

Annual Plan 2020/21 and 2019/20 Progress Report

Our Children, Their Future



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SECTION ONE: FOREWORD AND INTRODUCTION

Councillor Yvonne McNeilly, Policy Lead for Education



I am pleased to be able to present to you Argyll and Bute Council's Annual Education Plan for our schools and Services.

It goes without saying that the COVID-19 virus presented, and continues to present, an unprecedented challenge for education in Argyll and Bute and schools across Scotland.

Remote learning has played a vital role in maintaining education provision and in supporting Argyll and Bute's children and young people, and I'd like to thank sincerely all of our teaching staff for pulling this together so quickly, and to the parents, carers and pupils for their understanding and support during that difficult time. This is one of the many reasons Argyll and Bute shines through and everyone should be really proud. Mental Health has been highlighted throughout the pandemic, and it is important that we look at our mental health every day. Taking time out, reflecting on what you have achieved and on what you can and can't control in these challenging circumstances is really important as we focus on our mental health and on self-care. There is a range of help, support and advice on the Council's website which I would encourage everyone to take the time to look at.

Our plan draws together a range of information on 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.

The 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 and 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.

Such improvements 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 always and especially at this important time.

Kind regards,



Yvonne

Douglas Hendry, Executive Director, Education

Our Vision is to ensure that together we will realise **ambition**, **excellence** and **equality** for all. This year has been like no other with the Covid-19 pandemic. Our teachers and staff have worked hard to deliver a range of home learning resources for pupils, and the Education Service successfully and quickly transformed how it delivered teaching to our young people. We need to move forward again.



The continuity and recovery work now needed in Argyll and Bute will dovetail with the national guidance from the Scottish Government, augmented by specific local advice, and evolve to keep abreast of changing circumstances.

Prior to the pandemic, the Education Service had established a Change Programme which aims to deliver new agile ways of teaching and learning. Transformation is a priority for the Education Service going forward along with delivering services of the highest quality that inspire all learners, improve learning experiences and strengthen our communities while continually improving our services for everyone who uses them.

The preparation and publication of this Annual Plan, as required by the Standards in Scotland's Schools etc. Act. 2000, places an increased focus on improvement planning and, importantly, performance reporting for Education in Argyll and Bute. It is consistent with the Scottish Government's requirements and the 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 2020/2021.

I hope you find the Annual Plan both informative and useful. The commitment of all our staff who are part of Education Services enables 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 our children, young people 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 by 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.

The Education Service always strives to make improvements, and we welcome any suggestions you may have which will help Argyll and Bute Council's Education Service to make, through its planning, the greatest positive impact on outcomes for our children, young people and communities.

A handwritten signature in black ink, appearing to read 'Douglas Hendry'.

SECTION 2: OUR CONTINUING RESPONSE TO COVID-19

COVID-19 has affected every person living in Argyll and Bute, and has led to changes in our day-to-day lives which have been challenging, for many, traumatic, and certainly unprecedented.

The work of the council in tackling and addressing the challenges of COVID-19 has been, and continues to be, driven by the instructions, advice and guidance issued by the Scottish Government, relating both to health and educational matters. We have set up six Education Recovery Workstreams, all of which articulate to the key priorities of the Scottish Government's own Covid Education Recovery Group (CERG).

In Education, since the period of school closure began in late March, our response to COVID-19 has had seven main focuses:

1. To protect the health and wellbeing of all children, young people and staff.

All aspects of our response to and planning around COVID-19 have had the government's scientifically-grounded health advice at their centre. The return to school of all children in August has been informed by careful planning around activities and movement in schools, cleaning and transport. Should there be any need to return to social distancing measures in centres, or limits on the number of children and young people able to attend, all educational establishments have clear, individualised plans to ensure this can happen safely.

During lockdown, there was coordinated collaboration and planning between the Education, Social Work, Health and Educational Psychology services to look after those children and families identified as vulnerable, or who had become newly vulnerable as a result of the COVID-19 situation. Planning is in place to ensure this can continue during the recovery period and beyond.

2. To ensure that educational provision remained as full and stimulating as possible in the new context of Home Learning.

The Education Service and all schools were already planning for a period of pupils learning at home before the official closure of schools. Thus, schools and pupils were well-prepared: pupils and families were clear on how to access the learning which would be moving to online platforms, and, from the start, many teachers were innovative and imaginative in their provision of learning. Good practice was shared among schools, and teachers were supported by the authority's Digital Learning team in developing their expertise with online formats. The views of teachers, learners and parents on the delivery of home learning were gathered, and acted upon, improving provision. Statistical data shows that the majority of Argyll and Bute's learners engaged strongly with home learning, and the feedback from families around the provision of home learning has been overwhelmingly positive.

3. To ensure that those put at the greatest disadvantage by COVID-19 were supported, particularly in terms of their ability to access the digitally-provided learning which was central to education continuing.

Schools in Argyll and Bute already knew their pupils very well before COVID-19, and such knowledge was applied effectively in addressing the needs of the most disadvantaged children and their families. A comprehensive programme of free school meals (FSM) delivery was quickly put in place. Head Teachers and staff established patterns of regular contact with vulnerable families in the form of welfare checks. Those families who lacked digital devices or connectivity were also quickly identified, and the authority supplied them with laptops or iPads as well as mini-routers to offer previously absent connectivity to the internet, permitting pupils to engage with home learning.

A subsequent purchasing programme in partnership with the Scottish Government will ensure that learners and their families will continue to benefit from more devices at home and guaranteed connectivity during recovery and beyond.

4. To provide childcare support for the families of key workers vital to the country's response to COVID-19.

From the day school closure came into effect, Argyll and Bute offered childcare to allow key workers to continue their vital professional duties. This childcare was also available to vulnerable families for whom lockdown was creating further stress for children and parents already in challenging circumstances. A number of childcare hubs were set up across the authority, staffed by volunteer teachers, childcare professionals and support workers. The hubs offered children the opportunity to continue their home learning, as well as offering a range of other activities, all within an environment in which all necessary COVID-19 related safety measures were strictly observed. The hubs were also able to offer “wrap-around care” for key workers working earlier or later in the day, and the hubs continued over the summer holidays.

The authority also has plans in place to continue out-of-school-hours childcare for key workers' families once schools have returned in August.

5. To plan and prepare for the period of recovery after the reopening of schools, acknowledging that many children and their families would require focused support to re-engage with education in school, and that pupils would require support to get back on-track with their learning

Argyll and Bute's schools have been consistently and effectively responsive to the directives of the Scottish Government. Planning for all pupils to return to school has been consistently rigorous across the authority, with support and guidance from

Education Managers and Officers a constant factor. As stated above, all education establishments have contingency plans in place for any return to more limiting COVID-19 restrictions, and effective communication with parents/carers from both schools and the Education Authority has been a priority.

The Education Authority clearly recognises the risks that school closure has posed for learners' progress. It is working with schools to ensure that all aspects of educational provision balance children's welfare, health and wellbeing needs with the requirement to ensure that gaps in learning caused by school closure are addressed. It is also important that schools are able to assess learners' progress in literacy, numeracy and other curricular areas, in order that the next steps in learning can be identified. However, such assessment must take into account the vulnerability of many children in returning to the routines and demands of daily schooling.

6. To ensure that senior pupils in secondary schools whose SQA assessments have been cancelled have the same opportunities to progress successfully to their desired destination as they would in normal circumstances.

The cancellation of all SQA exams has required secondary teachers to estimate grades for all candidates. We have worked with secondary schools to ensure that all estimates are valid, credible and fully recognise each young person's potential. We have also ensured that every estimate can be justified via the evidence of attainment and achievement compiled for each pupil. Schools' excellent knowledge of their young people, both as people and as learners, has contributed greatly to this important exercise.

Following the release of the awards to young people by the SQA on 4th August 2020, schools were preparing for the submission of appeals for young people whose moderated award(s) were lower than the estimate supplied by the school. Further update from the Scottish Government has meant that the appeal process is no longer required as estimates supplied by our staff will be the award given.

We are also working closely with colleges and universities to ensure that our learners are appropriately rewarded in the courses and apprenticeships which many of our school-age young people were undertaking in collaboration with these institutions.

Planning for and work towards the diet of examinations scheduled for spring 2021 is also well underway. Such planning takes fully into account the possibility that there may be further disruption to examination schedules, and schools and departments are proceeding on that basis, ensuring once again that young people are placed at no disadvantage by any COVID-19 restrictions.

7. To ensure that, in Early Learning and Childcare, our ability to offer 1140 hours per year of high-quality pre-school education to every child remains on-track.

In June 2020, there were 1,530 children accessing 2,039 ELC spaces across a broad range of Early Learning and Childcare establishments with approximately 160 children sharing their Early Learning and Childcare hours across more than one establishment.

Further to the Scottish Government's announcement on 30th July 2020 regarding the reopening of Early Learning and Childcare settings, we will continue to deliver the 1140 hours model with all settings opening from 11th August 2020. Scottish Government advice will be followed to ensure the safety and wellbeing of all children and in support of parents, with particular regard to blended placements.

At the end of this document, you will find a link to Argyll and Bute's *Return to Schools Local Delivery Plan* (Appendix 1), submitted to the Scottish Government in June 2020 relating to the reopening of schools, over the short, medium and long term (Scottish Government Recovery Phases 1-4).

SECTION THREE: OUR CHILDREN, THEIR FUTURE

3.1 Argyll and Bute Education Vision: Our Children, Their Future

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.

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 vision is effectively conveyed in this illustration:



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.

3.2 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 (0.12 persons per hectare). The population of around 86,000 is distributed 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% 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.

3.3 The Population and Demographic Profile of Argyll and Bute

The total population of Argyll and Bute is 86,260 based on the 2018 mid-year population estimate produced by the National Records of Scotland (NRS). Between 1998 and 2018 the population of Argyll and Bute fell by 5.9% with positive 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 four areas of Argyll and Bute, 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 to 2026 and also the changes in demographics from 1998 to 2018.

Age	Change (1998 to 2018)	Projections (2016 to 2026)
0 to 15	- 25.6%	- 6.4%
16 – 64	- 11.2%	- 9.8%
65 and over	+33.7%	+ 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.

Based on available figures at 2016, 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)

3.4 Multiple Deprivation in Argyll and Bute

The Scottish Index of Multiple Deprivation (SIMD) is the official tool for identifying and comparing deprivation levels across Scotland. SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows effective targeting of policies and funding where the aim is to tackle deprivation. The SIMD is produced in terms of data zones, with data zones being ranked from 1 (most deprived) to 6,976 (least deprived)

SIMD calculates deprivation across seven 'domains':

- Income
- Employment
- Health
- Education, Skills and Training
- Access to Services
- Housing
- Crime

Levels of deprivation in each domain are calculated using a selection of indicators. Relative levels of deprivation are then calculated on the basis of weighting and combining the individual deprivation domains. The highest weightings are given to the Income and Employment Domains (28% each). The Access (to services) domain, which affects more data zones in Argyll and Bute than any of the other domains, has a relatively low weighting in the Overall index (9%). The other four domains taken into consideration for SIMD are Health, Housing, Crime and Education, Skills and Training

The Scottish Index of Multiple Deprivation (SIMD) has been used to identify pockets of overall deprivation within Argyll and Bute. Based on the SIMD 2020, 13 out of the Council area's 125 data zones were identified as being amongst the 20% most overall deprived data zones in Scotland. All of these data zones are located in the area's towns. None of Argyll and Bute's rural data zones fall into the 20% most overall deprived datazones in Scotland. 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.

3.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

- Seventy 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
- Three Early Learning and Childcare Centres.

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 10,192 (September 2019 Census), comprising 5,775 primary pupils, 4,392 secondary pupils and 25 pupils in the school for pupils with complex additional needs. This compares with previous sessions, shown below:

Session	Total Pupil Roll
2019/20	10,192
2018/19	10,303
2017/18	10,269
2016/17	10,316
2015/16	10,445
2014/15	10,565
2013/14	10,675

In 2019/20 our children and young people were supported in their learning by:

- 817.44 Full Time Equivalent (FTE) Teachers;
- 38.54 FTE Classroom Assistants
- 201.39 FTE ASN Assistants
- 15.83 FTE Pupil Support Assistants
- 94.41 FTE Clerical Assistants
- 14.93 FTE Technicians
- 118.66 FTE Childcare and Education Workers

Early Learning and Childcare Provision

Figures at June 2020

There are 1,530 children accessing 2,039 ELC spaces across a broad range of Early Learning and Childcare establishments with approximately 160 children sharing their Early Learning and Childcare hours across more than one establishment.

Early Learning and Childcare spaces are currently available in three Council Nursery Centres, fifty one Early Learning and Childcare classes, four Early Learning and Childcare Gaelic classes, twenty three voluntary, privately and independently managed Early Learning and Childcare establishments, three outdoor nurseries (two voluntary and one local authority) and twenty eight funded partner childminders.

689 spaces are currently being used by children in the voluntary, privately and independently managed Early Learning and Childcare establishments. In addition, 72 children are receiving Early Learning and Childcare as a 2 year old under the Children

and Young People Act criteria (48 with partner providers, 19 with local authority, and with 5 childminders).

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

Community Learning Service

The Community Learning team support 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. The Scottish Government's National Performance Framework sets out the strategic objectives for Community Learning and Development (CLD) as:

- Improved life chances for people of all ages through learning, personal development and active citizenship;
- Stronger, more resilient, supportive, influential and inclusive communities.

The team operates a generic model of working with young people and adults. The principles of partnership working, capacity building and meaningful engagement of learners and groups underpin the team's working practice.

The service is managed by a FTE Community Learning Manager. There are 2 FTE Community Learning Team Leaders, covering the East and West parts of the authority, 10 FTE area based Community Learning Workers with generic remits, a 0.5 FTE SQA Co-coordinator and 1 FTE Administration Assistant.

Following a service restructure, the team is focused on the following priorities:

- Work with Young People - mainly with 12 to 18 year olds on youth voice and youth participation activities.
- Work with Adults – specifically employability related provision including the “No One Left Behind” programme, which develops bespoke, personal learning plans with the aim of getting learners into positive destinations.
- Capacity Building with individuals and groups – building the skills and experiences of learners, and improving CLD staffs' involvement and effectiveness in responding to learners' needs.
- Ensuring the authority's statutory CLD requirements are met including identifying, assessing and responding to the needs of learners in the community and leading on the production of the CLD Strategic Plan.

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 for 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 partner agencies, following the Getting it Right for Every Child (GIRFEC) practice model, to provide direct support for pupils and families, as required.

Gaelic Medium Education

Gaelic Medium Education (GME) is available in five Early Learning and Childcare (ELC) provisions: Bowmore in Islay, Rockfield in Oban, Salen in Mull, Sandbank in Dunoon and Tiree. GME is available in seven primary schools: Bowmore, Rockfield, Salen, Bunessan, Strath of Appin, Sandbank and Tiree High School (primary department). The pupil roll in each Gaelic Medium (GM) provision is growing with Salen Primary School and Tiree Primary School having more pupils learning through the medium of Gaelic than English.

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. Several of the secondary schools have used the skills of their existing staff to deliver other curricular areas through the medium of Gaelic, with further plans to extend this opportunity through the use of digital technology, allowing pupils to access learning experiences in schools other than their own.

All educational primary establishments providing GME have a Curriculum Rationale which details the bespoke requirements for young people learning through the medium of Gaelic and the need to create an ethos of Gaelic across the whole school. Secondary schools delivering GME have started to develop a bespoke rationale. School Improvement Plans include a designated section detailing specific GM priorities, targets and how they will be overtaken across the school session. These priorities align with Argyll and Bute's Gaelic Language Plan 2019-2023. Attainment data for GM pupils is tracked separately and the data is shared with the education authority to ensure a parity of quality assurance with English Medium provision. The resulting information is used to plan next steps in improvement within each provision and, collectively, as an education authority.

Gaelic Medium staff, across all sectors, are offered professional learning opportunities specific to GME each academic session – some delivered at an Argyll and Bute level and others at a national level. School leadership teams have regular 'Business Meetings' to discuss school improvement strategies specific to GME.

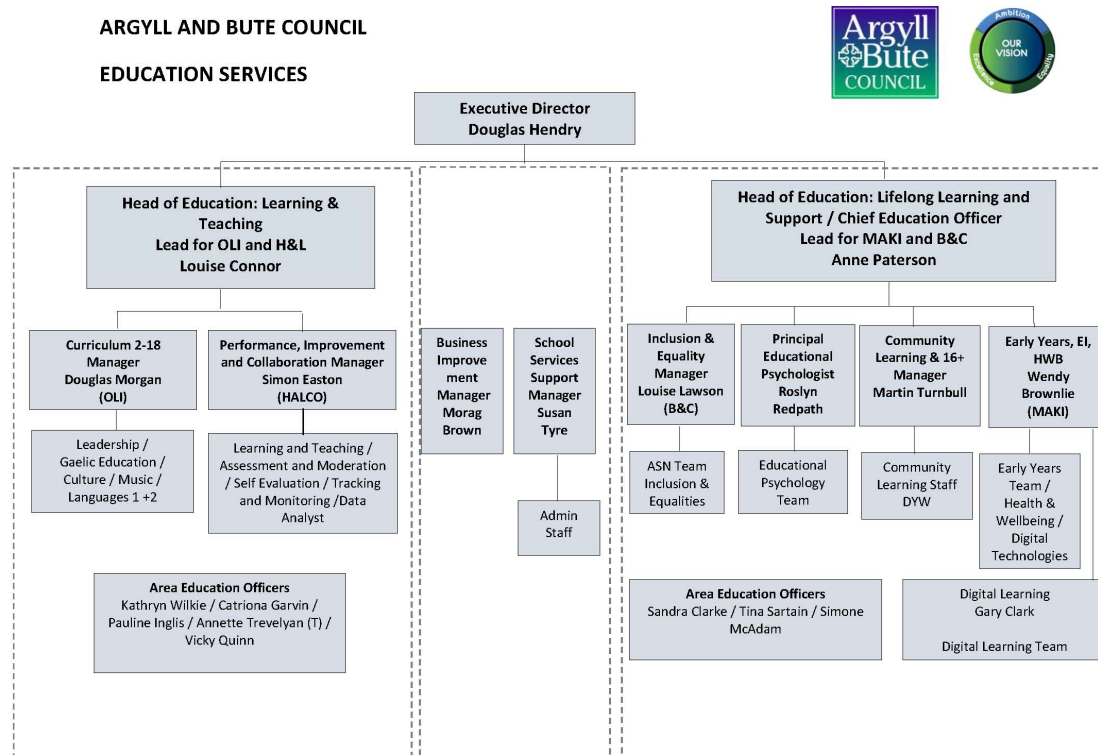
3.6 Resourcing Our Plan: The Education Budget

The budget for Community Services, Education is £85,072,970 as per Service Business Outcomes.

	Service Business Outcomes	2020/21 Budget £
BO106	Our looked after young people are supported by effective corporate parenting	1,640,682
BO107	The support and lifestyle needs of our children, young people, and their families are met	7,952,984
BO108	All our children and young people are supported to realise their potential	74,584,509
BO109	All our adults are supported to realise their potential	290,334
BO115	We are efficient and cost effective	175,249
BO116	We engage and work with our customers, staff and partners	53,333
BO117	We encourage creativity and innovation to ensure our workforce is fit for the future	49,645
BO999	Central/Management Costs	326,234
	Total	85,072,970

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

3.7 Education Service: Organisation Chart



J:\secretariat\A Maggie Jeffrey\Masters\Central Education Team Structure August 2020.docx

August 2020

SECTION FOUR: THE POLICY CONTEXT FOR SCOTTISH EDUCATION

This continues to be a time of significant change, challenge and uncertainty for Education Services, particularly in light of the emergence of the COVID-19 virus. The global pandemic, 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. Education is the most effective means that we have to improve the life chances of our children and young people. As we implement our Education Recovery Plan the health and wellbeing of all our children and young people is at the heart of what we do whilst continuing to provide educational continuity.

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

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

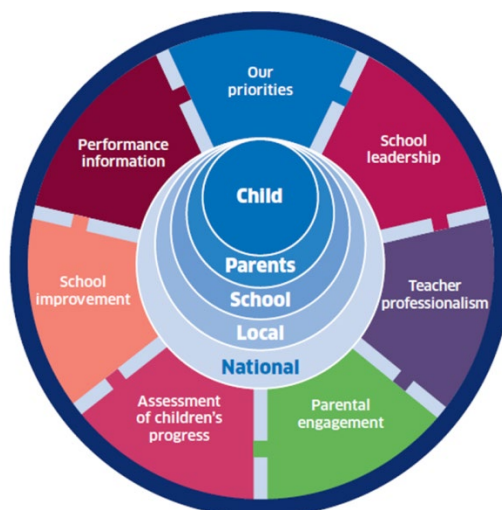
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations 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 National Improvement Framework “drivers for improvement”, summarised in the diagram below:



In addition to the National Improvement Framework, statutory guidance issued following the changes to the Standards in Scotland's Schools etc. Act 2000, stressed a number of other important elements which should be included within local authorities' annual improvement plans. These include that:

"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 policies are in place which require to be taken account of when delivering Education Services. These include:

- 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,
- Developing Scotland's Young Workforce, and
- Excellence and Equity during the COVID-19 Pandemic – Strategic Framework.

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 2020/2021** 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	

Our Children Their Future (OCTF) Key Objectives	National Improvement Framework (NIF) Key Drivers for Improvement	National Improvement Framework (NIF) Key Priorities
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 FIVE: ADDRESSING THE NATIONAL IMPROVEMENT FRAMEWORK

The following section of the plan details the progress that we have made in achieving the strategic priorities of the National Improvement Framework, including 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 2020/21.

Pupil Equity Funding (PEF)

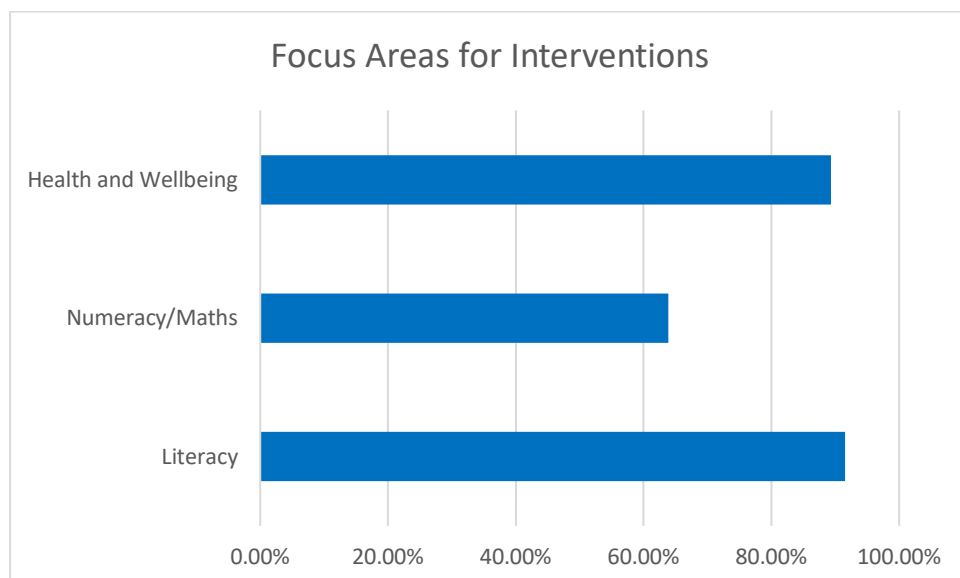
The Scottish Government has continued to provide Pupil Equity Funding (PEF) to continually improve Scottish Education in specifically closing the poverty related attainment gap and achieve the strategic priorities of the National Improvement Framework (NIF). Funds are allocated directly to schools.

Publicly funded primary, secondary and special schools receive £1,200 for each child in Primary 1 to Secondary 3, or equivalent, who are eligible and registered for free school meals. The total funding provided directly to Head Teachers in Argyll and Bute was £1,372,920 in 2019/20, with 83% of schools receiving PEF funding. Secondary Schools received £337,440 of the funding.

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. In December 2019 we audited, evaluated and updated our local guidance to Head Teachers, supplementing the national guidance. Schools report on their use of PEF funding via their School Improvement Planning and Standards and Quality Report documents. These reports are publicly available to Parent Councils and Forums so that parents can understand what is happening in their school.

When planning the outcomes to be achieved through PEF, Head Teachers use data to identify the attainment gap in their school for pupils experiencing poverty. Sources for this data includes National Achievement of a Level Data, Scottish National Standardised Assessments, other standardised assessments and school tracking information. They also consult with children and young people, parents and staff to identify and implement appropriate interventions. Head Teachers use their professional judgement to include additional children and young people within the targeted interventions and approaches. During quality improvement visits in session 2019/20 Education Officers discussed progress towards meeting outcomes and impact on children and young people. Outcomes were adapted as necessary to ensure a focus on closing the poverty-related attainment gap.

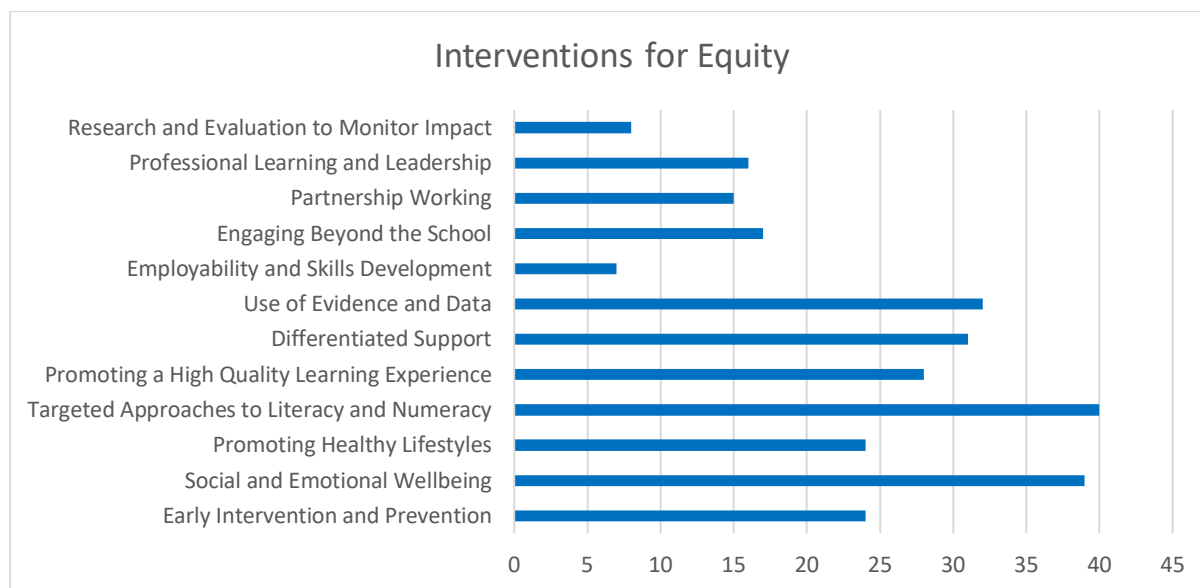
Argyll and Bute schools identified the following areas for interventions in 2019-20:



For each strand of Literacy, Numeracy and Health and Wellbeing the interventions being taken forward are further defined by the Interventions for Equity Framework. This framework was developed by Education Scotland to support schools in the process of selecting interventions and approaches which can contribute to closing the attainment gap between our most and least disadvantaged children. Using this framework, four main themes for planning interventions and outcomes emerged across our schools:

- Targeted Approaches to Literacy and Numeracy
- Social and Emotional Wellbeing
- Use of Evidence and Data
- Differentiated Support

The following graph illustrates the Interventions for Equity Framework and the number of schools taking forward interventions within each area.



We will continue to work with Head Teachers to secure sustainable change, improving outcomes and closing the poverty related attainment gap for our children and young people.

MEASURING THE ATTAINMENT GAP

NIF Priority 1 – Improvement in attainment, particularly literacy and numeracy:

From 2018 to 2020, Education Services implemented the following approaches aimed at securing educational improvement for all children and young people within Argyll and Bute:

- 1) In June 2019, the Education Service participated in the Teacher Judgement Survey where the Achievement of Curriculum for Excellence Levels (ACEL) 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 were published by the Scottish Government in December 2019. 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.

Primary Attainment in Literacy and Numeracy (June 2019 ACEL data)



Data taken from Achievement of Curriculum for Excellence (CfE) Levels 2018/19 published 10 December 2019.

Attainment data in Argyll and Bute for primary pupils reflects the national picture, in that the percentage of primary pupils achieving the expected CfE level for their stage was highest for Listening and Talking and lowest for Writing. The overall percentage of pupils in the primary stage in Argyll and Bute achieving the expected level of attainment is above the national average in Reading, Listening and Talking and Numeracy.

Secondary Attainment in Literacy and Numeracy (June 2019 ACEL data)



Data taken from Achievement of Curriculum for Excellence (CfE) Levels 2018/19 published 10 December 2019

In Argyll and Bute the percentage of S3 pupils achieving the expected CfE level for their stage (third level) was lowest in Reading and Writing and highest in Numeracy. S3 Numeracy attainment in Argyll and Bute was significantly above the national average.

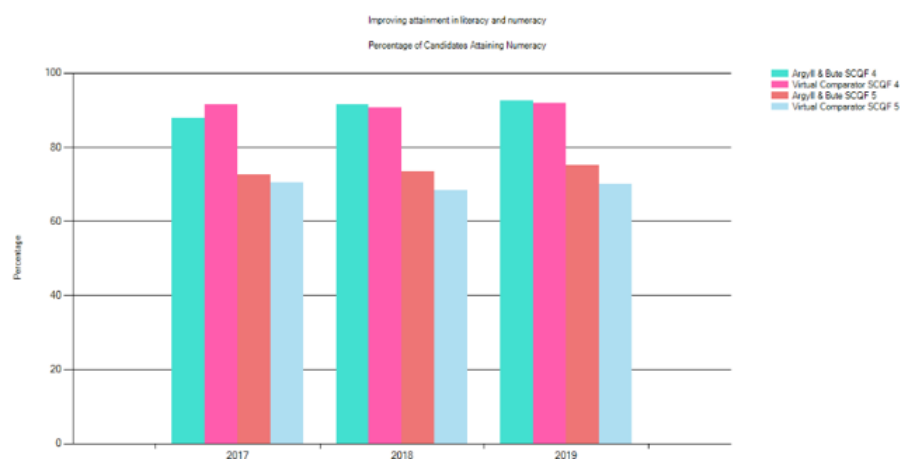
The number of S3 pupils in Argyll and Bute performing better (achieving fourth level) than their expected level in S3 is equal to or above the national average in Reading, Writing and Numeracy.

Overall, in all areas of CfE attainment, Argyll and Bute was on track to achieve the targets set by the Scottish Government for session 2019-2020. However, COVID-19 prevented the Scottish Government's collection of ACEL data in June of 2020. Schools in Argyll and Bute will continue to assess children's and young people's skills in Literacy and Numeracy during the COVID-19 recovery period. This will ensure we know exactly where pupils are in their learning after this challenging period, and will ensure that we continue to supply reliable and accurate information on attainment to the Scottish Government.

Secondary Attainment in Literacy and Numeracy (Senior Phase)

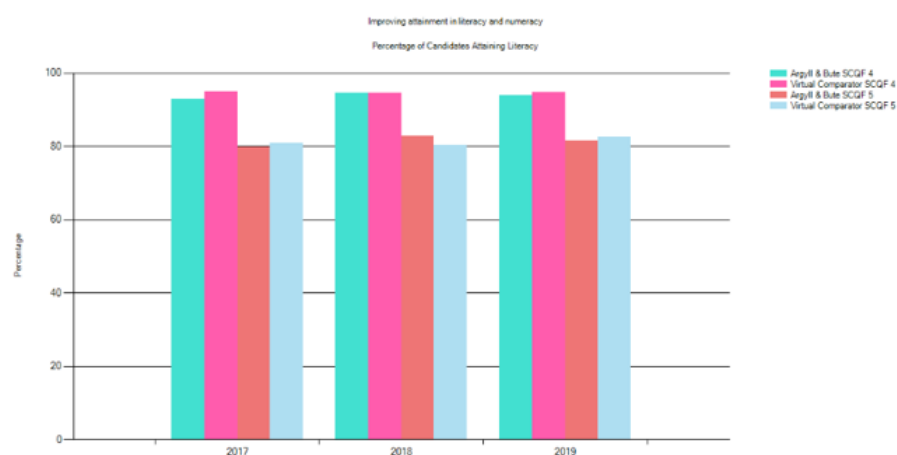
The percentage of young people in Argyll and Bute gaining numeracy at SCQF levels 4 and 5 are both above the Virtual Comparator.

Improving attainment in numeracy (S6 based on S4 roll)



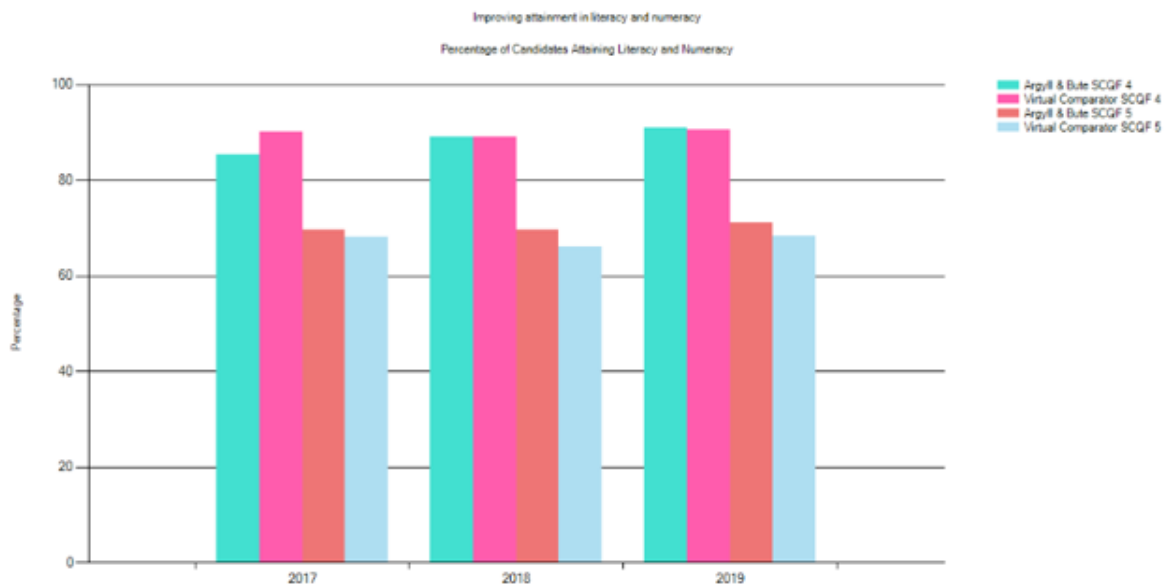
The percentage of young people in Argyll and Bute gaining literacy at SCQF levels 4 and 5 are both below the Virtual Comparator.

Improving attainment in literacy (S6 based on S4 roll)



The percentage of young people in Argyll and Bute gaining both literacy and numeracy at SCQF levels 4 and 5 are above the Virtual Comparator.

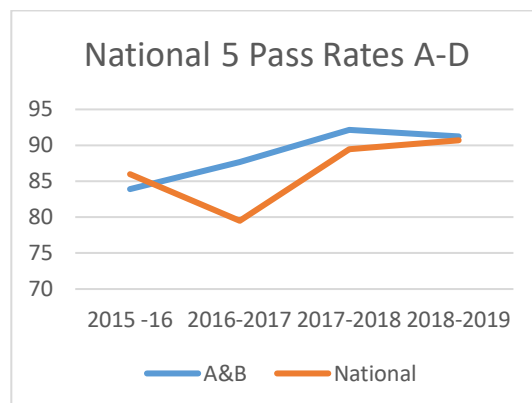
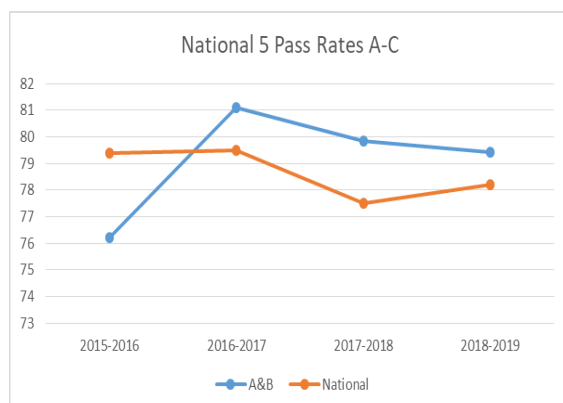
Improving attainment in literacy and numeracy (S6 based on S4 roll)



OUTCOMES IN NATIONAL QUALIFICATIONS – 2017-2019

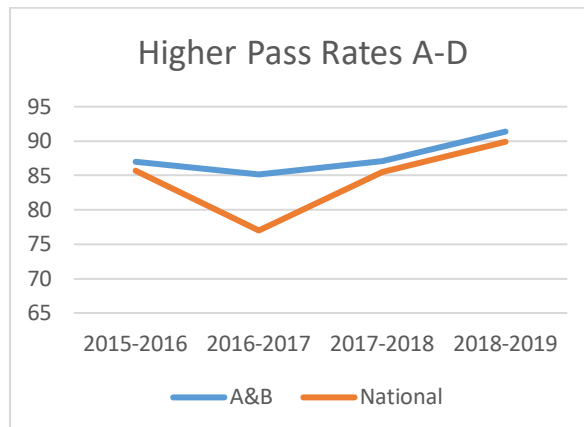
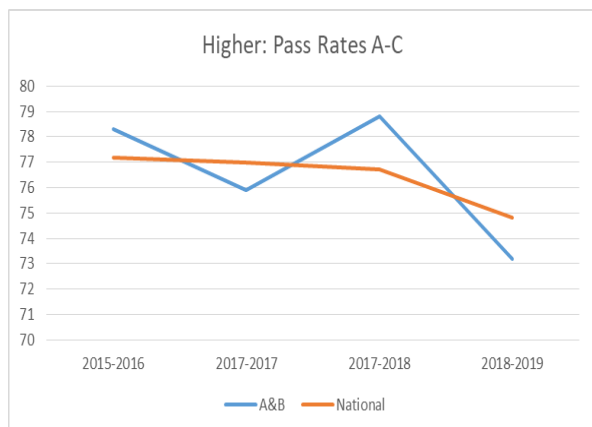
National 5:

National 5 A-C and A-D pass rates in Argyll and Bute remain greater than the national average. This continues the trend of the past two years.



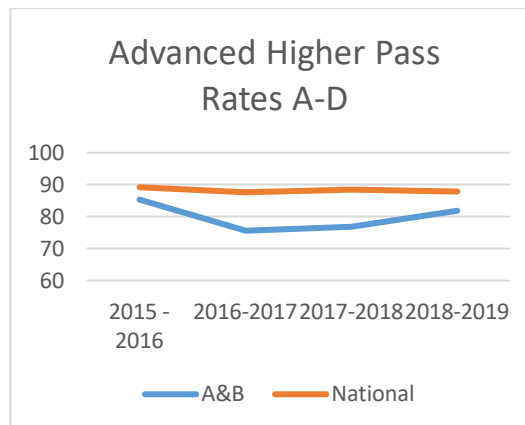
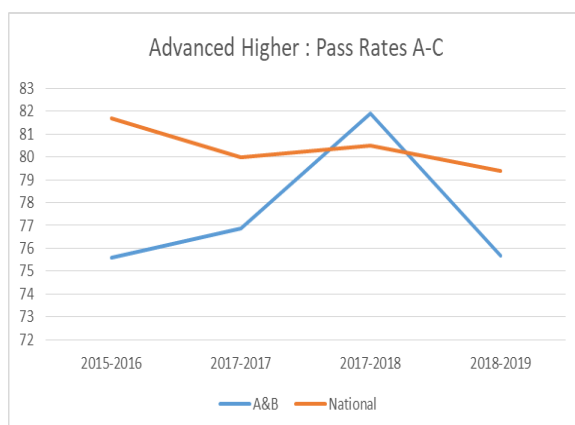
HIGHER

Higher A-C pass rates in Argyll and Bute fell in line with the trend nationally, and in doing so, fell below the national average figure. Higher passes at A-D in Argyll and Bute increased in 2018-2019 and remain above the national average.



ADVANCED HIGHER

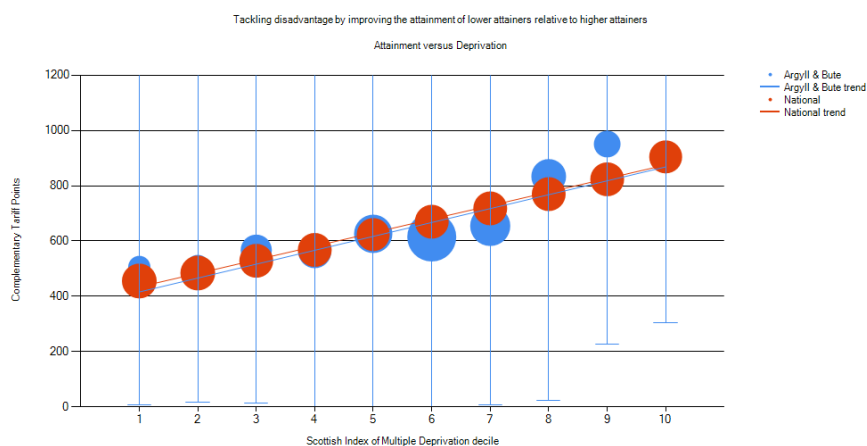
Advanced Higher passes fell in 2018-2019, reflecting the national trend, and in doing so, fell below the national average figure. Advanced Higher passes at A-D rose in 2018-19, continuing an upward trend over the last two years.



NIF Priority 2 – Closing the attainment gap between the most and least disadvantaged children

Attainment versus deprivation (S6 pupils based on the S4 roll)

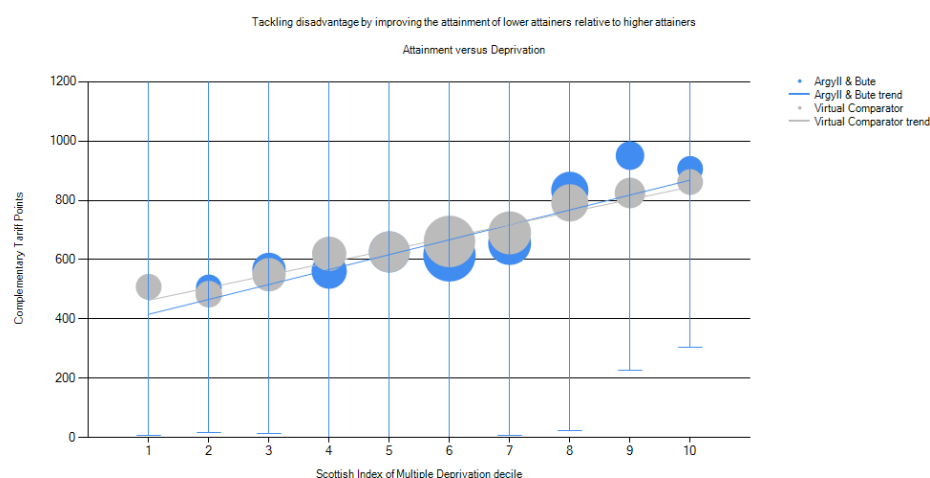
Argyll and Bute v National



Summary:

The 2019 data in the graph above shows the average tariff points (points allocated to pupil exam attainment) achieved by pupils in each of the 10 Scottish Index of Multiple Deprivation (SIMD) pupil groups in Argyll and Bute compared with the National data. Group (decile) 1 represent the most disadvantaged pupils, while decile 10 represents the least disadvantaged. Argyll and Bute candidates in SIMD deciles 1, 3, 8 and 9 are outperforming young people nationally. In SIMD deciles 6 and 7, young people's performance in Argyll and Bute was marginally below the average national level. The overall trend in Argyll and Bute is almost identical to the national trend.

Argyll and Bute v Virtual Comparator



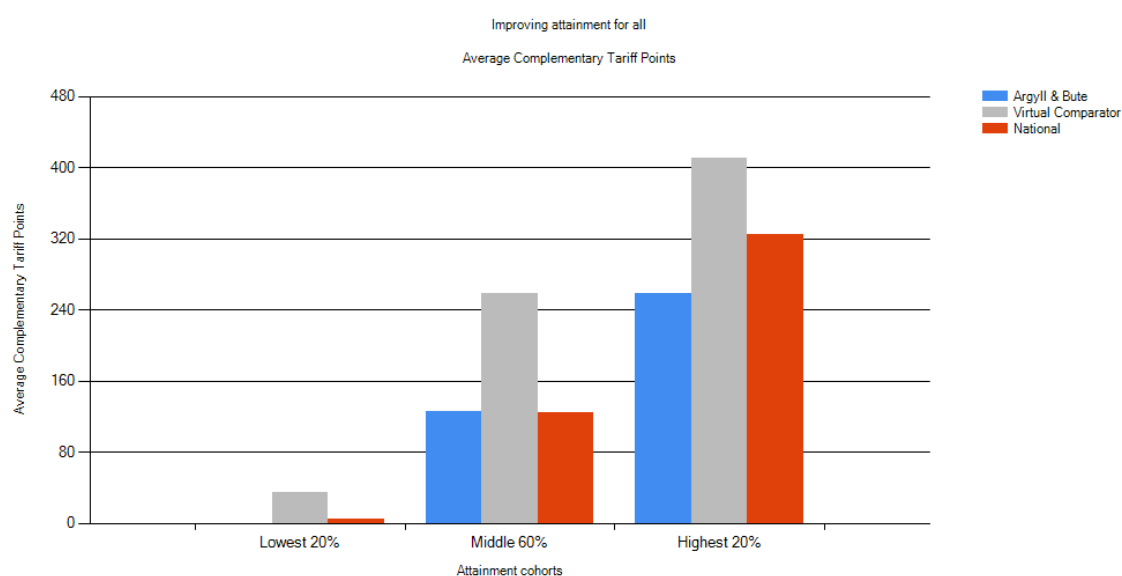
Summary:

The 2019 data in the graph above shows the average tariff points achieved by pupils in each of the 10 Scottish Index of Multiple Deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data – pupils from similar backgrounds across Scotland. Pupils in SIMD 8, 9 and 10 are outperforming their Virtual Comparator equivalents, while pupils in SIMD 4, 6 and 7 are underperforming slightly compared with the Virtual Comparator. Above SIMD decile 7, the performance trend in Argyll and Bute is higher than the national trend.

Attainment of Care Experienced Young People

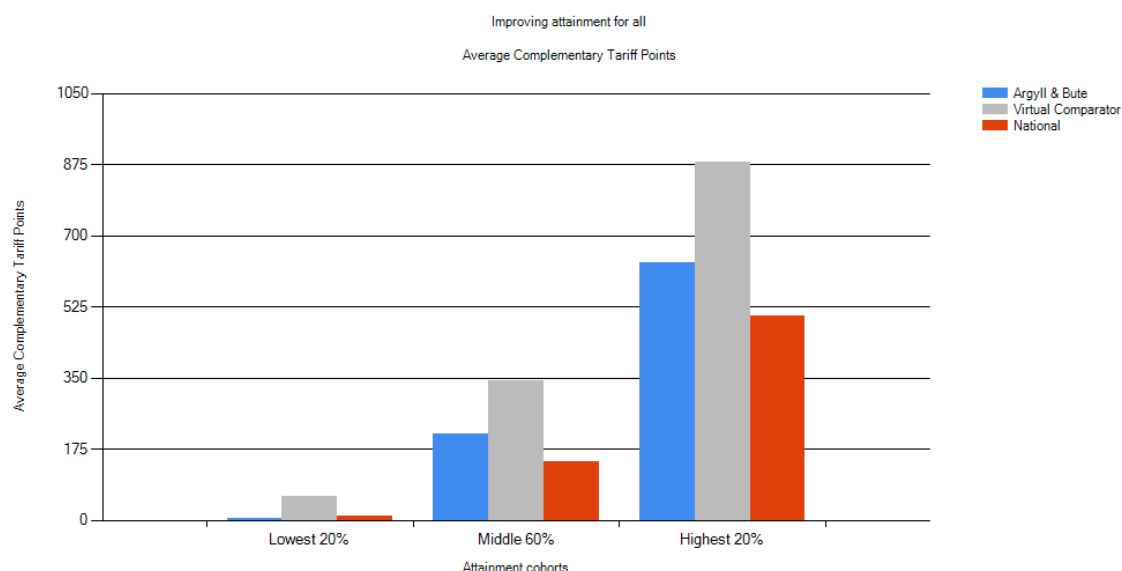
Statistically, pupils can be split into three attainment groups – the lowest attaining 20%, the highest attaining 20% and the 60% in between. The table below demonstrates that, in S4, the middle 60% of Argyll and Bute's Looked After young people outperformed the average for Looked After young people nationally. It can be seen that in 2019, the attainment performance of the top 20% Looked After young people in Argyll and Bute was less than both the Virtual Comparator figure and the national average.

S4



S5

The table below demonstrates that, in S5, attainment of both the middle 60% and top 20% of Looked After pupils outperformed the national average for attainment. For all groups of Looked After pupils, the Virtual Comparator figure was greater than both the Argyll and Bute and the national figures.



Attainment of Care Experienced Young People in Literacy and Numeracy (S4 and S5)

The graphs below demonstrate that, in 2018/19, the performance of S4 and S5 Looked After young people in Literacy and Numeracy was less than the Virtual Comparator. The fact that the cohort of young people is so small makes it difficult to attach significance to the trends over time noted below.

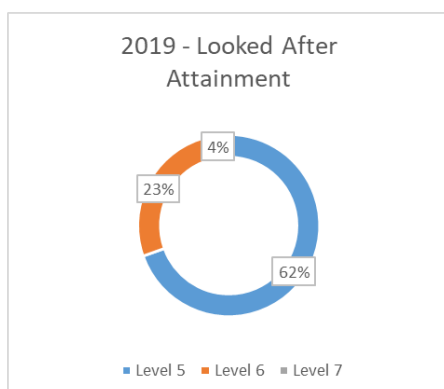
S4



S5



Improving attainment for our care experienced young people



In 2019, 62% of young people who were looked after attained at least one SCQF level 5 qualification.

NIF Priority 3 – 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 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 associated support in planning primary PE activities has supported staff to ensure children receive high quality experiences in physical education. This along with the development and implementation 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.

NIF Priority 4 – Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The 2019 Annual Participation Measure indicates a 0.6% increase to 94.8% of 16 to 19 year olds in Argyll and Bute participating in education, employment and training compared to 91.6% nationally. Argyll and Bute Council is ranked 6th in Scotland for participation across all local authorities.

	Participation rate	Not Participating	Unconfirmed
Argyll and Bute	94.8%	2.2%	3.0%
National	91.6%	3.1%	5.3%

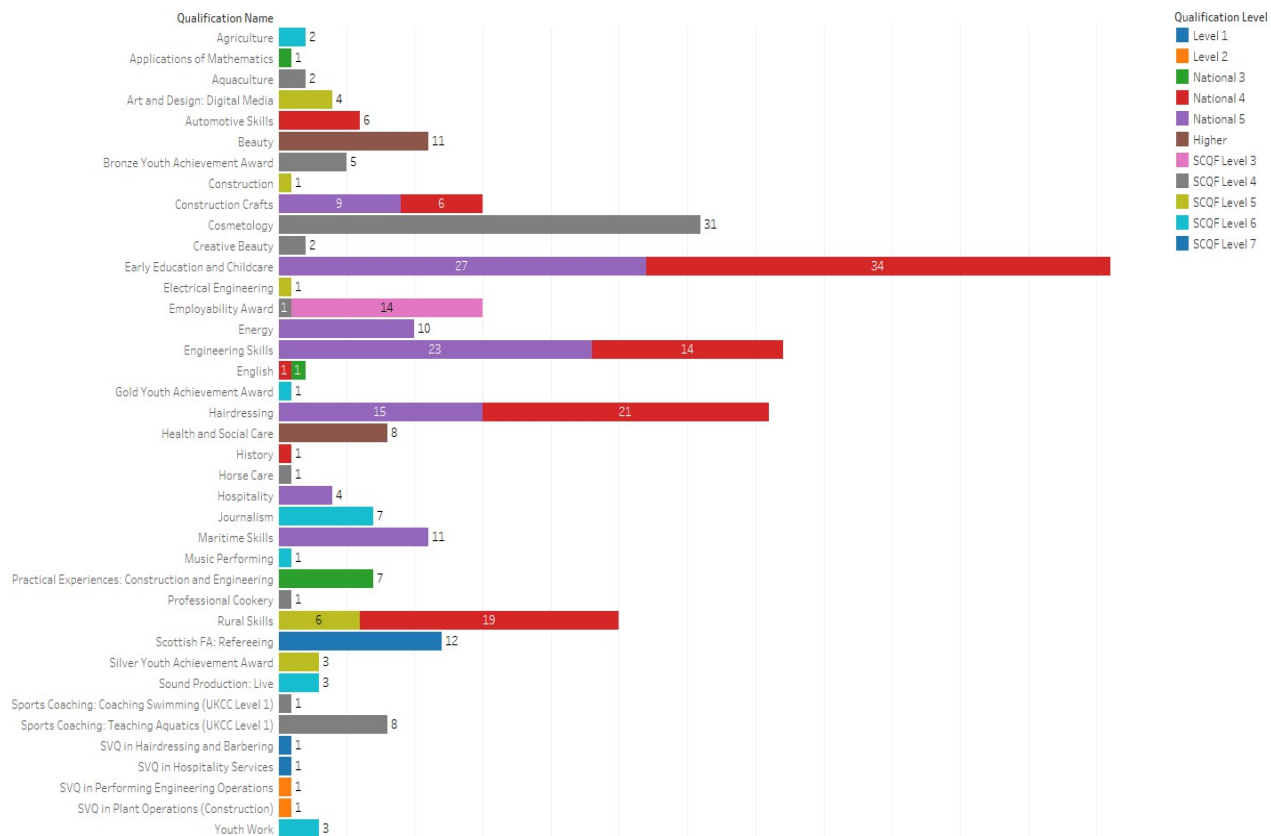
The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award-bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills.

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. Small numbers of awards in any of the above areas often indicate personalisation of a young person's curriculum to meet their needs.

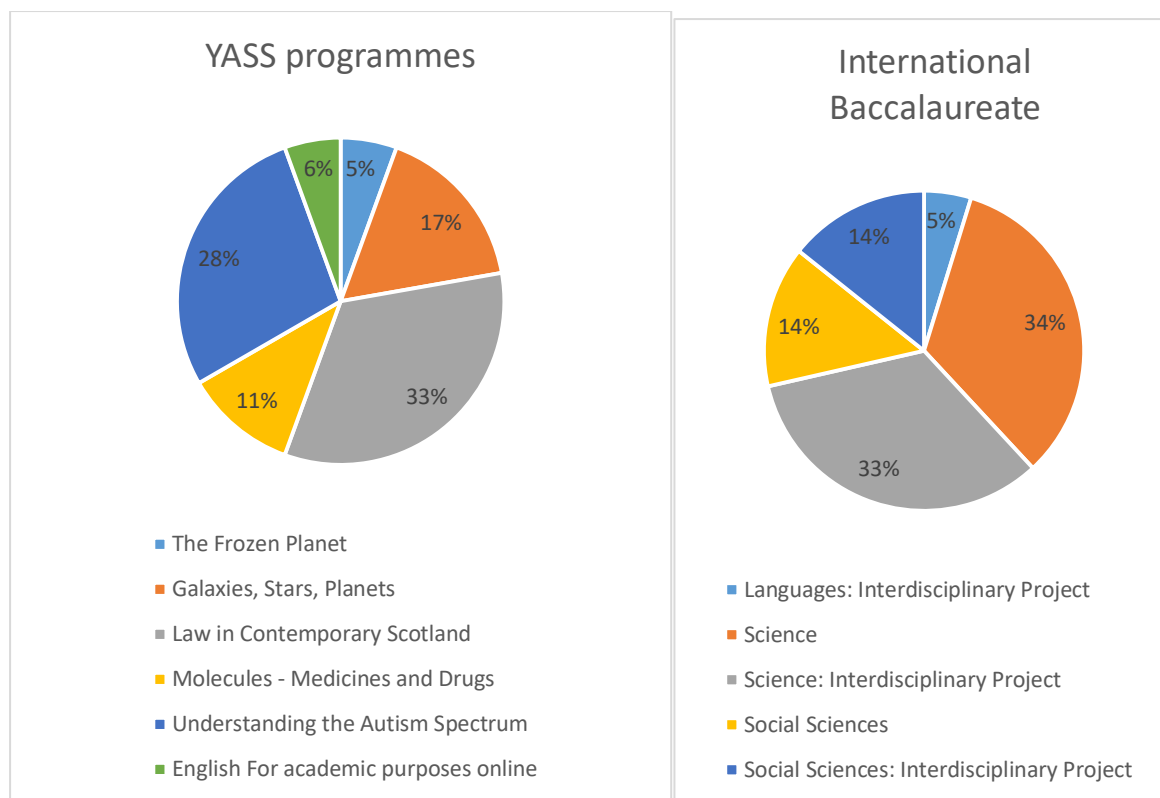
A large number of Skills for Work qualifications are available across the authority in key skills which have the potential to grow the local economy and enhance services; for example in early education and childcare, hospitality, engineering and rural skills.

The wide range of awards passed across our secondary schools and in partnership with local colleges during 2018/19 included:

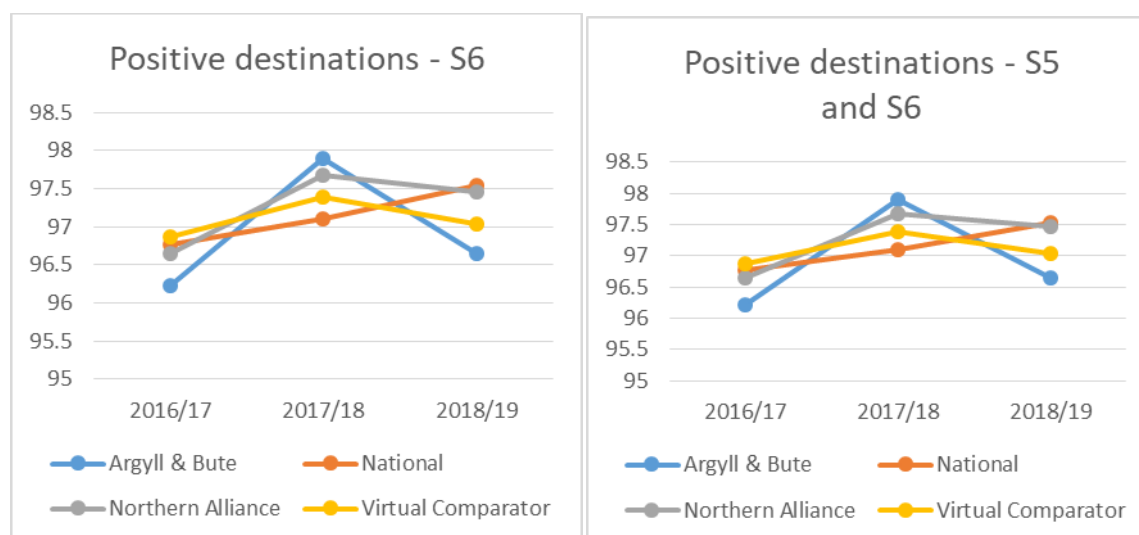
Wider Achievement Awards - Passed - 2018

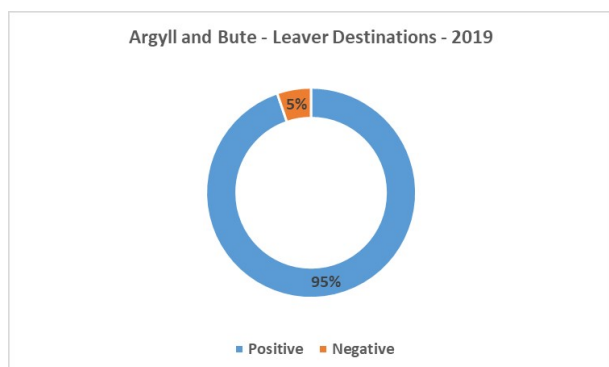


In addition, a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the following table:



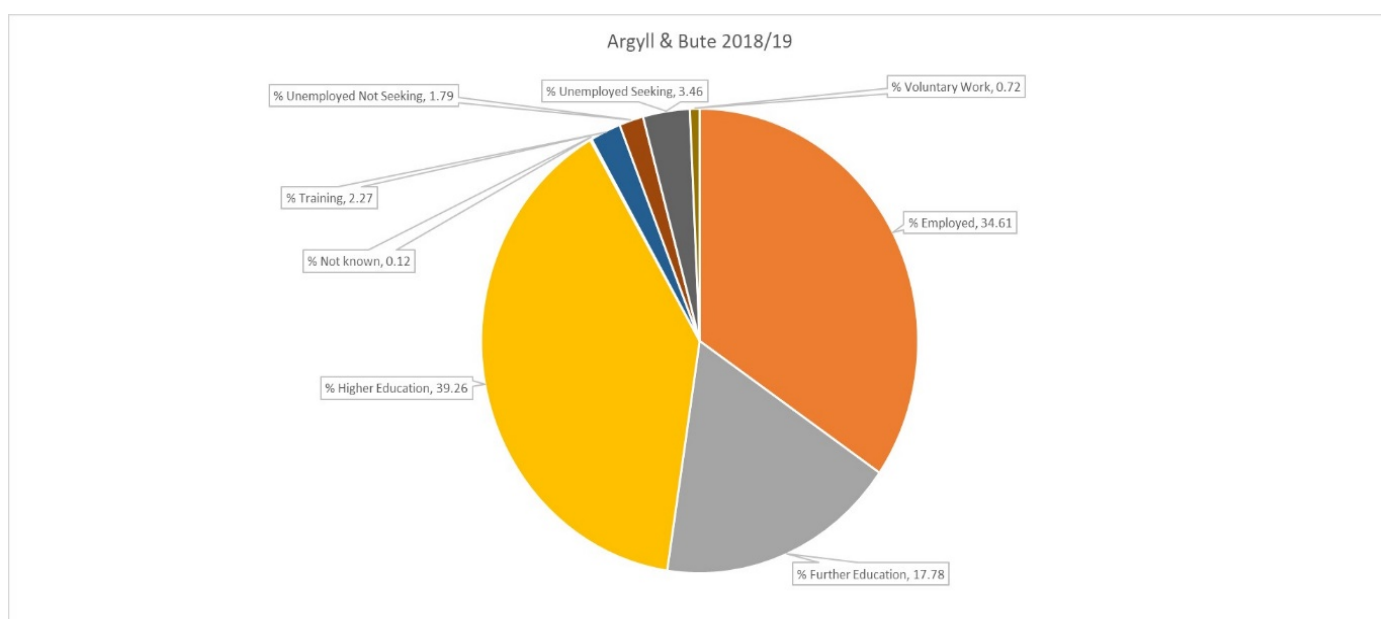
Over 2,000 young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year improvements in positive destinations for the majority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



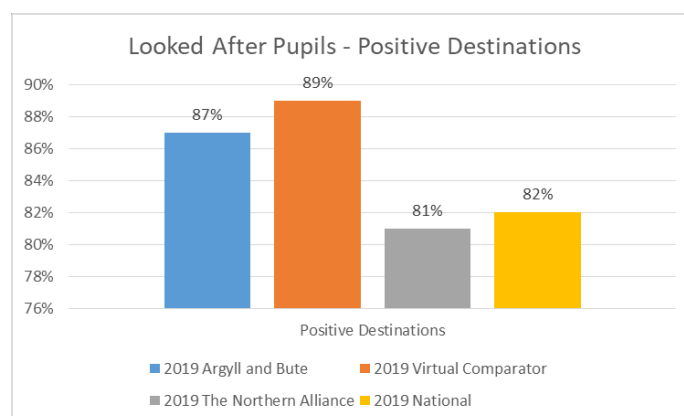


95% of school leavers in Argyll and Bute left school into a positive destination in year 2018/19. This performance is sustained from 2017/18.

The breakdown of destinations is shown below:



87% of our care experienced young people who left education in 2019 secured a positive and sustained post school destination. This is 2% below the virtual comparator and above both the national and Northern Alliance figures by 5% and 6% respectively.



SECTION SIX: OUR CHILDREN, THEIR FUTURE – SELF-EVALUATION AND IMPROVEMENT TARGETS

The following six sections of the Annual Plan and Progress Report look specifically at the six Key Objectives at the Heart of Argyll and Bute's vision for education – *Our Children, Their Future*. After an explanation of each Key Objective and its significance, the evidence of progress and improvement which has emerged from our self-evaluation is summarised. Thereafter, our identified actions to bring about further improvement or address development areas are stated.

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

The quality of education offered by each school in Argyll and Bute and how effective we 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 2019-20 is telling us:

Priority Action 1 - Improve the overall quality of learning experiences

Assessment is for Learning approaches continue to facilitate high quality learning experiences for our children and young people. Observation of learning and conversations with learners indicate that support for teachers across Argyll and Bute in developing formative assessment approaches in the classroom – with a focus on

meaningful feedback to pupils on how to improve – is leading to greater learner engagement with their work and progress.

Across Early Learning and Childcare settings, we have continued with a minimum of one annual Learning and Development and one Care and Welfare visit. Where the setting/child minder is underperforming, there is now a requirement for an action plan, regular support visits and a further visit after six months. As a result, 96% of settings are performing at 'good' or better in all measures.

In November 2019 we delivered a presentation to all HTs on the rationale for moderation (ensuring all teachers agree on assessment standards) and curriculum planning, and have successfully collated areas of strong practice across the authority. As a result, there has been an increase in examples of effective collaborative curriculum design and moderation between schools and clusters.

We have achieved greater coherence between Argyll and Bute and national and Northern Alliance (NA) moderation frameworks. We have continued consistent engagement with the NA Assessment Coordination body. The Progress and Achievement Application and moderation activities across the authority have increased confidence and skill in providing accurate, valid assessment data. COVID-19 has delayed the completion and evaluation of the pilot cluster moderation model and inter-authority moderation activities with Western Isles; both of which will be carried over as priorities into 2020/21.

The role of the Assessment Moderation Facilitators (AMFs) and the Quality Assurance and Moderation Support Officers (QAMSOs), in the training of teachers and the sharing of best practice at school and cluster level, has led to increased capability and confidence in moderation and planning assessment.

We have been successful in providing a range of twilight training courses, for ASN assistants and teaching staff, in localities through our rolling ASN training calendar. As a result, teaching staff and ASN assistants have enhanced their skills and knowledge in the area of Additional Support Needs.

Training in new literacy trackers for staff in all settings, to ensure appropriate pace of learning, has been delayed by COVID-19. The CLPL will be rescheduled for session 2020/2.

The *Three Assets Approach* focusses on ensuring high-quality partnerships in education; stimulating outdoor learning and engagement with pupils' own and other cultures. We have delivered training to ensure the Three Asset approach is understood and being used effectively in Early Years education. Supported by targeted high quality CPD – Coastal Adventure Leader Training, Woodland Adventure Leader Training and the Three Asset training day – the percentage of time spent outdoors has increased to a minimum of 50% across most settings.

We have continued to improve leadership opportunities for staff across the authority resulting in increasing numbers of staff involved with both the University of the Highlands and Islands *Middle Leadership* and *Excellence in Headship* programmes. We would benefit from further development of the *Career-Long Professional Learning* (CLPL) *Strategy* through our working group to increase our scrutiny of the quality and consistency of both the Professional Review and Development (PRD) process and CLPL delivery.

Priority Action 2 - Improve our approach to tackling disadvantage and deprivation to close the attainment gap:

Educational provision for Looked After children and young people and continuously improving their attainment outcomes is a key area of focus for the Local Authority Lead Officer for Looked After Children and Young People, as detailed in Section 4. Through this approach we have successfully scrutinised the tracking and monitoring of Looked After Children and the resulting interventions taken to improve outcomes. As a result, Looked After Children's attainment and outcomes are more prominent in authority improvement planning.

In some schools, Educational Psychologists have worked collaboratively with staff to support the implementation and evaluation of initiatives, such as *Promoting Alternative Thinking Strategies* (PATHS), to support children in developing social and emotional learning skills. A result of this is more informed and targeted PEF planning.

The Educational Psychology Service (EPS) has developed a questionnaire for primary head teachers to assess the level of need and nature of intervention required within primary schools. The results will be analysed to inform school and strategic developments for 2020/21.

We delivered targeted high quality learning in the *Exploring Sensory Preferences* and *Fight Flight or Just Right* programmes. The result has been improved support for settings in meeting the needs of our most vulnerable children.

We delivered the *Changing Lives* Programme across six localities and have baseline and final evaluations. As a result, parents report feeling more confident in their own parenting skills.

The Educational Psychology Service (EPS) has directed interventions to a number of clearly identified casework priorities. This has included an ongoing commitment to the assessment, diagnosis and planning for children who may be on the autistic spectrum, those who are care-experienced and those at points of transition. As a result, we are improving outcomes for children and young people in vulnerable groups.

The EPS has led a multi-agency working group to consider the effective implementation of Nurturing Approaches across Argyll and Bute. As a result, clear recommendations have been produced based on analysis of research, local data and best practice in other areas.

The EPS has been central to the development of Argyll and Bute's Trauma Training Plan; shaping the scope and nature of the training that will be delivered across services. This has contributed to the building of a trauma-informed workforce; better able to meet the needs of trauma-affected children and young people.

The EPS has had a lead role in the development of the strategy for delivering counselling through schools in line with Scottish Government requirements.

Priority Action 3 - Improve our approach to improving Literacy, Numeracy and Health and Wellbeing:

We have implemented the Progress and Achievement Application across all establishments to track and analyse data in literacy and numeracy attainment. Resultant data is being utilised in schools to support planning for learning increasing confidence in and validity of Achievement of Curriculum for Excellence Levels (ACEL) data.

We have begun to implement the BGE Benchmarking Toolkit across all establishments to allow comparison and collaboration between schools with a focus on raising attainment in literacy and numeracy. This has led to Education Officers supporting schools in identifying areas for improvement.

We have effectively increased consistency in the use of the *Insight* application which facilitates the analysis of the authority's SQA attainment data across all secondary establishments. Standardised approaches to the analysis and presentation of performance data at Area Committee, and ongoing authority representation on the national Progress and Improvement Network, is supporting best practice in raising attainment within Argyll and Bute.

We have successfully developed high-quality partnerships alongside Northern Alliance Numeracy Development Officers, with a resultant contribution to the development of high-quality numeracy provision across schools and clusters. Various planned activities and engagements have been postponed due to COVID-19.

We have promoted the continued development of formative assessment practice – pupil-centred learning with effective feedback to pupils at its centre – across all establishments, presenting to HTs, issuing guidance on how formative assessment approaches inform moderated curriculum planning, and evaluating formative assessment and active learning during Education Officers' Quality Inspection visits to schools.

The Educational Psychology Service has provided a range of effective professional learning sessions targeted at key areas including trauma informed practice, mental health, PATHS, emotional self-regulation and restorative approaches. Training is designed and developed to meet the needs of specific schools or professional groups in ensuring and developing children and young people's health and wellbeing. As a result, children and young people show increasing awareness of and engagement with their own emotional health and wellbeing.

Educational Psychologists have worked with schools and partner agencies to consider wellbeing information for individuals at both class and school levels alongside national data on wellbeing. As a result, appropriate support is implemented for children and young people. This data also informs the effective implementation of curricular approaches such as PATHS, Zones of Regulation and Trauma-Informed Practices.

The EPS led the development of *Our Children, Their Mental Health* with a multi-agency team. The EPS has ensured that the associated resource hub is monitored and regularly updated. This is ensuring school staff and partners have ready access to supportive and relevant information to meet wellbeing needs.

Priority Action 4 - Improve our approach to continually improve curriculum design and development:

Considerations of the breadth and challenge of the curriculum, and the application of learning and skills by pupils, are established key factors in curriculum planning in almost all schools. Active learning and formative assessment is observed in most learning environments across the authority. The majority of children can speak meaningfully about their progress and next steps in learning.

Through the Progress and Achievement application, and the engagement of Education Officers with HTs and staff, we have ensured the use of ongoing assessment data informs the planning and provision of learning and teaching, and curriculum review and development, in most establishments.

Through school self-evaluation and quality assurance visits by the Education Central Team, including observation of learning and the gathering of stakeholders' views, excellent classroom practice has been identified across our establishments. High-quality planning and moderation of curriculum and assessment is consistently observed across the authority. Further work on pedagogy and curriculum will bring further improvement in outcomes for children and young people.

The *Three Assets Approach* to curriculum is being used in a number of Early Learning Centres settings delivering 1140 hours, with a resultant increase in quality in partnerships, culture and outdoor learning.

Transition activities between pre-school and primary have been developed across the authority, supported by the Education Officer, as required. As a result, continuity in learning is being ensured across Early Level.

The extension of the Learning and Development Framework to include progression in Literacy, Numeracy and Developmental Milestones until the end of Primary One has led to more effective tracking of skills development in children over the transition from Early Learning and Childcare (ELC) to Primary school. Staff views have indicated that there is developing consistency of expectations across establishments relating to Literacy attainment.

In session 2020-2021:

We will improve the quality of learning experiences for our children and young people through our quality improvement visits, establishment reviews and response to feedback from HMIE and Care Commission inspection visits. All settings will be supported to improve the effectiveness of their own self-evaluation against *How Good is Our School/Early Learning Centre* to plan and implement improved outcomes for our children and young people.

We will work collaboratively with education establishments and partners, challenging and supporting the evaluation and moderation of learning experiences, for children and young people.

We will ensure breadth, challenge and application across the whole curriculum and foster children and young people's engagement with their own learning through the moderation of curriculum and high-quality assessment at the planning stage, and through further embedding of the principles of Assessment is for Learning.

We will continue our strong focus on raising attainment at all levels. Through analysis of our literacy and numeracy attainment data, we will plan and target strategies to further develop children and young people's literacy and numeracy skills and ensure continuing progression and achievement.

We will support each establishment to review and refine the Broad General Education curriculum to ensure pathways meet the needs of individual learners; including at points of transition.

We will provide educational professionals across all sectors with access to relevant, planned professional learning to ensure confidence and expertise in providing children and young people with high quality learning experiences.

We will improve our identification and understanding of the challenges and barriers to learning for our children and young people in vulnerable groups and plan to address these needs to improve outcomes and close the attainment gap.

We will challenge and support schools with the evaluation of the impact of Pupil Equity Funding and share best practice.

We will analyse a range of information on the Health and Wellbeing of our children and young people, planning to ensure we are providing appropriate support exactly when it is needed, and developing clear guidance documents and early interventions through the curriculum.

We will review the suitability of high-quality educational provision for all of our educational establishments, using this information to develop a Learning Estates Strategy, to enable Argyll and Bute to work towards a learning estate fit for the future.

KEY OBJECTIVE 2:	USE PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE
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What is this?

All 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's 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 2019-20 is telling us:

Priority Action 1 – Effectively assess, track and monitor the progress of our children and young people:

In Early Learning and Childcare (ELC) we have continued to support settings to understand, assess, record and track Developmental Milestone data to maintain progress over time; including Funded ELC Childminders where a child receives 100% of ELC. Of those assessed in December 2019, 41% had achieved the appropriate Developmental Milestone. The target for June 2020 is 80%.

We have implemented a new tracking and monitoring application, Progress and Achievement, across all establishments being used to track and monitor progress in literacy and numeracy. Data gathered will be analysed at both school and authority level and used effectively to plan interventions and next steps for children and young people.

We are making some progress in the engagement of our schools with the Broad General Education Benchmarking Toolkit. Further development is required in Session 2020/21 to ensure that the majority of establishments use the toolkit to support the identification of areas for improvement.

We have established an increased level of consistency and confidence in use of the Insight application to analyse SQA attainment across all secondary establishments. Ongoing authority representation with the national Performance and Improvement Network (PIN) and the use of Insight analytical data sets in schools has helped to increase the monitoring of individual pathways and attainment over time.

We have facilitated presentation to all HTs on our rationale for moderation, assessment and curriculum planning and have successfully collated and shared areas of strong practice across the authority.

We have to some extent achieved coherence between Argyll and Bute and national and Northern Alliance (NA) moderation frameworks to ensure teachers have a consistent and agreed understanding of assessment standards. We have continued our engagement with the NA Assessment Coordination body. The Progress and Achievement Application and moderation activities across the authority have increased teacher confidence and skill in providing accurate and valid assessment data. COVID-19 has delayed the completion and evaluation of the pilot cluster moderation model and inter-authority moderation activities with Western Isles.

Priority Action 2 – Implement strong self-evaluation, quality assurance and improvement planning:

We have ensured that School Improvement Planning continues to be informed by and linked closely to *Our Children, Their Future*. The School Improvement planning process has been reviewed and updated for Session 2020-21 to ensure increased coherence between individual establishments and Local Authority plans.

Quality assurance of our school improvement plans indicates confidence in self-evaluation and the use of data with an accompanying need for more clearly defined criteria for measuring success. Feedback and data from HMIE Inspections, Establishment Reviews and regular quality improvement visits to schools has indicated the continued need in schools for support in generating data sets to drive improvement. Education Officers have received training on the use of the Progress and Achievement system which allows them to challenge and support schools' use of data during Quality Improvement Visits.

HMIE inspections continued to identify both key strengths and areas for development across schools. Schools in the authority continue to demonstrate the capacity to respond positively to inspection findings to improve outcomes for children and young people. We have restructured Education Officer remits to ensure challenge and support for schools; including pre- and post-inspection. This has contributed to the improving picture in recent inspections where the average graded quality indicator has moved from satisfactory to good.

The Educational Psychology Service has contributed to processes of school review to support robust school self-evaluation and improve health and wellbeing outcomes for children and young people.

In Early Learning and Childcare, we have continued with one annual Learning and Development and one Care and Welfare visit as standard and use these visits to validate establishments' own self-evaluation. This informs an action plan, regular support visits and a combined visit after an inspection where the setting is underperforming. Our most recent data confirms that 96% of settings are operating at good or above in all measures.

Priority Action 3 – Improve our approach to clearly reporting outcomes:

Schools continue to work effectively in partnership with parents/carers to share key information about children and young people's progress, achievement and wellbeing. Effective channels are in place in almost all schools to allow parents to convey their views on how the school communicates with them about their children.

The knowledge, understanding and expertise of Education Officers are being effectively harnessed to inform the reporting of outcomes to elected members and the Scottish Government, developing the confidence and capabilities of the team. The authority's reporting to the Scottish Government on performance across Education is underpinned by effective quality assurance of communicated data.

We have built on the implementation of the Progress and Achievement application to ensure continued improvement in the quality of reporting to parents. Training has been cascaded to all relevant teaching staff to ensure accurate and consistent use of this application.

We continue to refine our approaches to reporting performance data to our elected members within the corporate governance framework.

In session 2020-2021:

Through effective implementation of the progress and achievement tool, Insight and the BGE Benchmarking Tool and Developmental Milestones; we will improve our capacity to track attainment and wider achievement ensuring authority wide data sets that allow us to measure progress over time and implement effective curriculum planning as identified.

We will continue to develop practitioner skills and share best practice in moderation to ensure data from teacher judgement is accurate and valid.

Through consultation with parents and carers, we will ensure best practice in reporting children's and young people's progress.

We will work to improve the range and quality of methods used to communicate relevant performance information to all stakeholders.

We will provide further support and training to Education Officers to ensure high-quality reporting on educational practice and improvement to Elected Members, across the Northern Alliance Regional Improvement Collaborative and at national level.

KEY OBJECTIVE 3:	ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED
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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 have the greatest positive impact on children and ensure we tackle potential disadvantage, this is a priority area for us.

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

- Provide high quality Early Learning and Child Care and
- Work with parents, families and partners.

What our improvement evidence for 2019-20 is telling us:

Priority Action 1 – Provide high-quality Early Learning and Child Care:

The delivery of 1140 hours of high quality Early Learning and Childcare in all localities by August 2020 has been affected by COVID-19, but is on track for when restrictions are lifted. As of March 2020, 76% of settings had phased in the provision of 1140 hours, and parental satisfaction surveys show between 93% and 96% satisfaction with the service.

A curricular framework known as the *Three Asset Approach* has been developed and implemented in a number of settings delivering 1140 hours of ELC. The result has been improved quality in learning partnerships, greater pupil engagement with their own and others' cultures and increases and improvements in outdoor learning.

Priority Action 2 – Work with parents, families and partners:

Effective support has been provided for 84% of settings in two areas of the authority to engage in the Family Learning Framework, which is now embedded in the localities where 1140 of ELC hours is now being offered. As a result, settings are increasing family learning activities and families are becoming more involved in children's learning. Introduction of the Family Learning Framework to the localities where 1140 hours provision is yet to be implemented has been delayed as a result of COVID-19.

Progress has been made by the Educational Psychology Service in developing a new management information system to inform strategic developments around meeting the needs of children, young people and families. As a result, the appropriate data will be

available to practitioners to implement the most effective interventions with children and their families in our ELC settings.

In session 2020-2021:

We will ensure there is capacity to deliver 1140 hours of Early Learning and Childcare (ELC) in all geographic areas by the statutory delivery date. Improvements to ELC environments will ensure high quality indoor and outdoor learning. We will provide training for staff to ensure the delivery of excellence in ELC. We will adopt best practice at points of transition ensuring effective tracking of children's progress and achievement of Developmental Milestones. The development of leadership skills in all ELC settings will be a priority. We will challenge and support all ELC establishments to ensure they achieve Care Inspectorate evaluations of Good (4) or better.

We will engage with parents/carers and families and other partners and stakeholders in all key aspects of children and young people's education; incorporating their views in our self-evaluation and policy development.

We will improve our data sources and use of data to better plan our effective engagement with parents, carers, families and partners

KEY OBJECTIVE 4:**EQUIP YOUNG PEOPLE TO SECURE POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE****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 school and in the years immediately following.

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's 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 2019-20 is telling us:**Priority Action 1 – Improve our approach to equipping children and young people with skills for learning, life and work:**

In almost all schools, skills for learning, life and work are embedded in curriculum planning and everyday learning. Most schools can demonstrate developing partnerships with other agencies which further develops learners' skills for employability and work. Within our 1140 hours ELC settings children are developing their social, emotional and practical skills from an early age through our curricular framework. The impact of COVID-19 has delayed further evaluation of current practice and this remains a priority action for Session 2020/21.

We have increased the number of Foundation Apprenticeship opportunities available to our pupils over the last year. An interim Developing the Young Workforce (DYW) action plan is in place with the key areas for development being:

- Foundation Apprenticeships;
- Skills Frameworks;
- Employer Partnerships;
- Links with DYW Regional Board;
- Work Experience/Work Placements, and
- Flexible Learning Plans for senior pupils.

The 2019 Annual Participation Measure indicates a 0.6% increase to 94.8% of 16 to 19 year olds in Argyll and Bute participating in education, employment and training compared to 91.6% nationally.

Priority Action 2 – Promote enterprise and entrepreneurship:

Schools in Argyll and Bute demonstrate a focus on skills for life, learning and work in curriculum planning and delivery. Enterprise, entrepreneurship and the development of key skills and attributes; such as communication, self-agency, self-confidence, creativity and financial awareness is planned into learning activities. These are foregrounded explicitly for learners; for example via the sharing of learning intentions and learners are made aware of their importance and relevance in life.

Schools also work in partnership with communities and local businesses to plan individual activities and projects to develop such key life skills. Initiatives in enterprise and entrepreneurship have been key aspects of the examples of excellent practice submitted by primary schools as part of the reports to elected members on primary sector provision across the authority. As a result of such initiatives in both primary and secondary schools, our children and young people are developing and using skills important for their future success and are developing an understanding of the world they will enter as young adults, its challenges and its opportunities.

As an example of excellence in enterprise and entrepreneurship in Argyll and Bute, Dunoon Grammar School was named as the UK's European Entrepreneurial School of the Year. The European Entrepreneurial School Awards recognise outstanding schools across Europe that are championing entrepreneurship in education. Schools are judged on several criteria including how they involve staff and pupils in initiatives, the way enterprise is prioritised in strategic plans and the extent to which they include the local community and business sector in entrepreneurial activity. Dunoon Grammar School was nominated for the award by Young Enterprise Scotland and is the first UK school to make the shortlist since the awards began in 2015. The highly effective planning and practice in evidence at Dunoon Grammar School is being shared with other secondary schools in Argyll and Bute.

Priority Action 3 – Support lifelong learning:

We have embedded our Family Learning Programme in our ELC centres already offering 1140 hours of provision and we are expanding this to incorporate those localities preparing to offer 1140 hours. As a result, parents/carers are developing their confidence in supporting learning, and are increasingly engaged in their children's progress.

A total of 12 Modern Apprentices were recruited to work in ELC and more than 40 Young People are participating in Early Years Foundation Apprenticeships. As a result, we are ensuring sustainability in our provision to families, "growing our own" educationalists for the future and are actively encouraging employment and economic growth within Argyll and Bute.

We have strengthened the governance and strategic leadership of the Community Learning Development (CLD) Partnership which focusses on maximising skills,

education and training for all. Through self-evaluation activities, at both strategic group meetings and the CLD conference, priority actions to improve our engagement with partners were identified for Session 2020/21.

Over the last year, CLD partners have actively engaged to produce resources which have increased the effectiveness and coherence of authority initiatives to develop young people's skills and capacities. Key developments have included a report on safeguarding of young people, a review of the Youth Forum which ensures that young people's voices are prominent and heard. A new volunteering framework is further enabling young people in their gaining of experiences and skills.

In session 2020-2021:

We will ensure our curriculum and pathways in ELC settings, schools and post-school continue to develop appropriate and effective skills for learning, life and work for all our children and young people.

We will review Argyll and Bute's strategy for Developing the Young Workforce securing improvement in high quality partnerships with Further Education, businesses and local industry. We will also enhance our curriculum design and develop an action plan from this review that will improve our engagement with partners and ensure all children and young people have the best life chances.

We will recognise, promote and share highly effective practice from within Argyll and Bute and the Northern Alliance to encourage enterprise and entrepreneurship. We will build on existing excellent practice, and identify and promote local and national opportunities for developing enterprise and entrepreneurial skills in schools, through further effective partnership working.

Through implementation of the Community Learning and Development Strategic Plan, we will promote a culture of lifelong learning and foster its adoption through measuring and evaluating the impact of such learning on families and communities.

KEY OBJECTIVE 5:	ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT
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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. It is important that we 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 alongside the staff in each school on improvement planning. It is also vital to engage parents and carers in dialogue around the work of education authorities, new approaches to learning and ultimately their role in their children's education. We must 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's 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 2019-20 is telling us:

Priority Action 1 - Develop and strengthen parental engagement and participation; and

Priority Action 3 – Improve our approaches to developing and strengthening partnerships with business and the community:

In January 2020, Argyll and Bute schools had a successful Education Scotland Thematic inspection relating to family learning. Outcomes and advice from the inspections are guiding improvement in these areas across the authority.

Almost all secondary schools have maintained at least three school employer partnerships over the last year. As a result, young people have been able to develop further their skills for life and work.

Schools have effectively reviewed their employer partnerships with a view to increasing employer involvement in curriculum and learning using the guidance "Employer Partnerships in Education – A Framework to Support Evaluation and Improvement" involving secondary school Developing Young Workforce (DYW).

Argyll and Bute's Parental Engagement and Involvement Strategy 2019-2021 was amended in line with the published National Action Plan 'Learning Together' and was consulted on through the Head Teacher's Advisory group, Parent Councils and the National Parent Forum for Scotland representative. Feedback from Parent Councils and establishments was very positive and indicates that there is a shared understanding of what is required to fully implement the strategy.

Priority Action 2 – Improve our approach to improving the curriculum links between schools and colleges, and

Priority Action 4 – Improve our approach to working together to secure improvement:

A two year Practicum with Health has brought health and education together in relation to Early Learning, ensuring effective learning and information sharing around Developmental Milestones at transition to school.

Engagement with the GIRFEC Leadership programme has supported the gathering of evaluative data on partnership working to inform focused strategic development to improve outcomes for every child.

The Educational Psychology Service (EPS) has worked collaboratively with services across the Northern Alliance and wider local authorities to explore best practice. This has positively informed EPS service delivery moving forward, ensuring maximum impact in improvement.

Our improved approach to sharing performance data with our elected members relating to the priorities of the National Improvement Framework (NIF) has improved the coherence between education staffs' and elected members' understanding of data and associated areas for improvement.

A total of 130 young people actively contributed their views to the Community Learning and Development (CLD) Strategic Plan and its priorities in 15 consultation exercises across Argyll and Bute. A further six consultation activities, involving 40 young people, were conducted to inform the Community Learning Service redesign. The impact of this was that a full review of the Youth Forum structure was conducted and recommendations produced for consideration by the Service.

A multi-agency working group has been established to develop engagement processes that will gather views of children and young people to inform the 2023-27 Children and Young People's Services Plan. The working group has developed a framework and recruited young people to be actively involved in progressing the project.

In session 2020-2021:

We will audit our existing business partnerships, seeking to increase the range and number, identifying areas for improvement and sharing good practice to improve outcomes for children and young people.

We will ensure that community voices and specifically those of children and young people are central to the planning, implementation and evaluation of our Community Learning and Development Strategic Plan. This will be enhanced by successful

participation in the GIRFEC leadership programme. We will work together across settings, clusters, and the Northern Alliance sharing data to drive improvement in provision for all children and young people.

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

Excellence in school leadership improves the quality and impact of learning experiences for children and young people and develops the abilities and capacity of staff within schools at all levels. Strength of 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, 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 are sustainable and 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 set by the General Teaching Council for Scotland (GTCS). In Argyll and Bute we want to continue to improve the professionalism of our teachers, and the quality and impact of their professional learning, to improve children's learning and the outcomes they achieve.

Within Argyll and Bute's 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

What our improvement evidence for 2019-20 is telling us:

Priority Action 1 – Focus on effective educational leadership:

We have continued to support and fund Early Years staff to complete the Bachelor of Arts in Childhood Practice or Post Graduate and Masters Qualifications to develop leadership across Early Years. We have delivered 39 places on Woodland Adventure

Leader and Coastal Adventure Leader training to further develop leadership of outdoor learning. This has increased confidence of practitioners and the percentage of time children spend learning outdoors.

We have expanded our leadership opportunities for staff through our work with our Northern Alliance partners and associated leadership workstream. Continued representation and participation in both the *Scottish Professional Learning* and *Education Scotland Professional Learning and Leadership Networks* means that our staff increasingly benefit from the most up-to-date and relevant opportunities for Career-Long Professional Learning (CLPL).

Priority Action 2 – Promote career long professional development for all staff:

A continuing focus on Curriculum and Learning and Teaching has been at the core of development in professional learning this year to ensure the promotion of leadership at all levels. Extremely positive feedback has been received from staff involved in current initiatives including *Emerging Literacy*, *Number Talks* and *Storyline*. Quality improvement visits and school reviews will include the evaluation and impact of such initiatives on improved outcomes for our young people.

Support systems and induction process for newly appointed Head Teachers were implemented in 2019-20 and will be developed further in Session 2020/21.

We have continued to improve the leadership opportunities for staff across the authority and have increasing numbers of staff involved with both the University of the Highlands and Islands Middle Leadership Programme and Excellence in Headship. We would benefit from further development of the CLPL Strategy Group to allow for an increase in the frequency that information is shared about Leadership and CLPL opportunities.

Priority Action 3 – Provide professional learning opportunities for front line services:

The delivery of the Woodland Activity Leader Training programme has led to increased profile of outdoor learning across the authority. Evaluation of the learning estate – the physical environments of our nurseries and schools – has highlighted the need to develop an overall Argyll and Bute Strategy in this area.

Three Cluster Leads were appointed and HMIE, Care Inspectorate and school reviews are evidencing that these posts are leading to improvements in practice and in children's experience.

We have ensured that the Additional Support Needs paper, relating to enhanced provision for children and young people with significant and complex learning needs, promotes an equitable approach in which the level and type of provision is carefully matched to each young person's needs.

In session 2020-2021:

We will further develop access to internal and external accredited leadership learning opportunities for education staff at all levels; utilising digital technologies to ensure equity of opportunity regardless of geographical location. We will facilitate and promote leadership opportunities for all staff by evaluating and reporting annually on the impact of educational leadership learning across Argyll and Bute.

We will audit our professional review processes for all Head Teachers to improve our current framework.

We will improve communication regarding Professional Learning and Leadership opportunities across the authority and nationally. We will ensure that professional learning in Argyll and Bute relates appropriately and equitably to all educational sectors.

CONCLUSION:

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 2019/2020 Annual Education Plan and report on progress;
- Publish the Annual Education Plan for 2020/2021 responding to the requirements of the National Improvement Framework (NIF) for Scottish Education;
- Implement the Annual Education Plan for 2020/2021 incorporating our local plans and priorities as set out in ***Our Children, Their Future***.

SECTION SEVEN: 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
EPS	Educational Psychology Service
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

SECTION EIGHT: APPENDIX 1 – EDUCATION RECOVERY PLAN

EDUCATION RECOVERY PLAN