish Network for Able Pupils

• improving the ICT provision in schools through a refresh of existing levels of classroom computers

• supporting schools participating in GLOW projects with support staff time

• continuing to support the development of personal learning planning across all sectors

• engaging stakeholders in developments to address the guidance in the Building the Curriculum 5 documents on reporting

• engaging all staff in developing an understanding of assessment in *Curriculum for Excellence* by providing support materials and inservice on Building the Curriculum 5

• engaging all staff in developing professional dialogue to support an understanding of assessment in terms of *Curriculum for Excellence*

• supporting and developing Assessment is for Learning Teacher Learning Communities across all sectors in partnership with Tapestry in their second and final year of development
working in partnership with SEEMIS, continue to develop reporting to parents in the primary sector to incorporate relevant aspects of Curriculum for Excellence

increasing the number of places offered to teachers to train as Modern Languages for Primary Schools teachers

supporting schools’ development and implementation of outdoor learning by central in-service and developing the Argyll and Bute Outdoor Learning Festival in Session 2009-2010

continuing to provide in-service provision and advice to support the Eco Schools Scotland programme across all sectors

continuing to develop the Pre-school Quality Improvement Database to ensure more effective self-evaluation of Council-wide pre-school education provision

continuing with the consultation process and planning for the successful implementation of the increase in pre-school hours to 570 hours as and when resources allow and identifying accommodation upgrades required to address the pre-school expansion

continuing to develop the role of the peripatetic early level principal teachers within the new Early Years Service and ensuring all providers have access on a proportionate basis

continuing to review and develop support for Pre-school Commissioned Providers in meeting the Additional Support Needs legislation

consulting with pre-school providers on the development of guidance on effective tracking of children’s development and learning at the early level, including the transition process from pre-school to school

continuing to develop the model of Early Level/First Level Classes in school and pre-school units

appointing a Quality Improvement Manager: Pupil Support who will lead on the implementation of the new structure for the Pupil Support Service focussing on meeting the needs of children and young people with complex, profound needs

delivering training to key personnel to enhance consultation with children and young people with additional support needs

continuing to develop CALM training in the areas of:

- theory training delivered by CALM in targeted areas based on priority of need
- physical intervention training and re-accreditation delivered by local authority instructors
- verification of physical intervention and re-accreditation courses
- developing auditing and reporting procedures
- working in collaboration with colleagues from children and families
- implementing the policy ‘Supporting Teachers, Managing Difficult Behaviour’ which incorporates reference to CALM ethos, principles and strategies

continuing to demonstrate our commitment to accredited training for non-teaching staff by offering PDA to meet the continuing and increasing interest shown by staff

supporting Health Promoting School status within the curriculum
Partnership and Resources

We aim to continually enhance the development of effective partnership working with learners, staff, other stakeholders, services and partner agencies. Central to the role of the education service is the formation and maintenance of cohesive and meaningful partnerships which will take forward our strategic vision, values and aims. We also strive to take forward a planned, proactive approach to resource management across all areas. Working towards this we aim to provide a firm base from which to promote service development and continuous improvement. To this end we have improved partnership working and resource management by:

- increasing partnership working with Community Regeneration, internal Council departments and external agencies. We have shared expertise through training in coaching approaches, team-building and through a secondment to develop skills in quality improvement
- developing partnership with others to enhance the analysis of attainment data in educational establishments. National assessment data and the Fyfe Analysis data are used regularly by the quality improvement team to challenge and support schools
- involvement with the Council’s performance management system, Pyramid
- continuing partnership working by the Creative Arts in Schools Team with national organisations in many projects
● continuing partnership working with Scholar to provide support to schools and senior pupils

● continuing partnership with SQA to support secondary schools to build their understanding of any changes made to Scottish Qualifications

● continuing partnership working with STEM North of Scotland to support schools and pupils in relation to science, technology, engineering and mathematics

● continuing to involve parents in policy and practices in relation to the ASL Act 2004

● continuing to work with the Scottish Government’s Positive Behaviour Team in order to:
  ◦ deliver a range of courses in improving relationships and promoting positive behaviour
  ◦ provide support for individual schools or school clusters
  ◦ continue to deliver ‘Building Positive Relationships’ for support staff

● continuing partnership working with Social Work and various health organisations, such as NHS Highland, Argyll and Bute Drug Partnership, CALM Training Services. This partnership working allows us to effectively review guidance documents and provide a high level of training and support for our staff in schools, hostels and children’s units

● maintaining a system for resolving disputes involving the provision of education services to pupils with additional support needs including independent mediation services and advocacy

● offering a programme of Family Learning Seminars to all families with children accessing Gaelic Medium Education

● working with Stramash to provide Gaelic medium pupils with the opportunity to participate in various outdoor activities through the medium of Gaelic, by supporting the organisation in employing a Gaelic speaking outdoor education apprentice

● continuing to develop the Pre-School Consultation group to ensure the process of consultation is effective

● supporting the role of the local area pre-school liaison group to disseminate good practice and ensure effective communication with all providers

● continuing to develop and improve the service provided by the pre-school helpline

● continuing to develop partnerships with individual pre-school education providers

● providing support and guidance to childcare providers and services to enable them to access additional funding in order to improve the quality of their service

● in consultation with other Council agencies, providing a comprehensive staff development programme available to all pre-school and early years staff

● providing peripatetic early years teachers with a range of resources to support them in the delivery of a high quality service for pre-school providers
● using workforce development funding to support pre-school staff in obtaining recognised qualifications, enabling successful registration with the Scottish Social Services Council

● broadening and strengthening employer partnership and engagement in our educational establishments. There is active employer representation within relevant local partnerships. Young people have been introduced to the social enterprise business model

● promoting parity of esteem for Skills for Work qualifications across key stakeholders, including parents, teachers, young people, careers advisers and employers

● making available to all educational establishments support materials and resources funded through the National Priorities Action Fund

● opening the new accommodation for Tobermory Pre-school unit and Campbeltown Nursery

● improving connection to the Internet by beginning the rollout of broadband to schools

**Capacity for Improvement**

We aim to continue to improve our partnership and resources by:

● working in partnership with Learning and Teaching Scotland in the areas of:
  ○ numeracy and mathematics
  ○ science
  ○ sustainability

● working in partnership with the World Wildlife Fund to provide staff development on Global Footprinting for all sectors. This is to support the new Eco Schools Scotland topic ‘Sustaining Our World’

● working in partnership with North and West Argyll FEI Cluster Group, NHS Highland and Forest Enterprise to support two primary schools to take forward the Forest Schools development in their local area

● working in partnership with the Scottish Crofting Foundation and Soil Association Scotland to support an additional 3 primary schools to take part in the Crofting Connections project. This national project will enable over one thousand young people aged 5-16 living in remote rural communities throughout the Highlands and Islands to actively learn about crofting past, present and future

● continuing to support parent council members in developing their partnership roles with schools

● continuing to support head teachers/campus principals to support their parent councils and develop further the wider parental involvement agenda

● continuing to work with the Scottish Government’s Positive Behaviour Team’s Regional Officer in order to: deliver a range of courses in improving relationships and promoting positive behaviour; provide support for individual schools or clusters; pilot new support staff materials; continue to deliver ‘Building Positive Relationships’ for support staff
• continued commitment to providing accredited PDA training to meet the continuing and increasing interest shown by staff

• continuing the consultation process across Community Services and partner agencies for planning for the successful implementation of the Early Years Framework

• commencing the building of purpose built pre-school accommodation at Tobermory High School

• working in partnership with UCAS, Higher and Further Education and Skills Development Scotland to provide a workshop for senior pupils in preparation for entry to further or Higher Education

• continuing partnership working with SQA to support secondary schools to build an understanding of changes to Scottish Qualifications

• continuing partnership working with STEM North to encourage interest in science, technology, engineering and mathematics