

Educational Services

Service and Improvement Plan 2017-2020 (update)

Introduction

South Ayrshire Council believes that each person in our community, whether young or old, should be able to receive the necessary help and support to allow them to achieve their potential. This means promoting social justice and ensuring all policy development is considered through the prism of tackling deprivation¹. The Council's vision statement is '*Working with partners and communities to make life better*'.

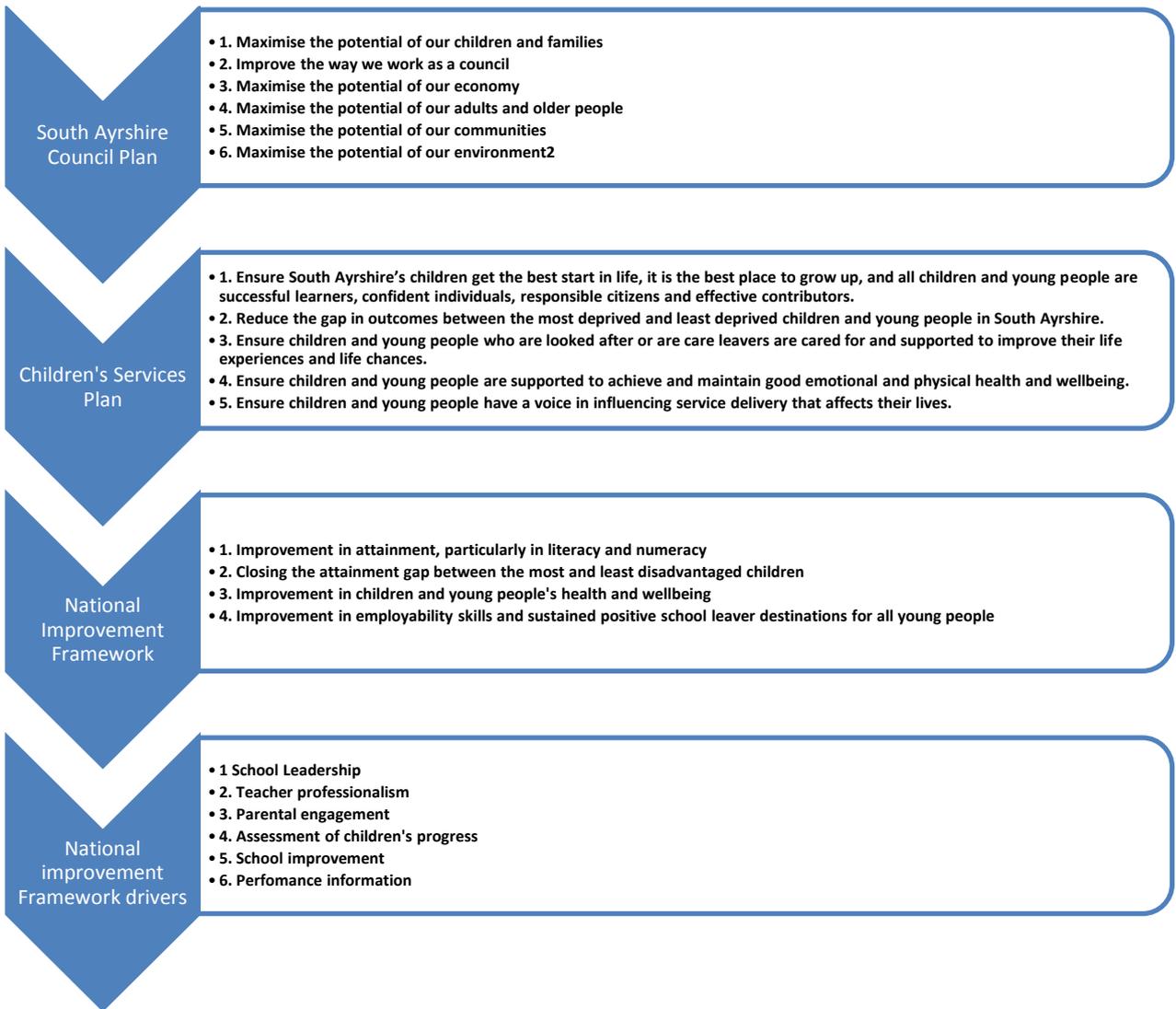
Within Educational Services, our vision and ambition is to achieve excellence and equity. We have the highest expectations for all learners so that they can achieve their potential regardless of their circumstances. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are achieving at the highest levels. Closing the gap while challenging every learner guides and defines the work of educational services.

South Ayrshire Council has a broadly improving trend in young people's attainment over the past 8 years. Success in national qualifications has been improving year on year in most measures. At primary, children are progressing well in literacy while there is scope for improvement in mathematics. Overall, the headline figures are good across a range of indicators. However, since our Validated Self-Evaluation carried out jointly with Education Scotland in April 2014, we have been asking ourselves more challenging questions about the attainment figures. Mainly, is it everyone who is achieving equally or are more disadvantaged children and young people achieving less well? Overall, less advantaged children and young people in South Ayrshire are achieving less well than their more advantaged peers.

This document aims to set out the extent to which some children and young people do not achieve in line with expectations and what we are doing about it. Much of what is contained in this paper collects, in one place, information that exists already in the *Children's Services Plan 2017-20* and the current *Service and Improvement Plan for Educational Services* in South Ayrshire. The vision set out in the Children's Services Plan articulates what we hope to achieve for our children and young people through working closely with partners:

All children and young people in South Ayrshire deserve the chance to reach their full potential. We will support those who start at a disadvantage and remove barriers for those who are struggling, we will stretch the most able and protect and nurture all children, especially the most vulnerable. Our aim is to reduce inequalities in outcomes for children and young people, in particular to close the gap in outcomes related to deprivation so that all can achieve their potential.

¹ A Programme for Effective Governance. Joint statement by SNP, Labour and Independent Councilors, South Ayrshire, June 2017.



How will we achieve the National Improvement Priorities?

Long term Outcome 1 – Improvement attainment, particularly in literacy and numeracy

Medium term outcome - Ensure that all children and young people will achieve expected levels in literacy and numeracy school leavers continue to achieve above the national average.

NIF Driver	Short Term Activities/Actions
6	Introduce target setting for schools in the Broad General Education (BGE) and develop a consistent approach to tracking and monitoring in the BGE across all schools.
6	Continue to create opportunities for staff to moderate their professional judgement in the broad general education
6	Introduce the SEEMiS tracking/reporting module and review the number of stages within a level and language of assessment.
2	Continue to embed the Making Thinking Visible strategies to improve pace and challenge in learning.
5	Review Curricular Frameworks to align with Curriculum for Excellence (CFE) Benchmarks and ensure there is appropriate pace and challenge in the Broad General Education.
5	Implement a literacy strategy to raise attainment.
5	Implement a numeracy strategy to raise attainment.
6	Implement the Scottish National Standardised Assessments and use data to inform planning for improvement.
6	Develop use of assessments to support learning and teaching and teacher judgements in CFE.
3	Increase the availability of evidence based parenting programme by 2020.
5	Continue to expand early learning services in line with legislation and Scottish Government Policy to provide high quality early learning and childcare age 2-5 years.
5	Develop and implement a Digital Learning Strategy to support learning and teaching in schools.
3	Develop and implement School is Hub Model.
2	Implement refreshed Professional Development Review (PDR) for staff.

How will we know if we have achieved Outcome 1 of National Improvement Framework?

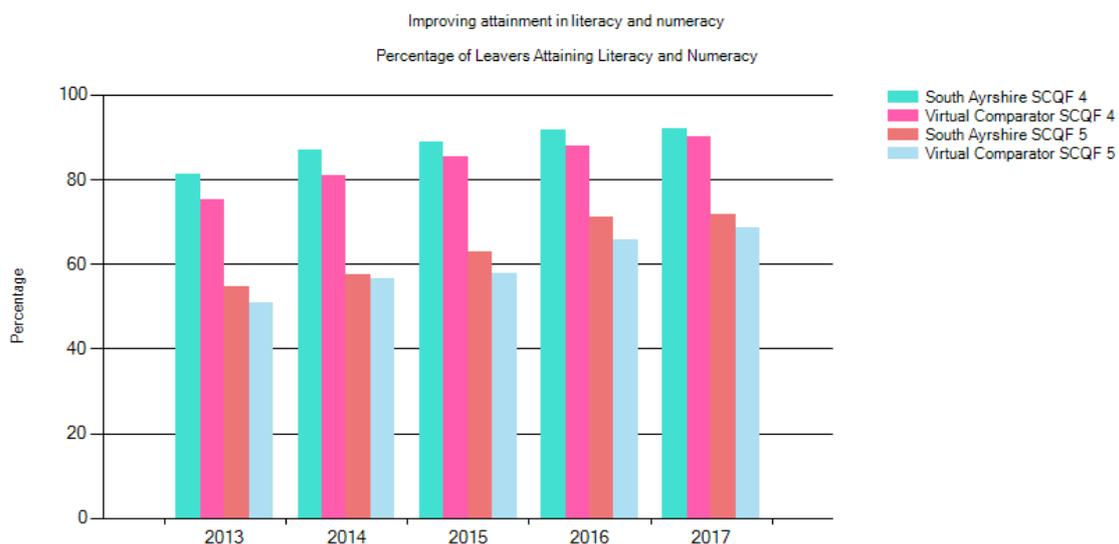
- Increase the percentage of children achieving all developmental milestones.
- Increase the percentage of children achieving appropriate Curriculum for Excellence levels in primary.
- Increase the percentage of children achieving Curriculum for Excellence third level or better in S3.
- Increase the percentage of all leavers achieving SCQF levels 4 and 5 in literacy and numeracy.
- Increase the average complementary tariff points of all school leavers.

- Quality of learning and teaching is good or better in all schools.
- Leadership of Change is good or better in all schools.
- Raising attainment and achievement is good or better in all schools.
- Evidence of family learning programmes increase across all schools.
- Increase the range of supports available for families across South Ayrshire.
- Increase the percentage of primary and secondary schools that have registered and awarded the Digital Schools Award.

Our previous performance

Percentage of children achieving developmental milestones at the of their pre school year			
Year	Communication and Language	Mathematics and Numeracy	Health and Wellbeing
June 2016	46%	47%	67%
June 2017	50%	51%	71%

Percentage of children secure or better at relevant stage								
Year stage	Reading		Writing		Listening and talking		Mathematics	
	15/16	16/17	15/16	16/17	15/16	16/17	15/16	16/17
P1, 4 & 7	84%	83%	78%	78%	87%	88%	84%	85%
P1	87%	85%	83%	81%	90%	89%	90%	91%
P4	82%	83%	77%	78%	86%	87%	82%	85%
P7	81%	80%	75%	74%	85%	86%	78%	79%



2016/17 National Improvement Reporting

86% of schools were evaluated as good or better in the Leadership of Change measure
 86% of schools were evaluated as good or better in the Quality of Learning and Teaching
 80% of schools were evaluated as good or better in Raising Attainment and Achievement

Long term Outcome 2 – Closing the attainment gap between the most and least disadvantaged children.

Medium term outcome - Raise attainment of the most deprived children and young people:

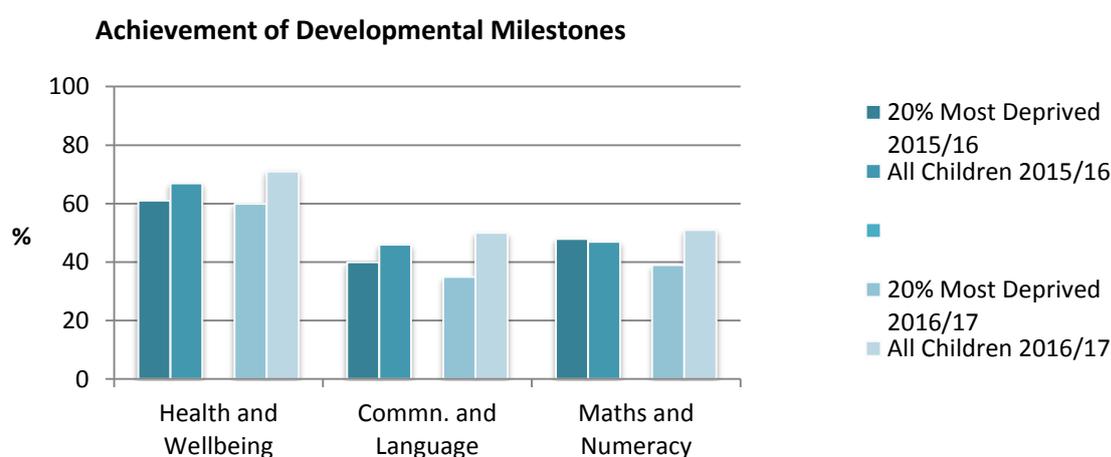
- **Improve outcomes for children in SIMD1.**
- **Improve outcomes for looked after children:**
- **Reduce exclusion and improve attendance of looked after young people and those from the most disadvantaged backgrounds.**

NIF Driver	Short Term Activities/Actions
6	Introduce new Broad General Education (BGE) tracking
6	Improve tracking and monitoring of targeted vulnerable groups (including those in decile 1-2, and Pupil Equity Fund/ Equity in Excellence).
5	Develop a strategic approach to improve attendance for children and young people.
5	Monitor and evaluate the unified senior phase to increase personalisation, relevance and choice for the lowest achieving young people.
6	Generate a data set for children and young people in SIMD 1 with recommendations for improvements in outcomes.
5	Increase uptake of early learning and childcare places for eligible children aged 2 years.
6	Extend tracking and monitoring for all looked after children and young people to include Early Years, Broad General Education and the Senior Phase.
3	Support and develop the role of Elected Members as Corporate Parents through their involvement in supporting the progress of our most vulnerable looked after learners.
5	Undertake four year action research project initially with the Belmont cluster (P5-S3) in partnership with CELCIS to pilot interventions that will improve outcomes for looked after children. Priority should be given to actively involving children and families in this project.
4	Pilot the assessment and intervention framework for looked after children and evaluate impact.
5	Develop approach to improve the educational attainment and inclusion of young people accommodated in Children's Houses.
1	In partnership with the Champions' Board, develop a Schools' Champions' Board to give looked after children and young people a voice in the decisions that affect them.
2	All Additional Support for Learning, central teams and appropriate school staff will be trained in the Autism toolkit.
5	Continue to develop a autism friendly specific secondary provision.
5	Identify and fulfil statutory duty to Young Carers through Team Around the Child.

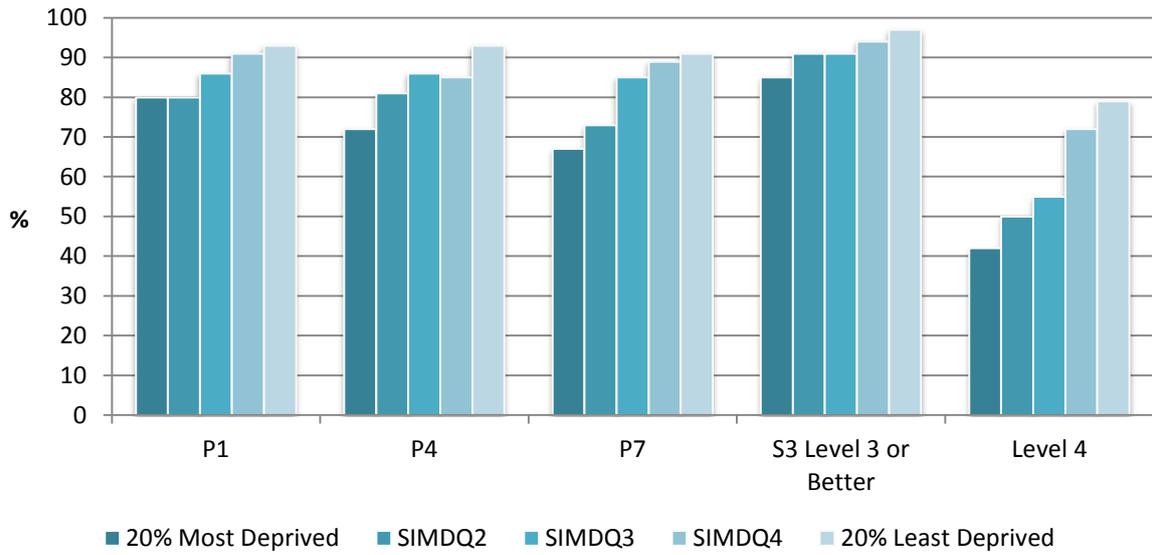
How will we know if we have achieved Outcome 2 of National Improvement Framework?

- Increase % of young people in lowest 20% achieving appropriate CFE levels.
- Increase % of young people in the lowest 20% SIMD achieving third level by S3.
- Increase the percentage attendance of children and young people in the lowest 20% SIMD.
- Decrease exclusions (rate per 1000) of children and young people in the lowest 20% SIMD.
- Increase the average complementary tariff points of young people (leavers) in lowest 20% SIMD.
- Increase the percentage of children the lowest 20% achieving all developmental milestones.
- Increase uptake of 2 year olds funded early learning and childcare.
- Increase % of looked after children achieving appropriate CFE levels in literacy and numeracy at P1, P4 and P7.
- Increase % of looked after young people achieving CfE third level in literacy and numeracy at S3.
- Increase the percentage attendance of looked after children and young people.
- Decrease the percentage exclusions (rate per 1000) of looked after children and young people.
- Increase the average complementary tariff points of looked after young people (leavers).
- Increase the percentage of looked after young people moving to positive destinations.
- Increase percentage of looked after young people who stay on at school (S4 staying on to S5) and achieve a positive destination by 2020 to be in line with their peers..

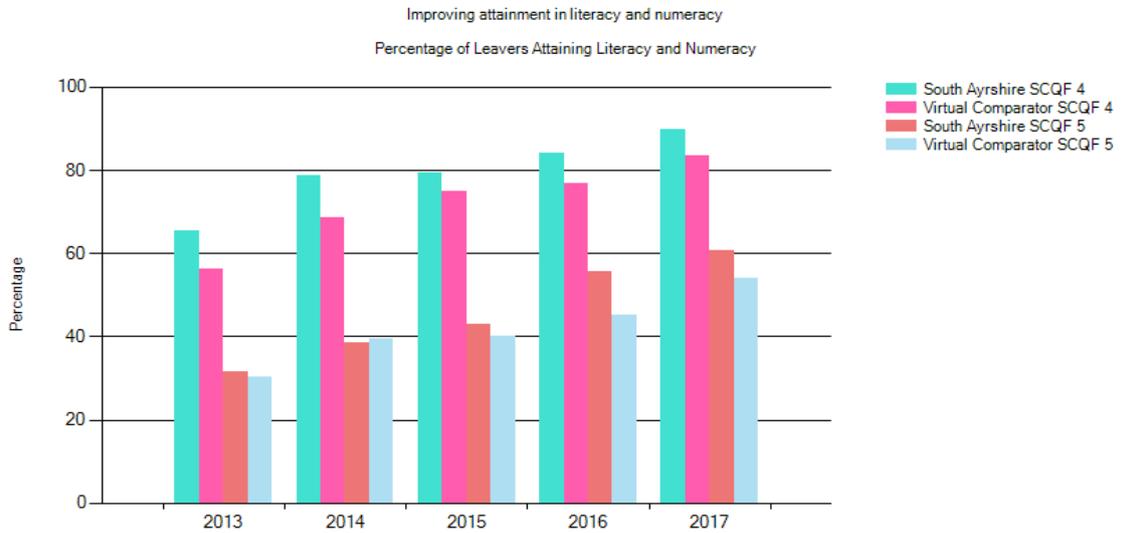
Our previous performance



Percentage CfE Achievement of the Appropriate Level by Deprivation: Reading



Literacy and Numeracy: 30% Most Deprived Leavers



Outcome 3 – Improvement in children and young people’s health and wellbeing

Medium term outcome - Improve health and wellbeing of all children and young people:

- Increase opportunities for children and young people with additional support needs to access regular physical activity.
- Promote the uptake of Healthy Start by March 2020.
- Increase the percentage of children with healthy weight at P1 by March 2020.

NIF Driver	Activities/Actions
5	Implement the daily mile in early years.
1	Develop guidance for schools to support the monitoring and tracking of children and young people’s health and wellbeing.
4	Continue to revise planning and assessment processes in PSE within the Broad General Education in Secondary schools.
5	Use data provided from the MSYP survey on PSE within the senior phase to agree and develop a core programme for all secondary schools.
4	Introduce revised planning and assessment processes within Health and Wellbeing in the primary sector.
1	Improve the recording and reporting of bullying incidents in schools.
1	Work towards gaining the LGBT Education Services charter.
1	Implement our Children’s Mental Health and Wellbeing action plan.
5	Further develop primary enhanced nurture as a centre of excellence (Chestnut Cottage).
5	Establish and develop a secondary enhanced nurture base.
2	Increase awareness of staff knowledge and understanding of Adverse Childhood Experiences (ACE) adverse childhood experience.
2	Develop staff knowledge and understanding of attachment theory.

How will we know if we have achieved Outcome 3 of National Improvement Framework?

- Percentage of pre school children achieving health and wellbeing milestones.
- Improve attendance at school.
- Increase % of children with additional support needs who are accessing opportunities through Active Schools.
- Increase the uptake of Healthy Start by March 2020.
- Evaluations of Wellbeing, equality and Inclusion is good or better in all schools.

Our previous performance

In 2016/17, 77.8% of children starting P1 had a health weight.

In Early years the percentage of children achieving Wellbeing milestone:

2015/16 – 67%

2016/17 – 71%

SCHOOL ATTENDANCE

Sector	2013/14	2014/15	2015/16	2016/17
Primary	95.4%	95.1%	95.2%	95.1%
Secondary	91.4%	90.7%	91%	91%

Outcome 4 - Improvement in employability skills and sustained positive school leaver destinations for all young people.

Medium term outcome - Enhance opportunities for children and young people to develop skills for learning, life and work.

NIF Driver	Short Term Activities/Actions
5	Embed the Careers Education Standards in the learning experiences of pupils in all establishments.
3	Promote effective employer engagement.
5	Continue to develop pathway planning in all secondary schools to meet the needs of all young people.
5	Continue to enhance opportunities for work based learning.
2	Develop and implement Early Years Traineeship Programme.

How will we know if we have achieved Outcome 4 of National Improvement Framework?

- Increase the range vocational qualifications and the range of learner pathways.
- Increase the number of employers engaged with schools/centres.
- Percentage of young people progressing to positive destinations.
- Number of staff achieving EY practitioner qualification.

Our previous performance

There have been improvements in the percentage of young people that achieve a positive destination on leaving school over the last five years.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
% achieving a positive destination on leaving school	89%	93%	92%	94%	94%	94%