

## **EAST AYRSHIRE COUNCIL**

### **EDUCATION COMMITTEE – 30 JANUARY 2007**

#### **ACHIEVEMENT AGAINST NATIONAL PRIORITIES AND STANDARDS AND QUALITY REPORT FOR 2006**

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

## **1. PURPOSE**

- 1.1** To seek approval for the submission of the standard annual report to the Scottish Executive on the progress made by the Authority in the National Priorities in Education.
- 1.2** To seek approval for its publication as the Educational Services section within the Departmental Standards and Quality Report for 2006.

## **2. BACKGROUND**

- 2.1** The Standards in Scotland's Schools etc Act 2000 established a system of National Priorities in Education. These are translated into East Ayrshire's Annual Statement of Educational Improvement Objectives published in the Authority's document "Priority to Improvement" which is widely available through all educational establishments and services, and is re-issued annually. The National Priorities are central to all improvement planning in relation to school-based education in this Authority.
- 2.2** It is an essential part of this process that the Scottish Executive gather information annually on the progress against National Priorities in education authorities.
- 2.3** Once collated the Scottish Executive publish the results of the exercise widely – including, for example, individual authority reports on the national website.
- 2.4** Since the introduction of National Priority reporting it has been the practice of East Ayrshire to present its achievements against the National Priorities and our own Improvement Objectives within the Standards and Quality Report to all stakeholders. It is proposed to further enhance this style of reporting which reflects national performance measures and quality indicators to include the impact of services on:
  - Children and young people
  - Staff
  - The community
- 2.5** The Standards and Quality Report 2006 is presently in draft form and will reflect achievements and impact across the various services within the Department namely:

- Early Education and Child Care
- Social Work Services
- Community Learning and Development
- Facilities Management, and
- Education

This report will be presented to Committee in due course.

### **3. PROGRESS MADE AGAINST NATIONAL PRIORITIES (SUMMARY)**

#### **3.1 National Priority 1 – Achievement and Attainment**

Impact:

- The National Priorities indicators measure the percentage of pupils who achieved SCQF levels\* by the end of S6. The data for 2006 indicates that East Ayrshire is performing in line, or above the national average in a number of national priority indicators. Attainment in most cases, as in earlier years, tends to be above comparator authorities.
- 92% of pupils leave school at the end of S6 with five or more awards at SCQF Level 3. The national average is 91%.
- 80% of pupils leave school at the end of S6 with five or more awards at SCQF Level 4. The national average is 79%.
- The results for 2006 do highlight some areas for improvement. The percentage of S6 pupils achieving three or more awards at SCQF 6 is below the national average by 2% and has remained consistent at 28%.

\* Scottish Credit and Qualifications Framework (SCQF):

Level 3:	Access 3 cluster: Standard Grade at 5-6
Level 4:	Intermediate 1 at A-C: Standard Grade at 3-4
Level 5:	Intermediate 2 at A-C: Standard Grade at 1-2
Level 6:	Higher at A-C
Level 7:	Advanced Higher at A-C: CSYS at A-C

#### **3.2 National Priority 2 – Framework for Learning**

Impact:

- Primary 1 teachers in all the schools involved in 'Closing the Gap' have met as a group on a regular basis to share good practice and to have the opportunity to see how the initiative is working in other schools.
- Support is offered on a rolling programme for P2 teachers whose schools have been involved in the 'Closing the Gap' initiative to take interactive teaching approaches into their classroom.
- Each primary school has identified a Leader in Literacy. This group of staff is taking part in an extensive CPD package delivered by Anne Neil, Strathclyde University and is supported in schools by the East Ayrshire team of Literacy Developers.
- A comprehensive programme of staff development has been delivered to management and teaching staff to ensure that they have the

knowledge and understanding required to implement the Education Additional Support for Learning (Scotland) Act.

### 3.3 National Priority 3 – Inclusion and Equality

Impact:

- The Home/School Link Teacher for Looked after and Accommodated Young People provides direct support to 75 young people aged between 5 and 17 including 1-1 tuition.
- A Target setting framework involving pupils with Special Educational Needs has been in operation for 5 years. Pupils are set targets through Individualised Educational Programmes and returns are made indicating the level of success in achieving these targets. This is done in Primary, Secondary and Special sectors.
- Individual targets were set for 599 primaries, 221 secondary and 212 special school pupils within Individual Education Plans.
- Gaelic Secondary provision now extends to S3. Pupils have access to PSD, Gaelic language and Social Subjects through the medium of Gaelic. Pupil support is also provided by the Gaelic teacher, working in classes such as Science as cooperative teacher.

### 3.4 National Priority 4 – Values and Citizenship

Impact:

- Citizenship and enterprise activities are more firmly embedded in learning and teaching across all sectors.
- Authority initiatives developed to foster respect for others, include:
  - Heartstone 'Descendants of All Worlds' Project
  - Show Racism the Red Card
  - Anti Racist Curriculum Pack (primary) and CPD material.
- Excellent local partnerships are supporting schools in increasing delivery of active opportunities for pupils. A few examples of such partnerships are;
  - Fit Ayrshire Bairns
  - Activity Motivators
  - Active Steps
  - Young Sport Leaders
  - Special Activity Programme
  - Positive Play Initiative
  - Adventure Learning Park
- In the primary sector Active Schools has provided over 5,000 activity sessions to pupils encompassing 70 different activities. There have been 83,389 participant sessions.
- In the secondary sector Active Schools has provided over 3,192 activity sessions to pupils encompassing 65 different activities. There have been 74,237 participant sessions.
- Approximately 60% of establishments have formally embarked on the Eco Schools Award.

### 3.5 National Priority 5 – Learning for Life

Impact:

- 100% of pupils from P1 through to S6 have had an annual entitlement to enterprise activities, including, assemblies, feedback sessions, interviewing, school newspaper, fashion shows, supermarket visits, WW2 activities, story challenge. External agencies partners include Learning Game, UNICEF, Careers Scotland, Entrepreneur me, Achievers International, Tree of Knowledge, Business Dynamics.
- 95% of S3, 76.6% of S4, 4.3% of S5 and 3.2% of S6 pupils have had opportunities to experience work-based vocational learning linked to relevant qualifications including school/college links, work experience, extended work experience and work shadowing.
- Primary schools have established 243 business links with secondary schools and special schools having established 56 and 19 business links respectively including work experience placements and voluntary agency links.
- Creative Minds initiatives have had a very positive impact on pupils' learning experiences. For example:
  - Promotion of arts, culture and enterprise.
  - The participation of large numbers of pupils, from all areas of the council, in very successful choirs, orchestras and bands, dance groups, and drama productions.
  - An extensive programme of showcase events which illustrated the high standards achieved by pupils in art, music and drama.

3.6 A copy of the full report is available in the members' information point.

## 4. COMMENT ON THE NATIONAL PRIORITIES REPORT

4.1 The report shows significant and productive activity across a wide range of areas. This level of progress is due to the hard work and commitment of a wide range of people – most notably the teachers and young people themselves. Such success merits recognition.

4.2 However, the outcomes highlighted in the report also show that there is no scope for complacency. Maintenance and improvement of the standards reached will require continued work and emphasis. This is particularly true of the most disadvantaged children and the need, in particular, to raise the levels of attainment of the lowest 20%.

## 5. POLICY/LEGAL IMPLICATIONS

5.1 Nil

## **6. COMMUNITY PLANNING IMPLICATIONS**

- 6.1** The Department's Annual Statements of Educational Improvement Objectives are explicitly cross-referred and contribute to the delivery of five of the six themes of the Community Plan.

## **7. FINANCIAL IMPLICATIONS**

- 7.1** Nil

## **8. RECOMMENDATIONS**

It is recommended that Members:

- (i) approve this report as the basis for the mandatory submission to the Scottish Executive on National Priorities;
- (ii) ask the Executive Director of Educational and Social Services to write to headteachers, teachers and school boards highlighting the progress that has been made against the National Priorities in education and local improvement objectives in 2006;
- (iii) approve the inclusion of the National Priorities Report as the Education Section within the Departmental Standards and Quality Report 2006.

Graham Short  
Executive Director (Educational and Social Services)  
GRS/GRS  
10 January 2007

Members requiring further information should contact Kenneth McKinlay, Principal: Quality Improvement, (01563-55650).

### **LIST OF BACKGROUND PAPERS**

1. Priority to Improvement 2006, Education Committee, 01 February 2005

Implementation Officer: Kenneth McKinlay