

## **EAST AYRSHIRE COUNCIL**

**CABINET – 21 OCTOBER 2009**

### **PRIORITIES FOR RAISING ATTAINMENT IN EAST AYRSHIRE SCHOOLS AND EARLY YEARS' ESTABLISHMENTS 2009-2012 'LEARNING WITH CONFIDENCE'**

#### **Report by Executive Director of Educational and Social Services**

#### **1. PURPOSE OF REPORT**

- 1.1 To seek Cabinet approval, under the auspices of the Council's declared priority of 'raising attainment', for a range of key priorities designed to increase attainment across East Ayrshire education establishments.

#### **2. BACKGROUND**

- 2.1 This Report seeks to build on existing strategies which have successfully been in place since the previous East Ayrshire Council inspection of its education service in 2006. 'The Standards in Scotland's Schools Etc. Act 2000' placed a duty on education authorities "to endeavour to secure improvement in the quality of school education which is provided in the schools managed by them". On behalf of Scottish Ministers Section 9 of the Act provided for the inspection of education authorities by Her Majesty's Inspectorate of Education (HMIE) or any person appointed by Scottish Ministers to review the way in which authorities were exercising their functions in the provision of school education. In practice HMIE has worked in close partnership with Audit Scotland on behalf of the Accounts Commission for Scotland and these bodies led on the 2006 inspection in East Ayrshire.
- 2.2 The Department of Educational and Social Services priority is to continually improve attainment for all children and young people, irrespective of disparate socio-economic backgrounds. Attainment success is benchmarked against 5-14 assessment and SCQF examination performance. The profile of our children and young people (3-18) served across East Ayrshire varies across geographic areas and these children and young people are presented with a range of challenges which can be a potential barrier to their learning. Examples of these challenges are summarised below.

Using 2007-2008 data:

- East Ayrshire children and young people are above the national average in claiming free meals entitlement (FME) and footwear and clothing grants.
- The primary FME in East Ayrshire is 19.5% compared to a national average of 17.4%. Secondary aged figures are: 13.9% against a national average of 12.9%.
- Of a combined primary/secondary pupil roll of 16,467 pupils 2,476 have additional support needs. This equates to almost 15% of the total roll.

- 306 pupils in our schools are presently looked after and looked after and accommodated (LAAC).
- Leaver destination data indicates that 26% of East Ayrshire young people attend higher education against a national average of 31%; 19% secure jobs against a national average of 25%; and 16% are in the More Choices: More Chances category against a national average of 14%.

2.3 The table below sets out the local share of data zones in the 15% most education deprived, under the Education, Skills and Training Domain of the Scottish Index of Multiple deprivation 2006, against our comparator authorities. It indicates the high percentage of the population in East Ayrshire who sit within the most deprived socio-economic group in Scotland. The economic recession will further impact on these figures and it is anticipated that the most recent figures, when published in October 2009, will show an increase in the percentage of the population in our community who are in the most deprived socio- economic group in Scotland.

#### **Education, Skills and Training Domain 2006 SIMD**

<b>Local Authority</b>	<b>No of Data Zones</b>	<b>SIMD 2006 No of Data Zones in 15% most deprived (education domain)</b>	<b>SIMD 2006 Local share %</b>
East Ayrshire	154	27	17.5
Clackmannanshire	64	12	18.8
Falkirk	197	39	19.8
North Ayrshire	179	28	15.6
North Lanarkshire	418	89	21.3
West Lothian	211	20	9.5

2.4 Despite the challenges described in sections 2.2 and 2.3, our educational establishments have consistently recorded improvements in attainment and achievement. The 2006 Inspection of Education services by Her Majesty's Inspectorate (HMIe) reported that: *The council's education services were having a positive impact on families and the wider community and there were numerous examples of good practice.* It went on to report that: *'East Ayrshire Council continued to demonstrate a strong capacity for improvement. HMIE was satisfied that the council was very well placed to meet the challenges it faced in delivering high quality education services to children and young people, their families and the wider community and to raising standards of achievement for all'* The report set out the following targets for the Department of Educational and Social Services:

- improve pupils' attainment, especially in reading and writing in primary schools;
- reduce exclusions; and
- ensure that looked after and accommodated young people are able to progress and achieve appropriate qualifications.

2.5 There have been a wide range of initiatives introduced by the Department of Educational and Social Services to achieve the three targets. These initiatives have been evaluated externally through the use of consultants and HMIE and internally through self evaluation exercises, which included stakeholder surveys and performance data analysis. The programmes to date have led to improved learning and teaching and contributed towards the steady rise in attainment and achievement, evident in section 3 of this report, across the past three years. For illustrative purposes, some examples of the initiatives and projects previously introduced are bulleted below.

- 'Future Learning and Teaching Projects' (FLaT). These projects focused on literacy and numeracy development across primary and secondary sectors, particularly at the P7/S1 interface.
- 'Closing the Literacy Gap': Teachers across the primary and secondary sectors were trained in diagnostic assessments and interventions designed to improve their analysis of pupil performance and development needs in literacy.
- 'Closing the Literacy Gap - WAVE 3': This established training for classroom assistants to provide support to individual young people and support staff delivering the Closing the Literacy Gap approaches.
- 'Leaders in Literacy Development': This project included literacy circles, novel studies, reading and writing challenges, phonics and collaborative approaches to literacy' programmes for young people in primary and secondary schools.
- Early Intervention Team – Closing the Gap work on active learning in the early years to primary 3. The key foci in this project were on literacy, numeracy, problem solving and thinking skills.
- 'Scotland Reads' Project': This initiative used volunteers to engage primary children in reading activities and to encourage reading for pleasure.
- 'Interactive Mental Maths': This project used the services of a consultant to support classroom practice for teachers and to provide additional resources.
- 'Games Based Learning Project'. This initiative was led by Learning and Teaching Scotland who resourced the supply of specially commissioned and programmed 'Nintendo DS 'play stations to help young people improve their skills in 'mental maths'.
- 'Use of ICT to improve literacy, numeracy and problem solving'. Resources used by teachers included Interactive Whiteboards, MP3 and MP4 Players and Edpax materials in mathematics, science and modern Languages.
- 'Assessment is for Learning Programme '(AiFL). This national initiative focused on improving teacher skills in active learning and effectively assessing the progress and development needs of young people on a continuous basis.
- A primary teacher and secondary teacher were seconded to develop and support best practice in the teaching of science from P6-S2. Their materials have been distributed and used in all school across East Ayrshire.

- The Critical Skills Programme, Innovative Teacher Programme (Microsoft), Feuerstein Development Programme and the Tapestry: ‘Harvard Teaching for Understanding Programmes’ were designed to train teachers in using best international practice in learning and teaching with a specific focus on developing the skills and professional knowledge of teachers in the classroom. Fuller details of the Tapestry project is available in a Cabinet paper titled: ‘Tapestry / Harvard Teaching for Understanding: Leaders of learning’ presented on 21<sup>st</sup> October 2009.

2.6 The Department of Educational and Social Services values close partnership working with other services, including the voluntary sector in order to raise education attainment and the Single Outcome Agreement (Concordat) and the Community Plan: ‘Improving Lifelong Learning’ has a range of specific targets designed to raise educational attainment, which all partners are signed up to achieve. For example, Community Learning and Development, Kilmarnock and Ayr Colleges and the University of the West of Scotland are three key partners in this programme. The proposed Memorandum of Understanding with the University of the West of Scotland (Cabinet paper 21<sup>st</sup> October 2009) is an example of such partnership working. It is important to note that the East Ayrshire priorities identified in Sections 11-15 of this Report underpin the attainment targets in the Single Outcome Agreement and Community Plan.

2.7 The population of East Ayrshire recognise the key strengths in the educational provision available for our children and young people. These exist in all sectors and the quality is recognised through HMIE inspections; young people and resident surveys; parent and young people led ‘listening suppers’; Learning & Teaching Scotland ‘good practice’ reviews; local and national press coverage of key educational successes; and robust attainment performance in SCQF examinations and 5-14 assessments.

### 3. UPDATE ON TARGET (1) FROM 2006 INEA REPORT: ‘IMPROVE PUPIL ATTAINMENT’

3.1 The tables below summarise the continued improvement in attainment across East Ayrshire schools since the previous authority education inspection of 2006. These tables summarise assessment and examination performance in 5-14 and Scottish Qualification Awards while the tables and commentary in Section 4 describe improvements in trends in pupil exclusions and Section 5 outlines progress towards improving the educational attainment of looked after and looked after and accommodated pupils.

#### 3.2 Primary Schools 5-14 (%)

*Percentage of pupils attaining their expected level*

	2005-2006	2006-2007	2007-2008	2008-2009
Reading	78	79	80	82
Writing	71	71	73	75
Mathematics	83	83	84	85

### 3.3 Secondary Schools 5-14 (%)

*Percentage of pupils attaining their expected level*

	2005-2006	2006-2007	2007-2008	2008-2009
Reading	65	67	63	71
Writing	47	50	49	54
Mathematics	61	69	68	71

- 3.4 The percentage of pupils achieving 5 Standard Grades at SCQF Level 3 (Standard Grade Foundation/ACCESS awards) in English and Mathematics. *(Please note that comparator authorities are described in the table in section 2.6):*

#### **English and Mathematics Level 3 awards (%)**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	89	90	89	92
Comparator Authorities	90	91	92	94
National	91	92	91	92

- 3.5 The percentage of pupils achieving 5 SCQF Level 3 (Standard Grade Foundation/ACCESS awards) across all subjects:

#### **5+ Awards at SCQF Level 3 (Foundation/ACCESS 3) (%)**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	89	89	89	90
Comparator authorities	90	91	91	93
National	91	91	90	91

- 3.6 The percentage of pupils achieving 5 SCQF Level 4 (Standard Grade General/Intermediate 1):

#### **5+ Awards at SCQF Level 4 (General/ Intermediate 1) (%)**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	75	72	71	74
Comparator authorities	74	72	74	76
National	77	75	75	77

- 3.7 The percentage of pupils achieving 5 or more awards at SCQF Level 5 (Standard Grade Credit/Intermediate 2):

**5+ Awards at SCQF Level 5 (Credit/ Intermediate 2) (%)**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	33	28	29	31
Comparator authorities	31	29	30	32
National	35	33	34	35

- 3.8 The percentage of pupils in East Ayrshire achieving at least one SCQF Level 6 award (Higher Grade):

**1+ Awards at SCQF Level 6 Higher) %**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	33	36	35	34
Comparator authorities	34	34	33	36
National	38	38	38	40

- 3.9 The percentage of pupils in East Ayrshire achieving three or more awards at Level 6 (Higher Grades):

**3+ Awards at SCQF Level 6 (Higher) (%)**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	18	19	18	19
Comparator Authorities	17	18	18	19
National	22	22	22	23

- 3.10 The percentage of pupils in East Ayrshire achieving five or more awards at level 6 (Higher Grades):

**5+ Awards at SCQF Level 6 (Higher) (%)**

	2005-2006	2006-2007	2007-2008	2008-2009
East Ayrshire	8	8	8	8
Comparator Authorities	7	7	7	8
National	10	9	10	10

3.11 The tables and narrative described above reflect the positive impact of the drive to improve educational attainment and achievement and to overtake the targets set in 2006. Some examples of the good work taking place are outlined below to give a flavour of the range of activities being carried out.

3.12 Improved literacy (writing skills) for our young people is at the heart of improving attainment and was a key identified target in the 2006 Report. There have been a number of successful initiatives introduced over the past three years which have all made an impact on literacy. Some examples of such initiatives are bulleted below:

- The Future Learning and Teaching' FlaT programme worked across primary and secondary schools with a specific focus on literacy skills and the improvement in 5-14 performance, especially in primary schools is testimony to success of the initiative.
- The Progress in International Reading Literacy (PIRLS) is already demonstrating the potential to improve literacy even further. The Department of Educational and Social Services has worked closely with researchers from Strathclyde University in this action research project which focuses on pupils writing skills, particularly in the area of non-fiction. Five hundred and forty pupils in twenty one classes, across fourteen schools participated in the project: The experimental and control groups were matched in terms of socio-economic catchment based on entitlement to free schools meals and foot and clothing grants. Pupils were tested before and after the intervention programme. The results of this programme demonstrated increased attainment in writing with all of the experimental pupils, irrespective of their socio-economic background. The tables below in 3.13 illustrate some of the immediate improvements gained.

Improvements in performance: PIRLS Test Scores

Comparative Pre and Post Test Outcomes- Fiction

Group	Test 1 Average Score %	Test 2 Average Score %	+ % Difference
Experimental	50	65	15
Control	53	62	9

Comparative Pre and Post Test Outcomes- Non Fiction

Group	Test 1 Average Score %	Test 2 Average Score %	+ % Difference
Experimental	41	74	33
Control	44	68	24

In addition to the information from the tables above, during the post-intervention tasks, the experimental schools' average scores improved more than those in the control schools on every measure. In addition, children performing at and below average in the experimental group improved most. This programme is in the process of being introduced across all of our schools

with a particular focus on developing the reading skills of all primary 5 pupils. Two seconded literacy developers, who were part of the project, will deliver in-service training to all Literacy Leaders within primary schools. They will work with primary 5 teachers, in a phased programme, to introduce the intervention to all pupils across East Ayrshire. Fuller details of the PIRLS project are available in a separate Cabinet paper titled: 'Instructional barriers to children's literacy development: lessons from the progress in international reading literacy study (PIRLS) 2006' (presented 21st October 2009)

3.13 The Curriculum for Excellence programme is already a beginning to improve attainment and achievement across our educational establishments. The programme continues to build on the excellent work already taking place in further improving literacy, numeracy, health and well being, science and ICT. The Authority has received national recognition with three of our schools being invited to take part in piloting work on behalf of the Scottish Government. Learning and Teaching Scotland also recently approached the Department of Educational and Social Services to showcase some of our best ideas by hosting a conference at Auchinleck Academy which was attended by educational senior managers from five neighbouring authorities. Learning and Teaching Scotland has also recently asked to part-fund an East Ayrshire innovative pilot to allow young people to monitor and review their achievements using GLOW (the new digital network for schools being launched across Scottish schools).

3.14 The Council has also made significant improvement in session 2009-2010 towards reducing class sizes in Primary 1-3. This is a Concordat target and linked to the priority of raising attainment. For example:

In session 2008-2009 there were:

- 172 classes in P1-P3.
- The average class size for the majority was 22 pupils (3,827 pupils including older pupils in composites)
- 282 pupils were in class sizes of 18 or less (7%)
- 2929 pupils were in class sizes of 19 - 25 (77%)
- 616 pupils were in class sizes of 26 – 30 (16%).

In session 2009-2010 there has been a significant positive shift towards a further reduction in class sizes.

- 199 classes in P1-P3
- The average class size for the majority of pupils this session is 19.5 pupils (3,887 pupils including older pupils in composite classes)
- 1450 pupils are in class sizes of 18 or less (37%)
- 2199 pupils are in class sizes of 19 - 25 (57%)
- 238 pupils are in class sizes of 26 – 27 (6%).

This means that in session 2009-2010, 94% of primary 1-3 pupils in East Ayrshire schools are in classes of 25 pupils or less.

- 3.15 The authority has an additional target, set in 2007 by the Scottish Government, to ensure that all pupils have a 'sustained positive destination' when they leave school. The Department of Educational and Social Services has already established a robust programme to support young people in need of More Choices: More Chances and to ensure through the 16+ Learning Choices initiative that all young people secure such a positive and sustained destination. Programmes are now in place and progress will be annually reported to Cabinet. Preparatory work to date has been commended by the Scottish Government representatives in their annual evaluation of good practice across Scotland and East Ayrshire is helping to lead the way with partners of all services, including the voluntary sector, working through the driver of the Community Plan: 'Improving Lifelong learning' to better meet the learning and future employment needs of young people across our authority.
- 3.16 In recognition that schools are about more than simply examinations, the Department of Educational and Social Services has supported educational establishments to develop a range of 'wider achievements' courses and programmes to better meet the needs of our young people. The table below gives a sample of a range of courses and outlines numbers presently participating.

<b>Wider Achievement programmes and numbers participating</b>			
John Muir Awards – 41	ASDAN Awards supported – 156	Shine Play and Learn Awards – Nursery – 102	Junior Road Safety Officer – 2
Duke of Edinburgh Awards – 12	Millennium Volunteer Awards Supported – 26 ○	Cycling Proficiency – 65	Columba 1400 – 14
Duke of Edinburgh enrolments – 77	East Ayrshire Youth Awards – 70 (48 Bronze, 11 Silver, 11 Gold)	Burns Federation Certificates – 22	NASA Space School – 1 (2 out of 10 places available to Scottish schools have been awarded in 2009-10 to East Ayrshire pupils)
Fire Reach Courses – 36	Young Quality Scot Awards – 9	Kerbcraft – 12	REHIS Certificates – 218
Prince's Trust XI – 88	SFA Football Coaching Qualifications – 97	'Heartstart' – 74	Sports Leader Awards – TBC
Skills for Work including Sport & Recreation, Construction and Engineering, Hairdressing and Early Education & Childcare - 122	Short Courses at Kilmarnock College including Healthy Eating, Metal Work, Motor Vehicle and Painting & Decorating - 285	National Certificate Units at Ayr College - 3	Preparation for Independence - 24

3.17 Members are aware that the Creative Arts is a strong feature of success in East Ayrshire schools and has a positive impact on attainment. During session 2008-2009, over 3,500 pupils had the opportunity to participate in authority-wide initiatives, including ten authority bands, choirs and ensembles, performance events. The Instrumental Music Service Gala Concert held in October 2008 featured almost 400 young musicians from all of the secondary schools while The annual Spring Spectacular held at the beginning of March 2009 featured over 200 secondary school musicians performing. This concert featured the first of two specially commissioned works reflecting Homecoming Scotland 2009. Fuller details of the opportunities afforded by the Creative Minds team through the Youth Music Initiative are available in a separate Cabinet paper titled: 'Youth Music Initiative and Instrumental Music Service' (presented 21<sup>st</sup> October 2009).

3.18 All of the examples above give a small sample of the innovative and creative work taking place in our educational establishments all with an imperative to improve educational attainment and achievement.

#### **4. UPDATE ON TARGET (2): IMPROVEMENTS IN PERFORMANCE IN EXCLUSION**

4.1 The second target identified in the 2006 Report was to work to reduce exclusions. Exclusion figures help measure improvements in educational attainment as pupils who are in school each day have more opportunity to actively engage with the curriculum and improve their learning. The tables below show the overall exclusion statistics and the openings lost for East Ayrshire schools arising from exclusion. They demonstrate that the reduction in exclusions has been maintained across all sectors, with a further reduction in 'openings lost' i.e. where it is necessary to exclude, pupils are being excluded for shorter periods of time. There is a slight increase in exclusions in the secondary sector in 2008-2009, but nevertheless the figures almost match the significant improvements reported in 2007-2008. Primary exclusion statistics highlight the positive downward trend with the lowest number of exclusions and opening lost in the last 5 years. For the purposes of comparison, tables from comparator authorities of Clackmannanshire, Falkirk, North Ayrshire, North Lanarkshire and West Lothian have also been included. Please note that 2008/09 figures for exclusions and openings lost cannot be completed for Clackmannanshire, Falkirk and West Lothian until the release of the 2008/09 Scottish Government Exclusions publication scheduled for the end of this year.

## Exclusion Incidents

### East Ayrshire

#### Exclusion Incidents

	2005/06	2006/07	2007/08	2008/09
Primary	261	148	173	143
Secondary	1073	1053	668	709
Special	5	10	19	10
Total	1339	1211	860	862

#### Openings Lost

	2005/06	2006/07	2007/08	2008/09
Primary	1540	853	842	706
Secondary	6187	5596	3292	3342
Special	38	108	182	64
Total	7765	6557	4316	4112

### Clackmannanshire

#### Exclusion Incidents

	2005/06	2006/07	2007/08	2008/09
Primary	76	72	54	N/A
Secondary	366	463	488	N/A
Special	2	1	0	N/A
Total	444	536	542	N/A

#### Openings Lost

	2005/06	2006/07	2007/08	2008/09
Primary	551	269	290	N/A
Secondary	3194	3680	4818	N/A
Special	15	9	0	N/A
Total	3760	3958	5108	N/A

### Falkirk

#### Exclusion Incidents

	2005/06	2006/07	2007/08	2008/09
Primary	90	85	97	N/A
Secondary	785	801	576	N/A
Special	14	21	6	N/A
Total	889	907	679	N/A

### Openings Lost

	2005/06	2006/07	2007/08	2008/09
Primary	617	472	587	N/A
Secondary	7556	6598	4138	N/A
Special	127	203	92	N/A
Total	8300	7273	4817	N/A

### North Ayrshire

#### Exclusion Incidents

	2005/06	2006/07	2007/08	2008/09
Primary	222	170	166	148
Secondary	1916	1895	1613	1154
Special	8	7	3	1
Total	2146	2072	1782	1303

#### Openings Lost

	2005/06	2006/07	2007/08	2008/09
Primary	1387	902	904	666
Secondary	12686	12253	10807	7032
Special	48	28	11	3
Total	14121	13183	11722	7701

### North Lanarkshire

#### Exclusion Incidents

	2005/06	2006/07	2007/08	2008/09
Primary	357	451	378	352
Secondary	2802	3165	2470	2408
Special	279	276	185	269
Total	3438	3892	3033	3029

#### Openings Lost

	2005/06	2006/07	2007/08	2008/09
Primary	2049	2447	2071	1704
Secondary	15968	16943	13450	13520
Special	2221	1683	1228	2087
Total	20238	21073	16749	17311

## West Lothian

### Exclusion Incidents

	2005/06	2006/07	2007/08	2008/09
Primary	267	356	240	N/A
Secondary	1491	1,519	1440	N/A
Special	5	49	55	N/A
Total	1,763	1,924	1735	N/A

### Openings Lost

	2005/06	2006/07	2007/08	2008/09
Primary	1470	2006	1151	N/A
Secondary	10484	8983	8669	N/A
Special	572	239	387	N/A
Total	12526	11228	10207	N/A

- 4.2 Some examples of the creative and innovative work taking place in educational establishments to achieve our improvements in exclusion figures are outlined below. It should be noted that the Authority 'Pathways to Inclusion Group', chaired by the Head of Schools, leads on the strategic delivery of initiatives linked to improving attendance and reducing exclusions across the authority.
- 4.3 **'Framework for Intervention'**: teaching staff in all establishments have been given the opportunity to be trained to develop approaches that help them better manage their classroom environment in a manner that reduces low level disruptive behaviour and stops an escalation towards serious behaviours that may result in exclusions.
- 4.4 **'Restorative Practices'**: this approach engenders a culture and a philosophy within a school (or any other context) that allows the consequences of disruptive, unacceptable and difficult behaviours to be dealt with in a manner that supports perpetrators in taking responsibility for their behaviours and in developing a more constructive pattern of social behaviours. This is most helpful in helping deal with incidents that may lead to exclusions as well as providing a most constructive context for the re-introduction back into school after exclusion. In schools where restorative practice is well established there are examples of young people themselves using restorative practice approaches to solve problems.
- 4.5 **'Cool in School'**: this social skills training pack gives teachers a structured way of developing appropriate and constructive social interaction and relationship skills amongst young people as well as between adults and young people. Better social skills reduce the likelihood of exclusions.

- 4.6 **‘Crisis Prevention Institute training’**: staff who work with children who may demonstrate challenging behaviour have been given the opportunity to take part in CPI training. This offers a framework for staff to understand the drivers that may escalate challenging behaviours and consequently teaches them how to defuse situations before they get out of hand. Where staff are skilled in this area there is a much reduced likelihood that behaviours will escalate to the point where an exclusion results.
- 4.7 **‘Solution Oriented Schools’**: Solution oriented training helps adults understand how to most effectively create constructive and beneficial solutions to problems that arise with young people. Where such solutions are arrived at there is a consequential reduction in difficulties escalating to the point where exclusion may be the end result.
- 4.8 **‘Nurture Classes’**: although Nurture classes are targeted at the early end of the school age group, where they work well they can create a framework that will help the healthy development of a young person who may otherwise be likely destined to have a dysfunctional relationship with school and society. This population is the one at highest risk of school exclusion at an older age.
- 4.9 **‘Youth Strategy’** is an integrated service provision to support children and young people who require additional support in order to access their educational programme. The ethos of the service is one that supports and enables all children and young people to feel valued and to experience positive interpersonal relationships. Youth Strategy base and outreach supports have a positive impact on reducing exclusions in mainstream schools. Most of the young people in Youth Strategy present with social, emotional and behaviour difficulties and without support would face the prospect of future exclusions from their school or potential outwith placement.

The key to success lies not only in the work within a school but the support offered to parents and carers by the social work assistant, the parent support worker and teaching staff who will meet regularly with families to discuss and model parenting skills. The holistic and child-centred focus of all Youth Strategy personnel provides a flexible and innovative means to support young people, ideally within a child's school but with the added flexibility of a suitably resourced base.

Youth Strategy has three bases, two for young people located within school campuses for young people in years 1 and 2 of secondary school and a third for young people in year 3 and 4. This is off campus. There are currently 78 children and young people being supported either in a base or on an outreach basis. A review of the services managed by Youth Strategy is presently underway along with a review of the Network Support Service. The outcome of the Review will shortly be reported to Cabinet.

**5. UPDATE ON TARGET (3): SUPPORT FOR LOOKED AFTER AND LOOKED AFTER AND ACCOMMODATED CHILDREN.**

5.1 The authority has prioritised its responsibility as a corporate parent with the recognition that all services have a role in supporting this group of young people. Educational services measure their success by focusing on attainment in examination (SCQF) performance at level 3 in English and Mathematics and by monitoring exclusion and attendance for this group. The tables below indicate that progress has been made in the quantity and quality of awards, although there is still capacity for improvement in this target area. The cohort covered by the tables below relate to all S3 pupils who were supported last session by one-to-one mentoring funded by the authority, while the exclusion and attendance tables relate to all looked after young people in schools in East Ayrshire.

5.2 The tables demonstrate evidence of improvement, although it should be recognised in the attainment tables that the relatively small numbers involved mean that small numerical changes in numbers of young people can demonstrate a statistically large impact. It should also be noted that the reporting of attainment of looked after children in education services separate English and Mathematics performance, while social work returns report on performance at SCQF level 3 on any subject.

**5.3 Percentage of LAAC who gained awards in English at SCQF levels 3-5**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
SCQF Level 3	5%	14%	16%
SCQF Level 4	29%	23%	23%
SCQF Level 5	0	0	11%
Total	34%	37%	50%

**5.4 Percentage of LAAC who gained awards in Maths at SCQF levels 3-5**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
SCQF Level 3	24%	20%	27%
SCQF Level 4	7%	9%	16%
SCQF Level 5	0	2%	7%
Total	31%	31%	50%

**5.5 Number of awards gained at SCQF Level 3, 4 or 5 in Other Subjects**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
Total	68	40	74

5.6 **Percentage of LAAC who gained awards in English**

	2006-07	2007-08	2008-09
SCQF Level 3	5%	14%	16%
SCQF Level 4	29%	23%	23%
SCQF Level 5	0	0	11%
Total	34%	37%	50%

5.7 **Percentage of LAAC who gained awards in Maths at SCQF levels 3-5**

	2006-07	2007-08	2008-09
SCQF Level 3	24%	20%	27%
SCQF Level 4	7%	9%	16%
SCQF Level 5	0	2%	7%
Total	31%	31%	50%

5.8 **Number of awards gained at SCQF Level 3, 4 or 5 in Other Subjects**

	2006-07	2007-08	2008-09
Total	68	40	74

5.9 Exclusion figures refer to the number of exclusions for looked after and looked after and accommodated children compared to previously looked after children and the overall authority figure for openings lost through exclusion. These figures demonstrate improvement which is line with improvement in overall authority figures for exclusion.

		SPECIAL	SECONDARY	PRIMARY	EAST AYRSHIRE
<b>2005/2006</b>	LAAC	2	120	130	252
	Previously LAAC	0	4	0	4
	Total Exclusions	5	1073	261	1339
<b>2006/2007</b>	LAAC	8	120	48	176
	Previously LAAC	0	9	3	12
	Total Exclusions	10	1053	148	1211
<b>2007/2008</b>	LAAC	3	52	37	92
	Previously LAAC	5	10	0	15
	Total Exclusions	19	668	173	860
<b>2008/2009</b>	LAAC	2	76	13	91
	Previously LAAC	0	9	3	12
	Total Exclusions	10	709	143	862

5.10 Attendance figures include a breakdown of openings lost due to absence for looked after children at home, those accommodated (away from home) and the combined figure. These figures demonstrate improvement which is line with improvement in overall authority figures for attendance.

		<b>SPECIAL</b>	<b>SECONDARY</b>	<b>PRIMARY</b>	<b>EAST AYRSHIRE</b>
<b>2005/2006</b>	Home	2	93	47	142
	Away	0	27	83	110
	LAAC	2	120	130	252
<b>2006/2007</b>	Home	4	66	31	101
	Away	4	54	17	75
	LAAC	8	120	48	176
<b>2007/2008</b>	Home	0	38	19	57
	Away	3	14	18	35
	LAAC	3	52	37	92
<b>2008/2009</b>	Home	0	42	9	51
	Away	2	34	4	40
	LAAC	2	76	13	91

## **6. CONTEXT FOR REVIEW OF THE DEPARTMENT OF EDUCATIONAL SERVICES PRIORITIES TO IMPROVEMENT**

- 6.1 The detailed operational priorities recommended in this report are set against two main drivers. These are the East Ayrshire priorities as described in Sections 11-15 of this report, and meeting the appropriate national targets as outlined in the recent national report produced by the HMIE titled: 'Improving Scottish Education' (ISE) 2005-2008. <http://www.hmie.gov.uk/ImprovingScottishEducation.aspx>
- 6.2 Heads of establishments from all sectors met together in March 2009 to spend a day discussing and analysing the priorities for East Ayrshire schools and early years establishments from 2009-2012. The context for the session was based on two main themes: a review of East Ayrshire improvements and priorities to date as outlined in Sections 11-15 of this Report and a review of the recent publication of a national HMIE report titled: 'Improving Scottish Education. The minuted returns from parent/carers and pupils surveys, listening lunch and supper responses, and East Ayrshire HMIE report recommendations were also reviewed as part of the deliberations. The Chief Executive and a range of elected members from the administration, including the two lifelong learning spokespersons, attended the afternoon session of the seminar to listen and contribute to the programme

## **7. VISION FOR THE EDUCATION SERVICE**

- 7.1 The drive to raise attainment in education services in East Ayrshire sits within our vision of ensuring that all in the Department of Educational and Social Services 'get it right for every child' (GIRFEC). The outcome of our priorities should result in all children and young people benefiting from the seven outcomes for children and young people (Safe, Healthy, Achieving, Nurtured, Active, Respected & Responsible and Included). The four capacities of the Curriculum for Excellence -successful learners, confident individuals, responsible citizens and effective contributors to society, sit within the

umbrella of these seven outcomes for children and should be understood within this context.

- 7.2 The education priorities described in this report are reflected at high level in the Single Outcome Agreement (Concordat) and the Community Plan (Promoting Lifelong Learning). The identified targets also fit into the context of our 'Priorities to Improvement 2007-2010' and Education Service Plans. These plans and policies will continue to direct all education service and school improvement planning from sessions 2009-2012.

## **8. THE NATIONAL CONTEXT FOR REVIEW LINKED TO THE HMIE REPORT 'IMPROVING SCOTTISH EDUCATION'**

- 8.1 The Improving Scottish Education (ISE) Report HMIE (16/1/09) reported on the three year national trend (2005-2008) in educational attainment across Scotland. Many of the messages within the report are pertinent to East Ayrshire and have influenced the direction of our strategy.
- 8.2 This report presents a 'state of the nation' overview of Scottish education, built up from HMIE inspection activity over the period 2005-08, and highlights the strengths and weaknesses of education provision in Scottish schools. The report follows on from a similar publication in early 2006, which looked at Scottish education over the period 2002-05.
- 8.3 The Report covers the quality of provision across all sectors – early years; primary and secondary schools; special schools; community learning and development; colleges; child protection and learning in prisons.
- 8.4 The Report describes Scottish education as a high performing system, but one that needs to continue to improve if we are to remain competitive internationally, both in Europe and beyond. The report highlighted that there had been steady improvement since 2002-05, and that key strengths included the early year's sector, and the professionalism of staff.
- 8.5 The Report identifies the single greatest challenge facing Scottish education as: 'how to raise the poor performance of our lowest achievers'. This is a perennial issue across Scotland and one which the Organisation for Economic Cooperation and Development (OECD) highlighted in their report into Scottish education in December 2007. The OECD report was informed by inspection work already carried out by HMIE, but illustrated that the place in which young people live in Scotland has a bigger impact on their educational outcomes than the school they attend. In other words Scottish schools by and large set a consistently very high standard, but as good as schools are, on their own they cannot overcome historic problems of deprivation and poverty.
- 8.6 There is no simple solution to the challenge. However, HMIE are clear that correct policies are now in place to help drive improvement. These include the 'Early Intervention Framework', the agenda set by 'Getting it Right for Every Child' and the Curriculum for Excellence. The HMIE view is that all education

authorities should be moving quickly towards implementation of these national policies.

- 8.7 The 'Improving Scottish Education' report recognises that improvement will have to continue in schools, nurseries and early years establishments, but it also notes that working closely with local partners, particularly including parents, will deliver the greatest improvements to outcomes. Within East Ayrshire, the central role of the Community Plan: Promoting Lifelong Learning, the Children and Young People's Service Plan as well as the Single Outcome Agreement explicitly recognise this principle.
- 8.8 The 'Improving Scottish Education' report is set within the economic context of Scotland, the UK and an increasingly global society where high level skills will secure employment and wealth creation. It covers the quality of provision across all sectors. The Report recognises the determination of educators to ensure that children and young people in our schools and nurseries will be equipped with the experiences and outcomes to prepare them for qualifications, FE/HE and employment. The Report also recognises that we need more robust formative (on-going throughout the year) and summative (at the end of a teaching period) assessment evidence which allows us to identify individual pupil and year group progression and improvement. The Report also states that nationally, schools and nurseries need to be effective at self-evaluation in a way that leads to lead to genuine improvement.

## **9. SUMMARY POINTS FROM THE IMPROVING SCOTTISH EDUCATION REPORT**

- 9.1 Scottish education is a high performing system, but needs to continue to improve if we are to remain competitive internationally, both in Europe and beyond.
- 9.2 There has been steady improvement since 2002-05, and key strengths include the pre-school sector, and the professionalism of staff.
- 9.3 One key challenge highlighted in the national report is the variability of child protection practice identified by HMIE inspections of schools and local authorities. It is worth noting that East Ayrshire Child Protection systems are robust, and any recommendations that come from the Child Protection Inspection in October 2009 will assist in further advising on good practice in East Ayrshire.
- 9.4 **Nationally** identified areas for improvement: (Early Years/Nursery Provision)
- The variable quality of provision across sectors with the partnership private and voluntary centres, in general, less effective than the local authority sector.
  - The quality of leadership in guiding educational developments and children's learning.
  - The impact of self evaluation in improving outcomes for children.
  - Staff interactions which extend and challenge children's learning.

- Identification of children's individual learning needs, staff use of assessment information and staff intervention to ensure all children make appropriate progress.

#### 9.5 **Nationally** identified areas for improvement: (Primary Schools)

- Closing the gap at the upper stages to ensure all children move on to secondary schooling as sufficiently skilled independent learners who are well equipped to make progress in their learning.
- Meeting the learning needs of all children, particularly challenging the most able children.
- Attainment and application of knowledge in writing in English language and Gaelic, in problem solving in mathematics and in science and the technologies
- Promoting and monitoring progression in children's wider achievements in relation to the attributes, capabilities and skills underpinning the four capacities of the CfE.
- Improvement through self evaluation, including better use of the child's voice to inform more effectively their learning experiences in school.

#### 9.6 **Nationally** identified areas for improvement: (Secondary Schools)

- Consistency in the quality of teaching and learning, including building on good practice and focusing staff development on how young people learn and how they develop learning skills
- Raising achievement, particularly by building on prior learning and ensuring challenge for each individual young person, especially those at the early stages, boys and vulnerable groups such as children looked after at home.
- Meeting the needs of every young person especially by monitoring and tracking progress and ensuring coherent programmes with skills based and applied learning
- Engaging all young people actively in learning, giving each a sense of personal responsibility for their own learning and encouraging them to think independently and creatively.
- Focusing self evaluation on improving outcomes for young people with clear lines of responsibility and accountability for innovation and improvement.
- Pursuing an ambitious and strategic vision for improvement including mobilising leadership at all levels.

#### 9.7 **Nationally** identified areas for improvement: (Special Education Sector)

- Broadening the curriculum.
- Raising attainment in English language in residential special schools and among young people with social, emotional and behaviour needs.
- Ensuring greater attention to the learning needs of every young person in residential special schools extending productive links with similar centres, with education authorities and through sharing good practice.

- Continuing to develop facilities in day special schools.
- Focus self evaluation on improving achievement.

## **10. EAST AYRSHIRE PRIORITIES TO IMPROVEMENT**

- 10.1 The East Ayrshire priorities, while taking into account the guidance given in the national report: 'Improving Scottish Education, 'reflect the local needs and circumstances of our community as described in the Single Outcome Agreement and Community Plan: Improving Lifelong Learning. The educational philosophy from the 'Leadership for large Scale Improvements Institute' at Harvard University, which reflect the ideas of world renowned educationists, Professors Richard Elmore and Michael Fullan, who have visited and worked with East Ayrshire, also influence these priorities.

## **11. EAST AYRSHIRE IDENTIFIED AREAS FOR IMPROVEMENT: (EARLY YEARS)**

East Ayrshire is committed to investing in children's early development and emotional well-being. The Single Outcome Agreement reflects some of the key aspects of the Framework along with the 2008-2011 Children and Young Person's Services Plan. Priorities are:

- 11.1 Support the development of targeted, integrated services for vulnerable children aged 0-3 years
- 11.2 Build parenting capacity and skills pre and post birth
- 11.3 Support employers and the early education/childcare workforce to meet registration and post registration standards
- 11.4 Provide a range of information to assist families to access services relevant to early education, recreation and family support needs.
- 11.5 Break down barriers between education and childcare through a move toward more integrated, flexible services
- 11.6 Improve play opportunities and addressing barriers to play
- 11.7 Ensure more consistent access to intensive family support services in the early years
- 11.8 Support nurseries, schools and childcare centres developing their role in family and community learning
- 11.9 Build on work already in progress through *Getting it Right for Every Child* and *Curriculum for Excellence* to provide child-centred, outcome focused services

A report highlighting the key elements and the desired outcomes of the Framework was presented to Cabinet on 18<sup>th</sup> March 2009. Proposals in

respect of implementation and measurement of progress will be brought to Cabinet in the future.

## **12. EAST AYRSHIRE IDENTIFIED AREAS FOR IMPROVEMENT: (PRIMARY SCHOOLS)**

12.1 As outlined in the Single Outcome Agreement and Community Plan: Improving Lifelong Learning, 5-14 will continue to be used to measure attainment in reading, writing and mathematics in primary schools until a replacement benchmark tool is ready.

- An annual 3% increase in 5-14 attainment targets in reading, writing and mathematics should be set by each establishment and will be monitored by the Head Teacher and verified by the Quality Improvement Team.

12.2 The Future Learning and Teaching (FlaT) project; the Progress in International Reading Literacy Study (PIRLS) Project; and the Reading Recovery Programme, which focus on literacy, numeracy and science (5-14), have already positively impacted on attainment and will continue to be supported centrally. Schools should build the strategies from these projects into their learning and teaching programmes and measure progress against improvements in 5-14 reading and writing.

12.3 Specific attention should be given to improving boys' attainment in 5-14 writing and in science by:

- Each establishment setting up to a 3% improvement from the previous year's establishment baseline. Progress will be monitored by the Head Teacher and verified through the Quality Improvement Team Reviews.

## **13. EAST AYRSHIRE IDENTIFIED AREAS FOR IMPROVEMENT: (SECONDARY SCHOOLS)**

13.1 As outlined in the Single Outcome Agreement and Community Plan: Improving Lifelong Learning, 5-14 will continue to be used to measure attainment in reading, writing and mathematics in secondary 1&2 until a replacement benchmark tool is ready. For session 2009-2010:

- Each establishment should set an annual 3% increase in their 5-14 attainment targets in reading, writing, and mathematics. These targets will be monitored by the Head Teacher and reviewed by the Quality Improvement Team.
- Head Teachers should also set an annual SCQF target of up to 3% performance in improvement from SCQF levels 3-5 and at least a 1% improvement in level 6.
- The use of the additional staffing resource in English and mathematics departments in secondary schools should be monitored through school improvement plans to measure its impact on the target of raising attainment in literacy and numeracy.

- Specific targets should be set to minimise the gender divide in educational attainment at S1-4 by developing programmes of learning and support which improve male attainment by up to 3% per annum, particularly at SCQF levels 4 &5.

13.2 Developing work experience, vocational and skills for work programmes for pupils (14-18) is a central target in the Single Outcome Agreement. The education service will continue to develop opportunities, in partnership with Ayrshire Colleges and Ayrshire Chamber of Commerce to support schools to be able to guarantee all pupils (14-18) an entitlement to such experiences. In addition to the above, schools should also build into their improvement plans opportunities for young people to continue to develop enterprising skills as part of the curriculum as well as building skills for work programmes where appropriate into their course choice programmes. Improvement will be measured and reported by the Head Teacher, Authority Enterprise Team and the Community Planning Team against the Single Outcome Agreement target of:

- A minimum of 20% of pupils (14-16) across the authority to have access to these opportunities by 2011.

13.3 The 'More Choices: More Chances' (MC: MC) programme has a range of specific targets set by the Single Outcome Agreement and the Community Plan: Improving Lifelong Learning based around reducing the percentage of those in the 'not in education, employment or training (NEET) category, to below the national average. This programme must be built into core curricular provision for pupils (14-18) identified as potentially being at risk of NEET when they reach 16 years of age. Targets for such an identified cohort should be detailed in school Improvement planning and will be monitored by Head Teachers and reviewed by the Quality Improvement Team reviews. The 16+Learning Choices programme which seeks to confirm a sustained positive destination for all school leavers in East Ayrshire from August 2009 should also be built into core educational planning and appropriate school resource allocated to ensure the effectiveness of the programme. Each establishment should:

- Set a specific target in their improvement plan which identifies the priority of 'developing and supporting positive and sustained destinations' for all pupils in their care.

The Community Plan: Improving Lifelong Learning reporting will be used as a benchmark to report on progress in this area.

#### **14. EAST AYRSHIRE IDENTIFIED AREAS FOR IMPROVEMENT (SPECIAL EDUCATION SECTOR)**

14.1 All establishments should continue to use differentiated approaches to learning to meet the needs of all children and young people with additional support needs.

- 14.2 All establishments should ensure individual education plans set appropriate targets for children and young people.
- 14.3 All establishments should share good practice across sectors.
- 14.4 The Authority should further develop monitoring of provision for children and young people in outwith authority placements.

## **15. EAST AYRSHIRE IDENTIFIED AREAS FOR IMPROVEMENT (ALL SECTORS)**

- 15.1 **Transition:** There should be continued focus on transition at all points from 3-18 to ensure progression and continuity for all children and young people. Transition programmes will focus on the transfer of information and knowledge of each young person in relation to attainment and achievement, particularly for looked after and looked after and accommodated children. Educational establishments should measure the impact of these programmes through analysis of attainment, exclusion and attendance data as well as from qualitative data from, for example, young people and staff surveys of the experience.
- 15.2 **Curriculum for Excellence:** The authority will continue to prioritise support for full implementation of the new Curriculum for Excellence in all sectors (3-18) as outlined in the Single Outcome Agreement. As previously outlined to Cabinet, work will be coordinated through the authority Curriculum for Excellence Leadership and Management Board and the operational groups that report to this Board. Head Teachers and senior staff in educational establishments have been identified to act as the chairs and leaders of the cross cutting authority operational groups and the Head of Schools will chair the Leadership and Management Board. The operational groups cover all of the key areas established under the 'experiences and outcomes' of the Curriculum for Excellence. The key Curriculum for Excellence priorities in school and early years establishment improvement plans will be heavily influenced by the advice of the Board. During the course of this session, the Board will also lead on the construction of a set of Curriculum Guidelines (3-18) which will encapsulate all of the key national and local priorities and policies. These guidelines will be based on a set of entitlements to help measure that all young people in our schools benefit from the key policy principles as outlined in Getting it Right for Every Child and Community and the Curriculum for Excellence.
- 15.3 **Support for Looked after Children:** School and early years' establishment improvement plans should identify specific targets and actions, as required through the Single Outcome Agreement, to demonstrate that attention has been given to raising the attainment of looked after and looked after and accommodated children in their establishments. Targets should link to programmes of support offered through the East Ayrshire Corporate Parenting programme and the More Choices More Chances programme. The pace of improvement will be closely monitored through the work of the quality improvement team and the reporting mechanisms established by the community planning team.

- 15.4 **Continuous Professional Development (CPD)** Financial resources to fund Continuous Professional Development (CPD) in schools should continue to prioritise the development and improvement of teachers, early years workers and classroom assistants pedagogy through programmes such as 'Assessment is for Learning' (AiFL), 'Critical Skills', 'Cooperative Learning' and sharing best practice (using ICT where appropriate) in and across establishments. The Curriculum for Excellence resources will also support these priorities.
- 15.5 **CPD leadership:** High quality leadership is a CPD priority given its central role in preparing staff to lead and manage educational change and improvement. Professional Review and Development (PRD), Continuing Professional Development (CPD) programmes and EAGER for early years workers must closely match with the establishment and authority leadership improvement planning priorities. All teachers and early workers should be supported to manage their roles as leaders of learning in the classroom and across the whole school. It is expected that all teaching staff will be supported and encouraged to maximise the use of their 35 hours of CPD time and record this on a CPD record.
- 15.6 **Self Evaluation:** Effective self-evaluation and distributed leadership continues to underpin the work of excellent schools and establishments. This quality indicator should continue to be prioritised at all levels in the establishment and be a standing item on an Improvement Plan.
- 15.7 **Monitoring and Tracking.** The education service will further support the development of tracking systems in schools and early years establishments designed to monitor the progress of individual and year group attainment. Looked after children should, in the first instance, be a priority in this exercise.
- 15.8 **Record pupil achievement.** The education service will support schools and early years establishments through its development of an 'e-portfolio' programme being developed through GLOW to effectively record formal pupil 'achievement'. This programme will allow young people to use ICT in schools to record their own achievements moderated by the support of trained staff. The purpose of the exercise is to build a culture of confidence and positive self esteem with young people which will positively impact on their attainment. The immediate priority will be to focus on those at the early stages, boys and vulnerable groups such as children looked after at home.

## 16. MEASURING PERFORMANCE AGAINST THE EAST AYRSHIRE PRIORITIES

- 16.1 A number of the identified East Ayrshire priorities are specific Single Outcome Agreement targets which are detailed in the Community Plan: 'Improving Lifelong Learning'. The Head of Schools is the lead officer for this Community Plan. Measurement and reporting of these targets will be communicated to members through the reporting systems established by the Community Planning Team. The Department of Educational and Social Services has a long history of monitoring and reporting detailed progress to Cabinet. The new

Council CORVU system will be utilised as a key tool to support the Department of Educational and Social Services continue to analyse and make best use of intelligence gathered in relation to performance in attainment.

16.2 Progress in all of the East Ayrshire priorities is also measured through five key quality indicators from the HMIe 'Journey to Excellence' programme. This programme includes high quality recommendations on good practice for schools and local authorities to assist them to move from 'good to great' in a journey of continuous improvement. The five key quality indicators used in all school inspections are:

- Improvements in performance
- Learners' experiences
- 'Meeting learning needs'
- The curriculum
- Improvement through self-evaluation

16.3 These indicators are monitored at school level by the Head Teacher and centrally monitored through the Quality Improvement Team school reviews which take place four times per session. The outcome of these reviews is annually reported to Cabinet through the Standards and Quality Report and through published school inspections. The CORVU system will also gather appropriate intelligence related to these quality indicators and its analytical tools will be used to advise senior officers and head teachers on patterns and trends leading to corrective action.

16.4 In addition to the Community Plan reporting procedures, the Department of Educational and Social Services will independently report on progress in primary and secondary schools 5-14 attainment in reading, writing and mathematics. The Department of Educational and Social Services will also measure and report on examination (SCQF) performance at all levels in the secondary sector. In addition, data on attendance and exclusion will be independently reported on, as will the specific performance of looked after and looked after and accommodated children. Cabinet and the Governance and Scrutiny committee will receive annual reports on progress.

16.5 Success in securing positive and sustained destinations will be measured through the data provided by the Scottish Government and Skills Development Scotland on the destinations of all of our young people in East Ayrshire. This data is available on a school by school basis and also supplies a socio- economic breakdown of destinations on geographic area. Reporting will take place through the Community Plan: 'Improving Lifelong Learning' and Single Outcome Agreement procedures as well as annual Departmental reports to Cabinet and the Governance and Scrutiny committee.

16.6 Information on the number of young people participating in wider achievement programmes will be reported through the annual Standards and Quality Report.

- 16.7 Opportunities to seek the views of stakeholders will take place through 'listening lunches and suppers', the Parent Council Steering Group, the Pupils Councils and through dialogue with community planning partners, including the voluntary sector. The minutes of these meetings and reports will be available on the member's portal and will be reported to Cabinet on an annual basis.

## **17. FINANCIAL IMPLICATIONS**

- 17.1 To meet the targets in Section 11-15, central departmental budgets will be deployed across five key areas. These are: front line services in schools (teaching staff); pupils support programmes (Network Support and Youth Strategy); Quality Improvement Team leading 'support and challenge' , Schools (central support) and administrative support.

## **18. PERSONNEL IMPLICATIONS**

- 18.1 Nil

## **19. POLICY/LEGAL IMPLICATIONS**

- 19.1 This report meets all of the legal requirements of the 'Standards in Scotland (Schools) Act 2000' and the targets and actions in this report reinforce the importance of national and local priorities driving school improvement.
- 19.2 These priorities match the Single Outcome Agreement and Community Plan: Improving Lifelong Learning priorities which are underpinned by the Education 'Schools Support' and 'Community' Service Plans.
- 19.3 This report will be discussed at the informal Joint Consultative Committee (JCC) to ensure that the professional associations are involved in pursuing the priorities presented in sections 11 – 15.
- 19.4 The Report will be disseminated to Heads of all establishments to seek their support ensuring that all teaching and support staff are fully aware and subscribe to all of the identified priorities.
- 19.5 Head Teachers will monitor progress in achieving these priorities within individual establishments as part of their quality improvement programmes and progress will be verified through Quality Improvement Reviews.
- 19.6 This Report will set the context and background detail for an East Ayrshire set of Curriculum Guidelines (3-18) based on entitlements to be produced in first draft by December 2009 for full implementation in session 2010-2011. The priorities identified in sections 11-15 will be used as a benchmark of progress across establishments until the curricular guidelines are completed and approved by Cabinet.

## **20. COMMUNITY PLANNING IMPLICATIONS**

- 20.1 The targets and actions in Sections 11-15 match to priorities in the Community Plan: 'Promoting Lifelong Learning' and 'Promoting Health and Well Being'.

## **21. RISK IMPLICATIONS**

- 21.1 The priorities identified will impact positively on attainment, achievement and improved positive destinations for young people in East Ayrshire. Failure to action these priorities could negatively impact on educational attainment across the authority.

## **22. EQUALITIES IMPACT ASSESSMENT**

- 22.1 This Report has been successfully 'equalities impact' assessed.

## **23 CORPORATE MANAGEMENT TEAM**

- 23.1 This report was reviewed at the Corporate Management Team on 14 October 2009.

## **23. RECOMMENDATIONS**

It is recommended that Cabinet:

- i) approve the educational priorities described in Section 11-15 as the benchmark for resourcing and measuring increased attainment in schools and early years establishments during session 2009-2010;
- ii) approve the models of reporting progress as described in Section 16 of the Report,
- iii) approve the dissemination, communication and monitoring strategy as outlined in Section 19 of the report;
- iv) approve the proposal to establish a full set of Curricular Guidelines (3-18) based on individual education entitlements; and
- v) Otherwise note the contents of this report.

Graham Short  
Executive Director of Educational and Social Services

AS/AS  
16/9/09

## LIST OF BACKGROUND PAPERS

1. HMle Improving Scottish Education (ISE) Report (January 2009).
2. Papers from East Ayrshire Head Teacher's Seminar at St Joseph's Academy : (March 2009)
3. Getting it Right for Every Child
4. East Ayrshire Priority to Improvement Grid (2007)
5. Single Outcome Agreement
6. Community Plans: Promoting Lifelong Learning & Promoting Health & Well Being.
7. Education (Schools Support) Service Plan

## GLOSSARY OF TERMS

**CfE:** Curriculum for Excellence

**GIRFEC:** Getting it Right for Every Child

**GLOW:** digital network established by the Scottish Government for every school in Scotland

**PIRLS:** Progress in international reading literacy. An action based research progress analysing how teachers teach literacy, particularly non-fiction.

**HMle:** Her Majesty's Inspectorate of Schools.

**Journey to Excellence:** programme of school improvement led by the HMle.

**SCQF:** Standard Grade and Intermediate examination performance.

**FiaT programme:** a literacy programme carried out across a number of primary and secondary schools with joint work in P7-S1 on key literacy skills.

**MC: MC:** More Choices: More Chances

**NEET:** Not in employment, education or training.

Members wishing further information should contact Graham Short, Executive Director of Educational and Social Services, Tel: (01563) 576017 or Andrew Sutherland, Tel: (01563) 576126.

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