

**EAST AYRSHIRE COUNCIL****GOVERNANCE AND SCRUTINY COMMITTEE: 1 DECEMBER 2022****EDUCATION STANDARDS AND QUALITY REPORT 2021/22****Report by Chief Education Officer and Head of Education****PURPOSE**

1. To provide the Governance and Scrutiny Committee with a summary of the Education Service Standards and Quality Report for academic session 2021-22.

**RECOMMENDATIONS**

2. **It is recommended that members of the Governance and Scrutiny Committee:**
  - (i) **note the contents and structure of the EAC Education Service Standards and Quality Report (2021-22); and**
  - (ii) **otherwise, note the contents of this paper.**

**BACKGROUND**

3. In accordance with Standards in Scotland's Schools etc. Act 2000 the education authority is required to report on the success of its objectives set in the previous academic year.
4. This Standards and Quality Report provides an overview of the progress to date of the priorities set by Education during period 2021-22 and links directly to the local outcomes as set out in the East Ayrshire Community Plan and the national priorities outlined in the National Improvement Framework.
5. The concise nature of the report reflects the advice provided in the Scottish Government's "Tackling Bureaucracy" guidelines.

**MAIN REPORT**

6. The structure of the report is organised under the following headings:
  - a. Foreword
  - b. Introduction
  - c. Working with our Parents, Partners, Families and Communities
  - d. Vision and Values
  - e. East Ayrshire Population and Statistical Information
  - f. Improving the School and Centre Estate
  - g. Highlights of 2021-22
  - h. Section 1: Improving Attainment
  - i. Section 2: Closing the Attainment Gap

- j. Section 3: Improving Health and Wellbeing
- k. Section 4: Improving Employability and Skills
- l. Section 5: Working Together with families and Communities
- m. Section 6: Digital Transformation and Sustainability

7. The information in the report is based on four main sources, these are:
- a. Performance data
  - b. Relevant documentation
  - c. Stakeholders' views and feedback
  - d. Direct observation of practice
8. In covering the sections listed in paragraph 5 and measurement techniques listed in paragraph 6, there are a few highly noteworthy performances for the education service as a whole.
- The completion of the rollout of 1140 hours in Early Years Education in August 2021
  - In Section 1, the recovery in attainment at all levels following the pandemic, with outstanding senior phase results on a local basis in August 2022.
  - The closing of the attainment gap in all measures across 2021/22 detailed in Section 2.
  - The continued success of the School's Counselling Service, holding almost 6000 individual sessions with our young people aged 10 and upwards, detailed in Section 3.
  - Section 4 contains reference to the highest ever leaver's positive destination percentage of 95.7% of young people leaving school moving into positive destinations.
  - The detailed expansion of our work with families and communities highlighted in Section 5.
  - The inauguration of the Clean Green Awards for all schools as part of the council's commitment to addressing climate change and involving our young people strategically in such matters.

### **POLICY AND COMMUNITY PLAN IMPLICATIONS**

9. This Education Standards and Quality Report (2021-22) aligns with, and supports, strategic priorities and local outcomes as set out in the East Ayrshire Community Plan and the Children and Young People's Service Plan.

### **LEGAL IMPLICATIONS**

10. There are no legal implications arising from the publication of the Education Standards and Quality Report (2021-22).

### **HUMAN RESOURCES IMPLICATIONS**

11. There are no Human Resource implications arising from the publication of the Education Standards and Quality Report (2021-22).

### **EQUALITY IMPACT IMPLICATIONS**

12. The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required.

### **FINANCIAL IMPLICATIONS**

13. There are no financial implications arising from the publication of the Education Standards and Quality Report (2021-22).

### **RISK IMPLICATIONS**

14. There are no risk implications arising from the publication of the Education Standards and Quality Report (2021-22).

### **TRANSFORMATION STRATEGY**

15. The proposals contained within this paper reflect our ambitions to respond to customer needs and to maximise the value of our investment for our communities and as such are aligned with the aspirations of the Council's Transformation Strategy.

### **NET ZERO IMPLICATIONS**

16. There are no net zero implications arising directly from the publication of the Education Standards and Quality Report (2021-22).

**Linda McAulay-Griffiths**  
**Chief Education Officer and Head of Education**  
 16 November 2022

#### **Appended:**

Education Service Standards and Quality Report (2020-21)

Implementation Officer: Linda McAulay-Griffiths, Head of Education

Members wishing further information should contact Linda McAulay-Griffiths, Head of Education on Tel: 01563 576126

### **LIST OF BACKGROUND PAPERS**

Nil



East Ayrshire Council Education Service

# STANDARDS AND QUALITY REPORT

2021/22



East Ayrshire Council  
Comhairle Siorrachd Àir an Ear



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# Foreword

I welcome the Standards and Quality report for 2021/22 for the East Ayrshire Education Service by reaffirming our commitment to providing the very best learning opportunities for all our young people. We remain absolutely committed to ensuring our children have access to the highest standards of education delivered by dedicated staff in nurturing environments.

We are pleased to see the progress outlined in this report but recognise that our aspirations and goals are to continue to drive for excellence and equity for all our pupils. The information provided in this report highlights the achievements of our Education Service, but it also identifies the areas where we can think bigger and better. Working together we can build something really special for our young people, their families and all our communities across East Ayrshire.

**Councillor Elaine Cowan**

*Ward 2 - Kilmrnock North*

# Introduction

I am delighted to present this Standards and Quality report for 2021/22 for the East Ayrshire Education Service. I am hugely grateful for the hard work and dedication of all staff in our schools, ECCs and support services in achieving the best possible outcomes for our learners, in what have been absolutely unprecedented circumstances. I am also immensely proud of our children and young people for their ongoing resilience, hard work and courage during these difficult times.

Authentic and purposeful partnerships and relationships have never been as important as they are right now in these difficult times, and I look forward to continuing to develop and nurture these collaborations to best support our young people and families. I am hugely grateful for the support of all agencies who have worked alongside our educational services throughout this time.

It was a year like no other, as we began to recover from the COVID-19 pandemic and establish some form of new "normal" in both education and wider society and communities, whilst still grappling with the longer-term effects of the pandemic. We saw the return of senior phase pupils to formal examinations following two years of cancelled exam diets and I thank and congratulate the young people on their resilience and outstanding achievements.

As you will see in this report, our data for 2021/22 shows a great deal of improvement, with some record figures and achievements, but also highlights areas for further development, which form a key part of our Education Service Improvement Plan 2021-24 in regard to how we plan to achieve even stronger outcomes for the young people in our care.

The national educational landscape is to see significant reform in coming years and it is essential that we take new and innovative approaches to support our young people.

I hope that you will enjoy reading this report, which highlights the ongoing extraordinary achievements of our young people, their families, our staff and our partner agencies.



**Linda McAulay-Griffiths, Chief Education Officer and Head of Education, East Ayrshire Council**



# Parents and Partners

Yet another incredible but strange year is over as we returned to schools and ECCs following extensive and repeated lockdowns.

It's encouraging to see that the clear and effective communication that was essential during lockdown has continued and hopefully moving forward this will continue to be the "norm."

Our young people again achieved fantastic results in SQA examinations, proving that whilst parents and carers were clearly and rightly concerned about the impact covid may have had on their health and wellbeing, they carried on with the support of teachers to prepare and excel in their exams and assessments.

Let's not look back to what we had but continue to move forward as partners and equal stakeholders in the education of our children and young people, as they are in incredibly capable hands.



**Jackie Livingston**, *Chair of Parent Council Steering Group*

# Visions and Values

The vision and values of the Education Service are aligned to East Ayrshire Council's Community Plan and to those of the National Improvement Framework from the Scottish Government.

The Community Plan for East Ayrshire gives a clear commitment by all partners, including Education, to tackle poverty and inequality. Action to tackle inequality centres on a cross cutting approach to mitigate, prevent and undo the impact of poverty on individuals and communities.

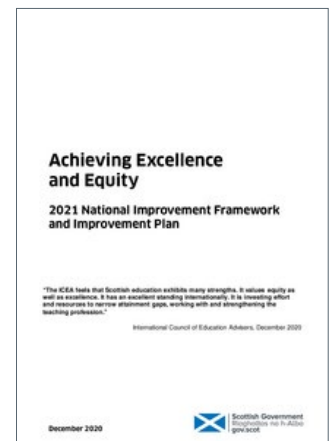
The Strategic Plan (2022-2027) builds on the Council's strong track record of service delivery and transformation and is built around six themes:

- **Building a Fairer Economy**
- **Tackling Poverty and Inequality**
- **Improving Community Wellbeing**
- **Supporting Children and Young People**
- **Delivering a Clean, Green East Ayrshire**
- **Financial Sustainability and Ensuring Resilience**

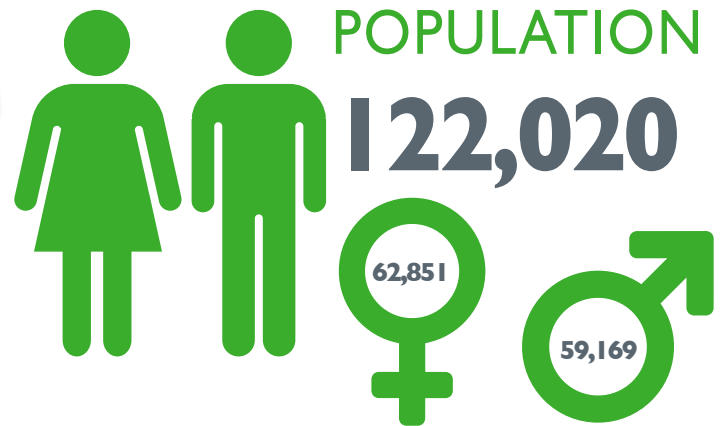
The East Ayrshire Council Strategic Plan provides clarity of the specific council priorities that will contribute to the achievement of the ambition and priorities we share with all our Community Planning Partners in East Ayrshire, through the Community Plan 2015 - 2030. Our external auditors welcomed the development of our Strategic plan and recognised that we continue to have strong financial management, budget setting and monitoring arrangements in place. With our priorities agreed, work to align our service improvement plans to the Strategic Plan will now be progressed.

In line with the National Improvement Framework, the priorities for the Education Service are:

- *Improvement in attainment, particularly in literacy and numeracy*
- *Closing the attainment gap between the most and least disadvantaged children and young people*
- *Improvement in children and young people's health and wellbeing*
- *Improvement in employability skills and sustained positive destinations for all young people*



# EAST AYRSHIRE



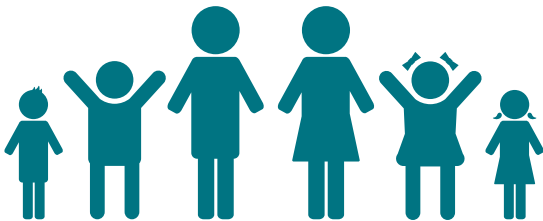
## LARGEST TOWNS

**Kilmarnock 56,240**

(comprised of the 4 multi member wards, Kilmarnock North, Kilmarnock South, Kilmarnock East and Kilmarnock West)

**Cumnock 13,077**

(single multi-member ward).



The service is responsible for the education of

**16,173**  
school age children

Secondary 6844  
Primary 8882  
ASN 447 (schools & primary only)

**2,926**  
0-5 years attending an early  
childhood centre,  
funded provider,  
childminder.

- 7** Secondary schools
- 39** Primary Schools + 1 Gaelic Medium Primary
- 3** ASN Schools
- 4** SLCs and 2 Communication Centres
- 36** Early Childhood Centres (ECC) (12 Standalone and 24 Primary Schools with ECCs)
- 7** Funded providers
- 42** Childminders

# Improving the School Estate

East Ayrshire Council's 10 Year General Services Capital Investment Programme outlines the commitment of the Council to invest significant sums in updating and upgrading the educational estate.

There remains further ambition to continue to improve all aspects of the school estate. Ongoing investment is planned in order to continue to meet the 21st century learning needs of all children and young people; to ensure our schools support 'place-based' approaches and serve as a central resource for all our communities; to ensure all Council assets have a focus on sustainability and to be sector leading in the delivery of digitally enabled establishments.

## **Completed/completing projects include:**

- A £6.200m upgrade and extension to Crosshouse Primary School and Communication Centre is now fully operational.
- A new modular building has been built at Grange Campus to accommodate the increasing roll: 2 new classrooms are now in use by Annanhill Primary School.
- An investment of £10.314m in Netherthird Primary School, is in the final stages of construction and will complement the excellent facilities of the new Early Childhood Centre that opened in August 2020.

## **Projects at the development stage:**

- St Sophia's Primary School project is set to be the first EnerPHit school project in Scotland – it has benefitted from funding in Phase 2 of the Learning Estate Investment Programme. Design work is on-going.
- Doon Valley Campus will benefit from a £30m investment as part of phase 2 of the Learning Estate Investment. A further successful Phase 2 Learning Estate Investment Programme bid has seen design work on a new Doon Campus reach an advanced stage. The campus has the potential to transform the village of Dalmellington with its collaborative approach to education, health & social care and leisure.
- An increase to educational facilities in the Stewarton area is required to accommodate a growing population. Proposals include an improved and extended learning environment at Stewarton Academy which is in the final stages of design development. An upgrading to Nether Robertland Primary School and a new improved external environment will link the secondary school, primary school and recently opened Early Childhood Centre. Discussions are at an early stage for Lainshaw Primary School.

- Refurbishment to the fabric of Loudoun Academy is an on-going project. The Council is currently considering proposals in line with its 'Climate Change Strategy' and requirement to consider all future works relative to 'Net Zero' aspirations.
- New toilets are at an advanced design stage for Kilmaurs Primary School.
- Dunlop Primary School, Hillhead Primary School and Logan Primary School have budget allocated for programmes of refurbishment. Any future proposals will be in line with the Council's 'Climate Change Strategy' and requirement to consider all future works relative to 'Net Zero' aspirations.
- A few the remaining establishments across the school estate will see investment to improve condition and suitability ratings. Improvements, as required, will include decoration, new flooring, new blinds, replacement furniture, more effective storage and updated external environments.
- Noted in the most recent School Estate Management Plan presented to cabinet on 16th February 2022, the future growth areas in the North West of Kilmarnock and Stewarton were identified as priorities for future Learning Estate Investment Programme (LEIP) bid with funding support committed through the Capital Investment Plan/Asset Management Framework. The Plan recognised that the buildings at Onthank and Mount Carmel require significant future investment to meet the aspirations of the learning estate including condition, suitability, occupancy, and sustainability. Cabinet on 16 March 2022 approved the undertaking of a statutory consultation on the proposals for North West Kilmarnock. This consultation is also in line with the decision at Cabinet in November 2020 regarding the "Transformational Review of Specialist Provision", highlighting ongoing concerns around the occupation levels of Willowbank School. If there is a successful outcome following the Consultation, the Council will proceed to seek agreement for completion of a LEIP Phase 3 Bid in November 2022.

## Early Learning and Childcare Expansion

Scottish Government took the decision to delay the full roll-out of the duty to provide 1140 hours of funded early learning and childcare (ELC) and suspend the legal obligation to increase provision to 1140 hours from August 2020. The statutory entitlement to ELC remained at 600 hours during the period March 2020 to August 2021.

The full implementation of funded ELC for all 3 and 4 year olds and eligible 2 year olds expansion was realised in August 2021 with 36 early childhood centres and 7 funded ELC providers delivering 1140 hours. This was followed by 42 childminders who were placed on the Council's Flexible Framework.

In academic year 2021/22, 2666 eligible 3 and 4 year olds and 298 eligible 2 year olds accessed funded ELC place:

- 86 children accessed a blended place with a childminder or with another ELC provider in East Ayrshire
- 18 eligible children who are resident in another local authority area accessed their funded ELC place in East Ayrshire
- 47 eligible children who are resident in East Ayrshire accessed their funded ELC hours in an ELC provider in another local authority area
- 123 applications for an additional year of funded ELC were received from parents. All applications were supported.

Capital investment previously agreed by Cabinet along with the capital monies allocated for the ELC expansion, continued to support the development of new build provision along with adaptations of existing ECCs.

During 2021, work started on a new modular building for Dalmellington ECC and work commenced on the remodelling and refurbishment work of Catrine ECC and Fenwick ECC. Ground works for the new build Dunlop ECC started which is due for completion in November 2023.

# Highlights of 2021/22

## Council celebrates young climate champions

Children and young people of East Ayrshire have played a pivotal role in shaping the ways in which the Council and local communities are tackling climate change. At the second Children and Young People's Climate Conference, which took place as a virtual event in 2021, the young enthusiastic delegates pledged to develop Climate Change Actions Plans for their individual schools and wider communities. That event concluded with a commitment to recognise the achievements of young people in tackling Climate Change with the launch of the Clean Green Education Awards.





The Clean Green Awards are designed to encourage action across the key themes of the climate change strategy: Energy, Transport, Waste and Natural Environment and schools can aim for Bronze, Silver and Gold accreditations in recognition of their journey towards achieving net zero.

In all, 18 establishments submitted evidence for the 2022 Clean Green Education Awards and all of these achieved a Bronze accreditation. Special recognition for early action was also awarded to six schools: New Cumnock Primary School, for a range of initiatives encouraging energy saving within their establishment; Lochnorris Primary School, for reducing transport emissions by encouraging active travel by walking, cycling and scooting to school; Lochnorris Supported Learning Centre, for reducing and recycling food waste and composting; Netherthird Primary School, for their commitment to the natural environment and work in supporting the local community garden; Kilmarnock Academy, for their creative thinking and awareness-raising of the carbon impact of our digital footprint and Stewarton Academy, for their outstanding Pupil Leadership and leading the learning around the implications of climate change and the actions that need to be taken.

Top award of the day went to Onthank Primary School, who were the only establishment to achieve the Silver accreditation - in recognition of their outstanding early action across each of the four themes and for their wider engagement and work with the local community to reduce emissions. They also received the Chair's Award for Outstanding Achievement.

Councillor Graham Barton, the Council's new spokesperson for Children and Young People, Net Zero, Environment, Climate Change and Equalities and Inclusion, officially welcomed the young people to the Chambers and later presented the Awards. He said: *"It's been a great privilege for me to preside over these Awards today. I've been blown away by the passion, commitment and creativity of our young people to drive forward change to help save our planet. We have established a £1 million Climate Change Investment Fund, which will be used to support the four key themes of our Strategy, Energy, Transport, Waste and Natural Environment. Our aim is to become a net zero Council by 2030 and for the wider East Ayrshire Community to reach net zero by 2045 and if we all follow the examples set today by our children and young people, I really believe we are on track to achieve this."*

## Annanhill Primary School receives prestigious UNICEF UK Award

Annanhill Primary School has been awarded the Silver Rights Respecting School Award by UNICEF UK.



UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Silver is given to schools that make excellent progress towards embedding the principles of the UN Convention on the Rights of the Child into its ethos and curriculum. There are over 1,300 schools across England, Scotland, Northern Ireland and Wales that have achieved Silver and over 600 schools that have been awarded Gold, the next step up and highest accolade granted by UNICEF.

Head Teacher of Annanhill Primary School, Emma Johnstone, said: "We are really proud of this achievement, and are especially proud of our wonderful Primary 7 leaders, they have been incredible at sharing our article of the week and leading our virtual assemblies. The Rights Respecting Schools initiative has fitted in so well with our school values of RESPECT, KINDNESS and ACHIEVEMENT."

The Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies and practice. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

## Listen to Muirkirk Primary and ‘Dinnae Haud Yer Wheest’

On Mental Health Awareness Week, Primary 5/6 from Muirkirk Primary launched an exciting new project, in collaboration with Columba 1400.



The ‘Dinnae Haud Yer Wheest’ project encourages children and young people from the school and members of the local community to recognise their feelings and take action to improve their mental wellbeing. Their aim is make their village a happy place where people talk openly about their feelings.

The school app is being updated daily with a different theme each day.

Monday is Magic Monday and the young people have prepared compliments to make people feel good; Tuesday is Try it Tuesday and the young people have prepared mental health activities; Wednesday is Wonderful Wednesday and the young people will encourage everyone to get involved; Thursday is Thinking Thursday when the young people will share fun riddles keeping everyone on their toes and finally, Friday is Funny Friday when the young people will keep everyone entertained with jokes!

Head Teacher Anne McLean said: “After almost two years of the pandemic, our children and young people felt that it was important that people addressed their feelings and worked to improve their mental health. They also recognised that Scottish people aren’t great at sharing their feelings and that is how their project came about.”

## Kilmarnock Academy wins national Fair Trade award

Kilmarnock Academy won/achieved a Scottish Fair Trade award, in recognition of its work promoting Fair Trade, at a recent virtual ceremony.



The Scottish Fair Trade Awards 2021 recognised individuals, businesses, faith groups, schools, universities and others who work hard to support Fair Trade in communities across the country.

The team from Kilmarnock Academy, namely Mrs Noakes, Miss Saunders, Jamie, Kirsten and Ruth from S6, won the Fair Trade and Sustainability Award for their resilience and commitment to Fair Trade and sustainability during the pandemic.

The school's Eco and Fair Trade Group has been involved in various Fair Trade and sustainability initiatives for many years including sales of Fair Trade goods in school, provision of paper and plastic recycling in classrooms, and educating the wider school around sustainability issues.

The school also held a digital Fair Trade event during Fair Trade Fortnight, which included Fair Trade treasure trails, poster competitions and quizzes.

The Chair of the Scottish Fair Trade Forum, Charles Sim, presented the school with their certificate. He said: "Despite the challenges faced over the last year, the students in the group have continued to find ways to share their passion for Fair Trade. As a school actively involved in making ours a vibrant Fair Trade Nation, they deserve to be celebrated as winners of a Fair Trade and Sustainability Award."

## Grange Academy take second place at the Sir Tom Hunter Challenge Final

Grange Academy took second place at the all-Ayrshire Sir Tom Hunter Challenge Final, after delivering a very professional pitch for their food waste app, Unwasteful.



Teams representing Ayr Academy, Belmont Academy - who took first place with their business idea for jewellery that could be used to detect if a drink had been spiked; Grange Academy, St Joseph's Academy and Garnock Community Campus presented their business plans in the Dragons' Den style contest, held at Centrestage in Kilmarnock, to the judges – Sir Tom Hunter, Gordon Rennie from Gro Coffee and Fiona McKenzie from Centrestage.

The Grange team from S4, namely Khulood, Emma and Heather, won £3000 for their school by creating the app that would allow users to track the use by or best before dates of purchased food. This would help stop 'forgotten food' in cupboards, fridges and freezers being binned, reducing food waste and providing economic benefits to local families.

Their business pitch was really thought provoking, with the young people talking about their climate change research and the fact that food waste sent to landfill, rather than being recycled, contributes significantly to the climate emergency.

The team from St Joseph's Academy took fourth place and £1500 for their school, with their business pitch for Magno-Maze, an innovative interactive wall mounted or table top game designed for people with autism. The game will be used within the Sensory Room at Rugby Park that is being planned by the Killie Trust for fans or relatives of fans to be used on match days.

The Sir Tom Hunter Challenge formed part of the Council's sector leading business enterprise programme, designed to develop entrepreneurial skills and help make young people 'business ready'. As part of his commitment to mentor local pupils, entrepreneur Sir Tom Hunter has over the last ten years, challenged youngsters to come up with ideas for products, innovations or businesses of the future.

Sir Tom Hunter, entrepreneur and philanthropist said: "All of the schools last night were winners; their drive, determination and innovation were an absolute inspiration. We now need to keep supporting these nascent entrepreneurs to be all they can be – they make all of us in Ayrshire very proud."

## Grange take the treble!

**Grange Academy's Under 13's football team has taken a terrific treble; lifting three trophies over an unprecedented season.**



In the last few weeks, the team has defeated Bearsden's Boclair Academy 8-3 at Largs Juniors ground to lift the Scottish Schools Football Association Scottish Cup. They have beaten St Mathew's Academy 7-1 in the Ayrshire Cup Final at Dam Pak in Ayr lifting the Ayrshire Schools Cup and they've won a 7-side Ayrshire tournament beating Stewarton Academy in the final and lifting the Richard Thomson Memorial Shield. The shield is presented in memory of former James Hamilton Academy teacher and President of the Ayrshire Schools Association.

Head Coach and PE Teacher, Charlie Adams, who has been ably supported by his Assistant Manager Jack from S6 throughout the season, said: "The Under 13's Grange Academy football team have had an unprecedented season. Each trophy we have won has been exciting but lifting the Scottish Schools Scottish Cup was an amazing experience. Beating Boclair was going to be tough; we knew that the team has a number of Glasgow Rangers Youth Players but the boys weren't phased, they followed our game plan and on the night were outstanding. They thoroughly deserved the victory.

Councillor James Adams joined Head Teacher Scott Robertson to congratulate the whole team on their success. Cllr Adams said: "The success the Under 13's team has achieved this season has been quite exceptional. I was delighted to attend Grange Academy and congratulate the team on their success. These young people are a credit to their school and their families, everyone is rightly very proud of their achievements."

## Instrumental Music Service

Since returning to school in Aug 21 the Music Service have been busy supporting the Covid Recovery through the benefits of music education. Some of the highlights of the last year have been:

EAC Whole Class String Project in 20 primary schools and our partnership with Dumfries House and RCS. Finding alternative ways to teach and engage pupils and providing a focus on Health and Wellbeing.



**Whole Class Strings**



**Pupils performing an outdoor concert at Dumfries House**



**Learning Outdoors**



**Rock n Role model Wellbeing sessions**

Celebrating successes after Covid including restarting ensembles, raising over £700 by pupils for the Kris Boyd Foundation, celebrating schools who have achieved the first We Make Music Digital Schools Awards in Scotland and Emily Robinson, winner of our inaugural East Ayrshire Young Musician who then performed at the Scottish Young Musician final in May at the Royal Conservatoire of Scotland.



# SECTION I Improving attainment

## Primary School Attainment

Achievement of Curriculum for Excellence levels is based on teachers' assessment of children's progress. Due to the impact of COVID19, Curriculum for Excellence levels were not collected nationally in school session 2019/20 for any stages. In session 2020/21, due the continued focus in secondary schools on the Senior Phase Alternative Certification Model no attainment levels were collected nationally for S3 hence why there are no entries in the table below. Curriculum for Excellence Levels were collected in June 2022 for school session 2021/22 and will be published by Scottish Government in December 2022.

The Assessment Coordinators provided guidance and presentation materials to moderation Events in each of the Education Groups. From these sessions each Education Group set out key actions in relation to the moderation cycle for the next session. In keeping with the empowerment agenda, each Education Group and establishment aligned the key actions to their improvement plans.

National Senior Phase examinations returned in school session 2021-22 and young people received results in August 2022. For S6 pupils this represented the first time that Senior Phase courses were assessed via external examinations, with results in the previous 2 years being awarded via the SQA Alternative Certification Model.

We are proud of the resilience shown by young people in East Ayrshire as they navigated another challenging year with the support of their teachers, support staff and parents/carers. Whilst examinations returned, we recognise that the experience of young people continued to be impacted by the pandemic and the achievements of young people are outstanding.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Reading</b>							
P1	78%	80%	74%	81%	N/A	72%	79%
P4	69%	67%	62%	70%	N/A	58%	70%
P7	59%	64%	68%	72%	N/A	57%	72%
P1,4,7 Combined	69%	71%	68%	74%	N/A	62%	74%
S3 (3rd level or better)	78%	86%	87%	84%	N/A	N/A	84%
S3 (4th level)	23%	50%	47%	49%	N/A	N/A	54%
<b>Writing</b>							
P1	73%	76%	74%	76%	N/A	67%	75%
P4	64%	62%	57%	65%	N/A	50%	63%
P7	54%	59%	61%	64%	N/A	53%	65%
P1,4,7 Combined	64%	66%	64%	68%	N/A	57%	68%
S3 (3rd level or better)	72%	85%	85%	81%	N/A	N/A	83%
S3 (4th level)	20%	47%	41%	45%	N/A	N/A	50%
<b>Listening &amp; Talking</b>							
P1	83%	85%	83%	87%	N/A	82%	88%
P4	76%	78%	70%	81%	N/A	70%	82%
P7	68%	70%	73%	80%	N/A	70%	82%
P1,4,7 Combined	76%	78%	76%	82%	N/A	74%	84%
S3 (3rd level or better)	80%	88%	90%	84%	N/A	N/A	86%
S3 (4th level)	27%	49%	47%	50%	N/A	N/A	54%
<b>Literacy</b>							
P1	71%	73%	67%	73%	N/A	64%	73%
P4	60%	57%	53%	62%	N/A	45%	59%
P7	49%	54%	56%	60%	N/A	49%	61%
P1,4,7 Combined	60%	61%	59%	65%	N/A	52%	64%
S3 (3rd level or better)	69%	82%	83%	79%	N/A	N/A	82%
S3 (4th level)	18%	43%	38%	43%	N/A	N/A	48%
<b>Numeracy</b>							
P1	78%	81%	82%	83%	N/A	76%	84%
P4	65%	63%	59%	69%	N/A	53%	67%
P7	58%	57%	63%	66%	N/A	57%	70%
P1,4,7 Combined	67%	67%	68%	73%	N/A	62%	74%
S3 (3rd level or better)	88%	85%	91%	89%	N/A	N/A	90%
S3 (4th level)	49%	48%	60%	70%	N/A	N/A	64%

## Senior Phase – Leaver overall data at all levels

School leaver attainment and initial destinations data is published by Scottish Government on an annual basis each February for school leavers who left school in the previous school session. Attainment data for school leavers in session 2021/22 will be published in February 2023.

The data below provides a direct comparison of the authority data with the Virtual Comparator (VC) measure which is a pupil-related comparison on the basis of gender, Scottish Index of Multiple Deprivation (SIMD), Additional Support Needs (ASN) and Stage (S4-6). The leavers' data across our secondary centres compares very favourably with the Virtual Comparator measures at all levels of the Scottish Credit and Qualifications Framework (SCQF).

A key focus in our authority education improvement plan has been to ensure that all young people attain the highest possible levels of qualifications, including in literacy and numeracy, to equip them with the skills required for life, learning and work. The data below shows a favourable comparison of our young people with the virtual comparator measures across almost all literacy and numeracy measures.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>SCQF Level 4 or above (1 or more on leaving school)</b>								
East Ayrshire Council	95%	95%	95%	95%	95%	94%	96%	TBC
Virtual Comparator	96%	96%	96%	96%	96%	95%	96%	TBC
<b>SCQF Level 5 or above (1 or more on leaving school)</b>								
East Ayrshire Council	86%	85%	85%	85%	83%	85%	87%	TBC
Virtual Comparator	85%	84%	85%	85%	86%	85%	87%	TBC
<b>SCQF Level 6 or above (1 or more on leaving school)</b>								
East Ayrshire Council	61%	60%	63%	66%	64%	65%	65%	TBC
Virtual Comparator	58%	59%	59%	62%	61%	62%	64%	TBC
<b>Initial School Destinations</b>								
East Ayrshire Council	94%	92%	94%	94%	95%	95%	96%	Avail Feb-23
Virtual Comparator	92%	92%	93%	93%	94%	92%	95%	Avail Feb-23
National	93%	93%	94%	94%	95%	93%	95%	Avail Feb-23

## Attendance - % Present Openings

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Primary Sector</b>						
East Ayrshire Council	94.8%	94.1%*	94.0%	93.9%*	93.3%**	91.1%*
National	94.9%	N/A	94.5%	N/A	94.0%**	N/A
<b>Secondary Sector</b>						
East Ayrshire Council	90.4%	89.5%*	89.6%	89.1%*	87.2%**	85.5%*
National	91.2%	N/A	90.7%	N/A	89.1%**	N/A
<b>Special Sector</b>						
East Ayrshire Council	94.9%	92.5%*	93.7%	92.3%*	91.9%**	88.6%*
National	90.3%	N/A	90.1%	N/A	89.3%**	N/A
<b>All Sectors</b>						
East Ayrshire Council	93.0%	92.2%*	92.2%	91.9%*	90.9%**	88.7%*
National	93.3%	N/A	93.0%	N/A	92.0%**	N/A

\*Data extracted from SEEMiS, Student Status 1, 4, 5, \*\*Scottish Government data - attendance during period when schools were open

## Exclusions – Rate per 1000 Pupils

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Primary Sector</b>						
East Ayrshire Council	21.9	12.1*	20.2	8.6*	5.2	6.7*
National	11.0	N/A	8.1	N/A	3.6	N/A
<b>Secondary Sector</b>						
East Ayrshire Council	73.3	33.2*	13.7	12.1*	18.1	28.5*
National	47.6	N/A	39.6	N/A	22.1	N/A
<b>Special Sector</b>						
East Ayrshire Council	30.2	37.4*	15.6	16.9*	0.0	2.4*
National	93.5	N/A	61.6	N/A	31.5	N/A
<b>All Sectors</b>						
East Ayrshire Council	43.4	21.1*	17.5	10.2*	10.5	15.8*
National	26.8	N/A	21.6	N/A	11.9	N/A

\*Data extracted from SEEMiS

Information relating to national exclusion data is published by Scottish Government on a bi-annual basis. Due to the timing of the report (and COVID) we cannot use data from national publications – these publications are normally around December or the following March. Therefore, national figures are showing as N/A. Data used for East Ayrshire exclusions in these years is derived from our internal analysis.

## SECTION 2

# Closing the Attainment Gap

### Scottish Attainment Challenge (SAC)

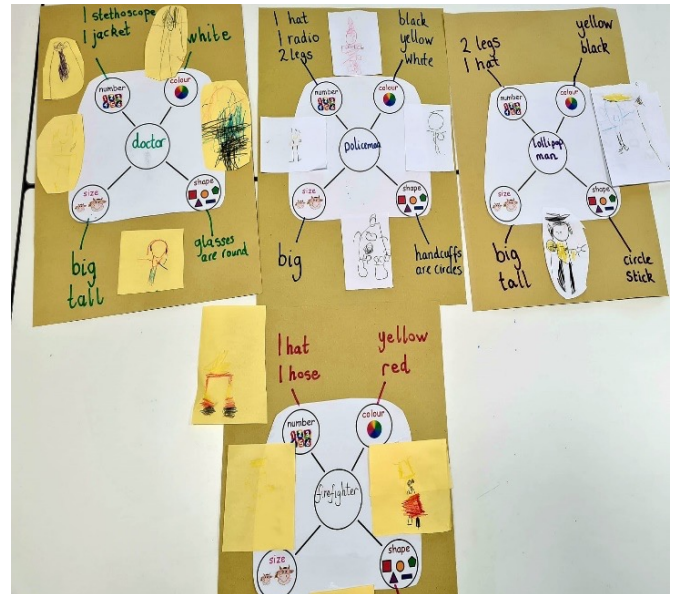
East Ayrshire Council is a designated Scottish Attainment Challenge (SAC) authority. The authority therefore receives an additional monetary sum to support us to make progress in improving attainment and outcomes for our most deprived learners and to close the attainment gap. The authority must publish plans and continually review its progress in relation to the EAC Scottish Attainment Challenge plan. In 2021/22, a wide variety of interventions were in the SAC plan across our three main workstreams of Excellence in Literacy and Numeracy, Working together with Families and Communities and Leadership for all.

Key measures of attainment at P1, P4 and P7 are used to quantify closing of the attainment gap as set out within the National Improvement Framework (NIF). Children in EAC have improved their attainment across all of these measures from 2020/21 – 2021/22. The attainment gap between the most deprived and least deprived also closed across all measures 2020/21 – 2021/22.

### Excellence in Literacy and Numeracy

The SAC Literacy Team provided direct bespoke support for teachers across eighteen establishments in session 2021/22. All EAC primary schools have now had the opportunity to engage with the universal EAC Active Literacy Programme, through in person or via live online sessions. This training covered the teaching and learning of Phonics, Spelling and Reading. Recorded training sessions are available to all EAC staff. This has allowed for teachers in all establishments to access the training relevant to their role and their learners. A key focus of the SAC Literacy Team is to support schools to develop consistent approaches to learning and teaching; thus ensuring equity and improving outcomes for learners.

A key driver to raise attainment is high quality teaching. The SAC Literacy team has provided a suite of resources to support teachers in delivering further aspects of literacy: SAC DUG (Delivering Understandable Grammar) and SAC COW (Creating Outstanding Writing). These are flipcharts which support teachers to deliver the modelling of different aspects of these areas and provide a progression through the levels from Early to Third. SAC COW promotes talking and reading into writing as an approach; supports the teaching of a range of genres; supports peer/self-assessment and links to the assessment tools. SAC DEER (Discovering Enjoyment in Effective Reading) has joined the team, and this has brought together a vast range of teaching supports for modelling reading comprehension strategies.



The SAC Numeracy Team also provided direct support for teachers across eighteen establishments in session 2021/22. Throughout the session the 'Raising Attainment in Numeracy' Programme provided bespoke SAC support to individual schools based on a range of data with the aim of raising attainment and closing the poverty related attainment gap. We have also led the delivery of a wide range of universal and bespoke professional learning for practitioners across East Ayrshire. This professional learning offers a range of in person or live online training, resources and networking opportunities to support planning, learning, teaching and assessment in numeracy and mathematics. This programme has been adapted, hosted and delivered within a dedicated Microsoft Team to provide universal access and participation in numeracy and maths training across the local authority. This MS Team currently has 510 members. We have also offered a range of bespoke inputs for education groups, schools and groups of individual practitioners.



The adapted format for training developed for this session provided schools and practitioners with a sustainable training model to support pedagogical development moving forward. Practitioners are engaging with the training videos, training packs, reading and resources flexibly to develop pedagogy in relation to numeracy and mathematics. The East Ayrshire Numeracy and Mathematics blog increases in popularity with over 18,900 site visits to date with videos, resources, reading etc. hosted within MS Teams and Glow.

## Inclusion Hubs

Our four SAC Inclusion Hubs based in secondary schools are designed to re-engage vulnerable young people, who may be at high risk of exclusion, disengagement with education, potentially requiring outwith placements. They may also have gaps in their learning after periods of sustained absence from school.

Children accessing the Inclusion Hubs may have experienced significant adversity; many are Care Experienced. Session 2021/22 saw the Inclusion Hubs provide a high level of targeted support for 68 young people. As the model has developed, the Inclusion Hubs are able to support a higher number of children, who, whilst they require support, their need is less. Using this model, young people both in mainstream school and the Inclusion Hubs have developed peer relationships, and had opportunities to develop their learning in terms of positive role models. The Neurosequential Model in Education continues to be embedded within the Inclusion Hubs. The model evidences positive impacts for young people in terms of wellbeing, attendance and attainment. In addition, staff report improvement in their own wellbeing. As a result of the impact of the NME model, we are rolling out across mainstream school in each of the four Inclusion Hub secondaries. This will ensure we build capacity and sustainability in systems; continue to improve in terms of young people's experiences and outcomes; and support staff to fully understand and embed inclusive practice.

## Leadership for all

### Depute Headteacher Leadership

The Depute Headteacher (DHT) networks were established and embedded across the local authority. Five Primary network groups and one ASN Sector group were run. These networks offered an opportunity for DHTs to consider aspects of effective leadership and management and provided an opportunity to collaborate to effectively lead change and to support school improvement. Due to the pandemic, these networks have had to be run through virtual platforms.

### Pupil Leadership Programme

The values based pupil leadership workshops took place in March 2022. Pupil Leadership Ambassadors worked across their schools, modelling the value of 'Service', developing their leadership skills, and actively contributing to school improvement. To share their leadership journey, the first Sharing the Learning session took place in June 2022, with four school groups, Gargieston, Muirkirk, Nether Robertland, and Ochiltree sharing their experiences, challenges and success. This was a very positive and inspiring event.

## Curriculum Outdoors

Curriculum Outdoors Attainment Challenge (COACH) staff coached 62 teachers in outdoor learning pedagogy across 7 COACH schools, whilst team teaching 208 lessons for 50 classes, directly enhancing learning for 1134 pupils. This approach continues to impact whole school pedagogy, curriculum planning and improves engagement and outcomes for learners.

A further 217 staff, across early and school sectors, participated in 38 online and outdoor training sessions. The Learning Outdoor Support Team monthly newsletter has 770 subscribers. The blog/website had almost 200,000 views with 90,000 being from out-with the UK. It is now core to the South West Education Improvement Collaborative's online outdoor learning resource bank and SWEIC webinar program.

In addition to supplying outdoor resources to the 7 COACH schools, Scottish Government's Nature Restoration Fund extended new outdoor equipment to a further 10 EAC schools. Resources from the Out of the Box resource library were loaned 37 times.

Our 'I Dig Trees' program, 245 pupils planted 900 new trees in two months, during planting and maintenance sessions with 7 schools; aimed at rewilding our school estate and rewilding our young people.

**The John Muir Award** – recognises achievement within a national framework for outdoor learning and provides environmental stewardship through the curriculum.

- John Muir Awards registered 1016
- Number of John Muir Awards completed 939
- SIMD Quintile 1 schools John Muir Awards completed 429
- Percentage of John Muir Awards by SIMD Quintile 1 completed 48%
- John Muir Family Awards registered 138

**The Duke of Edinburgh's Award** is operational in all secondary and special schools and a few open community based opportunities.

- Award registrations at 507 are back up to 98% of the record pre pandemic year of 2019.
- Disadvantaged participant registrations of 152 are 30% of total, compared to Scotland average at 21%. With a completion rate at 43%.
- Completions of 283 Awards are back to 81% of 2019 high.

The DofE Volunteering section changes lives and impacts on communities. East Ayrshire school DofE participants dedicated 4017 hours to volunteering within our communities, with a social value of £18558.54.

With Learning Outdoors Support Team oversight and support, schools ran 47 adventure expeditions, over 87 days enabling 796 pupils to complete the DofE expedition section; building teamwork, independence, leadership, resilience and memories that last a life time.

### Educational Visits

Supporting schools safety governance for off-site educational visits; Educational visits have increased to almost half of pre lockdown levels though residential are still significantly reduced.

Education Sector	Number of off-site educational visits (Aug - Aug)		
	2019 - 20	2020 - 21	2021 - 22
Early Childhood	4712	2381	<b>2921</b>
Primary	3781	1184	<b>2738</b>
Secondary	3032	979	<b>1575</b>
Additional Support	2129	1013	<b>937</b>

Education Sector	Participant days (Aug - Aug)		
	2019 - 20	2020 - 21	2021 - 22
Early Childhood	151242	127376	<b>99695</b>
Primary	214964	85918	<b>71947</b>
Secondary	37302	7,878	<b>23679</b>
Additional Support	11055	6,168	<b>6386</b>

# SECTION 3 Improving Health and Wellbeing

## Inclusion

East Ayrshire Support Team (EAST) is the central support team for additional support needs education within East Ayrshire. The team supports educational establishments to meet the spectrum of additional support needs (ASN) across the authority. In order to ensure East Ayrshire is at the forefront of implementing best practice around ASN, EAST has a comprehensive Improvement Plan.

**PARTNERSHIP WORKING**

**NATIONAL**

- Addressing Dyslexia Toolkit
- Dyscalculia working group
- Highly Able IEP target setting
- Classroom assistant steering group

**PAN-AYRSHIRE**

- Visual Stress
- Supporting Ukrainian learners
- Visual Impairment network

**EAST AYRSHIRE**

- NHS: Phonology intervention
- EAST/SAC Speech & Language Communication
- Violence & Aggression steering group

**IMPACT OF INTERVENTIONS**

**Talk Boost**

Average gain  
EEC-P1: 23%  
P1-3: 28%

**Phonology (Joint SLT)**

Session 21/22: 5 learners

4 with gains – intelligibility

1 lateral progression

Session 22/23: 9 learners

**Cogmed**

Licences	
P1-3	13
P4-7	97
Sec	4
<b>Total</b>	<b>114</b>

**EAL**

Support for Ukrainian learners		
	21/22	22/23*
ECC	2	3
PRI	12	20
SEC	15	17
<b>TOTAL</b>	<b>29</b>	<b>40</b>

\*as at 13/09/22

**Building Capacity** → **Tapestry** → **Blog/Twitter** → **Partnership Working** → **Assessment**

**EAST Database 2021-22**

LIT & ENG (EXT) 1097	FLEX – 389 CO-OP – 19 H&WB (EXT) 56 EXT OTHER - 7	NUM & MATHS (EXT) 239	DISCREET 167	<b>Total 1974</b>
P1-3 655	P4-7 856	O-3 VI – 6 EY – 18 SEC – 33 SPEC – 20		<b>Total 1588</b>
Male 911	Female 677			<b>Total 1588</b>

**Assessments 2021-22 = 8518**

**CLPL**

**CLPL Calendar**

- 46 CLPL sessions delivered through Gateway platform.
- Virtual mode of delivery used for most sessions; attendees responded favourably to this more efficient format.
- Content relevant = 100% of attendees agreed

**Beyond Behaviour**

- Able to transfer learning into practice = 98% agreed
- "Worthwhile course... Provoked discussion."
- "...excited to implement them within my class ... building a climate of safety..."

**GLOW Tile**

- Assessment
- CLPL
- Resources / Support Pack
- Inclusive Practice
- CAS
- EAST Teams

**CA Coaches**

Tier 1: Induction Pack and school support resources

Tier 2: Introduction to EAST Coaching and Modelling interventions

Tier 3: Coaching and Modelling Targeted Intervention

"Fantastic and informative... extremely helpful and will help me support learners... look forward to getting more!"

"... inclusive... children benefited from each lesson... own knowledge and understanding improved... more able to support Motor Skills for my pupils... informative."

## Health and Wellbeing

In the area of supporting and promoting health and wellbeing (HWB), a range of approaches and achievements have been made through session 2021/22:

- Planning, Learning, Teaching and Assessment in HWB** – With the support of the HWB Progression Frameworks, primary schools monitored and tracked progress in HWB. For the first time, all primary schools added Curriculum for Excellence levels to the authority tracker and the information was shared with parents. The levels were reviewed by the HWB Team. Support and guidance was provided for the schools requiring this. A pilot moderation activity resulted in HWB being integrated within the moderation processes for literacy and numeracy. Secondary staff are starting to assign CfE levels for their pupils in an ongoing process.
- Wellbeing Profiling** – A number of schools were supported to successfully implement the [Glasgow Motivation and Wellbeing Profiling System](#). Via the authority tracker, primary staff indicated biannually that they had completed pupil wellbeing profiles. Secondary staff were supported to develop wellbeing profiling in their establishments.
- Mental Health Promotion and Support** – The authority Wellbeing Champions network continued to develop with staff and pupils from a number of our schools undergoing the initial training, this resulted in wellbeing champions in primary and secondary settings throughout the authority raising awareness of mental health and acting as support for their peers. The HWB Team have created any time any place training for staff and delivered remote, live mental health awareness courses for parents. The feedback was very positive.
- Respectme** – As part of the second year of the respectme community project, pupils, parents and staff from several schools undertook the T4T training and then provided anti-bullying awareness inputs in their communities.
- Parental HWB Information Site** – The site is continually developed and over the year a section on financial inclusion information was added. Since the site was established, it has had over 30,000 hits.
- HWB CLPL programme** – Since it was launched in August 2021 the [Staff Wellbeing and HWB CLPL Blog](#) has been used by staff to access remote HWB CLPL programmes and staff wellbeing support.
- Poverty Proofing** – The Education Financial Inclusion steering group, which includes partners such as Financial Inclusion and Social Security Scotland, continued to keep parents aware of the latest information via posters, flyers, school apps and the Parental HWB Information Blog. In response to the Period Products (Free Provision) (Scotland) Bill, in addition to the funding provided to purchase sanitary products, each primary and secondary school was provided with an additional budget for storage solutions and other incidentals that are required.
- Gender Based Violence** – Staff and pupil mentors in all the secondary schools were provided with Mentors in Violence Prevention (MVP) training and then raised awareness of gender-based violence in their school. Due to the restrictions, it was difficult to deliver the lessons but schools adapt the delivery model to convey the information to the young people. St Joseph's Academy worked with Rape Crisis to launch the Equally Safe at Schools resources and encouraged staff and pupils to think about the safety of woman in their community.
- Food and Health Primary Education Programme** – 2 new food and health education programmes have been created in conjunction with NHS Ayrshire and Arran Dietetics Department and East Ayrshire's Development Chef. The programmes were piloted successfully in two of our primary schools.

## The Psychological Service

The Psychological Service continues to provide a direct service with every educational establishment in East Ayrshire. This includes ECCs, Primary, Secondary and Specialist establishments and with all of our funded early years providers.

Throughout last session the service provided a mix of in person and online service delivery in line with national and authority guidance. This became increasingly in person as restrictions eased.

Approximately 70% of the service's work continues to be with and in our establishments, with the remaining areas delivered at Education Service and whole authority/partnership level involvement.

Evaluation with establishments via reviews of Service Level Agreements highlighted a high value being placed on the physical and emotional support provided through the session and welcomed the increasing ability to be undertaking regular visits into schools and centres again. This was recognised both around the specific needs of children and families, but also in response to staff wellbeing needs that were ongoing.

Core elements of service delivery continued to prioritise advice and consultation, assessment and intervention. Training and professional learning also provided a significant component of service delivery despite restrictions, having been delivered to establishment teams and to service wide groups of staff all on-line throughout last session.

Some examples of feedback from establishments and partners include:

- The service has provided a significant impact on staff understanding of children and their needs.
- The school found Educational Psychologist (EP) input and advice helpful and has helped to broaden the ASN coordinator's knowledge and understanding.
- We couldn't have achieved what we have without the involvement of our EP.
- This training and understanding have changed everything about the way I work.
- Nurture is a game changer.

Key areas to highlight from an improvement perspective include:

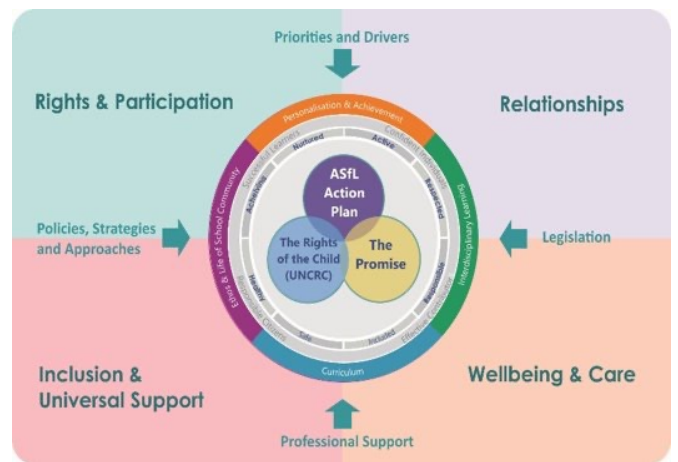
- Therapeutic service: the service continues to provide therapeutic support for a very targeted number of children, young people and families typically via Developmental Dyadic Practice, and/or video guided supports, again often with parents or staff. A detailed review of the data relating to this was undertaken with some of the following findings:
  - 110 children/young people have accessed service since August 2016
  - Rebuilding this as part of overall service delivery after seeing a reduction through covid.
  - 54% of interventions delivered have included a key adult in the child's life such as a parent/carer or education staff member.
  - Impacts reported include reduced dysregulated behaviours; improved relationships with parents, carers, family members, peers and staff; increased attendance at school and improved views of self and future.
- Meeting the needs of high numbers of children with asn in early learning and childcare: developing a consultation and advice support model with staff in partnership with Speech and Language Therapy and Occupational Therapy. This effectively incorporated parent/carer drop-in sessions, leading to the parent group continuing to provide mutual informal support network once the children moved on to school. Impacts have also been evidenced for children, the ECC environment, and for staff in their personal and professional development.
- Relational and trauma informed practice: having begun a journey of learning as a service in the NeuroSequential Model of Education 3 years ago, we are now working with the majority of primary schools, an increasing number of ECCs and the majority of secondaries to support them in their NME journeys. 28 schools and centres are now either beginning joint work in this area or are actively progressing with it in their practice.

**National involvement**

We have been very fortunate to have our Depute Principal Psychologist as the national representative on the Scottish Government Advisory Group on Relationships and Behaviour; which last session involved advising on the draft national guidance on inclusion, physical restraint and seclusion. This has provided the opportunity of educational psychology having a strong voice in the drafting of this document but also allowed us to consider the national thinking in this area in relation to practice and improvements in East Ayrshire.

**Inclusion and additional support needs**

Related to this has been the increased focus on further improving our own approaches to inclusion across the authority. The service has played a lead role in gathering and analysing the data relating to additional support needs and the projected need for both inclusion in our mainstream and ASN school provision. With the increase in ASN in East Ayrshire now meaning over 32% of our pupil population has an additional support need, it is now very much everyone’s responsibility. Working closely with education managers and heads we have been able to set an agenda and vision for inclusion to take into the 22-23 session and ahead.



**School Counselling Service**

School Counselling is provided in East Ayrshire by The Exchange, who provide support to all pupils aged 10 and over in the local authority. The service is able to provide one-to-one counselling, group work sessions, and wider support for schools and families with capacity building training for staff planned ahead.

The focus is to provide psychological support to children and young people with the aim of improving the overall resilience and psychological wellbeing of the young person and where appropriate, the whole family. Counselling has been made accessible to children and young people with additional support needs, has involved a more in-depth discussion with those requesting the support, and adapting sessions to ensure that they meet the needs of each young person.

The Counselling Service is reviewed by a core group on a monthly basis. This group is multi-agency and includes representation from Educational Psychology, Child and adolescent Mental Health Services (CAMHS), the school nursing service, and the GIRFEC Education Manager who has been pivotal in ensuring the service is aligned to the values underpinning GIRFEC in East Ayrshire.

# East Ayrshire School Counselling Annual Report 2021-2022

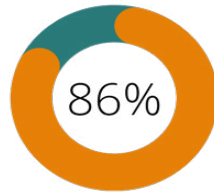


The Exchange

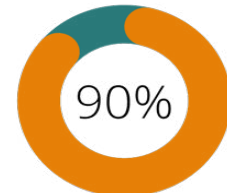
## Summary of Activities covered in Academic Year

- **1130** C&YP received support
- **5909** 1-1 Counselling or psychological wellbeing sessions
- Group Supports in Primary and Secondary Schools
- Support now available for children **under the age of 10**
- Resilience framework delivered to **20 schools** in EA
- The Adventure Programme P7 transition programme training delivered to **28 Primary schools**
- Reflective Practice Groups for staff running in **2 schools**

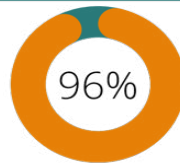
## Improved Outcomes



C&YP in Secondary schools registered a reduced clinical score in CORE-YP



Children in Primary school registered an improvement in psychological wellbeing using CORS



of parents reported improved outcomes at home using SDQ

## Breakdown of Sessions by Theme



## Pupil Feedback



“It really helped me stay calm in times I got anxious and It was better being able to say my feelings out instead of hiding them.”  
**Primary Pupil.**

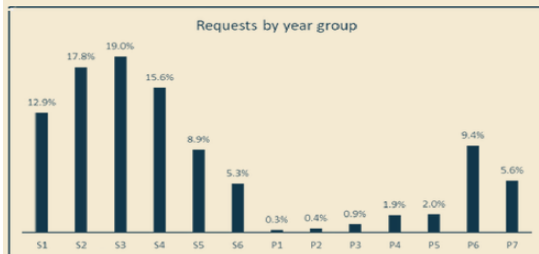


**Pupils found counselling helpful**

“I got given coping strategies to help me in my classes and it has helped massively. I still struggle with anxiety but I have learned that it is normal to feel like this and I've also learned to talk about my feelings with my family and guidance teacher.”  
**Secondary Pupil**

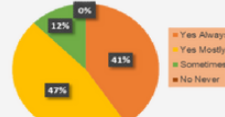
“It makes me feel happier inside and outside of school, it also helps my mental health, gives me reassurance that I have someone to talk to and makes me have a more positive attitude.”  
**Secondary Pupil**

## Breakdown of Sessions by Age Group



## Staff & Parent Feedback

Were Young People Seen Quickly by the School Counselling Service?



**Staff in schools who want to see Service continue**

“Since attending, My son seems a lot more happy and content with a lot less mood swings and grumpiness.”  
**Parent**

“Personally I have seen the service made a huge difference to pupil wellbeing, it is a service which is available to young people when needed - this reassures them that when they need support they should open up and talk about it.”  
**PT Pupil Support**

## SECTION 4

# Improving Employability and Skills and sustained positive destinations for all young people

## Developing the Young Workforce (DYW)

The provision of Scottish Government funded DYW coordinators in each of our secondary schools and Park School means designated time within existing timetables is assigned to the delivery of DYW Activity. Coordinators work closely with colleagues from DYW Ayrshire to ensure their work complements existing school service level agreements with Skills Development Scotland and any crossover enhances rather than duplicates the offer for school learners. Coordinators report school activity on a monthly basis and come together regularly as a community of practice both locally and as part of a larger SWEIC group led by Education Scotland.

The impact of DYW Coordinators is being measured nationally using two key performance indicators: the first to increase employer engagement opportunities, and the number of employers actively engaged in supporting and preparing young people for the world of work; and the second to increase work-based learning and employer engagement opportunities for those who would benefit most. To support DYW coordinators, a monthly report is issued to each school from the 16+ Data Hub which identifies the proposed career paths of current school learners and the current destination status of young people who have left school in the previous year. This information is being used by coordinators to inform planning and to ensure that any young person without a preferred career route is identified and followed up by the school so that appropriate actions are put in place.

## Leaver Destinations

In the survey of school leaver destinations published in February 2022 the percentage of school leavers from East Ayrshire (2020-21) identified in an initial positive destination was 95.7%. **This is the highest ever percentage recorded for the authority and above the national average of 95.5%.**

The initial destination percentage reflects the priority given by schools to ensure every young person has the offer of a viable progression pathway. Partnership with Skills Development Scotland (SDS) and the authority's No-One Left Behind post-school team means that school leavers, at risk of not achieving a positive destination, can now progress directly into the SDS 'Next Steps' programme immediately after leaving school, before moving into the authority's annual "No-One Left Behind" Summer Leavers programme. Here they are offered guidance on the range of post-school pathways offered in East Ayrshire, so that any subsequent positive destination is agreed, appropriate and aligns with their career aspirations.

## Skills and Learning 33 (SL33)

The success of Skills & Learning 33 (SL33), the DYW Partnership Hub, in Titchfield Street, Kilmarnock, established in 2021 and led by the Education Service, provides an impetus for a refreshed and expanded focus on much of the ongoing work to progress delivery and implementation of Developing the Young Workforce in East Ayrshire, while providing opportunities to work in partnership with the Employability Service and partners including social work, national training providers, Ayrshire College, Skills Development Scotland and DWP, in a purpose-built environment to meet the needs of young people in school and in post-school. The building provides a single door approach for all-age clients from across the authority and currently also hosts groups of school-age learners, at risk of disengagement, who are undertaking a range of training provision which seeks to re-engage them in learning and prepare them effectively for the world of work.

Hosted at SL33, the Education Service Young Person's Guarantee (YPG) team consists of a Project Manager and two designated work coaches. Delivery of the programme commenced fully in September 2021 and, as of March 2022, the team had supported 260 young people (16-24 years). Included in this number were 30 undertaking salary supported Modern Apprenticeships for 12 months with local private employers and third sector organisations; a further 20 Modern Apprentices were employed by the council; 78 young people were in jobs funded via bespoke YPG grant allocation (including DWP 'Kickstart' programme extensions); and 8 young people undertaking work trials with employers in February 2022, are now in full time employment.



## SECTION 5

# Working together with Families & Communities

We continue to work beside our young people, families and communities to best support the needs and aspirations of all. The undernoted provide a few examples of some of the ways that we have reached out into our communities and families.

### Home Link Workers

Session 2021/22 saw the Home Link Team (HLT) supporting a total of 943 children, young people and their families across all seven Education Groups, with 792 of those families now no longer requiring HLT support. Partnership working and communication continue to be a strong priorities for the HLT. From August 2021 until August 2022 this support included:

- 16,366 coaching conversations / text messages/ emails
- 1,962 Home visits / walk and talk sessions
- 182 Team Around the Child (TAC) meetings

### Early Learning and Childcare - Resource Allocation Group

The multi-agency Resource Allocation Group (RAG) approved 342 Request for Assistance for an early learning and childcare placement for children birth to 3 years, including 46 placements with Community Childminders. The RAG also approved funded out of school care places for 19 children. During 2021/22, the multi-agency Resource Allocation Group approved 111 requests for assistance for family support from Community Practitioners.

## Community Practitioners

The impact of poverty on families continues to be evident within the work of this team. During the period of 2021/2022, the team supported 424 families with donations of clothing and Christmas gifts from Hillhouse Care. Each year the team support on average 180 families with access to foodbanks and community larders. There have been 18 onward referrals made to the financial inclusion team and a number of families have been supported with housing issues. Prior to Christmas two local shops donated a combined sum of £800, this donation provided, food, clothing and gifts for 245 families. Families also benefit from referrals made to other charitable organisations such as the Buttle Trust and Citrus Energy

Each of the community practitioners are linked to one of our 36 early childhood centres as well as the 7 funded providers delivering early learning and childcare (ELC). The added benefit of being linked to an ELC setting means that parents can contact their link community practitioner for advice and support. This year the team supported an additional 72 families who were referred to them from their link establishment.

## Get into Summer

The Scottish Government provided funding to the Local Authority to support a Summer of Activities for Children and Young People. The aim of this fund was to promote children and young people's health and wellbeing. As a result of this funding, Community Practitioners were able to assist and support 150 families. Families participated in outings which consisted of trips to the farm park, the beach and access to local green spaces. Parents and carers reported that the trips had helped them "build memories" and gave a focus for conversation with their children. Staff during the activities observed greater family connection and engagement. Parents and carers reported that the outings had supported their general health and wellbeing.

As well as being able to access outings, families were provided with activity bags which parents could use in green spaces with their children. Families shared with the team that they were able to set aside their worries and enjoy quality family time. They advised that throughout the summer they continued to use the green spaces on their doorstep and that the activity bags really helped them play and make time for their children.

A pilot delivering out of school childcare places was also provided to children from North West Area Kilmarnock during the school holidays. PEACE Childcare provided opportunities for the children to enjoy activities and events all summer. 37 children were offered a place following Requests of Assistance being received and approved as meeting the criteria. Both children and families benefited from this funding during summer holidays.





## SECTION 6

# Digital Transformation and Sustainability

### Digital

Throughout 2021/22 we have continued to ensure access to a digital platform at home and in school for all pupils via Learning Journal and Glow/MSTeams.

56 pupils, through an innovative Regional Improvement Collaborative pilot, were able to study virtually a selection of Advanced Highers. Direct teaching took place on MSTeams within Glow and base schools presented pupils for exams, enabling an expansion of study opportunities at Advanced Higher level.

This year saw the first cohort of schools to complete the new EAC Cyber Resilience and Internet Safety Modules. 10 schools completed the series of modules with a focus on upskilling staff and ensuring parents and carers are informed and empowered.

Following a review of capital refresh in relation to digital technology a new 5-year refresh model has been created. This refresh directly links to school roll and staffing and includes the introduction of a CAD/ CAM refresh model for all secondary schools.

### Sustainability

October saw our 2nd Young People's Climate Conference. We had 35 primary, secondary and special schools participate. This also saw the launch of EAC Clean Green Education Awards. Which has resulted in 17 schools achieving their Bronze Clean Green Award and 1 school their Silver Clean Green Award. The submitted action plans and evidence comprised of over 220 actions/ outcomes specific to tackling climate change.



