

# Standards and Quality Report 2017/18



# Foreword

It is with great pleasure that I endorse the 2017/18 Standards and Quality Report for Educational Services.



In South Ayrshire our vision is to achieve excellence and equity for all children and young people. This report clearly outlines the progress we have made in achieving our expected outcomes.

We continue to see year-on-year improvements in our schools and early years centres. Ensuring that all learners, regardless of circumstances, have every opportunity to achieve and attain is the key driver for improvement. In particular we retain a clear focus and determination to close the poverty related attainment gap, while continuing to challenge every learner to achieve the best possible outcomes. The work of schools in relation to the Scottish Attainment Challenge, GIRFEC, protecting children and implementing Curriculum for Excellence continues to drive forward improved levels of attainment and achievement for all our children and young people. The hard work and dedication of teachers, school staff, parents and carers, education officers and above all the children and young people themselves in supporting this change cannot be underestimated.

This report provides a summary of our performance and contains a range of information to demonstrate the impact of Educational Services work on the young people of South Ayrshire.

**Councillor William Grant**  
**Portfolio Holder for Lifelong Learning**

# Introduction

This Standards and Quality report contains a range of impressive figures, but behind the statistics are the stories of individual children and young people. Our aim is to improve the life chances of all children and young people in South Ayrshire, especially those who need our help the most. Our headline figures show a consistent pattern of improvement across almost all measures. I am very grateful to the staff in every school and centrally based teams for their hard work and dedication to achieving the best outcomes for all of our young learners.



Every day in our schools, teachers and support staff work in partnership with parents and a range of professionals from beyond the school to make sure our children and young people have the right skills for

learning, life and work. Some of our young people need more help than others, for example those who are looked after or are young carers or those with mental health problems.

Throughout this report you should see evidence that we are working towards ensuring we meet the needs of these more vulnerable children and young people more effectively. The single factor which has the greatest impact on learners is poverty, and while we are making progress, there remains scope for improvement. The Scottish Government made a significant investment in the Pupil Equity Fund during the last financial year and hopefully we will see the impact of that investment in future Standards and Quality reports.

We will also increasingly be working collaboratively with our partner local authorities in the South West Educational Improvement Collaborative who are North Ayrshire, East Ayrshire and Dumfries and Galloway. By working collaboratively we will aim to ensure greater impact on some of the challenging issues within education and the wider services for children. Collectively we are working towards getting it right for every child.

The achievements of our children and young people are a team effort involving the young people themselves, their parents and carers, our dedicated staff and our partners in the Health and Social Care Partnership, NHS Ayrshire and Arran, our South Ayrshire Council colleagues, Ayrshire College, Police Scotland, Developing Young Workforce Ayrshire, many local business partners and the members of Voluntary Action South Ayrshire. My thanks once again to everyone who contributes to ensuring our children and young people are able to achieve their great potential.

**Douglas Hutchison**  
**Director – People**

# Highlights for 2017/18

## £65million Investment

In new schools and refurbishments for our children, young people and communities.

## 517 Young People



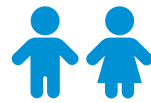
Achieved Duke of Edinburgh awards, which continues to be sector leading.

## 92% of young people

leave school with level 4 awards in literacy and numeracy.

## The attainment gap

In literacy and numeracy has fallen 14% (16% to 2%) between 2013 and 2017.



## Early years centres

Provide high quality early learning and childcare.

## 94% of school leavers

Move into positive destinations.





## Context

South Ayrshire is set in the south west of Scotland and covers an area of 422 square miles. It includes the towns of Ayr, Girvan, Maybole, Prestwick, and Troon. Seventy percent of the population of South Ayrshire live in the towns of Ayr, Prestwick, and Troon, while the rest of the population live in Girvan, Maybole, and the large rural area in the south of the authority.

In 2017 the population of South Ayrshire was 112,680; a slight increase from 112,470 in 2016. The population of South Ayrshire accounts for 2% of the total population of Scotland. Fourteen percent of the population is aged 16 to 29 years, and 16% are aged 0-15. This is lower than Scotland where 18% are aged 16 to 29 years and 17%

of the population are aged 0-15. Since 2000, South Ayrshire's total population has remained largely unchanged, while Scotland's population has risen by 7% over this period.

By 2037 the population of South Ayrshire is projected to be 110,158, a decrease of 2.4% compared to the population in 2012. The population of Scotland is projected to increase by 8.8% between 2012 and 2037. The population aged under 16 is projected to decline by 6.7% over the 25 year period.

In 2016, 19 (1.8%) of the 15% most deprived datazones in Scotland (1,046 datazones) were in South Ayrshire. This compares to 17 (1.7%) in 2012.

In 2016, 11% of the working age population (aged 16-64) were claiming Out-of-Work benefits. This compares to 11% across Scotland as a whole. In this age group, 2.2% were claiming job seekers allowance compared to 1.7% across Scotland. In 2015 in South Ayrshire 1.9% of young people (aged 16-24) were claiming job seekers allowance compared to 1.6% across Scotland.

There has been a decrease in the number of children registered on the child protection register from 70 (4 per 1000 of the 0-15 population) in 2016 to 60 (3.4 per 1,000 of the 0-15 population in 2017); this compares with 2.9 per 1000 in Scotland as a whole in 2017.

Children on child protection register: Rate per 1000					
	2013	2014	2015	2016	2017
SAC	2.7	5.1	3.4	4	3.4
Scotland	2.9	3.2	3.0	2.6	2.9

At 31st July 2017 there were 370 children looked after by South Ayrshire. This represents 1.9% of the 0-17 years population compared with 1.5% nationally. The majority of looked after children and young people were boys (60%) and 25% were under five years of age.

Looked after children					
	2013	2014	2015	2016	2017
No. Looked After Children in Authority	365	343	330	384	370
Percentage 0-17 population	1.7%	1.6%	1.6%	1.9%	1.8%

There are 41 primary schools, eight secondary schools and two special schools in South Ayrshire. Provision for pupils with additional support needs is also made through six supported learning centres in mainstream schools. There are four stand-alone early years centres, 31 early years classes and 10 partnership centres. In Childcare Services, there are five out of school care services, two holiday clubs and a crèche service.

The overall number of pupils has fallen by 151 over the last five years. Since 2013 the number of primary pupils has increased by 302 (4%) and by 13 (14%) pupils in special schools. However, there has been a decrease of 466 (7%) in secondary schools.

Each year the Scottish Government collects data on the number of children enrolled in early years in September. Parents and carers of two year olds who met the eligibility criteria had access to 600 hours of early learning and childcare, these figures are subject to fluctuation year-on-year and throughout the session. Three year old children are allocated a place in an early years establishment the week after their third birthday, therefore the numbers increase through the session.

Early Years Census (as at September census)					
Session	Under 2 year olds	2 year olds	3 year olds	4 year olds	5 year olds
2015/16	21	65	582	1111	97
2016/17	18	153	592	1098	55
2017/18	33	157	608	1051	96

At the end of the 2017/18 school session, 1,104 three year olds and 1,103 four year olds had access to high quality early learning and childcare provision through stand-alone early years centres, early years centres in primary schools or partnership centres across South Ayrshire. Among two year olds, 217 took up places in South Ayrshire.

**The overall number of pupils has fallen by 151 over the last five years.**



## Vision and Values

The Council's vision statement is 'Working with partners and communities to make life better', and staff work hard to promote social justice and to make sure that policies are in place which tackle deprivation at its source.

In line with the National Improvement Framework the priorities for 2018- 2020 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 school-leaver destinations for all young people







# Section 1: Improving Attainment

## Progress and Achievement in Early Years

Developmental milestones tracking children's progress in literacy and communication, maths and numeracy and health and wellbeing are in place. Children's progress against the milestones is evaluated in October of the pre-school year and again in June before children start primary school. The percentage of children achieving all milestones has increased between 2016 and 2018.

Percentage of all children areas achieving all milestones			
	2015/16	2016/17	2017/18
Health and wellbeing	67	71	73
Communication and language	46	50	49
Maths and Numeracy	47	51	58

All children in our early years centres and those attending out of school care have personal plans. These plans have been developed using the Getting it Right for Every Child principles and are updated every term in partnership with parents. We continue to support the Children and Young People's Improvement Collaborative stretch aim:

**By 2020, 85% of children will have achieved all developmental milestones at the start of Primary 1.**

Children continue to benefit from improved access to physical activities and high quality outdoor learning with almost all children in our early years centres having access to at least half an hour of outdoor physical activity each day in the school grounds, beaches and local woodlands. This session our early years centres were involved in a review of outdoor play and learning experiences. Nine of our centres have been supported to develop their outdoor spaces in consultation with children and parents. All children in out of school care continue to have access to half an hour of physical activity and outdoor play each day. Early years centres are continuing to promote and support approaches to incorporate the daily mile which is a Scottish Government initiative for Scotland to become the first 'Daily Mile Nation'.

## Improving Learning, Teaching and Assessment in the Broad General Education

Work in the Broad General Education has focussed on improving pace, challenge and progression in learning for 3-15 year olds and on improving teacher confidence in making their assessment judgements and reaching agreement on assessment standards.

This work has included the development of curricular frameworks in all curricular areas to support teachers to plan learning progressively from 3-15 years in a consistent way across our schools. Following the publication of national guidance on assessment standards in the CfE Benchmarks, these frameworks are currently being reviewed to ensure that our standards are fully in line with the Benchmarks. The frameworks for literacy and numeracy have been fully aligned.

The authority has invested heavily in training and support for all teachers in effective assessment practices. Training is provided for Assessment and Moderation Coordinators in all primary and secondary schools on a termly basis. This training has focussed on the effective planning of learning, teaching and assessment as well as the moderation of teachers' assessment judgements.



Support and challenge for schools in this regard has been provided by the local authority. A bank of self-evaluation tools and resources to support schools in providing bespoke training for their own staff in line with the needs of their school has been provided to support Assessment and Moderation Coordinators improve practice in their own school. All schools have also been asked to generate assessment evidence associated with achievement of a level for authority moderation events. For early years and primary this includes evidence for Early, First and Second Level in Literacy and Numeracy, while in secondary this has included evidence for all subjects at Third Level. Moderation events enable all teachers to scrutinise the evidence from other schools, agree assessment standards and provide evaluative feedback for each school on the

quality of their planning, the learning experiences provided, as well as their assessment practices and standards. Personalised feedback to each school supports them to improve their practice for the next event.

**Teacher evaluations in primary schools show that most teachers are becoming more confident in making assessment judgements.**

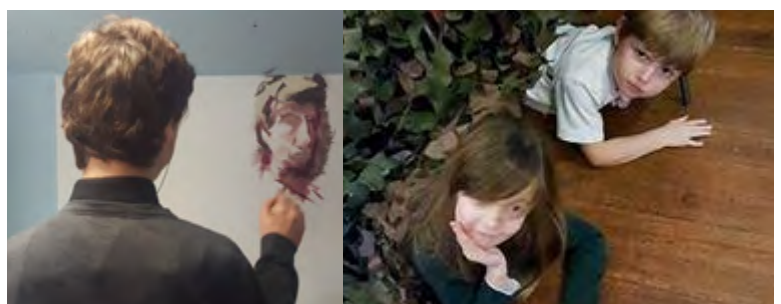
Teacher evaluations in primary schools show that most teachers are becoming more confident in making assessment judgements and attainment data shows that there is improved alignment between teacher professional judgements and other measures of progress such as standardised assessments and performance in SQA examinations. Confidence levels of secondary staff was evaluated in October 2017.

South Ayrshire Council has been working in partnership with the Tapestry organisation on a project called Making Thinking Visible. Almost all schools across all sectors have leaders of learning who are embedding the development of higher order thinking in classroom practice. The purpose is to improve pace and challenge in learning. Local authority school improvement visits and Education Scotland inspections show that these strategies are being used increasingly by teachers and are having a positive impact on the quality of learning experiences.

There is evidence that the impact of these initiatives on learning, teaching and assessment has been positive, particularly in the primary sector. Evidence from annual surveys of the views of all teachers reveal that almost all are now confident that they can plan learning, teaching and assessment in a holistic way, and almost all are now familiar with the quality, quantity and range of the assessment evidence required to show achievement at a Level. Almost all primary teachers also feel confident that they can develop appropriate learning intentions and success criteria that will improve learning. Almost all teachers in primary and secondary have found the CfE Benchmarks to be helpful in informing their assessment judgements. Standardised test attainment data suggest that attainment is improving over time.

There is evidence of improvement in the secondary sector too. Almost all teachers there (98%) value the improved opportunities to have professional dialogue with colleagues in other schools about learning, teaching and assessment, and almost all feel confident that they can now develop appropriate learning intentions and success criteria that will improve learning. Most (86%) are confident that they can make appropriate judgements about when a pupil has achieved a Level. An increasing percentage (most) are now familiar with the quality, quantity and range of the assessment evidence required to show achievement at a Level.

In addition to the above, Head Teachers and teachers continue to benchmark their CfE assessment judgements against standardised test information and SQA examination results and set achievement targets for their schools. This has also contributed to annual improvements to the alignment of CfE teacher judgement data with other externally provided assessment data. We are now much more confident about the validity and reliability of CfE assessment information and hence about the progress being made by our children and young people as they move through the Broad General Education.







### **Tracking, Monitoring and Reporting to Parents**

We will continue to develop our approaches to tracking and reporting on the progress of children and young people, particularly those in the Broad General Education in 2018/19. Schools will be consulting with parents, children, young people and staff to seek out their views on proposed monitoring and tracking and reporting approaches. Some schools will pilot new approaches in 2018/19 and others will adopt them at a later stage. One of the benefits of the new approaches is it will allow teachers, Principal Teachers and senior managers to monitor progress of all children and young people more closely and intervene at an earlier stage to provide support as required.

### **Primary Attainment**

The achievement of Curriculum for Excellence levels is based on teachers' assessment of children's progress. Most children are expected to progress through levels as outlined below:

- Early level by end of Primary 1
- First level by end of Primary 4
- Second level by the end of Primary 7

In South Ayrshire primary schools, most children were assessed as secure at expected levels for language and mathematics in 2017/18. The percentage of children being assessed as secure is broadly consistent across two years.

2017/18 was the second year the Scottish Government gathered information relating to achievement of a level.

Percentage children secure or better at relevant stage						
Year Stage	Reading			Writing		
	15/16	16/17	17/18	15/16	16/17	17/18
	P1,4 and 7	84%	83%	86%	78%	78%
P1	87%	85%	89%	83%	81%	84%
P4	82%	83%	84%	77%	78%	79%
P7	81%	80%	84%	75%	74%	78%

Percentage children secure or better at relevant stage						
Year Stage	Listening and Talking			Mathematics		
	15/16	16/17	17/18	15/16	16/17	17/18
	P1,4 and 7	87%	88%	89%	84%	85%
P1	90%	89%	93%	90%	91%	93%
P4	86%	87%	87%	82%	85%	83%
P7	85%	86%	88%	78%	79%	81%

## Secondary Attainment

The achievement of Curriculum for Excellence levels is based on teachers' assessment of children's progress. Most children are expected to progress through levels in secondary school as outlined below:

- Third level by end of S3
- Many will also achieve Fourth Level by the end of S3.

In South Ayrshire secondary schools, most children were assessed as secure at expected levels for language and mathematics in 2017/18. The percentage of children being assessed as secure in S3 remains stable highlighting improvements in teacher confidence levels when making assessments.

Percentage Young People Achieving a Level: S3						
Year Stage	Reading			Writing		
	15/16	16/17	17/18	15/16	16/17	17/18
	Level 3 or above	92%	91%	90%	91%	91%

Percentage Young People Achieving a Level: S3						
Year Stage	Listening and Talking			Mathematics		
	15/16	16/17	17/18	15/16	16/17	17/18
	Level 3 or above	92%	92%	91%	89%	90%

On a termly basis, schools also share information about the progress of individual pupils across all subjects with all teachers to ensure that expectations remain high.



In the Senior Phase, attainment targets are agreed with all pupils in all subjects and the progress of individuals and groups in achieving these targets is monitored by class teachers, Principal Teachers and Senior Leadership Teams. On a termly basis, schools also share information about the progress of individual pupils across all subjects with all teachers to ensure that expectations remain high. Where the possibility of underachievement is detected, the department and school will plan interventions to support young people to achieve their attainment targets. The local authority also monitors the progress of schools in setting and achieving these attainment targets on a termly basis and information on the progress of individual schools is shared across all secondary schools to

allow schools to compare their performance to that of other similar schools. The Quality Improvement Team also visit all secondary schools on an annual basis for a whole or half day to provide support and challenge to the school in continuing to raise standards of achievement.

These tracking and monitoring systems have been effective in raising attainment in almost all measures in the Senior Phase in the last five years and in sustaining high levels of attainment for our young people.



## The Senior Phase (S4, S5 and S6)

Young people in secondary schools are assessed at Secondary 4, Secondary 5 and Secondary 6 annually using examinations provided by the Scottish Qualification Authority (SQA).

The Scottish Government has developed a reporting tool which allows comparisons to be made between the young people in a local authority with a virtual group made up of young people with similar needs and backgrounds. At Scottish Credit and Qualifications Framework Levels 3, 4, and 5, performance is much better than the virtual comparator in all sessions since 2011/12. In 2017/18 although attainment has fallen slightly compared to previous sessions, this reflects a national pattern of attainment. South Ayrshire has achieved a higher level of attainment than the virtual comparator at SCQF Levels 3, 4 and 5, and is broadly in line with the virtual comparator at Levels 6 and 7.

Key Performance Measures	2013/14		2014/15		2015/16		2016/17		2017/18*	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
5+ awards at level 3 or better by the end of S4	95%	83%	95%	85%	93%	85%	94%	86%	88%	81%
5+ awards at level 4 or better by the end of S4	87%	77%	88%	80%	88%	81%	90%	82%	83%	76%
5+ awards at level 5 or better by the end of S4	44%	34%	45%	38%	45%	41%	45%	42%	42%	39%
3+ awards at level 6 or better by the end of S5	33%	26%	38%	32%	38%	34%	39%	35%	35%	36%
5+ awards at level 6 or better by the end of S5	16%	12%	18%	15%	18%	15%	20%	17%	17%	17%
1+ awards at level 7 or better by the end of S6	19%	16%	19%	18%	19%	18%	19%	18%	18%	19%

\*To be updated with February Insight release

The Scottish Government has developed a reporting tool which allows comparisons to be made between the young people in a local authority with a virtual group made up of young people with similar needs and backgrounds.



There have been annual improvements in the percentage of school leavers achieving, Level 4, 5 and 6 awards in literacy since 2014, where performance has been consistently above the virtual comparator. There have also been annual improvements in the percentage of pupils achieving Level 4 and 5 awards in numeracy since 2014. Performance has been above the virtual comparator in all numeracy measures since 2014.

Literacy Awards	2014		2015		2016		2017	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Literacy in South Ayrshire	93	93	95	93	96	94	96	95
Percentage achieving Level 5 Literacy in South Ayrshire	71	71	79	74	84	80	86	83
Percentage achieving Level 6 Literacy in South Ayrshire	48	48	50	49	59	57	63	59

Numeracy Awards	2014		2015		2016		2017	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Numeracy in South Ayrshire	89	82	90	87	93	90	93	92
Percentage achieving Level 5 Numeracy in South Ayrshire	62	61	67	62	73	68	73	71
Percentage achieving Level 6 Numeracy in South Ayrshire	34	33	33	31	33	31	33	30

Source – Insight ScotXed (to be updated February 2019)

## Attainment in Special Schools

All young people in special schools have an entitlement to achieve national qualifications that will be useful in a number of different ways:

- Broadening experiences
- Developing social skills
- Increasing independence in targeted areas
- Developing and improving language and communication skills
- Learning numeracy skills that can be put into daily use
- Encouraging personal interests and activities that can be developed after they leave school
- Building an awareness of how to keep safe.

An award at National 1, which provides opportunities for experiential learning, is designed for young people who require considerable support with their learning. An award at National 2 is designed for those with more moderate support needs who are more independent in some areas and, with some support, are able to achieve at this level. An award at National 3 is comparable with the former Standard Grade Foundation level. A small number of young people are able to achieve at this level in some areas.

Awards achieved by young people S4-S6 in specialist schools			
Qualification	Number of Awards in 2015/16	Number of Awards in 2016/17	Number of Awards in 2017/18
National 1	168	123	116
National 2	61	86	64
National 3	10	2	2

In addition to young people in specialist schools, a number of young people with additional support needs in mainstream schools were also presented for awards.

Awards achieved by young people S4-S6 in Specialist Support Bases in Secondary Schools			
Qualification	Number of Awards in 2015/16	Number of Awards in 2016/17	Number of Awards in 2017/18
National 2	51	66	23
National 3	36	22	49
National 4	1	2	11



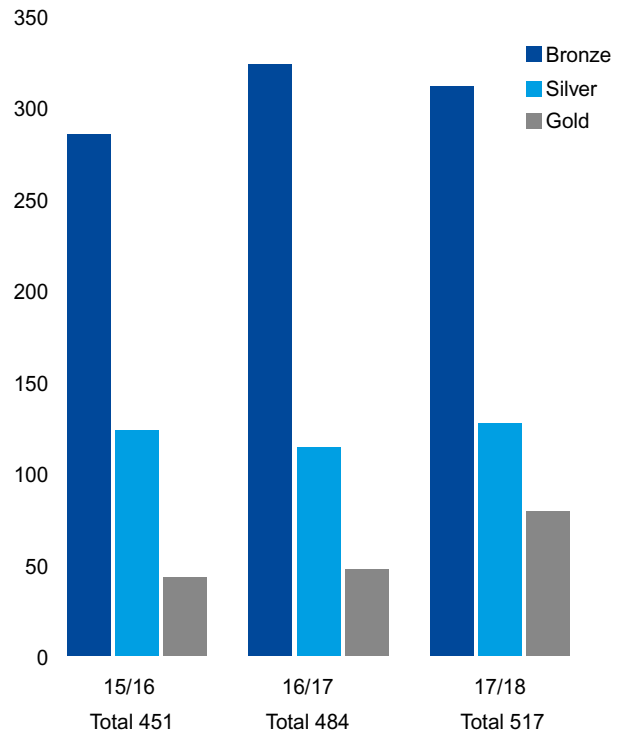
## Wider Achievement

We are committed to ensuring that the achievements of our children and young people are recognised through a wide-range of awards and awarding bodies. Children and young people develop a range of skills and attributes which support them to improve their skills for life learning and work. Vocational education continues to be a focus, with high quality opportunities available to meet the broadest range of pupil needs. Our children and young people take part in a range of health promoting, cultural and volunteering activities, both in and out of school, while leadership opportunities are offered across all sectors

Performance data provided by The Duke of Edinburgh's Award confirms we are still sector leading in the overall number of young people participating in and successfully completing an award, however pupil and staff interviews indicate new strategies will have to be applied to support young people who are experiencing disadvantage.

Most of our schools are now embedding the residential week at Dolphin House into their curriculum planning for upper Primary pupils. As part of the experience at Dolphin House, these young people are also given the opportunity to "discover, explore and conserve" a wild place while undertaking the John Muir Award.

## Duke of Edinburgh's Awards Gained



	13/14	14/15	15/16	16/17	17/18
Number of young people achieving the Award of Ambition	793	883	930	1025	992
Number of young people achieving the Duke of Edinburgh's Award	452	477	451	484	517
Number young people achieving the John Muir Discovery Award	691	753	724	706	680



# Section 2: Closing the Gap

The Pupil Equity Fund is being used creatively to provide a range of initiatives aimed at closing the poverty related attainment gap. There is a clear focus from the plans submitted by each school on a range of approaches to improve attainment and the health and wellbeing of children, young people and families. These have included:

## Health and Wellbeing

- Introduction of intensive CLPL to support the mental wellbeing of child and young people
- Creation of counselling services within some schools to provide targeted support and group work
- Welfare or Wellbeing Officers, additional School Assistant or Teacher posts in schools to enable targeted interventions for individuals or groups
- Promotion of wider achievement and access to extracurricular activities through increased involvement from Active Schools Coordinators/Assistants
- Access to breakfast clubs and healthy snack
- Creation of Nurture Groups in schools to promote increased confidence, resilience and support children to build healthy relationships with peers and trusted adults
- Providing funding to enable access to after school activities including swimming, football clubs, drama groups and residential trips
- Access to music therapy specialists to promote self-soothing techniques and opportunities to allow young people to talk about their emotions
- Engagement with Barnardos to support increased family engagement and access to parenting programmes or direct support for children and young people
- Establishing links with Community Learning and Development to promote family learning opportunities

## Literacy

- A range of evidence based targeted literacy interventions to support boost and support groups
- Additional Teacher or School Assistant staffing to enable targeted group work in literacy
- Access to specialist assessment materials to continue to monitor the impact of interventions
- Increased access to digital technologies to engage children and young people in learning and enable access from home to reading materials
- Targeted support from additional Early Years Practitioners in Primary 1 and Primary 2
- Access to school librarian to promote reading for enjoyment

## Numeracy

- Access to teacher CLPL to promote Growth Mindset in Numeracy and Mathematics
- Use of boost and support groups to support increased attainment in numeracy
- A range of targeted interventions such as Catch Up Numeracy and Maths Recovery programmes
- Funding additional resources and technologies to promote learning





The wide range of approaches and interventions taken by schools reflect the diverse needs of each school community. The use of PEF funding to access additional staffing, resources or interventions to build capacity in schools to support children, young people and families is clearly evident through the plans provided by each school. This session schools were supported in tracking and monitoring the impact of PEF funding.

Early indications suggest that progress is being made by children and young people, particularly in the secondary sector, where 69% of young people in S3 improved by two or more CfE progress levels (developing, consolidating, secure).

## Early Years Developmental Milestones

Achievement is lower for children in the 20% most deprived areas than children in all other SIMD areas

Percentage Achievement of All Milestones by SIMD16 Quintile: Session 2016-17					
SIMD Quintile	Q1	Q2	Q3	Q4	Q5
	17/18	17/18	17/18	17/18	17/18
Health and Wellbeing	56	74	77	81	80
Communications and Languages	28	50	57	57	56
Mathematics and Numeracy	44	60	60	57	68

Source: Educational Services

## Curriculum for Excellence (CfE) in the Broad General Education

In the primary sector, the gap in achievement of a level between the 20% most and 20% least deprived has reduced each year since 2014-15.

Primary P1, P4 and P7: Percentage Achievement of Expected Levels by Deprivation															
SIMD Quintile	Q1			Q2			Q3			Q4			Q5		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Reading*	72	72	79	79	79	82	85	84	86	93	90	92	93	91	93
Writing	63	66	73	73	74	76	80	79	79	89	86	89	90	88	91
Listening and Talking	77	78	86	84	85	86	88	90	89	94	93	95	95	93	95
Overall Maths	72	77	81	81	84	82	83	86	86	91	90	92	93	91	92



Within the secondary sector the gap between the 20% most and 20% least deprived is greatest in reading at Level 3 or above (17% gap in attainment in 2017-18).

Secondary: Percentage Achievement of Level 3 and above by Deprivation															
SIMD Quintile	Q1			Q2			Q3			Q4			Q5		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Reading	91	83	81	89	90	87	91	91	90	87	93	96	94	97	98
Writing	89	81	82	89	90	87	89	91	92	87	93	96	94	95	97
Listening and Talking	91	84	82	90	92	89	90	92	92	91	95	96	95	96	98
Overall Maths	79	79	85	86	90	87	88	90	91	92	93	96	98	98	97





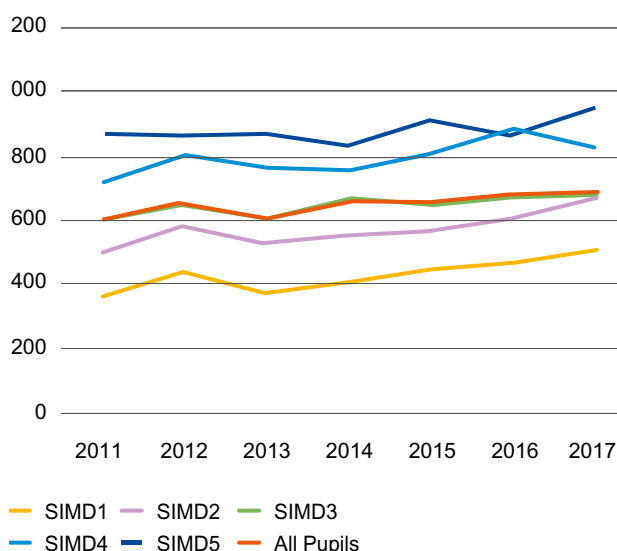
## Senior Phase

### Tariff Points

Complementary tariff points have increased for those from the most deprived areas as they have for most leavers. Notably, the gap between the most deprived and all leavers was at its lowest point in 2017:

- Complementary tariff points have increased for the 20% most deprived since 2013
- The gap between the most and least deprived was at its lowest level in 2016
- The gap in attainment between all leavers and the 20% most deprived leavers was at its lowest level in 2017

### SAC Average Complementary Tariff Points by Quintile: All Leavers



### Average Cumulative Complementary Tariff Points (All Leavers) by SIMD Quintile: All Leavers SAC

Session	Q1	Q2	Q3	Q4	Q5	All Pupils	Diff. Most Deprived and All Pupils	Diff. Most Deprived and Least Deprived
2014	413	553	667	761	834	642	229	421
2015	449	567	666	806	911	667	218	462
2016	471	611	680	887	860	699	228	389
2017	511	657	688	828	954	712	200	443

Achievement of both literacy and numeracy awards has improved for all leavers over the past four years and importantly there have been annual improvements in the achievement of the 30% most deprived leavers. The gap in achievement of literacy and numeracy awards at levels 4, 5 and 6 has reduced over the past four years. At Level 4 the gap has reduced from 16% in 2013 to 2% in 2017. At Level 5 the gap has reduced from 23% in 2013 to 11% in 2017, and at Level 6 the gap has reduced from 18% in 2013 to 12% in 2017.

### Percentage Achievement of Level 4 Literacy and Numeracy and Gap in Achievement

	2013	2014	2015	2016	2017
30% Most Deprived Leavers	65.34	78.64	79.53	84.17	89.85
All Leavers	81.26	87.01	89	91.61	92.12
Attainment Gap	15.92	8.37	9.47	7.44	2.27

### Percentage Achievement of Level 5 Literacy and Numeracy and Gap in Achievement

	2013	2014	2015	2016	2017
30% Most Deprived Leavers	31.41	38.64	42.95	55.76	60.62
All Leavers	54.84	57.37	63.03	71.18	71.92
Attainment Gap	23.43	18.73	20.08	15.42	11.3

### Percentage Achievement of Level 6 Literacy and Numeracy and Gap in Achievement

	2013	2014	2015	2016	2017
30% Most Deprived Leavers	10.47	16.61	10.74	14.39	19.08
All Leavers	27.98	30.04	29.1	30.81	31.43
Attainment Gap	17.51	13.43	18.36	16.42	12.35

Source Insight ScotXed (to be updated February 2019)



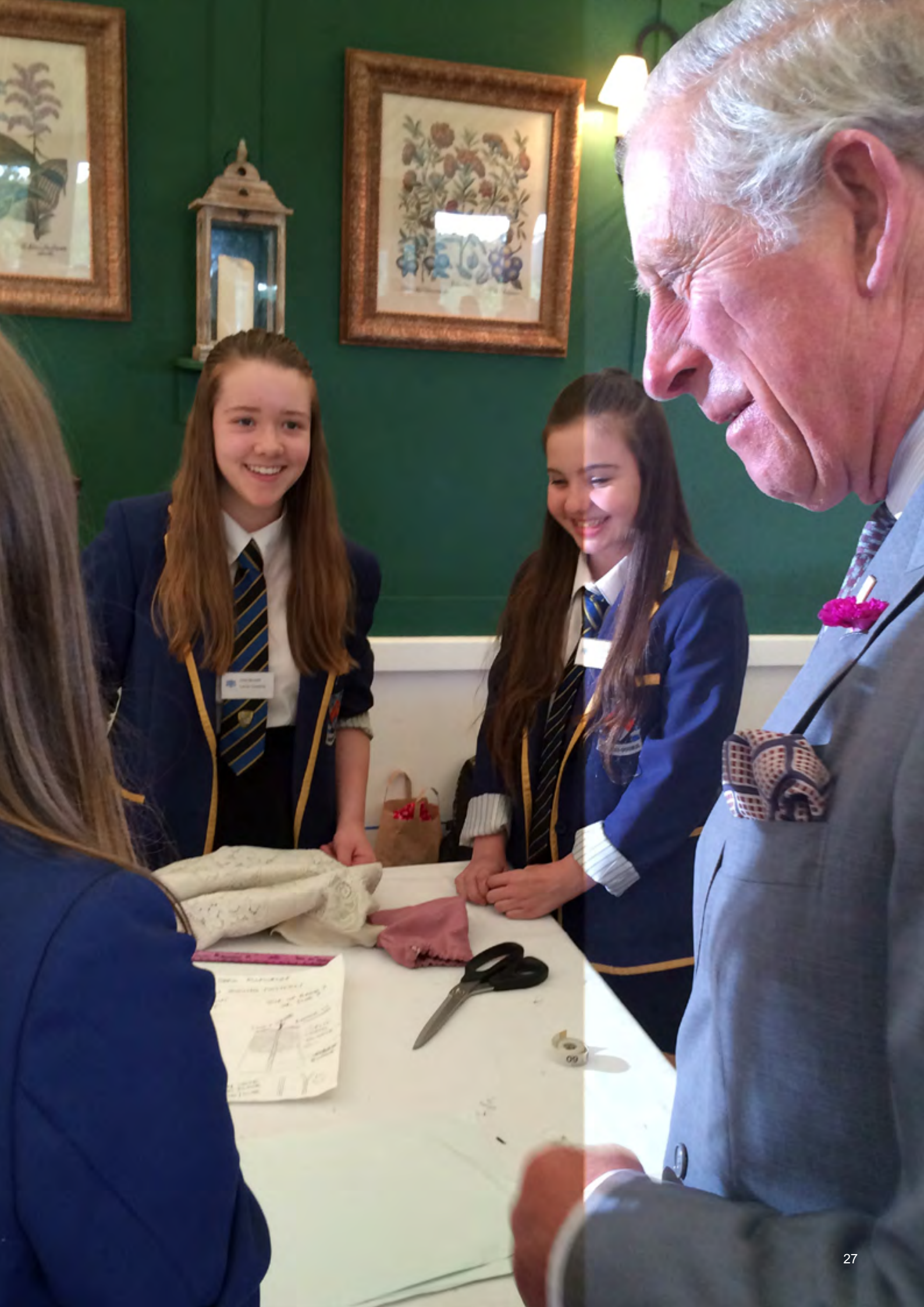
Attainment of one or more awards at Levels 3, 4 and 5 was highest in 2016/17 for looked after leavers.

### Attainment of Looked After School Leavers

Percentage Attainment of Looked After Leavers: SQA National Awards					
Measure	2012/13	2013/14	2014/15	2015/16	2016/17
1+ at Level 3	88	86	80	87	100
1+ at Level 4	54	55	55	83	91
1+ at Level 5	15	45	20	35	64
No. Young People	26	22	20	23	22

Source: Insight Scotxed (to be updated February 2019)





## National Improvement Framework Strategic Priority 3: Improve Children's and Young People's Health and Wellbeing

### Health and Wellbeing

- **Staffing:** Attainment challenge schools have appointed family support workers to work with families and groups of children identified as our target groups and to train school staff in strategies to develop and strengthen positive mental health and wellbeing. Three Active School Assistants now work alongside Active Schools Co-ordinators to increase the range of physical activities in the target schools and to increase participation in local clubs and the use of local facilities.
- **Interventions:** Employed to improve health and wellbeing, interventions involve a multi-disciplinary approach including practitioners from schools, Active Schools, Barnardos and Speech and Language therapists. Interventions are delivered both at a whole-school or classroom level, as well as more targeted forms of support including the Happiness Project (Primary 7 – Secondary 1), nurture groups, fitness testing, 20 minutes physical activity, five to thrive, Easter/Summer activities, staff training programmes and a communication skills programme.

The interventions, supported by a rigorous programme of professional learning, have been very well received and South Ayrshire has identified and evaluated the literacy/numeracy/health and wellbeing programmes which are having greatest impact on outcomes for children and are now using these across the local authority. This is supporting a more targeted approach. Common measures have now been agreed across Literacy, Numeracy and Health and Wellbeing.

From the data available it is clear that attainment overall is broadly increasing through time. However, in order to address the gap which is associated with relative deprivation, the pace of attainment for our children and young people living in the greatest levels of deprivation needs to increase more quickly.

In addition to the snapshots above, data relating to attainment of looked after children and those with additional support needs lags behind the overall average. In addition to attainment data, there is a consistent pattern in relation to attendance and exclusions which shows a gap between more deprived and less deprived learners.

The reasons behind the gap are complex and the solutions do not lie solely within education. Our schools alone are not sufficiently strong to be able to mitigate fully the impact of relative deprivation. However, they can make a difference and can make more of a difference when able to work collaboratively with a range of partners, with parents and carers the most important groups.

### What have we been doing to address the impact of deprivation?

Since the Validated Self-Evaluation visit in 2014, South Ayrshire Council have focused consistently on closing the gap while challenging every learner. Lessons from London Schools showed that in addition to a clear moral purpose in education, staff need the tools to be able to deliver on their purpose. The clear purpose is to close the gap, but one of the key tools is effective use of data.

Research from London shows around five years between the implementation of the literacy and numeracy strategy and improvement in attainment at GCSEs. The OECD document in Quality and Equity states that “studies on school improvement suggest that three to five years is typically the time necessary to see student achievement improve” (*OECD Review of the Quality and Equity of Education Outcomes in Scotland Diagnostic Report SEED 2007*). Therefore, together, we will continue working to offer our children and young people an education system that is strong enough to mitigate the impact of deprivation.

Strong leadership in almost all schools is improving learning, raising attainment and is beginning to close the poverty related attainment gap.

## Attendance

Pupil attendance is monitored by schools on a daily basis and analysed by the authority on a termly basis. Information relating to the national average is available bi-annually, therefore there is no comparator authority or national data for 2013/14, 2015/16 or 2017/18.

The attendance of children and young people remains consistent and in line with national data. However, there is scope for improvement, and schools are working to improve attendance. Schools continue to discourage parents from taking their children away from school outside school holiday periods.

Primary		
Year	South Ayrshire	National*
2013/14	95%	No data
2014/15	95%	93.9%
2015/16	95%	No data
2016/17	95%	94.9%
2017/18	95%	No data

\*Scottish Government statistics

Secondary		
Year	South Ayrshire	National*
2013/14	91%	No data
2014/15	91%	88.5%
2015/16	91%	No data
2016/17	91%	91.2%
2017/18	90%	No data

\*Scottish Government statistics

## Exclusions

Exclusions are managed by schools and analysed by the authority on a termly basis. Information relating to our family of comparator authorities and the national average is available on a bi-annual basis therefore there is no comparator authority or national data for 2013/14, 2015/16 or 2017/18. No school excludes young people lightly and considerable involvement of wider services is considered before such a measure is used.

Primary Number of exclusion per 1000 population		
Year	South Ayrshire	National*
2013/14	6	No data
2014/15	5	9
2015/16	4	No data
2016/17	5	11
2017/8	4	No data

\*Scottish Government statistics

Secondary Number of exclusion per 1000 population		
Year	South Ayrshire	National*
2013/14	27	No data
2014/15	37	50
2015/16	20	No data
2016/17	35	48
2017/8	38	No data

\*Scottish Government statistics







# Section 3: Improving Health and Wellbeing

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, the authority is committed to respecting children's rights to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these wellbeing indicators.

## Getting It Right For Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduced an approach for all children's services to work together to meet every child's needs. The 'Getting It Right for Every Child' "GIRFEC" practice model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child and young person under the age of 18 is entitled to have a Named Person who should be available to help and support the child/young person and do whatever is necessary to promote, the child's wellbeing.

All children have rights in terms of the United Nations Convention of the Rights of the Child (UNCRC) to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as SHANARRI indicators) All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these wellbeing indicators.

During 2017/18 all schools implemented the national practice model through the Team Around the Child approach (TAC). If a child needs help or support, the Named Person along with parents/ carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, then in consultation with the family the TAC will assess whether there are any wellbeing needs and if necessary, review the Child's Plan.

Collaborative working with other council services and external agencies such as police; social work; health services and third sector or charity partners supports the early and effective intervention and assistance offered to children and families.

All Named Persons, Child Protection Co-ordinators, Designated Managers and Pupil Support Co-ordinators receive ongoing training on the national practice model including assessment, planning and sharing of information. All training has been delivered in line with recent developments in the law and policy for Children's Services.

**All children have rights in terms of the United Nations Convention of the Rights of the Child (UNCRC) to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included,**

## Safe

All South Ayrshire schools follow procedures outlined in the national guidelines for Child Protection in Scotland (2014) and Management Guidelines for Educational Services on Child Protection (2016).

All members of staff provide support to children and young people and have a vital role to help protect them from harm.

All members of staff respond to any concerns for children's and young people's safety where they may be at risk of significant harm. South Ayrshire Council's Educational Services has a designated officer for Child Protection who co-ordinates network meetings for all Named Persons and Child Protection Co-ordinators to help ensure schools work effectively to keep children safe and well.

Through work in schools we continue to promote awareness of personal safety protection with children and young people. A range of partners including Campus Police Officers, Community Learning and Development, and Community Safety provide advice and support. During 2017/18 school staff were trained in line with national and local strategies and action plans relating to child sexual exploitation; internet safety; violence against women and children; risk assessments; neglect; young carers; wellbeing assessments and chronologies.

The Child Protection Co-ordinator delivers annual child protection and wellbeing training to all staff in schools, including non-teaching and staff from other support services working in schools.

## Healthy

Attainment Challenge schools have appointed additional staff and have been piloting new strategies to improve Health & Wellbeing.

In addition to this, The Curriculum for Excellence Health and Wellbeing (HWB) framework has been updated to match the new benchmarks.

A group of secondary principal teachers of guidance liaised with Members of the Scottish Youth Parliament to ensure that pupil voice is taken into account when shaping Personal, Social Education in the senior phase. All senior phase pupils will have the opportunity to put forward their views and ideas.

The Psychological Service has continued to work with the attainment challenge schools on designing and implementing holistic health and wellbeing programmes. These have then been rolled out within the wider authority based on the schools own needs analysis. The project involved Active Schools, Barnardo's and Speech & Language Therapy and has sought to assess and intervene in wellbeing across six domains: eat, move, connect, learn, play and give. The project had many different strands one of which was a happiness project where primary seven pupils learned about what they can do in life to make themselves happier based on research evidence. Happiness was measured before and after the intervention and we look forward to analysing the results of this intervention to see what impact it has had on young people's happiness.

In liaison with Stonewall and Lesbian, Gay, Bisexual and Trans (LGBT) Youth, new management guidelines are now in place to help schools support transgender children and young people.

An action plan is also in place to gain the LGBT charter for Educational Services and to meet criteria outlined in the Stonewall Index. One secondary school has been awarded the Silver LGBT charter.

In liaison with Respectme a cross sector group have updated the authorities anti-bullying guidelines which were launched to coincide with anti-bullying week on Monday 13 November 2017. The launch also included a series of training events in anti-bullying for staff and parents and suicide awareness raising events for staff.

We are currently working with the Sexual Health Team from the NHS to produce guidance for schools regarding young person's pregnancy and parenthood while in education.

A multi-agency mental health strategy group is working to address several issues highlighted by children and young people in a recent survey. Part of the response to the survey and our own self-evaluation is that a Big Lottery bid is being submitted to employ a counsellor for both Carrick and Girvan Academy.



## Mental Health Steering Group

The mental health steering group continues to develop the mental health strategy and action plan for South Ayrshire. The mental health and wellbeing plan has gone out for consultation to associated professionals, teachers and young people to access their feedback. The plan recognises that we need to think differently about how we are addressing young people's mental health needs and sets out the methodologies for achieving this. The strategy is multi-faceted and takes in national and local drivers and draws together the preventative, early intervention, targeted supports and intensive supports that young people can access. Furthermore, the plan aims to bridge areas that require development within the local authority e.g. building capacity in schools, direct interventions and development of the PSHE curriculum. The group have also been considering how adverse childhood experiences impact on mental health and wellbeing and raising staff awareness in this area via pan Ayrshire training sessions open to all authority staff.

A successful approach was piloted in the Marr cluster comprising Education, CAMHS and school nursing services with the aim of allowing young people access to early intervention and preventative mental health strategies to promote mental health and wellbeing.

Through collaborative working with CAMHS and Psychological services, an integrated neuro-development pathway has been implemented which provides quicker assessment and access to child and adolescent mental health services.

## Nurtured

### **Nurture Approach and Strategy**

South Ayrshire Council's Psychological Services developed the Nurture Strategy through consultation with Educational Services Senior Management, Quality Improvement Officers and Inclusion Team. The strategy sets out the vision from 2017-2020 and the outcomes to be achieved. It uses Implementation Science as a basis for the action plan to ensure outcomes are sustainable and meaningfully build capacity.

Research from Psychological Services from previous years and national research show that nurture groups have a positive impact on attainment and social and emotional functioning (*Reynolds et al, 2009; Mackey et al, 2010*). There are also early indications through some initial longitudinal analysis by Glasgow Psychological Services that participants of Nurture Groups have continued social inclusion following their return to mainstream. Therefore by building capacity in our schools and training school staff to deliver this approach, we can surmise that we are having a similar impact on our children's outcomes.

Many schools continue to prioritise nurture groups and nurturing school initiatives as a method of supporting their pupils. This allows schools to provide appropriate social and emotional support when young people require it. Psychological Services has continued to provide a wide range of training to enhance staff skills and knowledge. In January 2018 an enhanced nurture provision was established to further support young people, parents and schools in implementing the nurture approach. This allows schools and families to access direct support in meeting young people's needs.

**Through collaborative working with CAMHS and Psychological services, an integrated neuro-development pathway has been implemented which provides quicker assessment and access to child and adolescent mental health services.**



## Active

### Active Schools

During the academic year 2017/18 Active Schools in South Ayrshire continued to focus on target areas, ensuring children and young people from vulnerable groups were supported to participate in school and community sport. Pathways to local sports clubs were increased with a total of 80 local clubs having strong links with local schools and maximising the transition to community sport for young people.

There were over 8,750 opportunities for children and young people to participate in sport and physical activity sessions as part of the Active Schools network before, during and after school, an increase of 25% from 2016/17. In addition, there was a 14% increase from 2016/17 in the number of different pupils participating in Active Schools activities.

Active Schools Leadership programmes continue to be key to increasing the capacity to deliver a number of programmes within schools and local

communities, and supporting existing community based sports clubs. Within primary schools the Junior Coaching Academy was delivered to 390 P6 and P7 children. Within secondary schools 7 different leadership programmes were delivered with a total of 236 young people taking part, achieving 243 sports related qualifications and completing 683 sport specific workshops. In particular our Sports Leader/Sport and Recreation programmes supporting young people to achieve a variety of qualifications and to deliver a range of activities to primary schools pupils. Sports Leaders have also been integral to successful funding bids allowing the delivery of holiday programmes across South Ayrshire.

Our Dance Leader programme also continues to develop with 27 girls achieving their Level 4 Dance Leader Award and supporting a record number of primary children to take part in the South Ayrshire Dance competition in December 2017.

A total of 46 different activities were offered across South Ayrshire through a variety of clubs co-ordinated by the Active Schools team outwith the school day, including athletics, badminton, basketball, boccia, boxercise, cheerleading, country dancing, cricket, curling, cycling, dance, dodgeball, fitness, golf, gymnastics, handball, hill walking, hockey, martial arts, mountain biking, netball, orienteering, rugby, sailing, table tennis, taekwondo, tennis, volleyball and yoga.

During 2017/18 there were:

- 518 volunteers providing physical activity sessions (an increase of 22% from 16/17), including 274 qualified adults and 147 qualified secondary aged young people;
- Five leadership programmes in secondary schools supporting young people to become coaches and ambassadors for sport;
- One leadership programme within primary schools with P6/7 children taking part in the Junior Coaching Academy;
- 46 different activities offered within schools outwith the school day; and
- Pathways developed with a total of 80 different local clubs;

## Competitive School Sport

The continuation of the Competitive School Sport programme has continued to enhance the opportunities for all young people to take part in a range of competitions at local, regional and national level over the past year.

During 2017/18 there were:

- 61 events; 18 open events, 33 South Ayrshire competitions and 10 regional/national qualifiers.
- All South Ayrshire schools took part in the Competitive School Sport programme.
- 2082 distinct participants (secondary pupils) and 2438 distinct participants (primary pupils)
- A 20% increase in the number of different young people participating with 12% of participants in receipt of free school meals, and 18% coming from SIMD 1 & 2 areas.
- In addition to this South Ayrshire hosted 21 secondary events and 24 primary events with 11 different local clubs supporting local events.
- 10 regional/national qualifying competitions were hosted with 12 schools going on to represent South Ayrshire. In particular Monkton PS placed 3rd, and Heathfield PS came 5th, in the Scottish Gymnastics Floor and Vault event,

and Doonfoot Primary School came 4th in the West of Scotland P4 tennis competition.

- 480 coaches supported the Competitive School programme in a variety of roles throughout the year.
- 7 Competition Organiser courses were delivered throughout the year with 157 young people completing the course and supporting South Ayrshire competitions.
- St Johns Primary School won the Whitletts Road Games trophy.

## Respected

### Rights Respecting Schools (RRS)

South Ayrshire Council's Educational Services adopts a rights respecting approach in line with the United Nations Convention on the Rights of the Child. The Council's vision to closing the gap and achieving potential ensures that children and young people have a voice in influencing service delivery that affects their lives.

Educational Services continue to seek the views of children and young people in our establishments through consultation to inform planning and improvements within schools and across council services.

UNICEF Rights Respecting Schools Award seeks to put the United Nations Convention on the Rights of the Child at the heart of a school's ethos and culture to improve wellbeing and develop every child's talents and abilities to their full potential.

In South Ayrshire we continue to make very good progress and 51 schools have registered with UNICEF, 17 have signed up for Record of Commitment to RRS Award, 21 schools have achieved their Level 1 Rights Respecting School Award and nine schools have achieved a Level 2 Rights Respecting School Award.

There have been improvements made to the RRS Award and the levels have now been renamed. The record of Commitment is now known as Bronze, level 1 is Silver and level 2 is Gold.

Online training is now available for Bronze level.

South Ayrshire Council has now established a strategy group with at least one representative from each cluster able to support schools on their journey.

We continue to collaborate with North and East Ayrshire Councils to deliver training by UNICEF on RRS Silver and Gold Awards.





## Responsible

### Pupil Survey

Each year an annual survey of children and young people is carried out and in 2017/18, 3,681 children in primary schools and 1,268 young people in secondary schools completed the survey. The surveys demonstrate that while children and young people are generally positive about their educational experiences, enjoyment of learning has fallen, particularly in the secondary sector, whilst feelings of safety have improved.

Primary Schools	13/14	14/15	15/16	16/17	17/18
I enjoy learning at school	93%	98%	92%	91%	89%
I feel safe in school	94%	97%	94%	94%	96%

Secondary Schools	13/14	14/15	15/16	16/17	17/18
I enjoy learning at school	80%	82%	80%	77%	68%
I feel safe in school	81%	82%	83%	79%	89%

## Pupil Voice

Children and young people are engaged in decision making at their schools through the Pupil Council and represent the voice of children and young people on committees such as the Eco-School Committee and Learning Councils.

In 2016/17, 1,197 young people aged 11-26 across the authority engaged in the South Ayrshire Youth Forum 'Say it Loud' survey on mental health.

Following this, a range of young people from both Girvan and Carrick Academies took part in focus groups to shape a bid to the Big Lottery Fund for monies to support the appointment of a young person's welfare officer in both schools for three years.

## Included

All children and young people have the right to an education in a mainstream school. Wherever possible, children and young people are provided with an education in their own community and/or in their own catchment school.

If there are concerns about how a child or young person is coping in a mainstream placement, the model of staged intervention is followed and this may include Team Around the Child meetings to assess and plan for their individual needs.

The child, young person and parents/carers are involved in all of these processes, and their views are taken into account in any decisions made.

The following improvements during 2017/18 have significantly enhanced the delivery of the inclusion services available to pupils who require additional support for learning:

- The Manual for Inclusion has been redrafted and continues to be implemented in 2018/19. This has included reviewed guidance in line with Included, Engaged & Involved (Part two), the

legislative changes to the extension of children's rights and initial consultation on the use of physical intervention and seclusion in schools.

- Staged intervention processes are embedded to ensure that there is a single planning framework, the Child's Plan, for children who require targeted support.
- Teams around localities meet regularly to bring together partners to consider the needs of children in their communities. These partnership meetings inform improvements in outcomes for children and young people to ensure that resources are targeted to meet their needs.
- Specialist headteachers have reviewed systems in planning for behaviour and risk. They will be focusing on the creation of Continuous Lifelong Professional Learning (CLPL) excellence hubs in 2018/19.
- Pupil support coordinator and Additional Support for Learning (ASfL) parents' forums take place termly.
- ASfL teachers meet regularly and benefit from an enhanced Continuous Lifelong Professional Learning (CLPL) programme including post graduate qualifications, reading wise, read and write gold, nurture, dyslexia and using data to close the poverty related attainment gap.
- School assistants benefit from regular training opportunities including an induction programme for bank assistants, high quality interventions, child protection, adverse childhood experiences, five minute boxes and meeting the challenges.
- The new skills academy has been established to provide individuals pathways and access to qualifications to improve outcomes and positive destinations.
- ASfL staff have been actively involved in the development of South Ayrshire's assessment framework and literacy and numeracy strategies.



- ASfL staff were involved in numerous parent/carer engagement events during the session including the English as an additional language and the visual impairment services' annual meetings and dyslexia, Autistic Spectrum Disorder (ASD) and language provision information workshops.
- The ASD outreach service therapist who delivered supported a speech and language therapist delivered training to ASfL staff and others in the use of the ASD toolkit. This will be embedded during sessions in 2018/19 and will inform capacity building and training needs.
- The accessibility strategy group continues to meet regularly to ensure that children can access the curriculum by provision of assistive technologies or adaptations to the learning environment. The group has established an equipment store to ensure that all resources are effectively utilised. The group advise on the current building programme on potential adaptations to improve accessibility.
- A programme for Newly Qualified Teachers (NQT's) was delivered which developed understanding of the impact of specific additional support needs and the role of class teachers in addressing the needs of individual children. Children supported by the specialist services were involved in the presentations.
- Links with tertiary education providers have been increased and presentations delivered to the University of the West of Scotland (UWS) under and post graduate students. Further impact of collegiate working with UWS has been the development of a family learning club, "the wee university" with English as Additional Language (EAL) staff and students at UWS initially involving three bilingual families.
- Central peripatetic support services continue to develop their professional learning by engaging with and learning from colleagues working in other authorities and universities, through attendance at conferences and events, through participation in webinars and in national development groups such as SEALCC (Scottish EAL Co-ordinating Council), VINCYP (Visual Impairment Network for Children and Young People) as well as Pan Ayrshire collegiate working across the specialist services.
- *Seasons for Growth* training has been delivered to support children and young people experiencing bereavement, loss and change in their lives. Approximately 30 staff have been training with plans to roll the training out to all schools in session 2018/19.
- The Homelink team are trained and have delivered Give Us a Break groups. This programme aims to support children and young people aged 10-14 years who are coping with bereavement and negative changes in their lives.
- Homelink workers have also trained in Cognitive Behavioural approaches and implementing these in schools.

The accessibility strategy group continues to meet regularly to ensure that children can access the curriculum by provision of assistive technologies or adaptations to the learning environment.







## Equality and Diversity

We continue to raise awareness with staff of the duties in the Equality Act 2010 to ensure all young people with protected characteristics are treated equally and fairly. Online training continues to be available through COAST – the authority’s online continuing professional development platform.

Show Racism the Red Card delivered a 12 week programme, “Empowering Young Volunteers Programme” to a group of senior peer educators in Prestwick Academy. This prepared the young people to deliver, “Highlighting Inequality” sessions in the school and in the local community.

Prestwick Academy is our first school to be awarded the LGBT silver award.

An LGBT twilight training session was offered to all school staff in partnership with East and North Ayrshire Council. The event hosted by Ayr Academy evaluated positively by those in attendance. An LGBT support worker has now been appointed.

Approximately 50% of all South Ayrshire schools took part in Holocaust Memorial Day, with a variety of different classroom activities and special assemblies. Senior young people from Ayr and Carrick Academies secured places on the Lessons from Auschwitz programme. They then used their new knowledge and skills to deliver workshops and assemblies in their own schools.

# Section 4: Improving Employability and Skills

## Curriculum

There has been an increase in the range of curricular pathways within the senior phase. The Senior Phase portal supports sharing of all relevant information in relation to progression pathways, both curricular and vocational.

A revised delivery plan has been agreed in partnership with Ayrshire College providing an improved range of options and clear progression through the senior phase. A wider range of Foundation apprenticeships are also available in Engineering, Civil Engineering, Health and Social Care, Hardware and Systems Support and Software Development. Foundation apprenticeships have work base learning built into their design.

## Princes Trust/Developing Young Ayrshire/Ayrshire College/Schools

All secondary schools and one primary school have micro businesses in place. These include nail bars, barista, cyber security, rural skills, horticulture skills and bike repair and maintenance. The outcome will be a positive development in employability and business skills for those involved.

## South Ayrshire Skills Academy

A new model of delivery to support vulnerable young people by offering an alternative curriculum and pathways leading to positive outcomes by the provision of an improved offer for young people combining vocational and academic experiences to help those involved in the programme to continue to be engaged with education.

## Employer Engagement

All early years, primary and secondary schools are now focussing on building a broad base of curriculum links with employers. All secondary schools have contributed to a curriculum audit that will be shared with secondary subject networks in the new session to identify areas of good practice and highlight and address gaps in provision.

## Careers Education

All secondary schools now have more effective partnership plans in place with Skills Development Scotland. Further work has been carried out to promote the use of My World of Work. This has resulted in an increase in the number of young people engaging in 'My World of Work'. Schools are increasingly aligning their career education programmes with the career education standard.

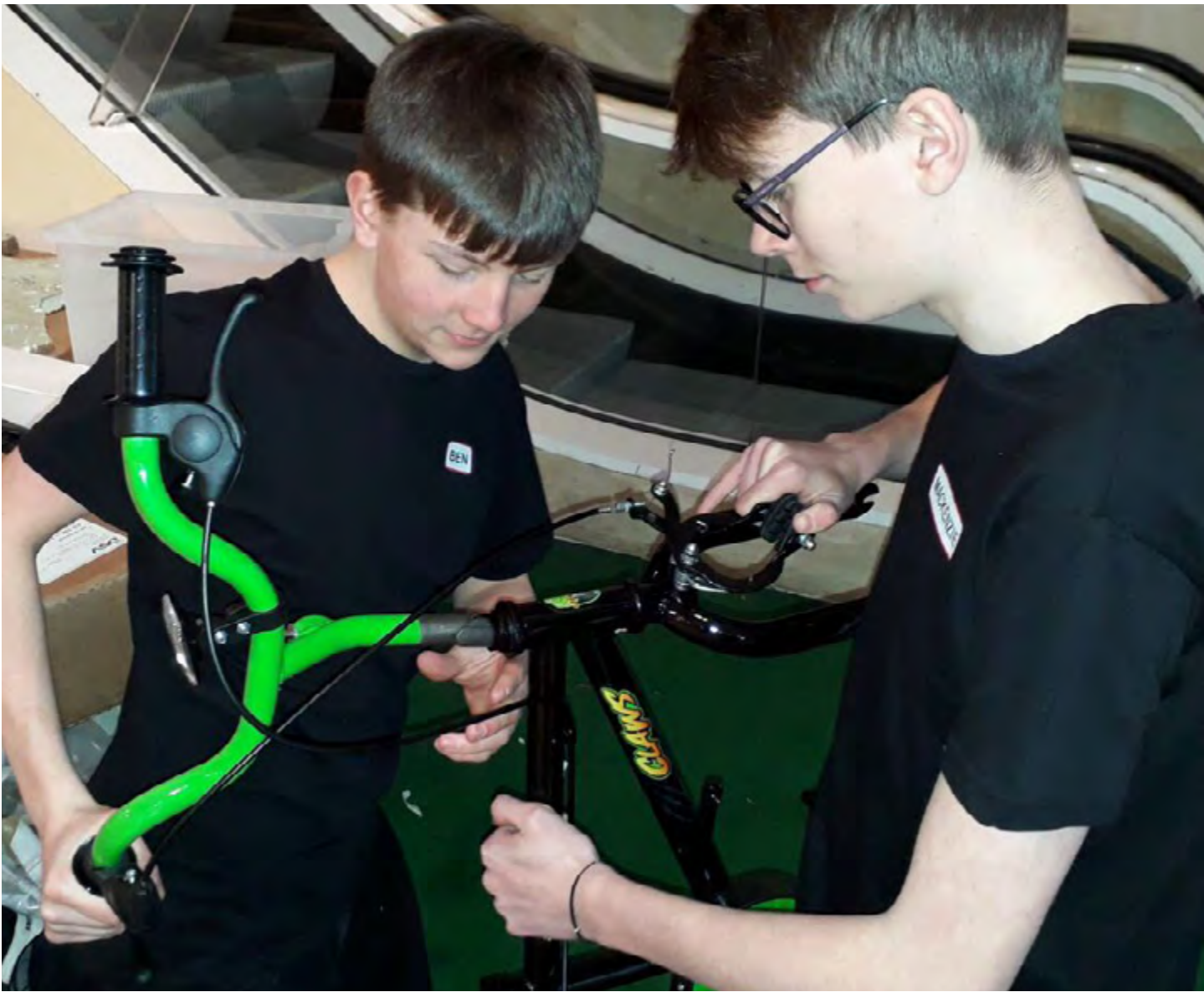
## Work Out Programme

Targeted young people benefit from their involvement in this weekly work placement programme throughout the session, building key employability skills to support them in their career pathway.

## Work Placements

Working in partnership with Ayrshire Chamber, all secondary schools provide the opportunity for young people to benefit from a work placement, some now offering more flexible options as part of the senior phase curriculum.

**All secondary schools and one primary school have micro businesses in place. These include nail bars, barista, cyber security, rural skills, horticulture skills and bike repair and maintenance.**



## Leaver Destinations

There has been a high and consistent percentage of young people that achieve a positive destination on leaving school in the past three years.

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



# Section 5: Parents and Partnerships

## Working with Parents

A range of parenting programmes are available across early learning centres, these include: Parents Early Educational Programmes which are available to all parents of young children, Book Bug, Stay and Play, and cookery classes.

The Parents Forum meets every term, giving representatives from parent councils the opportunity to raise issues and concerns. These meetings also provide a platform for discussion on current educational developments.

The 'English as an Additional Language' service developed and used materials to improve learning for all pupils, including nursery bags and story sacks which have been shared effectively with parents and pupils. Audio pen readers and interactive eBooks readers are now being used to support mainstream learning in the schools using the pupils' home languages.

ICT continues to be developed across Central Peripatetic Services with iPads being more widely used to support engagement of families with their children's learning.

Central Peripatetic Support Services were involved in parent/carer engagement events during the session. These varied from Parent Fora, held by the English as an Additional Language Service and the Visual Impairment Service, to parent information events with Language Provision and ASD Outreach service. Parents commented favourably on having the opportunity to meet with staff and other parents and on the quality of information provided. Feedback from these events was shared with colleagues and will be used to shape future practice.

## Partnership Working

The South Ayrshire Skills Academy helps young people into positive future destinations. We have established partnerships with Skills Development Scotland, the Employability and Skills Team, UCAN – Live to Learn, Space Unlimited, Ayr College and Centrestage to provide meaningful learning opportunities. These partnerships help young people to develop skills and knowledge, as well as social and emotional literacy.

Through new joint work arrangements team around the locality meeting have been established to ensure the best use of resources at a local level in the Troon/Prestwick Ayr North, Ayr South and Girvan/Carrick Areas. The forums bring together partners from Social Work, Health, Third Sector, Police, Community Safety and Adult Services.

The forum reviews the following:

- Ensure the Team Around the Child (TAC) model is working in line with the Ayrshire Child's Pathway and Children and Young People Act.
- Ensure Request For Assistance is successful, highlighting any issues with the processes and paperwork and contributing to ongoing evaluation.
- Ensure GIRFEC is linked to all children's service activity.
- Highlight any emerging issues/trends for the particular locality.
- Provide a platform for the sharing and dissemination of relevant information including good practice.

In partnership with Developing Young Ayrshire, all schools are supported to develop active links with local employers, promoting high quality employer engagement to enhance the experience on offer to our children and young people who benefit from a range of inputs e.g. career education events, work placements, support in the delivery of the curriculum, and enterprise challenges.

**These partnerships help young people to develop skills and knowledge, as well as social and emotional literacy.**



This report shows that education in South Ayrshire is improving the life chances of children and young people in South Ayrshire, particularly those who need our help most. By reflecting on the progress that has been made and our self-evaluation we have identified the outcomes and activities that will support the ongoing delivery of the National Improvement Framework, Getting It Right For Every Child, Curriculum for Excellence and Developing the Young Workforce (DYW) to help support the consistent improvement in achievement of learner outcomes across education.

In line with the National Improvement Framework the priorities for 2018- 2020 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 school-leaver destinations for all young people

This information can be made available, on request, in braille, large print or audio formats and can be translated into a range of languages. Contact details are provided below.

درخواست کرنے پر یہ معلومات نابینا افراد کے لئے ابھرے حروف، بڑے حروف یا آڈیو میں مہیا کی جاسکتی ہے اور اسکا مختلف زبانوں میں ترجمہ بھی کیا جاسکتا ہے۔ رابطہ کی تفصیلات نیچے فراہم کی گئی ہیں۔

本信息可应要求提供盲文，大字印刷或音频格式，以及可翻译成多种语言。以下是详细联系方式。

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ਇਹ ਜਾਣਕਾਰੀ ਮੰਗ ਕੇ ਬੇਲ, ਵੱਡੇ ਅੱਖਰਾਂ ਅਤੇ ਸਣਨ ਵਾਲੇ ਰਪ ਢਚ ਵੀ ਲਈ ਜਾ ਸਕਦੀ ਹੈ, ਅਤੇ ਇਹਦਾ ਤਰਜਮਾ ਹੋਰ ਬੋਲੀਆਂ ਢਚ ਵੀ ਕਰਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਸੰਪਰਕ ਕਰਨ ਲਈ ਜਾਣਕਾਰੀ ਹੇਠਾਂ ਵੱਲੀ ਗਈ ਹੈ।

Niniejsze informacje mogą zostać udostępnione na życzenie w alfabecie Braille'a, w druku powiększonym lub w formacie audio oraz mogą zostać przetłumaczone na wiele języków obcych. Dane kontaktowe znajdują się poniżej.

Faodar am fiosrachadh seo fhaighinn, le iarrtas, ann am braille, clò mòr no clàr fuaim agus tha e comasach eadar-theangachadh gu grunn chànanan. Tha fiosrachadh gu h-ìosal mu bhith a' cur fios a-steach.

**South Ayrshire Council**  
**Customer Contact Centre**  
**03001230900**