

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 27 September 2022**

**Subject: Educational Services Standards and Quality Report
2021/22 and Recovery and Improvement Plan 2022/23**

1. Purpose

- 1.1 The purpose of this report is to seek Cabinet approval for the Educational Services Standards and Quality Report, which covers academic session 2021/22 and the Recovery and Improvement Plan for 2022/23.

2. Recommendation

2.1 It is recommended that the Cabinet:

- 2.1.1 approves the Standards and Quality Report 2021/22 (Appendix 1);**
- 2.1.2 approves the Educational Services Recovery and Improvement Plan 2022/23 (Appendix 2);**
- 2.1.3 notes the progress by Educational Services and the collective efforts of all staff across the service over the past year; and**
- 2.1.4 agrees the publication of the report and plan in line with the Education (Scotland) Act 2016.**

3. Background

- 3.1 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc Act 2000 and places a duty on each local authority to prepare and publish an annual local Improvement Plan to set out how services and schools will continue to improve and a Standards and Quality Report detailing progress towards meeting improvements linked to the National Improvement Framework and local priorities.
- 3.2 The Educational Services Recovery and Improvement Plan and Standards and Quality Report fulfils South Ayrshire Council's statutory obligations in this regard. It sets out clear links to the National Improvement Framework (NIF) Priorities and the South Ayrshire Council Children's Services Plan.
- 3.3 The Standards and Quality Report provides a summary of the progress and key achievements of Educational Services for academic session 2021/22. While Educational Services has consistently demonstrated very good progress, the pandemic has impacted on outcomes both at a local and national level. The Service

Plan takes account of the important recovery period in response to the impact of the pandemic.

4. Proposals

4.1 Members are asked to:

4.1.1 approve the Standards and Quality Report and the Service Recovery and Improvement Plan;

4.1.2 acknowledge the efforts of staff who have demonstrated a strong professionalism and leadership in adapting and delivering educational services and childcare hubs during the past year to support children and families; and

4.1.3 agree that the Standards and Quality Report and Recovery and Improvement Plan are published on the Council's website for members of the public and other stakeholders; the report is made available in other languages should it be requested; the report is made available on the intranet site for staff; a small number of copies are printed and are made available to members in the members library.

5. Legal and Procurement Implications

5.1 The recommendations in this report are consistent with legal requirements. The preparation and publication of this Standards and Quality Report fulfils our legal obligations in the Education (Scotland) Act 2016.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 The report will be published electronically, any costs associated with printing or providing the report in alternative languages will be met within existing Educational Services budget.

7. Human Resources Implications

7.1 Not applicable

8. Risk

8.1 Risk Implications of Adopting the Recommendations

8.1.1 There are no risks associated with adopting the recommendations.

8.2 Risk Implications of Rejecting the Recommendations

8.2.1 The risks associated with rejecting the recommendations are breach of the Council's statutory duty to prepare and publish information in line with the Education (Scotland) Act 2016. It may also impact on the reputation of the council.

9. Equalities

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Appendix 3.

10. Sustainable Development Implications

- 10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Commitment 2 of the Council Plan: Closing the Gap/ Reduce poverty and disadvantage.

13. Results of Consultation

- 13.1 Consultation has taken place and the report and plan reflect the feedback and comments.
- 13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking Purposes

- 14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
The report and plan will be uploaded to the Council website and sent to Scottish Government	30 September 2022	Quality Improvement Manager
The report will be made available to staff via The Core	30 September 2022	Quality Improvement Manager

Background Papers **None**

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Date: **21 September 2022**

Educational Services Standards and Quality report 2021/22





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Foreword

I am absolutely delighted to endorse my first Standards and Quality Report for Education Services in my role as Portfolio Holder for Education. In South Ayrshire, we have a strong vision for achieving excellence and equity and support for all learners to achieve their potential regardless of their circumstances and this report demonstrates our progress in achieving this.



Despite another unprecedented year as we coped with the impact of the pandemic, we have seen progress across many areas. I am pleased we have maintained our strong position in ensuring positive transitions post

school for our young people and we have seen significant improvements in our school estate from early learning settings to the development of new secondary schools – investing in the future of our young people.

I am very grateful to all the efforts of our staff across education services, it has been an exceptionally challenging year, yet the strong team work across our service has ensured continued success for our young people. There will undoubtedly be further challenge ahead as we fully understand the impact of the pandemic on our children and young people but I am confident that working with young people, parents and carers, staff and partners we will continue to make a difference for our communities in South Ayrshire.

Councillor Stephen Ferry, Portfolio Holder for Children and Young People

Introduction

I am delighted to present this first Education Standards and Quality report as Director of Education for South Ayrshire. Last session was undoubtedly another difficult one and schools were tasked with challenging levels of attendance for staff and young people as we continued to cope with the effects of the pandemic.



The resilience shown by our staff, children and young people has been exceptional and has ensured that despite the challenges, we have continued to make improvements as an Education Service.

I am hugely grateful for the hard work and dedication of all our staff in our schools and, EYC's and support services in yet another difficult year, collectively we have continued to deliver for our children and young people.

This report highlights the progress we have made over the past year with some notable successes. We maintained our strong record of young people entering a positive destination, have improved the mental and emotional health

support for our young people and families and despite the significant challenges have ensured a strategic focus on learning, teaching and assessment through the development of our School's as a Learning Organisation work. However, there is always more to do in education. As we hopefully move on from the pandemic, it gives us an opportunity to pause and reflect on our priorities to ensure we are meeting the needs of all of our young people and responding to new challenges. It is essential that we take new and innovative approaches to support our young people in a system that is fair and equitable to all. I am confident that the significant strength we have seen in working together as a strong, collective team will ensure our continued success in South Ayrshire.

Lyndsay McRoberts, Director of Education

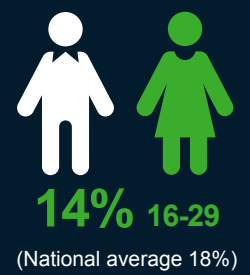
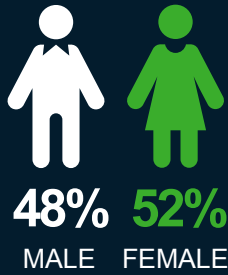
About South Ayrshire

By 2043, the South Ayrshire population is projected to be 105,191 – a decrease of 6.5% compared to the population in 2018. The population of Scotland as a whole is projected to increase by 2.5%.

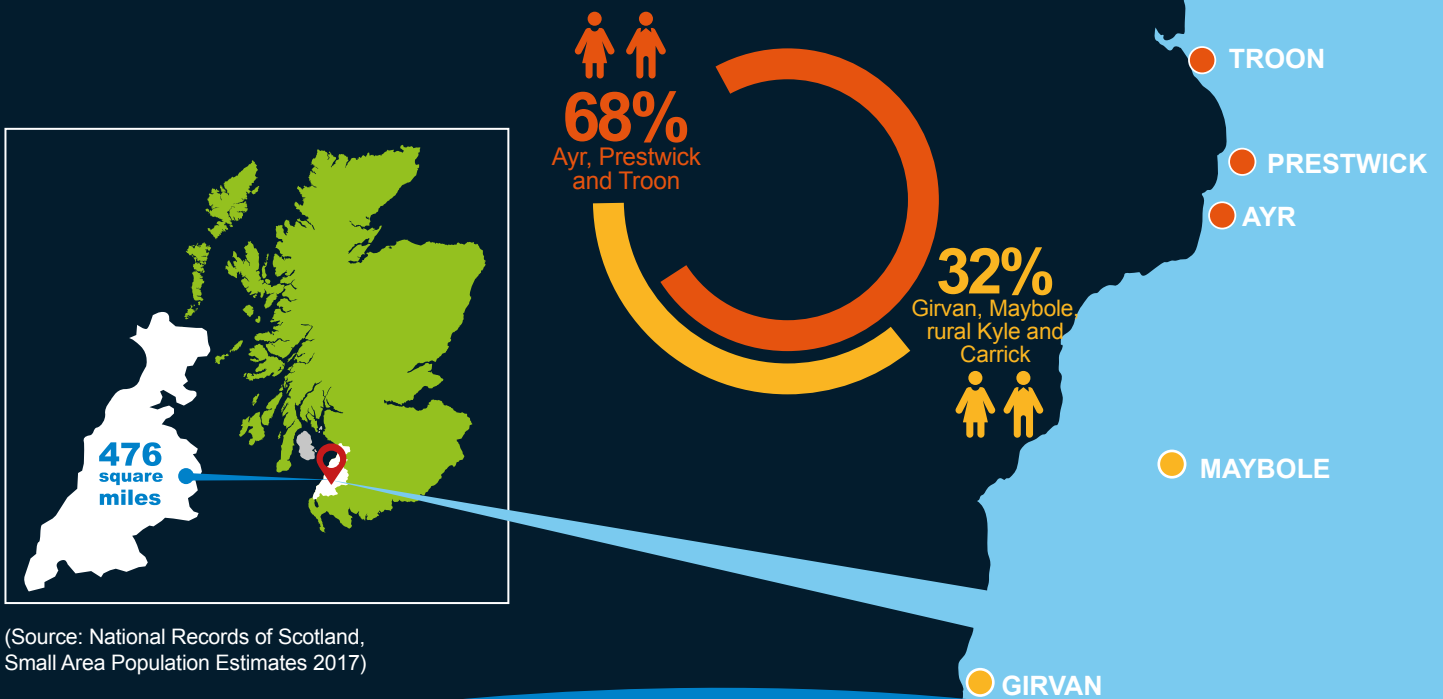
The pensionable age population is, however, projected to increase by 17% by 2043. More dramatically, the South Ayrshire population aged 75+ is projected to increase by 65% by 2043.

The projected change in South Ayrshire is not evenly spread across the different age groups. The number of children aged 0-15 years is projected to decrease by 17% and our working age population by 14%.

These anticipated changes to the population will have considerable consequences for the Council as it strives to ensure social, educational, housing and community services continue to meet the needs of the community.



(Source: National Records of Scotland, 2020 Mid-Year Population Estimates & 2018 Based Population Projections)



(Source: National Records of Scotland, Small Area Population Estimates 2017)

About The Council

Elected Members

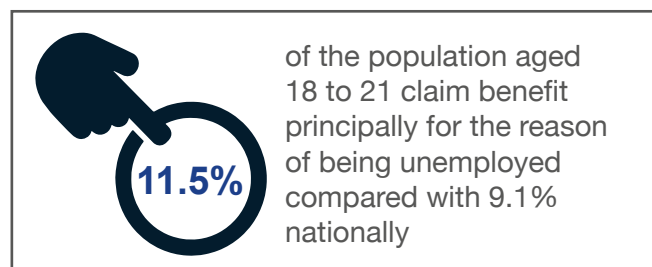
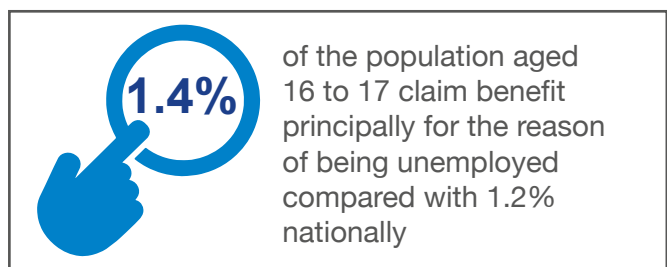
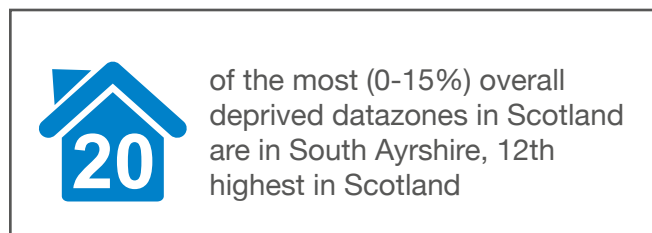
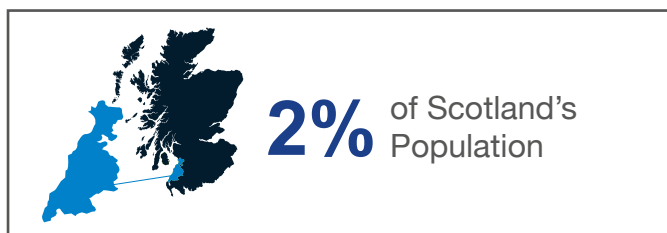
CONSERVATIVE 10
SNP 9
LABOUR 5
INDEPENDENT 4



Staff

4,723 full-time equivalent
(as at 31 March 2022)

Overview of South Ayrshire



About Educational Services

Our vision and ambition: achieving excellence and equity and support for all learners to achieve their potential regardless of their circumstances.

Our priorities in the Educational Services Recovery and Improvement Plan 2021-24 were in line with the National Improvement Framework:

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



Primary Schools
(7,769) children



Secondary Schools
(6,206) young people



Specialist schools (104 children and young people)



Supported learning centres in mainstream schools)



Early Years centres



Funded providers



Out of school care offices



Holiday clubs



FTE Teachers employed in South Ayrshire (2021 census)



FTE support staff - classroom assistants, librarians and administration staff (2021 census)



Campus Police Officers

Care experienced children

During the 2021-22 school session 509 care experienced children and young people were registered with and attended a South Ayrshire school, early years centre or early years partner centre. Of this figure, 32 were looked after at home (6%), 182 away from home (36%), and 295 recorded as previously looked after (58%).



Child Protection

As of 31st July 2021, there were 39 children listed on the Child Protection Register in South Ayrshire Council. This represented 2.2% of Scotland's population of children on the Child Protection Register at this date. This is a decrease of 39% from the 64 children recorded on 31st July 2020.



Quality of Leadership

Due to the widespread restrictions, regarding school visits, caused by the COVID-19 pandemic our normal programme of School Peer Review Visits and half day visits to support school self-evaluation for further improvement continued to be on hold for most of the session 2021-22. A visit to Girvan Primary took place in term 4.

Quality Improvement Managers and Officers continued to communicate via Skype and Microsoft teams to offer support and challenge to Head Teachers and EY Centre Managers on a regular basis. Visits to schools did take place after restrictions eased and many Head

Teacher professional review and development meetings were able to take place in person. Education Scotland formal school inspections were also still on hold. Schools and early years centres were able to volunteer for recovery visits. Ayr Academy, Colmonell Primary and Doonvale and Marina View early years centres participated.

There was also area of practice visits. Tarbolton was visited with the focus on outdoor learning, Girvan Academy with a focus on health and wellbeing and, Dalmling Primary with a focus on COVID recovery.

Our staff continue to participate in opportunities offered by Education Scotland's Professional Learning and Leadership Team including:

- Excellence in Headship Stretch - 2 Head Teachers
- Excellence in Headship - 5 Head Teachers
- Into Headship - 5 Depute Head Teachers

Several school leadership teams, Quality Improvement Managers and the Director of Education have completed Agile Leadership delivered by Simon Breakspear.

We have also had significant numbers of staff attending the Middle Leaders, Teacher Leaders and the Stepping Stone's offering for teachers in the first few years of their career.

Supporting staff to develop leadership skills is a key feature of building capacity and continuous improvement within Educational Services. A very good range of leadership programmes and opportunities ensure staff in different roles across the authority can develop their leadership capacity. Despite the restrictions caused by the COVID-19 pandemic several leadership opportunities have continued using various online platforms.

The early years team continue to embed and develop the 'Grow our Own' leadership programme which is now in its third year of implementation. This session we have focused on supporting and developing the pedagogical leadership skills and knowledge of our candidates who included a mix of EYPs, Senior EYPs, EY teachers and Depute Managers, a total of 16 candidates. In response to the ongoing impact of the Covid-19 pandemic and the emerging cost of living crisis we included a strong focus on relational approaches to supporting recovery, encompassing sessions on quality interactions, closing the poverty related attainment gap and evidence based

early intervention strategies to support children and families living in poverty. The programme continues to be evaluated positively by candidates and the local authority alike. By the end of academic year 2020/21, the programme had supported successful recruitment of 11 vacant leadership and management positions with 36% of participants from cohort 1 achieving a promotion from their original post - 26% gaining promotion from EYP to Senior and 10% from Senior to Depute.

This year we were exceptionally proud to win the gold award for our programme in The Outstanding People Awards (TOPAs) under the category of 'Outstanding Improvement and Innovation'.



Vision, Values and Purpose

Our Coaching for Success programme was delivered this session by our own trainers. 15 senior leaders completed the course. We hope to train another four members of staff to increase the sustainability of this programme and increase our capacity to deliver to increased numbers.

Our bespoke senior leadership professional learning programme continued throughout the session covering a variety of topics which supported senior leaders to effectively lead and manage their schools.

We continue to work in partnership with the University of the West of Scotland and the Scottish Government to offer masters level learning. Our funding for 2020-21 allowed all current participants to continue their masters journey. A further 7 applicants will commence their studies in September 2022. All the above have had a positive impact on the leaders involved. A significant number of staff have been promoted after experiencing the range of career-long professional learning (CLPL) on offer.

CASE STUDY

At Barr and Barrhill, the Leadership of Learning ethos and the subsequent impact on our learners cannot be underestimated! This programme has evolved over the last few years and involves every teacher and early years practitioner, across the two establishments. Staff are released one day per term, with time also given for professional reading through the working time agreement, culminating in a showcase event at the end of the year. The team are free to choose what their focus is for the year: based on PRD/PDR discussions, school improvement priorities, self-evaluation and/or personal choice. Themes this year have included play-based learning, digital technologies, drama and planning. Staff use their learning to develop a project or aspects of change within their room to improve pupil outcomes. Within our small staff, good practice is shared and celebrated with self-evaluation informing next steps. Building on the success so far, the plan now is to introduce enquiry-based learning, with further input from the Educational Psychologists.

School Modernisation Programme

The Council's modernisation agenda for schools continued to make very good progress in the 2021-22 academic session, with an acceleration of projects completed and commenced, following the impact that the Covid-19 pandemic had on new construction works over the past two years.

Completed Projects

At Forehill Primary School, the conversion of the previous nursery classrooms is complete, following the opening of the new EYC in 2021. The conversion, completed in March 2022 has involved the creation a new mainstream Classroom, Multi-Purpose Room, and Support Room for pupils which is much needed additional accommodation at the school.

Holmston Primary School benefitted from the alteration of four older Classrooms in August 2021, to form a single open-plan Classroom, much better suited to the modern needs of the school. While at Southcraig School two phases of transformative work have been completed during the last session involving extension and refurbishment of the buildings, including the gym hall, a new rebound room, and the addition of a sensory garden.

Works have also been completed at Straiton

Primary School, where the previously vacant school-house building has been re-purposed for use as a Staff Base and Changing Places accessible toilet.

Creation of Support and Wellbeing Facility at Girvan Academy was completed in October 2021, with alterations taking place to form five new Classrooms, a flexible, Multi-Purpose Room, Life Skills Kitchen and two Calm Rooms.

Another completed project this session was the introduction of an acoustic solution at Dundonald Primary School, to mitigate excessive noise in the open-plan teaching environment. The impact of this project has been extremely well received by teaching staff and will inform similar works planned for Heathfield and Barrhill Primary Schools over the next year.



The new sensory garden at Southcraig School

Projects Onsite

Works have been progressing well on several school construction projects over the last session with a focus on three major new build education facilities.

The replacement Sacred Heart Primary School is a fantastic project, due for completion in September 2022 and construction on two ambitious education campuses in Prestwick and Maybole are both progressing well with the Prestwick North Education Campus opening for the new school session in August 2022.

This will be the new home of Glenburn Primary School, St Ninian's Primary School, and a new standalone Prestwick North Early Years Centre.



The new Prestwick North Education Campus

Construction of the new Maybole Community Campus will be completed for August 2023 and is the largest education project that South Ayrshire Council has undertaken to date. As well as a swimming pool, leisure facilities, sports pavilion and two all-weather sports pitches, the campus will encompass the existing Carrick Academy and St Cuthbert's Primary School along with the new Culzean Primary School and Early Years Centre, named through a public consultation which took place during the 2021/22 school session. The new school will be formed from the merger of the existing Cairn and Gardenrose Primary Schools.



The new Maybole Community Campus

Major alteration works are taking place at Kyle Academy with the refurbishment of the entire Science Department underway. This will provide seven state-of-the-art science labs and improved accommodation for staff. Work on this is progressing well and will be completed for the new school session in August 2022, prior to plans on refurbishing the school's library and learning room being developed.

Also at Kyle Academy, two Beach Volleyball Courts have been added to the school's sports facilities this year and were recently used to host a European Small Countries Association beach volleyball competition in June, through Scottish Volleyball, the first time such an event has been held in Ayr.



Doonfoot Primary School is set to benefit from five phases of improvement work over the coming years, beginning with the refurbishment of the lower-school ASN base. Expansion of the base, to include three modern Classrooms and a Sensory Room will be completed in August 2022. Finally designs will progress for additional works including a two Classroom extension, alterations to the upper-school ASN base, the refurbishment of school toilet facilities and formation of a new school reception, along with refurbishment of the office and administration accommodation.

The formation of a new main entrance and reception is underway at Coylton Primary School. Works will also include alterations and refurbishment to office and administration accommodation with the project set for completion in August 2022.

An extension is being created at Symington Primary School to accommodate a new General-Purpose Classroom and this will be ready for the new 2022/23 school session.

Construction has also begun on a brand-new early years centre(EYC) at Struthers Primary School, with the works due for completion in early 2023, while Space Place EYC will also benefit from an extension and refurbishment which is underway. Other works in our EYCs include the formation of a new main entrance and reception at Wallacetown EYC, improving the building's layout and access to the centre. Braehead EYC will also soon benefit from the formation of direct access to an outdoor play area.

Projects in Design and Future Years Projects

Several exciting projects have progressed through the design process in this last session with work due to commence in August 2022 on a new four Classroom IT Hub at Girvan Academy. The Hub will include a new staff base, Cyber Room, and improved storage facilities. A new MUGA facility at the rear of the school will also be complete for the new session starting.

Following completion of the new Struthers EYC, similar work to that undertaken at Forehill Primary School will take place in 2022/23 with the conversion of the existing Struthers nursery to form two much needed, additional lower school Classrooms.

Priority 1 – Continue to maintain high levels of attainment, particularly in literacy and numeracy

Linked to Children's Service Plan 2020-23 – Outstanding universal support

School as Learning Organisation

This session Head Teachers have worked together to focus on School as Learning Organisation. This work has led to very rich dialogue and supports the strong culture of collaboration across the network of senior leaders. School staff have also contributed to our vision for high quality learning and teaching. As a result, we have agreed our ambitions and expectations in 'Learning the South Ayrshire Way'.

Play-based pedagogy

We continue to promote high quality play- based learning that inspires and engages children and helps to develop their skills, talents, and full potential. All South Ayrshire children in Primary one benefit from improved environments, continuity in learning approaches and more effective transitions. Learning and teaching is enhanced through bespoke support in classrooms, extensive staff training and opportunities for collegiate working and collaboration. Next session we will continue to embed high quality play- based learning indoors and out.



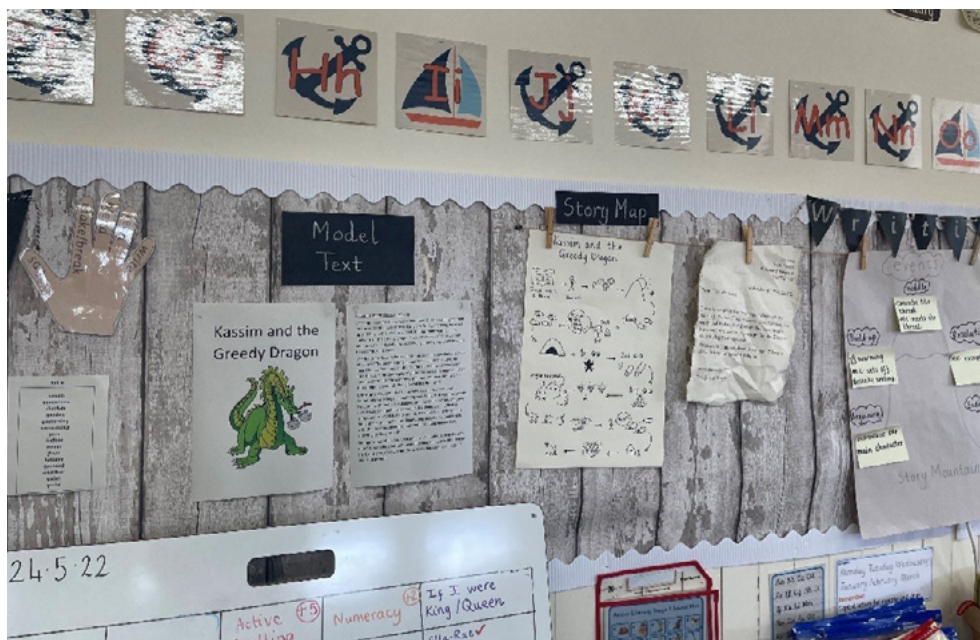
Literacy action plan

Improvements and supports to raise attainment in literacy have been successfully implemented this session most notably the creation of a detailed Literacy Action Plan that feeds into the newly refreshed SAC Literacy Strategy.

Additionally, a strong alliance of literacy leads is working with our Literacy Development Officer (LDO) to ensure clear communication of key messages and to facilitate shared practice and collaboration across centres and sectors.

In response to Head Teacher evaluations, a Literacy Professional Learning schedule of over 20 sessions took place across the academic session to support the development of teachers.

We are beginning to see improved engagement and attainment in writing at all levels in the primary sector with the use of Talk for Writing in 23 of our primary schools. Learners and teachers have shown great enthusiasm for this way of working and the impact it is having in their classrooms. A full impact review and evaluation will be published in September 2022.



To raise attainment in Reading and to support our vision of being “an Authority that promotes and values reading and its benefits”, we have introduced Giglets into 11 of our primary schools. Giglets is a fully inclusive, digital resource designed to develop comprehension skills and foster a love of reading in children.

Over 50% of our schools have registered for Reading Schools accreditation in 2022-2023 which will highlight the excellent practice and commitment to promoting and developing reading for pleasure across our centres.

Strong partnerships have developed between our SWEIC literacy colleagues with a particular focus on shared-practice and resources.

Within SAC, our literacy team have made connections with our Virtual School Team, Active Schools, Thriving Communities and Adult Literacies to identify opportunities for collaboration in our aim to close the language and literacy gap between our most and least disadvantaged children.

Numeracy and mathematics action plan

The SWEIC and SA Numeracy Strategy Groups continue to support Numeracy Leads across the authority through an ongoing training program with a continued focus on pedagogy and practice which leads to improved learning, teaching and assessment outcomes for all.

The team of Authority Numeracy Leads (SWEIC NLs) continues to work with the Numeracy Development Officer (NDO) to drive effective change, build capacity and facilitate collaboration amongst practitioners.

At the start of 2021-22 all schools (primary, secondary, and standalone early years centres) appointed a School Numeracy Lead (SNL) who continues to work with the NDO and SWEIC NLs to lead consistent, sustainable, and effective change focussed on developing learners' understanding of maths.

A full suite of training materials and resources has been developed to support class teachers' sessions developed to support schools embed consistent approach to teaching and learning at all stages supporting conceptual understanding of numeracy and maths.



The Numeracy and Mathematics Action Plan and Professional Learning Plan were devised to support a consistent, sustainable approach to teaching and learning at all levels.

All SNLs have completed 5 core training modules equipping them with the pedagogical understanding to support schools develop and embed the principles and methodologies of Teaching for Understanding. In 2022-23 the NDO will provide individualised whole school training programs consisting of focussed CLPL, in class support and resource provision to embed a consistent approach at all levels.

A transition project focussed on embedding a consistent approach to developing algebraic reasoning across primary and secondary sectors is currently being implemented within the Belmont cluster (supported by Education Scotland STEM Grant). A similar project is planned for the Prestwick cluster in 2022-23 with a focus on fractions, decimals, ratio & percentages.

All SA secondary schools are taking part in a practitioner enquiry, in collaboration with the NDO, focussed on developing Teaching for Understanding methodologies to develop mathematical reasoning and better outcomes for ALL learners.



Consistent approaches to monitoring and tracking progress in the BGE

Originally developed by Dalmling Primary School, a comprehensive approach to tracking pupil progress in the BGE has been progressed and made available to all primary schools for session 22/23. This will support school leaders to track and monitor the progress of individual pupils and cohorts. It will also enable close monitoring of vulnerable groups such as care experienced children and young people, and those living in the most deprived areas.

Standardised assessments

Throughout session 21-22, to support continued recovery from the pandemic and teacher professional judgement, standardised assessments were implemented for children from P2 – S3. Baseline assessments were carried out early in the academic session with

further assessments undertaken in May/June. Information from assessments was used by class teachers to identify children's gaps and next steps, and to inform learning, teaching and assessment. Data was used effectively by head teachers and local authority staff to identify areas of concern and allocate resources.

4 stages of progress model within the BGE

Early in the academic session, collegiate time was set aside for all practitioners to further engage with the 4 stages of progress approach that is used to demonstrate the progress that children and young people are making through the BGE. Practitioner confidence is steadily increasing. More opportunities for practitioners to engage with colleagues from other establishments will be supported in session 22-23

Outdoor learning opportunities in collaboration with partners across the local authority

During session 21/22 an increasing number of our schools were accessing the outdoors to support learning. Many schools were making good use of their school grounds and local environment with schools also accessing further outdoor learning opportunities through links



During this session Tarbolton Primary School were visited by Education Scotland as part of a thematic inspection. The good practise of the school was recognised, and a case study was included in their report, Successful Approaches to Outdoor Learning published February 2022.

During session 21/22 a working party was formed and from this a baseline of minimal expectations in terms of outdoor learning lesson delivery for all primary pupils for session

2022/23 was developed. This was shared at our final head teachers meeting of the session.

Martin's field is an initiative accessible via request for assistance for pupils who would benefit from enhanced nurture in an outdoor setting.

During session 2022/23 there will be increasing support from centre staff to enable schools to take forward outdoor learning.



Parental involvement and engagement strategy.

During the early part of 2022 South Ayrshire participated in the Parental Involvement and Engagement survey. There was a total of 1899 responses.

South West Educational Improvement Collaborative (SWEIC) enhanced curriculum offer

Working in partnership with colleagues in East and North Ayrshire, and Dumfries and Galloway. 12 Advanced Higher courses, collectively branded as @South-West Connects, were offered across the 4 local authorities. Courses were delivered by practitioners skilled in digital delivery and engagement. Around 120 young people enrolled in the courses with an expected pass rate of 94%.

Changes in national qualifications

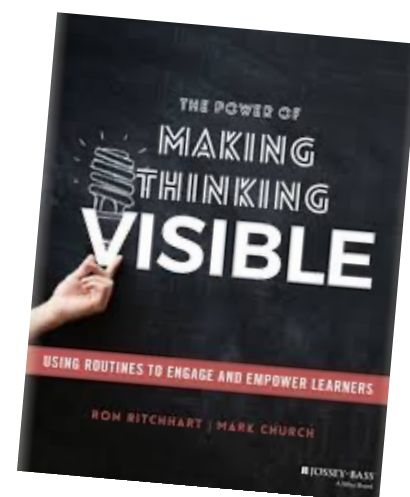
Working in challenging circumstances, teachers worked collaboratively within and across schools to ensure young people undertaking national qualifications were not disadvantaged. The 2022 exam diet progressed with very few issues. Young people were supported in a variety of ways to ensure they were able to reach their full potential. Head teachers across the 8 schools engaged positively with parents/carers. Central team staff worked effectively with the parent council chairs group to keep them abreast of issues related to national qualifications.

Making Thinking Visible

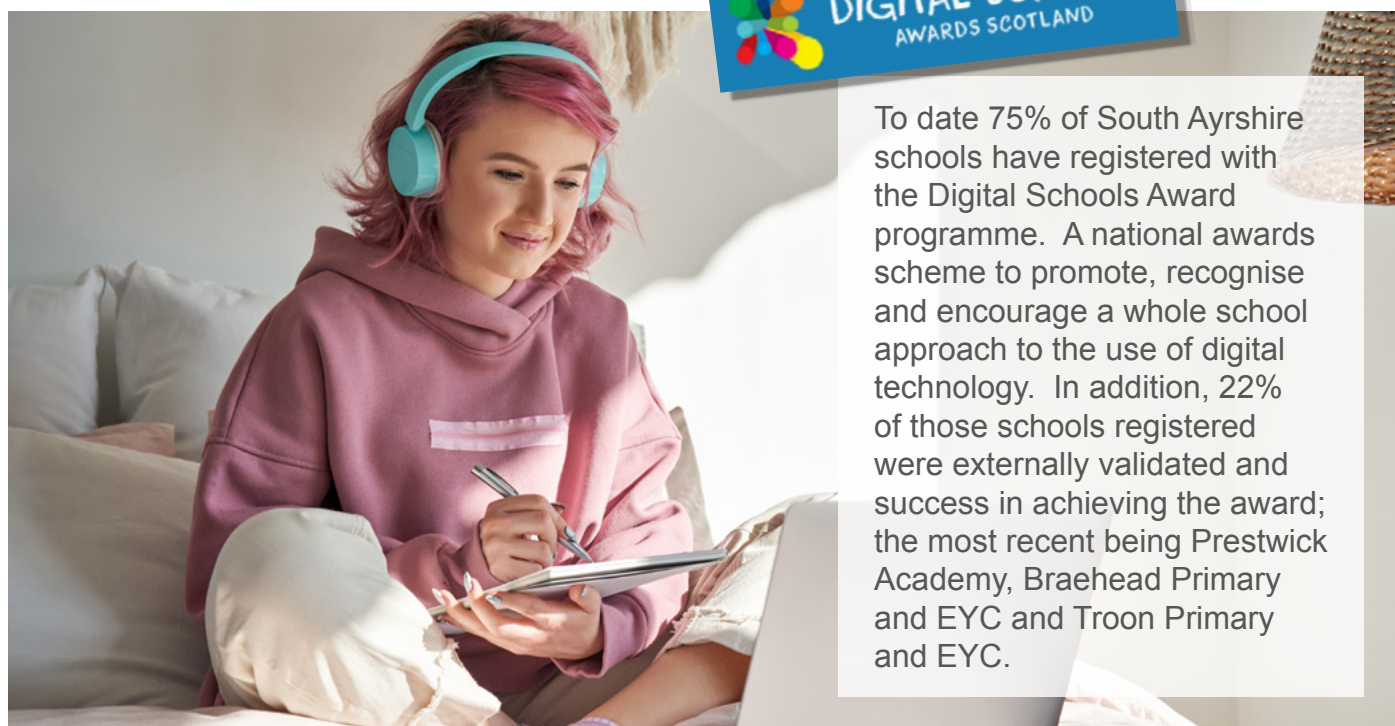
Our ambassadors continue to offer training to all staff on using Making Thinking Visible to improve learning and teaching.

This session approximately 50 staff including the ambassadors attended four training sessions on Advanced MTV delivered by Mark Church.

The ambassadors then offered advanced training in term 3 to staff who wished to expand their skills within this area. MTV book 2 The Power of Making Thinking Visible was distributed to all schools to support staff learning.

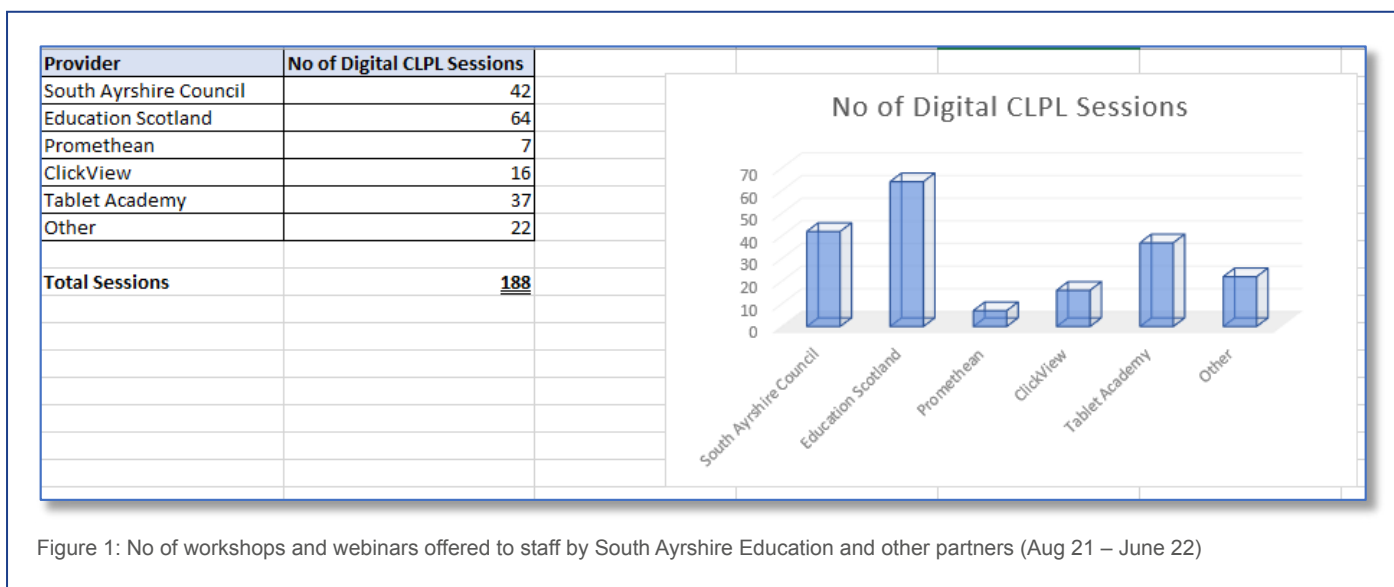


Education Digital Strategy



To date 75% of South Ayrshire schools have registered with the Digital Schools Award programme. A national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology. In addition, 22% of those schools registered were externally validated and success in achieving the award; the most recent being Prestwick Academy, Braehead Primary and EYC and Troon Primary and EYC.

Providing staff, across all sectors, with access to a range of high-quality support resources and digital professional learning opportunities has continued to be a key focus throughout 2021/22. These opportunities range from bespoke and focused workshops, online webinars, informal drop-in sessions and recorded self-directed resources offered locally and from a range of external partners. A monthly Digital CLPL calendar curates all these opportunities in to one place.



In addition, the creation of a Digital Support Hub has provided an online community where staff are able to support each other, share experiences and spotlight practice.

The Council device refresh programme for desktops, laptops and interactive panels continues to allow us to provide learners and educators with access to an environment that will enrich learning and promote digital skills. Significant investment in 2021/22 has allowed us to provide each teaching space in our schools with a Promethean ActivPanel. Session 21/22 also saw South Ayrshire Council become the first Council in the UK to complete the Promethean ‘train the trainer’ programme. We have 12 Certified Trainers building a community of experts who can share the skills and knowledge needed to make the most of the ActivPanel technology.

Glow, Office365 and a small range of approved platforms continue to support the delivery of learning, teaching and assessment in South Ayrshire and we continue to promote and participation in the national e-Learning offer of resources to support learning at home and remote learning contexts. A number of young people in the senior phase, successfully studied Higher and Advanced Higher Subjects via @South-West Connects, the South West Education Improvement Collaborative’s virtual learning campus. This flexible learning environment uses a blended learning approach and allows learners to study courses they may not have been able to access in the past.

Children’s Progress in early years

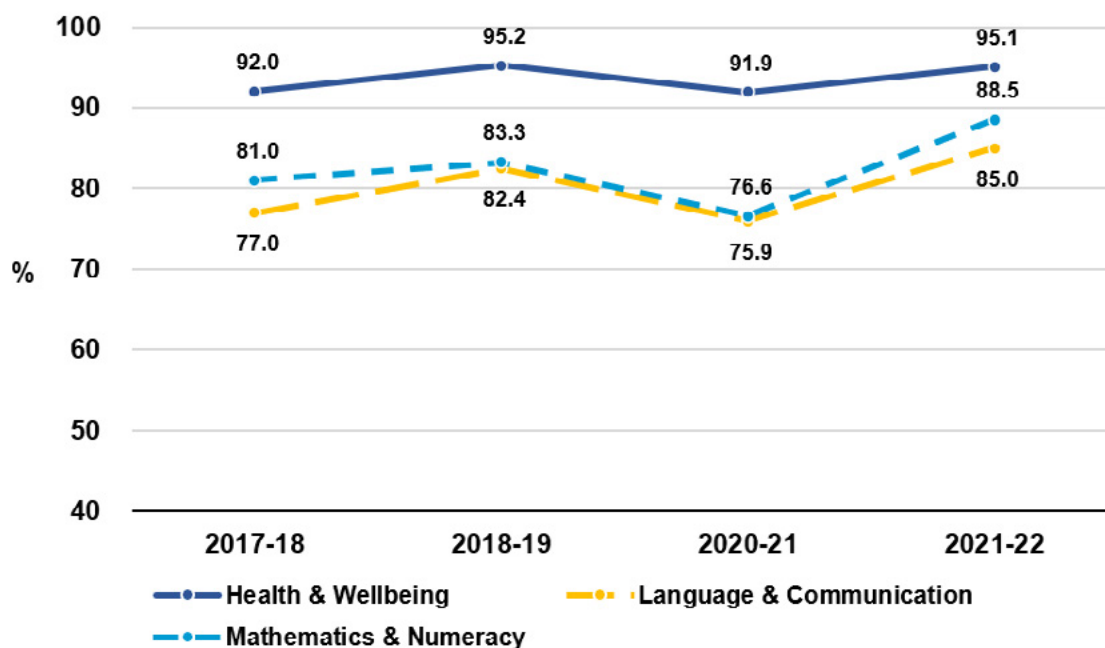
In early years children in their pre-school year are assessed against developmental milestones in three key areas: Health and Wellbeing, Communication and Language, and Maths and Numeracy.

A review of developmental milestones was completed, and the updated milestones will be in place from August 2022. This will ensure that the data and milestones better reflect the high quality of children’s experiences and achievements.

The number of children achieving 8 or more developmental milestones in all areas has increased from the previous year. For language and communication and maths and numeracy achievement is exceeding pre pandemic levels.



Percentage of Early Years pupils achieving 8 or more milestones in each domain – 2017-18 to 2021-22



Attainment: Achievement of Expected CfE Level or Better (%)

Despite the continued negative impact of Covid in session 21-22 staff focussed on identifying gaps in learning from session 20-21 and put strategies in place to support progress.

Data was collected for S3 this session.

All measures saw a pleasing increase although levels have not yet returned to pre- pandemic levels.

We are confident that children and young people will continue to progress and hope to see pre-pandemic attainment levels return next session.

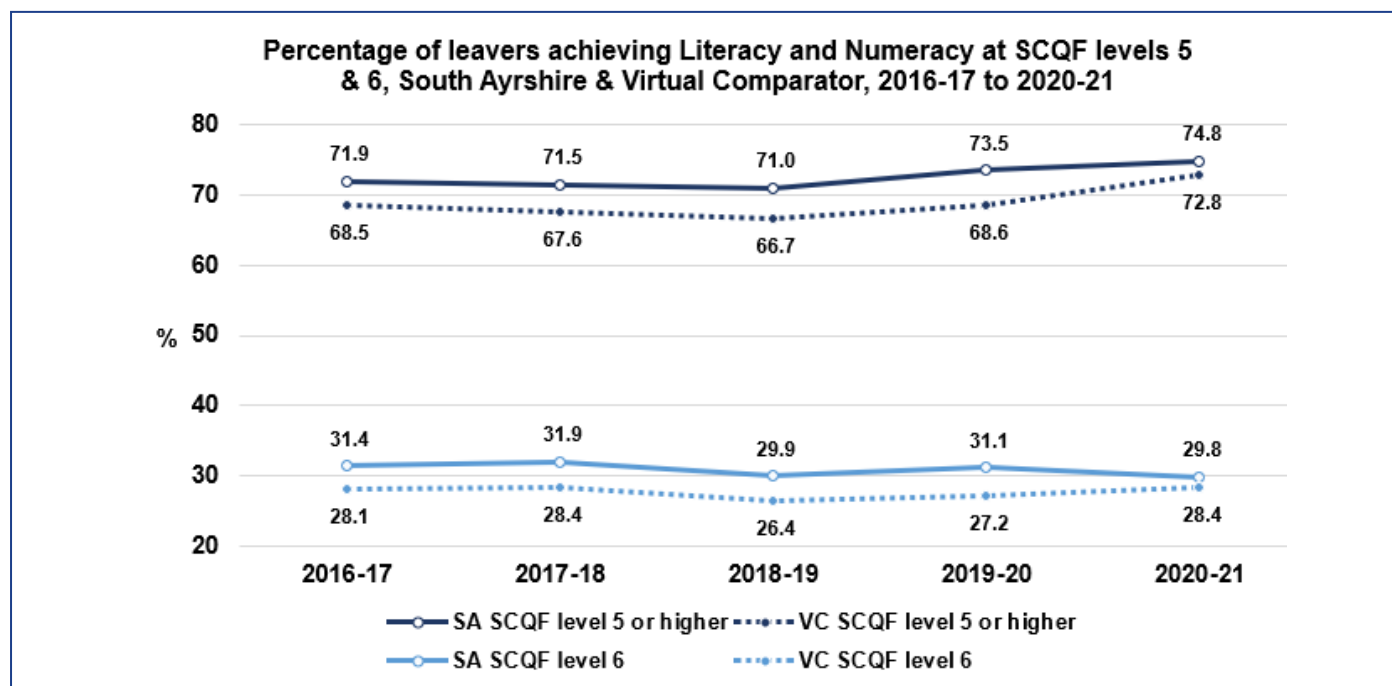
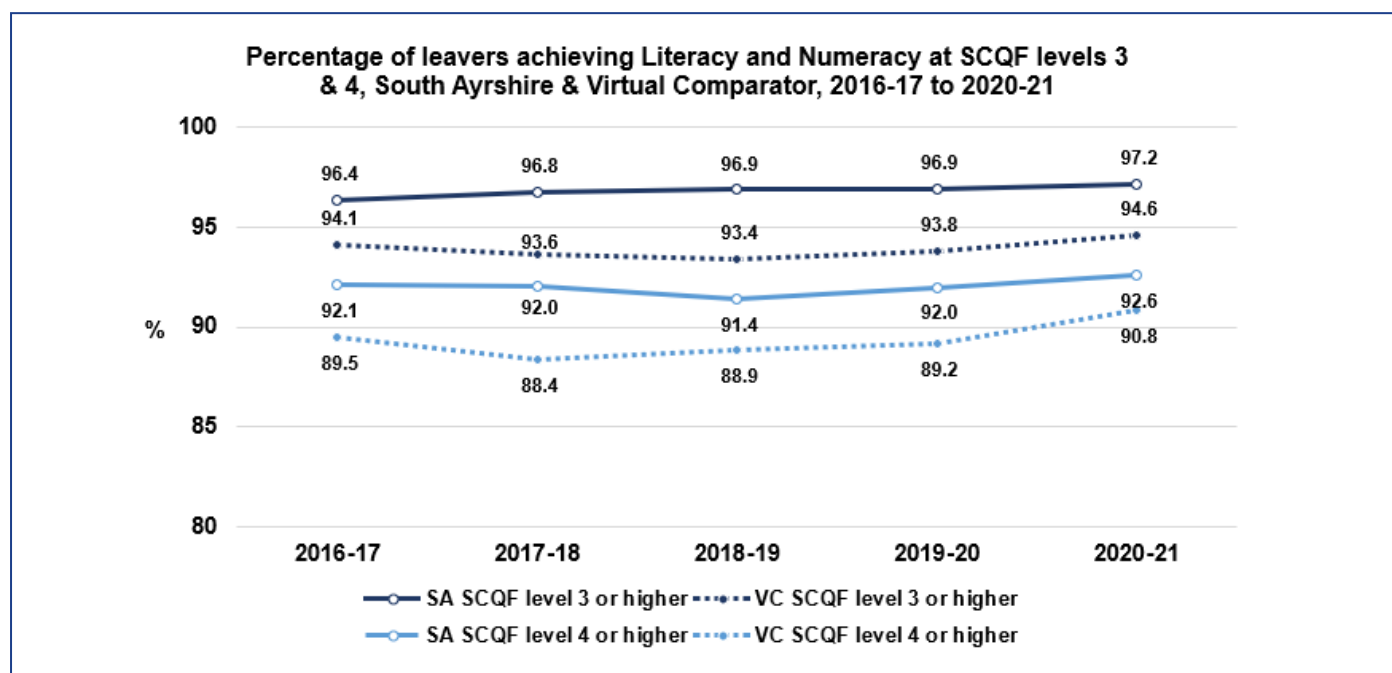
		2016-17	2017-18	2018-19	2020-21	2021-22
	P1, P4, & P7 combined	83	86	85	76	79
Reading	S3 (Level 3 or better)	92	90	92	*	87
	P1, P4, & P7 combined	78	80	81	71	73
Writing	S3 (Level 3 or better)	91	90	92	*	86
	P1, P4, & P7 combined	88	89	88	83	86
Listening & talking	S3 (Level 3 or better)	93	91	93	*	88
	P1, P4, & P7 combined	76	78	80	68	71
Literacy	S3 (Level 3 or better)	90	89	91	*	85
	P1, P4, & P7 combined	85	85	84	77	80
Numeracy	S3 (Level 3 or better)	90	91	90	*	84

* no data collection for S3 in 2020-21

Attainment Senior Phase

Data for school leavers is published in February of the following academic year. The data below relates to young people who left school at the end of the 2020/21 academic session. The VC (Virtual Comparator) is a measure of how similar young people across Scotland are attaining. Data from sessions 2019-20 and 2020-21 should be treated with caution due to the alternative certification models in place during those periods.

Young people in South Ayrshire perform consistently above the Virtual Comparator for their achievement of literacy and numeracy qualifications at the point they leave school.



The table below shows the attainment of individual cohorts of young people for the last 5 academic sessions. As mentioned above, data from sessions 2019-20, 2020-21 and the current session, 2021-22, should be treated with caution.

Prior to the pandemic, The attainment of young people in South Ayrshire was strong when compared against similar young people across the country (VC).

The % of young people in S4 achieving 5 or more Level 3 awards and 5 or more Level 4 awards is consistently above the VC. The % of young people achieving 5 or more Level 5 awards is also consistently above the VC.

Prior to the pandemic, the % of young people achieving 3 or more Level 6 awards and 5 or more Level 6 awards were generally in line with the VC. These continue to be an area of focus as we move forward.

Source: Insight (SA 2021-22 – preliminary estimates extract from SEEMiS BI)

Percentage of pupils in S4, S5, & S6 achieving SQA National awards, South Ayrshire & Virtual Comparator, 2016-17 to 2020-21

	2017-18		2018-19		2019-20		2020-21		2021-22	
	SA	VC	SA	VC	SA	VC	SA	VC	SA	VC
SQA National awards by end of S4										
5 or more awards at SCQF level 3 or better	90.6	81.8	91.2	82.1	92.4	87.2	94.5	85.5	87.2	†
5 or more awards at SCQF level 4 or better	85.3	76.9	87.8	77.6	86.4	82.9	89.0	81.6	81.1	†
5 or more awards at SCQF level 5 or better	42.3	38.9	45.0	41.9	52.3	51.7	50.2	48.8	43.7	†
SQA Highers by end of S5										
1 or more awards at SCQF level 6 or better	57.9	57.8	58.7	54.4	64.0	61.2	65.9	64.5	59.3	†
3 or more awards at SCQF level 6 or better	35.2	35.9	35.2	33.2	43.6	42.1	44.5	44.7	40.3	†
5 or more awards at SCQF level 6 or better	16.8	16.9	18.2	15.7	20.0	21.0	20.9	21.2	19.2	†
SQA Advanced Highers by end of S6										
1 or more awards at SCQF level 7	18.3	20.1	16.7	19.2	24.7	21.5	25.3	24.5	23.8	†

*SA vs VC maximum for any given year/metric highlighted in bold italics

† not available until September 2022 Insight update

Each course within the curriculum has a set number of tariff point associated with it. Total tariff points are the cumulative total of points for every course a young person has achieved. Complementary tariff points are the number of points associated with a young person's best 5 courses.

Prior to the pandemic, both the total and complementary tariff points were in line or above the VC. The High 20% figures reflect the need to focus on the number of young people in S5 achieving 5 or more Level 6 awards.

Source: Insight

School leavers' average total and complementary tariff points by lowest 20%, middle 60%, and highest 20% achievers (South Ayrshire, Virtual Comparator, and National), 2017-18 to 2020-21

	2017-18			2018-19			2019-20			2020-21		
	SA	VC	Nat	SA	VC	Nat	SA	VC	Nat	SA	VC	Nat
Average total tariff points												
Low 20%	206	157	164	185	143	151	178	142	151	203	175	165
Mid 60%	899	861	858	869	833	821	954	915	889	1,024	1,029	956
High 20%	1,836	1,844	1,851	1,839	1,831	1,829	1,991	1,964	1,930	2,013	2,027	1,998
Average complementary tariff points												
Low 20%	175	138	143	161	128	134	151	126	133	174	152	144
Mid 60%	658	649	646	639	628	623	691	672	657	728	736	692
High 20%	1,260	1,279	1,281	1,267	1,263	1,267	1,338	1,333	1,313	1,345	1,363	1,339

*SA vs VC maximum for any given year/metric highlighted in bold italics

Priority 2 – Closing the attainment gap between the most and least disadvantaged children

Linked to Children's Services Plan 2020-23 – Love and support for our care experiences young people and young carers and tackling inequalities

Programme of activities for our youngest children and their parents to support recovery.

During session 2021 -2022 the family learning team (FLT) have continued to offer the peep learning together programme, universally, to all families in our EYCs. Groups have been delivered either face to face or remotely through zoom. Outdoor peep, including beach peep, has been popular and has led to an increase in dads attending. Targeted support has also been provided for families to help them engage. The FLT have piloted peep progression pathway, which supports families into training, including an under 3 group at Cherry tree.



Tracking and monitoring of targeted groups (including those children and young people in Quintile 1, care experienced and young carers)

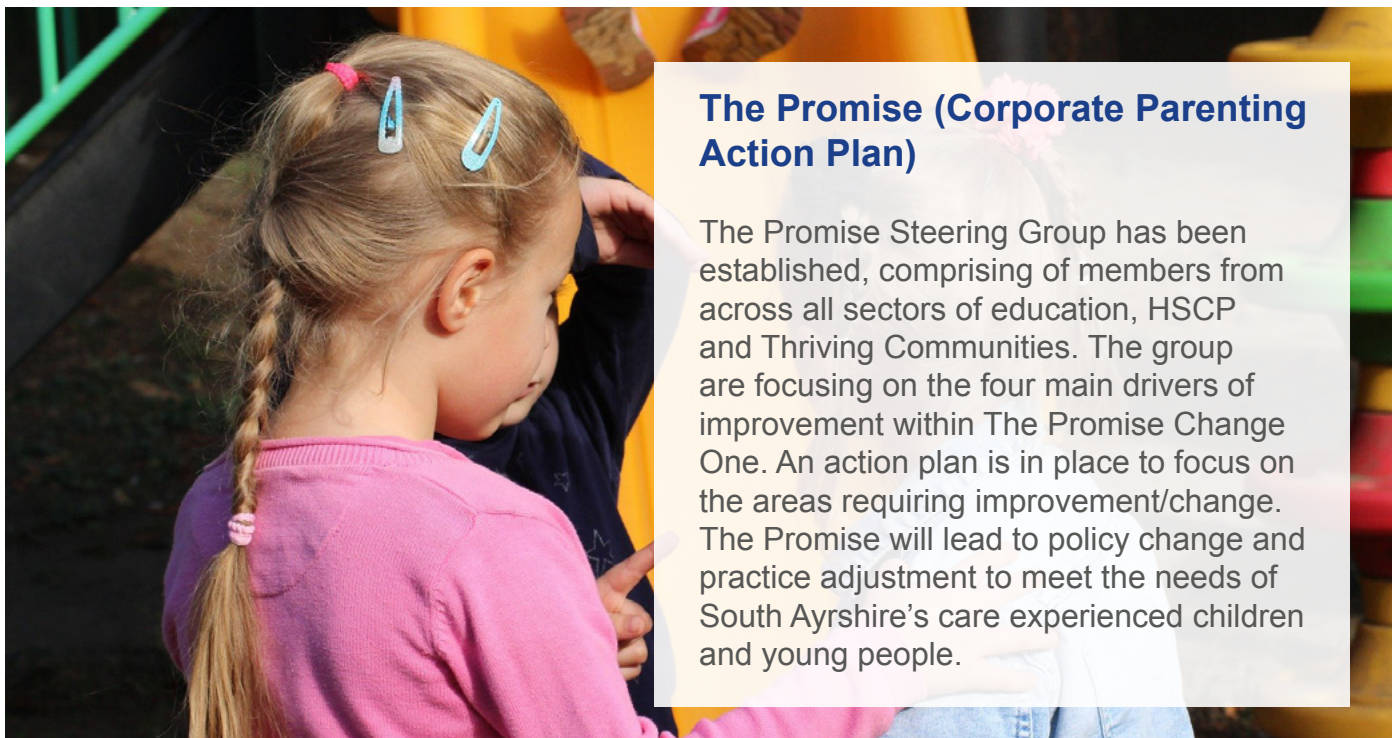
A tracking system was devised to gain insight care experienced children and young people's attainment throughout the academic year, allowing support and challenge. The system highlights individuals that are not working at their expected levels and provides opportunity to put in place interventions to support. A targeted tracking system is in place for care experienced children and young people's wellbeing. This is assessed every three months and provides a stronger depiction of how individual children are within their own wellbeing. This tracking allows schools and Welfare Officers to provide appropriate interventions.

Additional Support for Learning- Implementation of the Morgan Review

We audited our staff's training needs to enable all teachers to hold and enact professional values of inclusion and inclusive practice. We built an annual program to improve learners' support in class and from specialist staff. In line with UNCRC incorporation, our Family Forum steering group has gone from strength to strength. The group has agreed to be key partners in developing our key policies and guidance.

In preparation for Included, Engaged and Involved, part three – we have reviewed our policy on de-escalation and physical intervention. Introducing learning reviews and increased post-incident support to schools and children.

We have established working groups to improve our distribution of staffing resources, such as school assistants and ASfL teachers.



The Promise (Corporate Parenting Action Plan)

The Promise Steering Group has been established, comprising of members from across all sectors of education, HSCP and Thriving Communities. The group are focusing on the four main drivers of improvement within The Promise Change One. An action plan is in place to focus on the areas requiring improvement/change. The Promise will lead to policy change and practice adjustment to meet the needs of South Ayrshire's care experienced children and young people.

Child Protection guidance

The Guidelines have been revised in light of Getting it Right for Every Child, the West of Scotland Child Protection Procedures, Commissioner for Children Scotland, and the National Guidance for Child Protection in Scotland 2021, all of which highlight the importance of a child-centred, multi-agency approach to meeting the needs of children and young people.

There have been significant legislative changes affecting children and young people in Scotland, since the introduction of the Children's Hearing system in the 1960's, including:

- Social Work (Scotland) Act 1968;
- Children (Scotland) Act 1995;
- Commissioner for Children and Young People (Scotland) Act 2003
- Education (Additional Support for Learning) (Scotland) Act 2004/2009;
- Children's Hearings (Scotland) Act 2011;
- Children and Young People (Scotland) Act 2014
- Children (Equal Protection from Assault) (Scotland) Act 2019
- United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2021

New guidelines can be found [here](#).

Refreshed national GIRFEC practice model

Limited progress as national guidance publication delayed. So far, we have contributed to the national consultation on the new refreshed guidance.

A new post has been created to support the rollout of CLPL, liaise with pan Ayrshire agencies and partners and to ensure the coordination of South Ayrshire Education guidance.

This priority will remain a focus next year.

Authority-based nurture programmes and provision

We have appointed 3 Nurture Outreach Teachers to the Central Team who will help to support and embed Nurture across our schools, provide training and support to teaching staff and undertake self-evaluation activity to determine how nurturing each of our schools in South Ayrshire are. We have also appointed a PT Nurture (temporary) to oversee this team in addition to managing Chestnut Cottage and Crosshill resources. The Nurture Action Plan is in place and a “go-live” date set for mid-May. School RAG list is in place to help target specific schools. Nurture Outreach staff now all trained in successful parenting programme. A PT (Family Support) (temporary) who will help to support South Ayrshire’s Mental Health Action Plan and build capacity in schools has also been appointed.

Autism Outreach service



The Autism Outreach Team formed in August 2021 led by a Principal Teacher and supported by the Principal Education Psychologist. An energetic team with extensive

and relevant knowledge of the autistic learner was developed which has focused on supporting and promoting inclusion within the mainstream setting.

Adopting a cluster approach, the team have been able to build relationships and provide support to professionals in schools, families and the young person. In addition to this, there has been robust training delivered by Educational Psychology in using The Circle approach with the autistic learner and also

training in Goal Attainment Scaling (GAS).

The team welcomed a School Assistant in April (0.4) and have subsequently appointed another School Assistant (0.6) to join the team in August 2022.

The team will recommence their journey in the next session and will continue to provide holistic support to schools, families and young people which inevitably will promote and support inclusion with the mainstream.

Improved attendance particularly for targeted groups

Monthly attendance tracking of targeted groups including care experienced children and young people highlight those individuals with poor or chronic attendance records. It allows interventions to take place in schools to improve the young person's attendance.

Similar to the pattern across Scotland attendance levels have yet to return to pre-pandemic levels. Children and young people residing in quintile 1 continue to have lower attendance.

Lower attendance rates can be frequent with young people that are care experienced, with improved rates from those looked after away from home; with up to 3% higher attendance rates in both primary and secondary.

Improving attendance will continue to be a focus for improvement next session.

Attendance (%)				
Primary	2018-19	2019-20	2020-21	2021-22
Percent total absence - all pupils	95	94	95	92
Percent total absence - Quintile 1 - most deprived	92	92	92	89
Percent total absence - Home	93	91	92	91
Percent total absence - Away	95	95	97	95
Percent total absence - Previously	90	90	89	89
Attendance (%)				
Secondary	2018-19	2019-20	2020-21	2021-22
Percent total absence - all pupils	90	89	91	86
Percent total absence - Quintile 1 - most deprived	86	84	88	81
Percent total absence - Home	64	62	83	72
Percent total absence - Away	90	90	93	89
Percent total absence - Previously	83	81	85	78

Exclusions are managed by schools and analysed by the authority on a termly basis. No school excludes young people lightly and considerable involvement of wider services is considered before such a measure is used. The virtual Head teacher and her team support schools to avoid care experienced children and young people from being excluded. In Primary, exclusions have decreased very slightly by 0.1 per 1,000 which equated to a decrease of 1 child. There were no exclusions of looked after children.

Exclusion incidence per 1,000 pupils				
Primary	2018-19	2019-20	2020-21	2021-22
Incidents per 1,000 pupils (actual)	3.4	1.4	1.9	1.8
Rate re Quintile 1 - most deprived	7.9	3.9	1.3	4.7
Incidents per 1,000 pupils - all looked after	14.5	-	-	-
Incidents per 1,000 pupils - previously	9.4	-	23.3	31.5

In secondary, exclusions have decreased by 2 per 1000. Exclusions of children in quintile 1 and those who are looked after have also greatly decreased.

Exclusion incidence per 1,000 pupils				
Secondary	2018-19	2019-20	2020-21	2021-22
Incidents per 1,000 pupils (actual)	34.7	19.3	30.2	28.2
Rate re Quintile 1 - most deprived	92.3	45.0	53.5	44.5
Incidents per 1,000 pupils - all looked after	164.6	29.0	116.1	18.9
Incidents per 1,000 pupils - previously	116.7	104.9	113.9	120.3

Compassionate and Connected Community

12 members of school staff completed the Compassionate and connected community cycle of CLPL and practitioner enquiry. This involved a program of coaching and mentoring from Psychological Services. Six practitioner enquiry projects were implemented and evaluated across two secondary and three primary schools. The projects undertaken included, evaluating a secondary school nurture provision, increasing the resilience, and coping skills of primary two pupils,

emotional check ins for pupils with ASN experiencing change, supporting coping skills of pupils through cognitive behavioural therapy, developing a triage system for mental health referrals from one secondary school, implementing a cognitive behavioural therapy support for pupils undertaking transitions to secondary school. The good practice in South Ayrshire was presented at the National Action Enquiry conference and was submitted for publishing on the national enquiry hub.

Use of evidence-based practice to improve learning and teaching, and outcomes

Staff were signposted to evidence-based practices for literacy, numeracy and health and well-being throughout the pandemic.

All schools have access to the research assistant for analysis of evidence-based

practices in any areas. This is promoted through the Psychological Services twitter and newsletter. Uptake has been lower than hoped and this will continue to be promoted post-pandemic.



Attainment Early Years

Deprivation-related attainment gap in achievement of 8 or more developmental milestones

We have made significant progress in closing the gap between the most and least deprived children in our EYCs. For communication and language, the gap pre pandemic was 15.3% and this session 6.5%, for maths and numeracy the gap was 19.3% and is now 2.8%.

Source: SAC

Deprivation-related attainment gap in achievement of 8 or more developmental milestones in Health & Wellbeing, Language & Communication, and Mathematics & Numeracy domains – 2017-18 to 2021-22

	2017-18	2018-19	2020-21	2021-22
Health & Wellbeing				
Quintile 1 - most deprived	82.1	93.4	87.7	94.7
Quintile 5 - least deprived	96.3	94.1	95.7	96.5
Attainment gap	14.3pp	0.6pp	8pp	1.8pp
Language & Communication				
Quintile 1 - most deprived	57.1	71.2	62.3	84.1
Quintile 5 - least deprived	87.7	86.5	87.8	90.6
Attainment gap	30.7pp	15.3pp	25.5pp	6.5pp
Mathematics & Numeracy				
Quintile 1 - most deprived	66.3	67.7	60.9	87.8
Quintile 5 - least deprived	91.4	87.0	89.6	90.6
Attainment gap	25.1pp	19.3pp	28.7pp	2.8pp

* deprivation information re SIMD 2020v2

Deprivation-related attainment gap in achievement of 8 or more developmental milestones – care experienced

For care experienced children in our EYCs there has been significant progress in closing the gap and in some cases care experienced children exceeds general average achievement.

Source: SAC

Attainment gap between Care Experienced and all children in achievement of 8 or more developmental milestones in Health & Wellbeing, Language & Communication, and Mathematics & Numeracy domains, South Ayrshire – 2017-18 to 2021-22

	2017-18	2018-19	2020-21	2021-22
Health & Wellbeing				
Care Experienced	84.0	96.0	80.0	100.0
All children	92.0	95.2	91.9	95.1
Attainment gap	8pp	-0.8pp	11.9pp	-4.9pp
Language & Communication				
Care Experienced	52.0	64.0	53.3	85.7
All children	77.0	82.4	75.9	85.0
Attainment gap	25pp	18.4pp	22.6pp	-0.7pp
Mathematics & Numeracy				
Care Experienced	56.0	56.0	60.0	85.7
All children	81.0	83.3	76.6	88.5
Attainment gap	25pp	27.3pp	16.6pp	2.8pp

* deprivation information re SIMD 2020v2

Attainment Primary Deprivation

Deprivation related attainment gap for P1, P4, & P7 pupils combined achieving at Expected CfE Level or better

Despite a general increase in the percentage of children achieving their expected level or better, the gap between children in the most and least deprived areas has also increased with the exception of Listening and Talking which has remained the same as 2020-21.

Source: SAC

Deprivation-related attainment gap for P1, P4, & P7 pupils combined achieving at Expected CfE Level or better – 2017-18 to 2021-22

	2017-18	2018-19	2020-21	2021-22
Quintile 1 - most deprived	78	75	69	69
Quintile 5 - least deprived	94	95	82	88
Attainment gap	16pp	20pp	13pp	20pp
Quintile 1 - most deprived	72	70	59	60
Quintile 5 - least deprived	91	92	80	85
Attainment gap	19pp	22pp	21pp	25pp
Quintile 1 - most deprived	86	79	77	78
Quintile 5 - least deprived	94	95	91	92
Attainment gap	8pp	16pp	14pp	14pp
Quintile 1 - most deprived	69	68	56	57
Quintile 5 - least deprived	90	91	77	83
Attainment gap	21pp	23pp	22pp	26pp
Quintile 1 - most deprived	80	76	70	72
Quintile 5 - least deprived	92	93	85	90
Attainment gap	12pp	18pp	15pp	18pp

Attainment gap between Care Experienced and P1, P4, & P7 pupils combined achieving at Expected CfE Level or better

The attainment gap has reduced in Listening and talking and Numeracy this session.

Source: SAC

Attainment gap between Care Experienced and P1, P4, & P7 pupils combined achieving at Expected CfE Level or better – 2017-18 to 2021-22

		2017-18	2018-19	2020-21	2021-22
Reading	Care Experienced	49	57	42	45
	All pupils	86	85	76	79
	Attainment gap	37pp	28pp	33pp	34pp
Writing	Care Experienced	46	48	37	35
	All pupils	80	81	71	73
	Attainment gap	34pp	34pp	34pp	38pp
Listening and talking	Care Experienced	61	63	54	61
	All pupils	89	88	83	86
	Attainment gap	28pp	25pp	29pp	25pp
Literacy	Care Experienced	44	47	35	33
	All pupils	78	80	68	71
	Attainment gap	34pp	33pp	34pp	38pp
Numeracy	Care Experienced	56	53	42	49
	All pupils	85	84	77	80
	Attainment gap	29pp	31pp	35pp	31pp

Attainment Secondary Deprivation

Deprivation related attainment gap for S3 pupils combined achieving at Expected CfE Level or better

Similar to primary data CfE levels of attainment are still lower than pre-pandemic levels. As no data was gathered in 2020-21 it is not possible to say if there has been an improvement this session.

Source: SAC

Deprivation-related attainment gap for S3 pupils achieving at Expected CfE Level or better – 2016-17 to 2021-22

		2016-17	2017-18	2018-19	2021-22
Reading	Quintile 1 - most deprived	84	80	84	78
	Quintile 5 - least deprived	96	97	97	94
	Attainment gap	12pp	17pp	13pp	16pp
Writing	Quintile 1 - most deprived	82	80	83	76
	Quintile 5 - least deprived	97	97	97	93
	Attainment gap	14pp	17pp	15pp	17pp
Listening and talking	Quintile 1 - most deprived	86	81	83	78
	Quintile 5 - least deprived	97	97	97	94
	Attainment gap	11pp	16pp	14pp	16pp
Literacy	Quintile 1 - most deprived	81	77	81	75
	Quintile 5 - least deprived	96	96	97	93
	Attainment gap	15pp	20pp	16pp	18pp
Numeracy	Quintile 1 - most deprived	85	85	82	71
	Quintile 5 - least deprived	96	97	96	92
	Attainment gap	12pp	13pp	14pp	20pp

* no data collection for S3 in 2020-21

Attainment gap between Care Experienced and S3 pupils combined achieving at Expected CfE Level or better

		2016-17	2017-18	2018-19	2021-22
Reading	Care Experienced	77	54	73	57
	All pupils	92	90	92	87
	Attainment gap	15pp	36pp	19pp	31pp
Writing	Care Experienced	73	57	73	51
	All pupils	91	90	92	86
	Attainment gap	18pp	33pp	19pp	35pp
Listening and talking	Care Experienced	81	59	75	57
	All pupils	93	91	93	88
	Attainment gap	11pp	33pp	18pp	31pp
Literacy	Care Experienced	73	49	71	49
	All pupils	90	89	91	85
	Attainment gap	17pp	40pp	20pp	36pp
Numeracy	Care Experienced	65	69	71	58
	All pupils	90	91	90	84
	Attainment gap	26pp	22pp	19pp	25pp

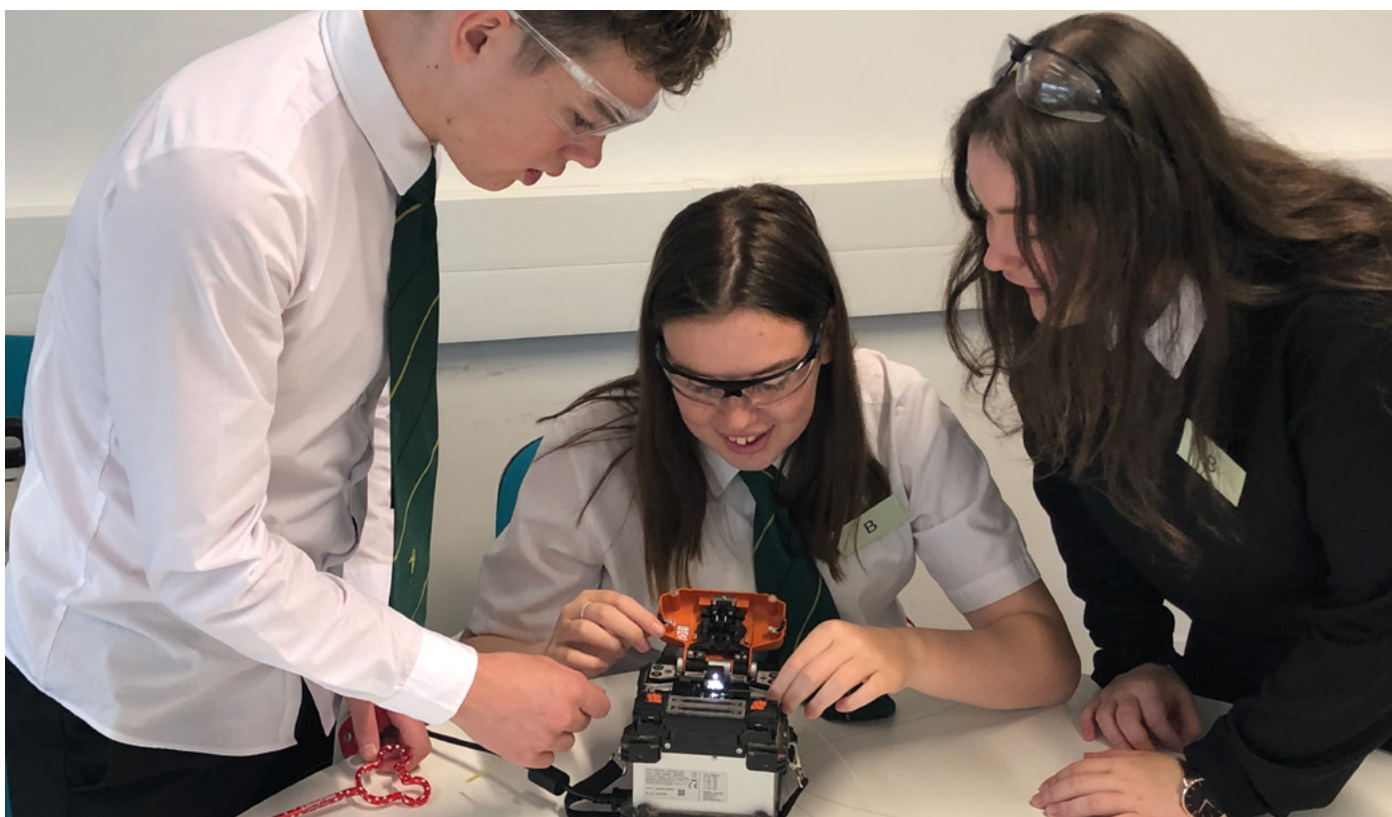
* no data collection for S3 in 2020-21

The gap has increased in all measures from 2018-19. As a result of lockdown and effects of COVID, care experienced young people and their families have been significantly affected. This has resulted in challenges in return to school and thus challenges in attendance impacting on attainment.

Source: Insight

Deprivation-related attainment gap in school leavers' average total and complementary tariff points, 2017-18 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2021-22
Average total tariff points					
Quintile 1 - most deprived	715	655	619	660	767
Quintile 5 - least deprived	1,363	1,228	1,179	1,340	1,350
Attainment gap	648	573	559	680	583
Average complementary tariff points					
Quintile 1 - most deprived	511	476	461	481	549
Quintile 5 - least deprived	951	883	842	963	952
Attainment gap	440	408	381	483	403



Priority 3 – Improvement in children’s and young people’s health and wellbeing

Linked to Children’s Service Plan 2020-23 – Good physical and mental health and wellbeing and promoting Children’s Rights

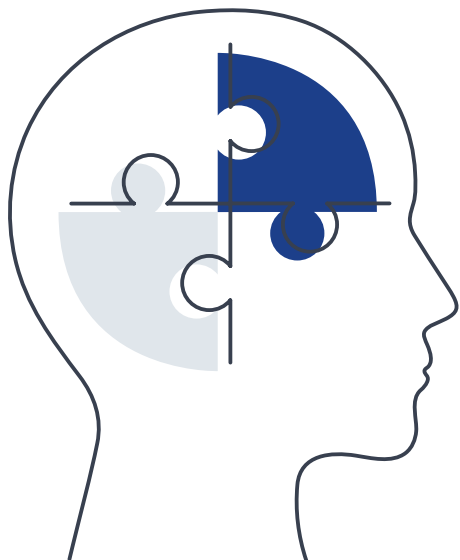
PATHS programme

We continued to support EYCs in our areas of highest deprivation with Promoting Alternative Thinking Strategies (PATHS) emotional literacy programme. We now have 19 EYCs across the authority progressing with the programme with more centres preparing to implement the programme across the early level and, in some cases, the whole primary school.

We continue to have a mix of Senior EYPs and early years teachers in our 15 Excellence and Equity Lead (EELs) posts.

Many of our EELs are involved in leading the PATHS emotional literacy programme as one of our key early intervention initiatives. All EELs were invited to attend our Leadership Programme and the nurture training provided by Educational Psychology to support relationship- based practices

Mental Health Strategy



The mental health strategy group have continued to meet to co-ordinate support for children’s and young people’s mental health.

The community mental health initiative now has a website which promotes the 13 new mental health supports and services available to children and young people in South Ayrshire.

In 2021 nearly 1400 children and young people have accessed the new services with many indicating that the service has been helpful to them in supporting their mental health.

United Nations Convention on the Rights of the Child



There is a delay in implementation due to the decision of the supreme court. Education remains in a strong position mainly due to the Rights Respecting Schools Programme. Schools, mainly primary, have continued their journey despite the pandemic. Secondary schools have agreed to make this a priority in 22-23.

All schools are involved, and we have 15 schools who have achieved the highest gold award.



We have carried out an audit to help share good practice and identify any areas for development.

In order to support schools and help ensure that all children's rights are realized we have appointed a rights development officer officer (0.4fte) for session 22-23.

Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All new regulations have been rolled out across all establishments including menu updates.

New allergens system is now in place to highlight and support children and young people with food allergies/preferences.

Pre-packaged food it now also labelled in line with Natasha's Law.



Scottish Milk and Healthy Snack Scheme

This scheme has been successfully implemented in all 37 local authority early years centres and in 27 private providers across South Ayrshire embedding the habit of regular consumption of high-quality dairy produce (or non-dairy alternative) and fruit and vegetables from an early age.

Schools Counselling service

All schools have a school-based counselling service in place.

Referrals are tracked and evaluation measures are in place.

Six monthly data is gathered on numbers of referrals, reason for referral and an evaluation of the impact of the intervention.

Between July and December 2021 307 young people accessed school-based counselling.

One third of referrals were for support for anxiety.

Many pupils who completed the counselling sessions reported that the support had been helpful to them.



CASE STUDY

A 13-year-old boy attended the school counsellor as he was having anxiety issues regarding attending school and going to his classes. Building up a relationship with the boy over the initial sessions he was able to open up more about his past and described how he would struggle to form relationships at primary school and this increased when attending the academy.

Mum and Dad had separated when he was young, and he would spend the weekend with his dad which he always looked forward to.

As his anxiety began to decrease, he became more involved in class with

subjects he enjoyed, his confidence increased. This progress occurred slowly over many sessions as he was able to express how he was feeling, and we focussed on the positives and setting small achievable goals.

As his confidence continued to grow, he attended more classes and started to build relationships with other pupils in his class.

He continued to attend his counselling sessions to talk about his anxiety which had become more manageable. He is now able to work through his feelings using the coping strategies he has learned to help him move forward and deal with his anxiety.

Priority 4 – Improvement is sustained positive school leaver destinations for all young people

In February 2022 Scottish Government published figures on the percentage of school leavers (June 2021) who moved on to a positive post-school destination. In South Ayrshire, 98.3% of school leavers progressed from school into a positive destination. This is in line with the figure from February 2021 and sees South Ayrshire placed 2nd of the 32 local authority areas. 85.7% of care experienced young people and 97.3% of young people living in the most deprived areas progressed to positive destinations.

Updated school, More Choices More Chances, guidance was released to schools at the end of academic session 20-21. This is now fully embedded across the 8 mainstream secondary schools. The guidance was developed in partnership with colleagues from Skills Development Scotland (SDS) and Thriving Communities staff. The positive impact of this work can be seen in the most recent school leaver figures (98.3% of school leavers moving on to positive destination).

In session 2021-22, 7 of the 9 DYW Coordinator posts were filled. While the capacity of Coordinators continued to be hampered by the effects of Covid, a range of

work was undertaken within the context of each school to support vulnerable groups to access work-based learning. Supported by Ayrshire Chamber of Commerce, employer engagement continued to be a focus though again this was impacted by Covid.

Strong relationships between schools, the local authority and Ayrshire College continue to provide a basis for developing and tailoring the curriculum offer for young people. Following a downturn in session 2020-21, the Innovative School Projects provision, supported by DYW Ayrshire, returned positively to provide groups of young people with experiences in childcare, barista, retail, bike maintenance and rural skills. Skills for Work courses continue to be a core offer across school curricula with further development of courses in areas such as Laboratory Skills and Health Sector planned for session 2022-23.

Next session we will continue to develop and embed the Careers Education Standard within learning experiences and work with partners to develop a curriculum that supports children and young people to develop skills for learning, life and work.

School leavers in positive destinations - February follow-up (South Ayrshire & Virtual Comparator), 2016-17 to 2020-21

	South Ayrshire	Virtual Comparator	N ^o Leavers
2016-17	94.2	93.6	1,104
2017-18	93.4	94.1	1,143
2018-19	94.0	94.8	1,059
2019-20	98.4	93.3	999
2020-21	98.3	95.6	1,123

School leavers in positive destinations - February follow-up (South Ayrshire Looked After, ASN, 7 20% most deprived cohorts), 2016-17 to 2020-21

	South Ayrshire	Virtual Comparator	N° Leavers
2016-17	63.6	87.2	89.1
2017-18	68.8	83.3	89.2
2018-19	75.0	90.0	90.1
2019-20	94.6	96.8	98.4
2020-21	85.7	95.8	97.3



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Comhairle Siorrachd Àir a Deas
Making a Difference Every Day 

Educational Services Recovery and Improvement Plan 2021-24 2022 update



INTRODUCTION



South Ayrshire's plan for education reflects the important recovery and improvement period 2021-2024. The plan takes account of the feedback from consultation with our stakeholders across the council and community and ensure delivery of the nationally agreed priorities of the National Improvement Framework. In delivery of this plan, we will work in close partnership with the Council, with the communities of South Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The plan has a clear focus on improving outcomes for all our learners and sets out how we will address the challenges of loss of learning caused by the pandemic and the inequalities of outcomes that exist for different equity groups.

The service plan builds on the very strong teamwork demonstrated by all staff working across Educational Services. It highlights our commitment to improvement and for ensuring the very best for all our learners.

Lyndsay McRoberts, Director of Education



South Ayrshire Council Plan

- Fair and Effective Leadership
- Closing the Gap
- Grow well, Live well, Age well
- South Ayrshire Works
- Stand Up for South Ayrshire
- A Better Place to Live

Children's Services Plan

- Outstanding universal provision
- Tackling Inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental wellbeing
- Promoting Children's Rights

Educational Services Plan and National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework- Drivers

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/ carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

PRIORITY 1

Place the human rights of every child and young person at the centre of education



What improvements do we want to achieve?

Children's Rights are realised in all schools and early years centres (EYCs)

Increase the number of schools and EYC's achieving silver and gold accreditation in Rights Respecting School

Increase the number of schools achieving the LGBTi charter

Reduce the number of racial incidents

Children and young people actively participating in service improvement and change

How will we make these improvements?

Implement the UN Convention of Rights of the Child (Incorporation) (Scotland) Bill

Meet the needs of children and young people with protected characteristics including race, sex, sexual orientation and gender resignation

Increase the opportunities for engagement and involvement of children and young people in service improvement and delivery

PRIORITY 2

Improvement in attainment,
particularly in literacy and
numeracy



What improvements do we want to achieve?

Agree a refreshed vision for learning and teaching

Increase the number of children in early years achieving developmental milestones

Increase the percentage of children and young people achieving expected Curriculum for Excellence levels

The quality of learning, teaching and assessment (QI 2.3) is good or better in all schools

Leadership of change is good or better in all schools and EYCs

Raising attainment and achievement (QI 3.2) is good or better in all schools and EYCs

Improve high levels of attainment for young people in the senior phase

Improve the accuracy and confidence of teacher and practitioner professional judgement of progress in the Broad General Education (BGE)

Rigorous approaches to tracking and monitoring are in place across all schools and EYCs

How will we make these improvements?

Collaborate with head teachers, managers, staff and stakeholders to refresh our vision for Learning and Teaching (Learning the South Ayrshire Way)

Continue to support high quality play-based pedagogy and transitions across the early level

Implement the literacy action plan

Implement the numeracy and mathematics action plan

Develop and implement improved approaches to tracking and monitoring progress

Continue to improve teacher and practitioner professional judgement through assessment and moderation activities

Continue to implement the 4 stages of progress model within the BGE

Continue to evaluate and review the way we report children and young peoples progress

Develop high quality outdoor learning opportunities for all children and young people

Work collaboratively with stakeholders to implement changes in national qualifications

Continue to support practitioner enquiry, professional learning and evidence based practice to improve learning and teaching

Improve transitions across all schools and EYCs

PRIORITY 3

Closing the attainment gap
between the most and least
disadvantaged children



What improvements do we want to achieve?

Improve attendance of all children and young people including those who are care experienced and those residing in the lowest 20% Scottish Index of Multiple Deprivation (SIMD)

Reduce exclusions (rate per 1000) of children and young people in the lowest 20% SIMD and care experienced children and young people

Improve tracking and monitoring of targeted groups (including those children and young people in Quintile 1, care experienced and young carers)

Improve the percentage of children and young people in the lowest 20% SIMD and those care experienced achieving expected Curriculum for Excellence (CfE) levels

Improve the average complementary tariff points of young people (leavers) in the lowest 20% SIMD and looked after young people

Improve the percentage of leavers in the lowest 20% SIMD achieving levels 4 and 5 in literacy and numeracy

Increase the percentage of young people in the lowest 20% SIMD and looked after young people who stay on at school (S4 staying on to S5)

How we will make these improvements?

Implement the Scottish Attainment Challenge and Pupil Equity Funding revised models to support closing the poverty related attainment and opportunity gap

Implement robust and consistent tracking and monitoring of targeted groups (including those children and young people in Quintile 1, care experienced and young carers)

(Implement the recommendations of the Additional Support for Learning Action Plan)

Implement The Promise (Corporate Parenting Action Plan)

Implement refreshed national GIRFEC practice model guidance

Implement the new national Child Protection guidance and associated CLPL programmes

Develop new Autism Outreach service to promote and support the inclusion of learners in mainstream settings

Rigorous monitoring and promotion of improved attendance particularly for targeted groups

Support implementation of the Compassionate and Connected Community

Implement a learning in context curriculum based around pupil interests mapped to CfE outcomes for disengaged learners

Co-produce with children and young people, parents and staff, local authority good practice transition guidance for children and young people with ASN

PRIORITY 4

Improvement in children's and young people's health and wellbeing



What improvements do we want to achieve?

Ensuring Wellbeing, equality and inclusion (QI 3.1) is good or better in all schools and EYCs

Improve nurture approaches to include outreach support to enhance the health and wellbeing of children and young people

How we will make these improvements?

Evaluate the PATHS programme to support social skills and wellbeing in early years centres

Continue to implement and evaluate the key actions in the co-produced mental health strategy

Continue to promote and evaluate new community mental health services

Implement and evaluate the impact and outcome of the school-based counselling service

Continue to revise planning and assessment within the Health and Wellbeing BGE in primary schools and early years centres

Support the development and enhancement of high quality nurture approaches across all schools and sectors

PRIORITY 5

Improvement in employability skills and sustained positive school leaver destinations for all young people



What improvements do we want to achieve?

Improve high level of positive school leaver destinations

Continue to improve the percentage of care experienced young people entering a positive post-school destination

Continue to improve the percentage of young people from our most deprived areas entering a positive post-school destination

Continue to improve the percentage of young people with additional support needs entering a positive post-school destination

Continue to improve the percentage of young people who can recognise their own strengths and areas for development in relation to employability skills

How we will make these improvements?

Embed the Developing our Young Workforce co-ordinator role in relation to employer engagement and work-based learning.

Continue to develop partnerships that increase the number and range of opportunities for young people to develop a variety of skills and vocational based learning

Continue to develop and embed the Careers Education Standard within learning experiences and work with partners to develop a curriculum that supports children and young people to develop skills for learning, life and work



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 ابھریے 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 ਬੋਲ, ਵੱਡੇ ਅੱਖਰਾਂ ਅਤੇ ਸੁਣਨ ਵਾਲੇ ਰਾਹੀਂ ਵੱਖ ਵੱਖ ਢੰਗਾਂ ਵਿੱਚ ਲਈ ਜਾ ਸਕਦੀ ਹੈ, ਅਤੇ ਇਹਦਾ ਤਰਜਮਾ ਹੋਰ ਬੋਲੀਆਂ ਵਿੱਚ ਵੀ ਕਰਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਸੰਪਰਕ ਕਰਨ ਲਈ ਜਾਣਕਾਰੀ ਹੇਠਾਂ ਵੱਲੋਂ 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



South Ayrshire Council Equality Impact Assessment Scoping Template

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

1. Policy details

Policy Title	Educational Services Standards and Quality Report 2021/22 and Improvement Plan 2022/23
Lead Officer (Name/Position/Email)	Lyndsay McRoberts, Director of Education Lyndsay.McRoberts@south-ayrshire.gov.uk

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	-	-
Disability	-	-
Gender Reassignment (Trans/Transgender Identity)	-	-
Marriage or Civil Partnership	-	-
Pregnancy and Maternity	-	-
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	-
Religion or Belief (including lack of belief)	-	-
Sex – (issues specific to women & men or girls & boys)	-	-
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-
Thematic Groups: Health, Human Rights & Children's Rights	-	-

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	-	-
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	-	-
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	-	-
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	-	-
Socio-economic Background – social class i.e. parent’s education, employment and income	-	-

4. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
Eliminate unlawful discrimination, harassment and victimisation	Low
Advance equality of opportunity between people who share a protected characteristic and those who do not	Low
Foster good relations between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

5. Summary Assessment

<p>Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>
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Rationale for decision:

Signed : Lyndsay McRoberts

Director of Education

Date: 19 August 2022