Education (2020-2023)

The principal purpose of the Service is to:

The Education Service is responsible for the delivery of all aspects of Education. The Service provides Early Learning and Child Care, Primary Education, Secondary Education, Education Psychological Services and Community Learning and Development.

The Service employs   1523   FTE

The Service faces the following significant challenges:

To ensure infrastructure is in place to meet the requirement of high quality provision of 1140hrs Early Learning and Childcare to all 3 and 4 year olds (and eligible 2s)

Ensuring that high quality training is delivered by the Early Years Team to all additional early learning practitioners required to deliver 1140 hours. Training to be delivered by June 2020

Challenges around recruitment and retention of head teachers and teaching staff, particularly in relation to the qualification for headship requirement from 2020.

Implementing savings whilst providing an effective service. Where the majority of functions are statutory so cuts may disproportionately affect non-statutory services.

Improving attainment and achievement of all children and young people whilst closing the attainment gap and responding to National challenges. The national stretch aims for 2024-25 are very challenging, particularly in the current operating environment.

The difference the Service makes:

The Service contributes to the following Business Outcomes:

BO106	EDU106	Our looked after young people are supported by effective corporate parenting
BO107	EDU107	The support and lifestyle needs of our children, young people, and their families are met
BO108	EDU108	All our children and young people are supported to realise their potential
BO109	EDU109	All our adults are supported to realise their potential
BO115	EDU115	We are efficient and cost effective
BO116	EDU116	We engage and work with our customers, staff and partners
BO117	EDU117	We encourage creativity and innovation to ensure our workforce is fit for the future

Education (2020-2023): Success Measures

	SM Code	Success measures	Target	Timescale	Benchmark
BO106		**Our looked after young people are supported by effective corporate parenting**			
	EDU106_01	Increase positive destinations for our looked after children in Argyll and Bute	85%	FQ3 Annually	Previous year performance: TBC
		To ensure that our looked after young people have the best transitions possible to equip them for post school life.			
	EDU106_02	Increase the percentage of successful presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils	60%	FQ2 Annually	Virtual Comparator: 60%
		Increasing successful presentations to exams helps to ensure our young people have the skills for life, learning and work and move to a positive destination			
	EDU106_03	Maintain the low level of exclusions experienced by our looked after children	<5	Quarterly	Previous year performance: TBC
		Low level of exclusions help to narrow the attainment and achievement gap between our care experienced young people and non care experienced young people			
	EDU106_04	Where there is a change in educational placement increase the percentage of our looked after children who have a completed transition plan in place	100%	Quarterly	New measure
		To improve the support for every looked after child the individual transition plan is implemented by staff			
	EDU106_05	Increase the percentage of our senior phase looked after children that have an individual tracking and monitoring plan in place	100%	Quarterly	New measure
		This is specific to each child and helps to support the child's educational journey			
	EDU106_06	The percentage of our workforce that are trained in implementing trauma-informed practices	75%	Quarterly	New measure
		To improve the support provided to the increasing number of children and young people who have experience trauma			

	SM Code	Success measures	Target	Timescale	Benchmark
BO107		**The support and lifestyle needs of our children, young people, and their families are met**			
	EDU107_01	Phasing in of 1140 hours of Early Learning and Childcare (ELC) by 2020 - Phase 4 Action TBC	Phase 4	FQ2 2020/21	No benchmark
		To need to ensure all 3 + 4 year olds have access to 1140 hours from August 2020			
	EDU107_02	Early level and childcare learners spend 50% of their funded time outdoors.	70% 80% 90% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	No benchmark
		All early level and childcare learners should have access to 50% outdoor provision			
	EDU107_03	The percentage of schools using the wellbeing application	70% 80% 90% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	50%
		This application ensures all children and young people have their wellbeing needs recorded and that appropriate interventions are in place			
	EDU107_04	A counselling service is available in all Secondary Schools.	100%	FQ4 Annually	No benchmark, new measure
		This will provide support for mental health and wellbeing in our young people			
	EDU107_05	Carry out bi-annual survey with agency stakeholders to enhance collaborative working with the Education Psychology Service	Complete	FQ2 & FQ2	No benchmark
		Survey results will help to inform service provision and improvement			
	EDU107_06	Implement actions in Education Psychology Service arising from the bi-annual survey with agency stakeholders (ref EDU107_05)	90%	FQ4 Annually	No benchmark
		Implementing identified actions will improve service delivery			

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_07	The percentage of our schools that use the progress and achievement module	30% 50% 70% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	No benchmark

This will enable the Education Service to assess and track children and young people's progress in raising their attainment

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_08	All children and young people identified as requiring an adapted timetable will have a flexible leaning plan put in place	100%	FQ3 Annually	No benchmark

This ensures there is access to an appropriate curriculum for each child and young person that requires it

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_09	Support the increase in the uptake of available Grants, Allowance and Entitlements. Increase from 2018/19 baseline Clothing Grants Free School Meals Education Maintenance Allowance	CG 1464 FSM 928 EMA 273	FQ2 Annually	Previous year performance: TBC

To demonstrate the support that we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_10	Develop and review the additional support needs training calendar for teachers and support staff	Complete	FQ2 Annually	No benchmark

Staff that support our children and young people with additional support needs are required to have the necessary skills

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_11	Circulate a minimum of 2 newsletters each year in line with new Parental Engagement Strategy	2 Each year	FQ1 & FQ3 Each year	No benchmark

The newsletters provide communication with parents

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_12	Maintain the percentage of all young people achieving a positive destination	95%	FQ2 Annually	93%

This demonstrates the high level of the number of our young people that achieve positive destinations. This gives an overall assessment of Young People in Argyll and Bute.

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_13	Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment	94%	FQ3 Annually	National figure: 92.6%

It is important that our young people are getting the best possible opportunities to reach and maintain positive destinations

	SM Code	Success measures	Target	Timescale	Benchmark
BO108		**All our children and young people are supported to realise their potential**			
	EDU108_01	Develop a nurture strategy for Argyll and Bute with an associated sustainable training model	Complete	FQ2 2021/22	No benchmark
		Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people			
	EDU108_02	The percentage of children that achieve their appropriate developmental milestones by Primary 1	70%	FQ2 Annually	Previous year performance
		The measure demonstrates that children are given the best start possible			
	EDU108_03	Maintain the number of primary pupils that become digital leaders	930	FQ3 Annually	930
		To demonstrate that young people are gaining the widest opportunities to become successful learners in the 21 century through digital resources			
	EDU108_04	Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls	80%	Quarterly	60%
		By making best use of digital technology also demonstrates the best use of staff across the area			
	EDU108_05	All secondary establishments have a minimum of two community business partners	75% 90% 100%	FQ2 2020/21 FQ2 2021/22 FQ2 2022/23	No benchmark
		Working with business partners provides wider learning opportunities for pupils and demonstrates partnership working			
	EDU108_06	Produce our annual plan which sets out achievement of strategic priorities set out in the National Improvement Framework (NIF)	Complete	FQ2 Annually	No benchmark
		It is important to report and communicate what National Improvement Framework priorities have been met			

SM Code	Success measures	Target	Timescale	Benchmark
EDU108_07	Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills	16% of presentations	FQ2 Annually	National figure: 16%

These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations

SM Code	Success measures	Target	Timescale	Benchmark
EDU108_08	Implement actions arising from the nurture strategy (ref EDU108_01)	90%	FQ4 2021	No benchmark, new measure

To upskill staff within nurture in order to improve the health and wellbeing of our children and young people

	SM Code	Success measures	Target	Timescale	Benchmark
BO109		**All our adults are supported to realise their potential**			
	EDU109_01	Maintain the number of adults engaged in employability programmes	50	FQ4 Annually	50
		To provide opportunities for citizens within Argyll and Bute to be life long learners			
	EDU109_02	Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps.	15 25 35	FQ4 2020/21 FQ4 2021/22 FQ4 2022/23	No benchmark, new programme introduced November 2019
		Official data indicates there is a steady rise in the number of unemployed adults aged 50+ that require assistance in Argyll and Bute.			
	EDU109_03	To celebrate adult learner achievements each main town will host at least one event each year.	Minimum of 6 events	FQ4 Annually	No benchmark
		As well as benefiting the learner, celebrating achievement can promote adult learning and inspire new learners.			

	SM Code	Success measures	Target	Timescale	Benchmark
BO115		**We are efficient and cost effective**			
	EDU115_01	Our Grant spend is maximised: Gaelic Grant Glaif Looked After Children Attainment funding Scottish Attainment Challenge	95% of each funding stream. Cumulative	Quarterly	New measure

Attainment and achievement for our children and young people can be support if available and entitled grants are maximised

	SM Code	Success measures	Target	Timescale	Benchmark
BO116		**We engage and work with our customers, staff and partners**			
	EDU116_01	Achievement of Customer Service Excellence Standard	Complete	FQ2 Annually	No benchmark

To effect change within the Education Service that will improve customer service both internally with our staff and externally with parents and communities.

	SM Code	Success measures	Target	Timescale	Benchmark
	EDU116_02	Hold authority wide capacity building opportunities for young people	3	FQ2 Annually	No benchmark

To encourage involvement in local and national decision making and ensure that young people in Argyll and Bute are equipped with the opportunities to be responsible citizens, confident individuals and effective communicators.

SM Code	Success measures	Target	Timescale	Benchmark
BO117	**We encourage creativity and innovation to ensure our workforce is fit for the future**			
EDU117_01	Increase the percentage of our early years workers who have gained or are working towards professional qualifications	65% 80% 90%	FQ4 2020/21 FQ4 2021/22 FQ4 2022/23	50%

To ensure effective delivery of 1140hrs for our children and to ensure our workforce are appropriately qualified to work with them

EDU117_02	Provide 6 probationer learning days to our probationer teachers	6	FQ1 Annually	6

To continue and support the professional learning journey of our probationer teachers

EDU117_03	The percentage of new head teachers who have or are working towards headship qualification	90%	FQ1 Annually	No benchmark

To ensure our head teachers have the appropriate leadership skills to lead our establishments and enhance education provision and outcomes for our children and young people

Education (2020-2023): Service Improvements

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO106	**Our looked after young people are supported by effective corporate parenting**			
EDU106_01i	Extend tracking and monitoring to include all pupils from P1 to S3 using individual Progress and Achievement tracking and national Achievement of a Level (ACEL) data	FQ4 2021/22	Self-evaluation	
EDU106_02i	Monitor and evaluate the impact of the multi-agency planning, review and risk management processes for our looked after and care experienced children	FQ2 2021/22	Self-evaluation	Case review
EDU106_03i	Improve the quality of our flexible learning planning by working with local employers to provide a range of nurturing work placements for our looked after and care experienced children.	FQ2 2021/22	Self-evaluation	Review of flexible learning practices
EDU106_04i	Complete the second cycle of individual tracking and monitoring of all Senior Phase pupils to ensure that progress and attainment are in line with the individual expectations for each child	FQ3 2021/22	Self-evaluation	Review of first cycle

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO108	**All our children and young people are supported to realise their potential**			
EDU108_01i	Work collaboratively with education establishments and partners, challenging to support the evaluation and moderation of the learning experiences of children and young people.	FQ1 2021	Self-evaluation	Education Annual Plan. The Education Team through self-evaluation of current practice and outcomes of inspection reports, have recognised the requirement to improve evaluation outcomes for learning, teaching and assessment.
EDU108_02i	Improve our identification and understanding of the challenges and barriers to learning for our children and young people in vulnerable groups and plan to address these needs.	FQ1 2021	Self-evaluation	Education Annual Plan. The Education Team through self-evaluation of current practice and outcomes of inspection reports, have recognised the requirement to minimise the barriers to learning for our children and young people.

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO113	**Our infrastructure is safe and fit for the future**			
EDU113_01i	Based on the review of the suitability of all educational establishments, develop a Learning Estates Strategy, enabling Argyll and Bute to work towards a learning estate suited to the provision of high-quality education.	FQ2 2020	Self-evaluation	Scottish Government published its learning estate guidance in September 2019 which resulted in Argyll and Bute Education Service being pro-active in reviewing it's current processes. Working with colleagues from Northern Alliance an implementation plan is currently being developed.

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO116	**We engage and work with our customers, staff and partners**			
EDU116_01i	To ensure best practice in reporting children's and young people's progress, improve the range and quality of methods used to communicate relevant performance information to all stakeholders.	FQ1 2021	Other	Analysis of parental questionnaire and compiled complaints data information has provided evidence for required improvement in relation to progress reports for parents.
EDU116_02i	Provide further support and training to Central Officers to ensure high-quality reporting on educational practice and improvement to Elected Members across the RIC and at national level using benchmarks.	FQ1 2021	Other	Analysis of parental questionnaire and compiled complaints data information has provided evidence for required improvement in relation to progress reports for parents.