

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 26 September 2023**

**Subject: Educational Services Standards and Quality Report
2022/23 and Improvement Plan 2023-26**

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 2022/23 and the Improvement Plan for 2023-26.

2. Recommendation

2.1 It is recommended that the Cabinet:

- 2.1.1 approves the Standards and Quality Report 2022/23 (Appendix 1);**
- 2.1.2 approves the Educational Services Improvement Plan 2023-26 (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 Standards and Quality Report and Improvement Plan 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 2022/23. The Improvement Plan details the priorities and actions that will support improvement over the next three years.

4. Proposals

4.1 Members are asked to:

- 4.1.1 approve the Standards and Quality Report and the Educational Services Improvement Plan;
- 4.1.2 acknowledge the efforts of staff who have demonstrated a strong professionalism and commitment in supporting children and families; and
- 4.1.3 agree that the Standards and Quality Report and Educational Services 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 Priority Two of the Council Plan: Live, Work, Learn and Outcome One: To provide quality education and lifelong learning.

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 2023	Quality Improvement Manager
The report will be made available to staff via The Core	30 September 2023	Quality Improvement Manager

Background Papers **None**

Person to Contact **Lyndsay McRoberts Director of Education**
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Date: 14 September 2023

Educational Services Standards and Quality Report 2022-23





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

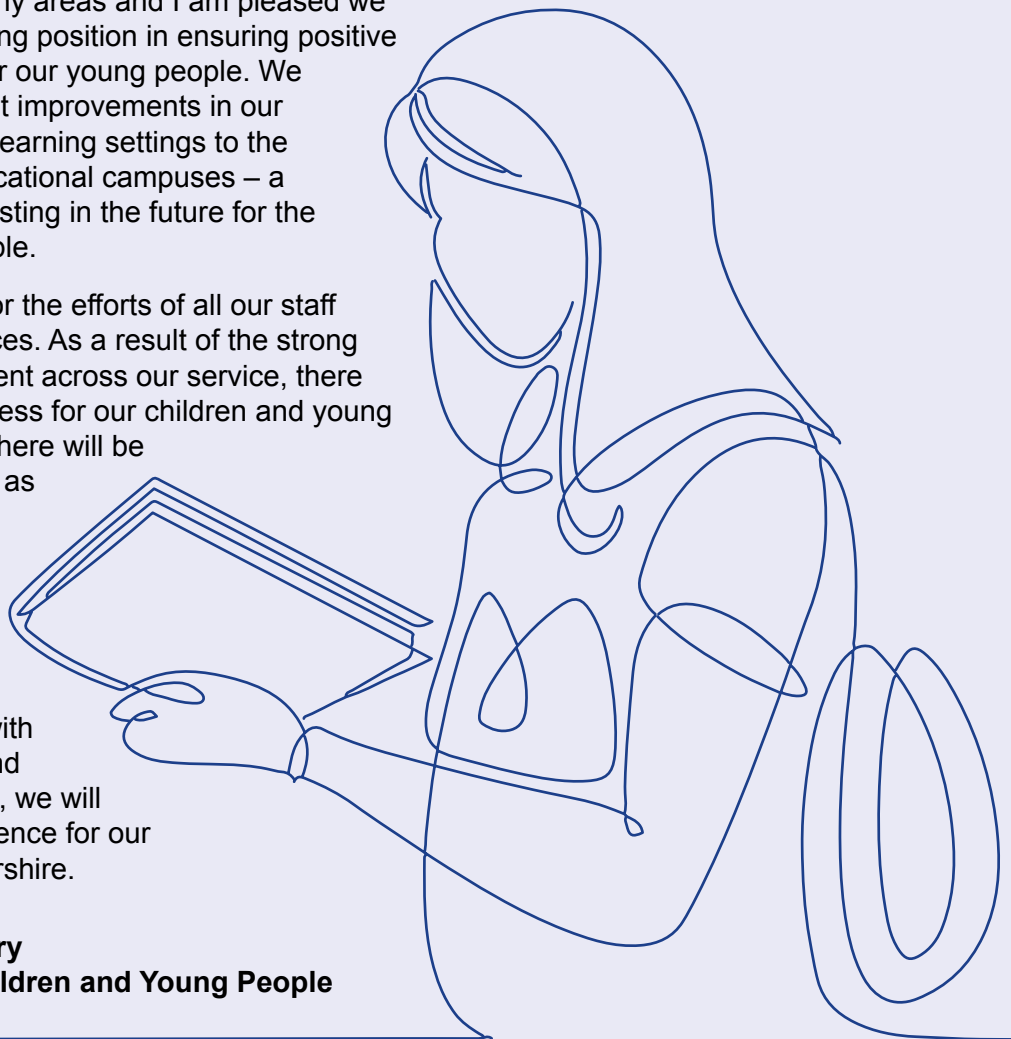
Foreword from Councillor Stephen Ferry Portfolio Carrier for Children and Young People



I am delighted to endorse this Standards and Quality Report for Educational Services in my role as Portfolio Holder for Education. In South Ayrshire, we have a very strong vision for achieving excellence, equity and support for all learners to achieve their potential irrespective of their background or circumstances. This report evidences the progress we have made towards achieving this across many areas and I am pleased we have maintained our strong position in ensuring positive transitions post-school for our young people. We have also seen significant improvements in our school estate from early learning settings to the development of new educational campuses – a clear commitment to investing in the future for the benefit of our young people.

I am extremely grateful for the efforts of all our staff across educational services. As a result of the strong team work and commitment across our service, there has been continued success for our children and young people. I have no doubt there will be further challenges ahead as we fully understand the impact of the pandemic on our children and young people. Nevertheless I am confident that, continuing to work in collaboration 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 Carrier for Children and Young People



Introduction from Lyndsay McRoberts Director of Education



I am delighted to be able to present another very successful Standards and Quality Report for South Ayrshire's Education Services. Every day in our schools, teachers and support staff work in partnership with others to ensure our children and young people have the very best opportunity to achieve their potential. Collectively we are working towards getting it right for every child. The achievements of our children and young people, evidenced in this report, 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.

Throughout this report you will see examples of the outstanding achievements of our children and young people. Their enthusiasm and drive for learning is evident across all of our schools and early years centres and our young people have much to be proud of. The report evidences our improvements over the past year but we continue to plan further development and improvements to ensure even stronger outcomes for all our children and young people in South Ayrshire.

Thank you to everyone who has been involved in our journey so far, we hope you enjoy reading this report.

Lyndsay McRoberts
Director of Education



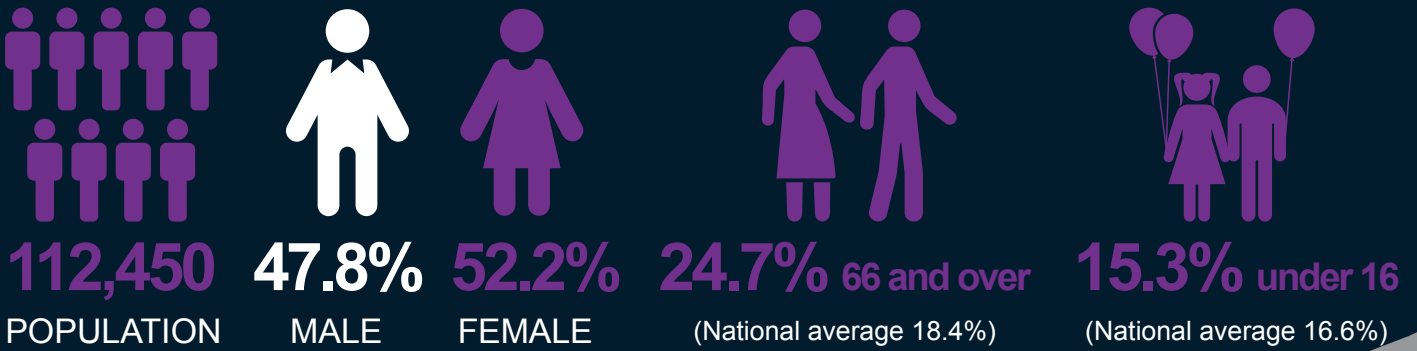
About South Ayrshire

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%.

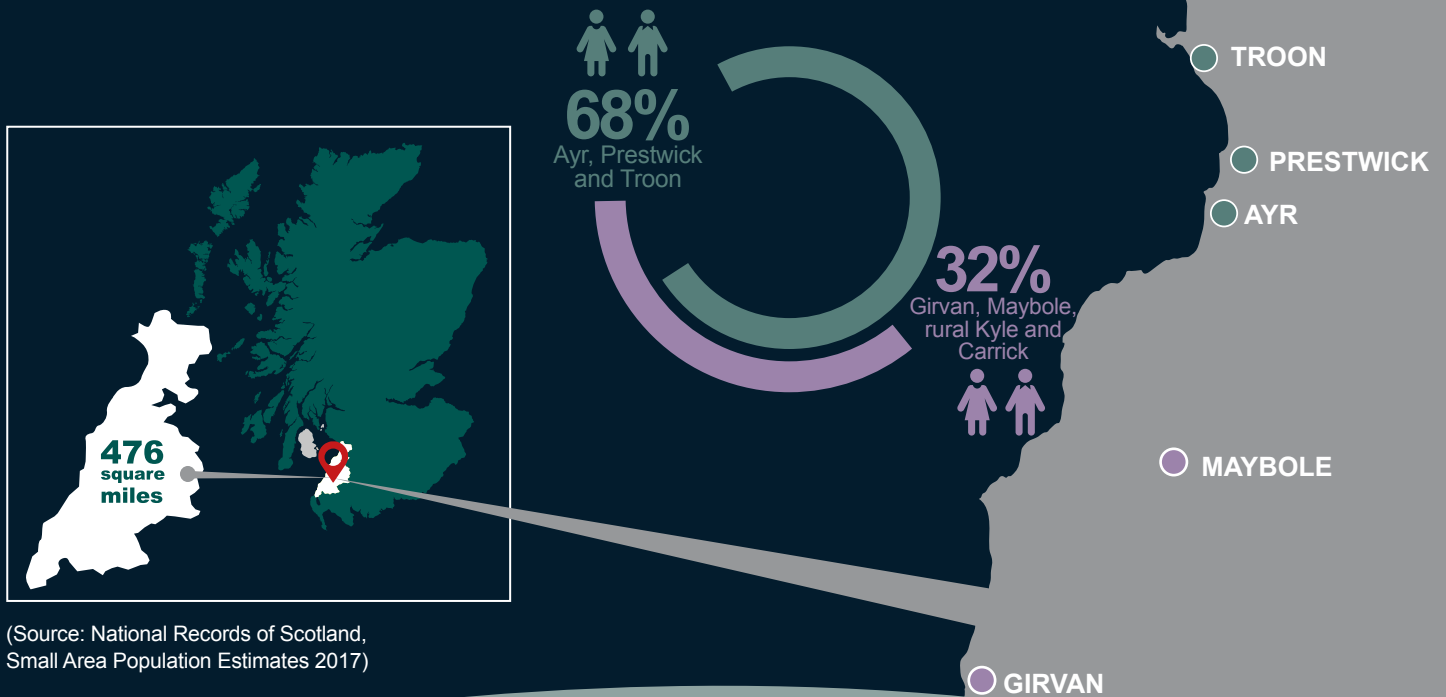
The projected change in South Ayrshire is not evenly spread across the different age groups. The number of children aged 0-15 years is projected to decrease by 17% and our working age population by 14%. The

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.

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, 2021 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

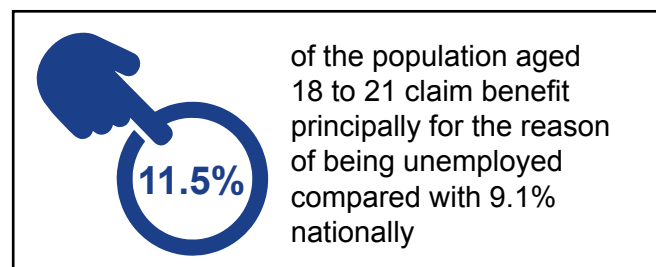
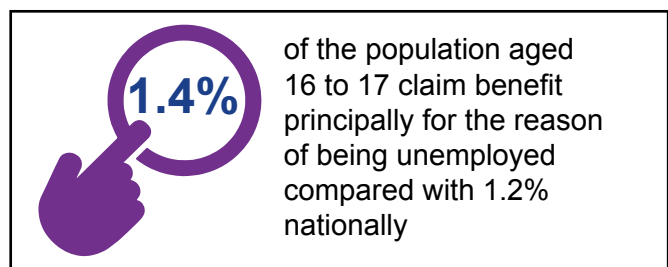
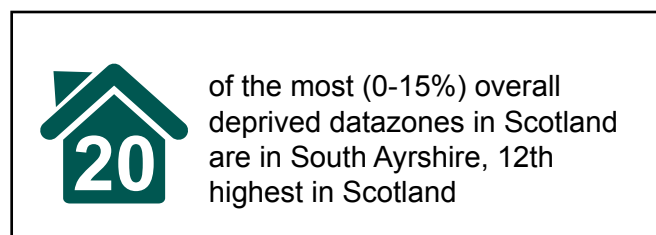
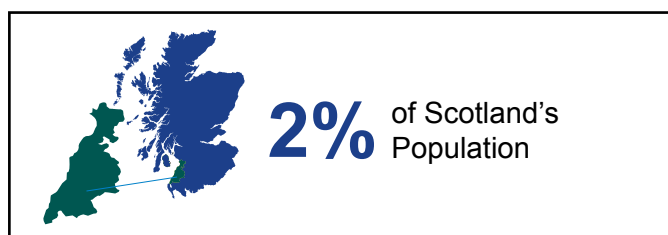


Staff



4,715 full-time equivalent
(as at 31 March 2023)

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
(2022 census)



hours of support
provided by support
staff including classroom
assistants, librarians,
administration and others



Campus Police
Officers

Care experienced children

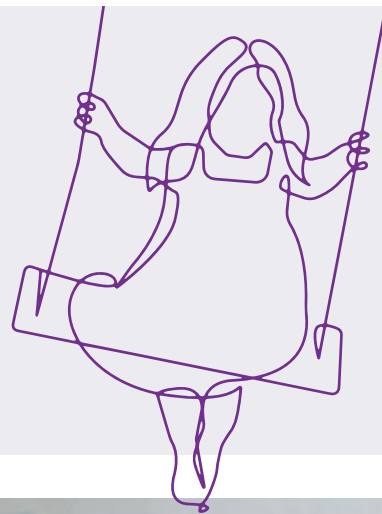
During the 2022-23 school session 507 care experienced children and young people were registered with and attended a South Ayrshire school, early years centre or early years partner centre. Of this figure, 35 were looked after at home (7%), 183 away from home (36%), and 289 recorded as previously looked after (57%).



Child Protection

As at 31st July 2022, there were 22 children listed on the Child Protection Register in South Ayrshire Council. This represented 1.1% of Scotland's population of children on the Child Protection Register at this date. This is an increase of 16% from the 19 children recorded on 31st July 2021.

Source: <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2021-22/documents/>



Quality of Leadership

During session 2022-23 we resumed our programme of Peer Review visits. We visited 8 schools for a 2-day visit working with the senior leadership team. Early years – Cherry Tree, Primary – Crosshill, Grammar, Doonfoot, Newton, Secondary – Carrick, Kyle. In addition to this there were 6 half day school improvement visits to secondary schools.

Quality Improvement managers and officers made regular visits to all schools to offer support and challenge.

Teacher professional review and development meetings took place in person across the authority. Education Scotland visits resumed this session with Girvan Primary, Barr Primary and Colmonell Primary all receiving visits. All grades were positive.

School	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.1 Ensuring wellbeing, equality and inclusion	3.2 Raising attainment and achievement
Barr		Very good		Good
Barr EYC		Good		Very good
Colmonell	Very Good	Very Good	Very Good	Very Good
Colmonell EYC	Very Good	Very Good	Very Good	Very Good
Girvan	Good	Good	Good	Good

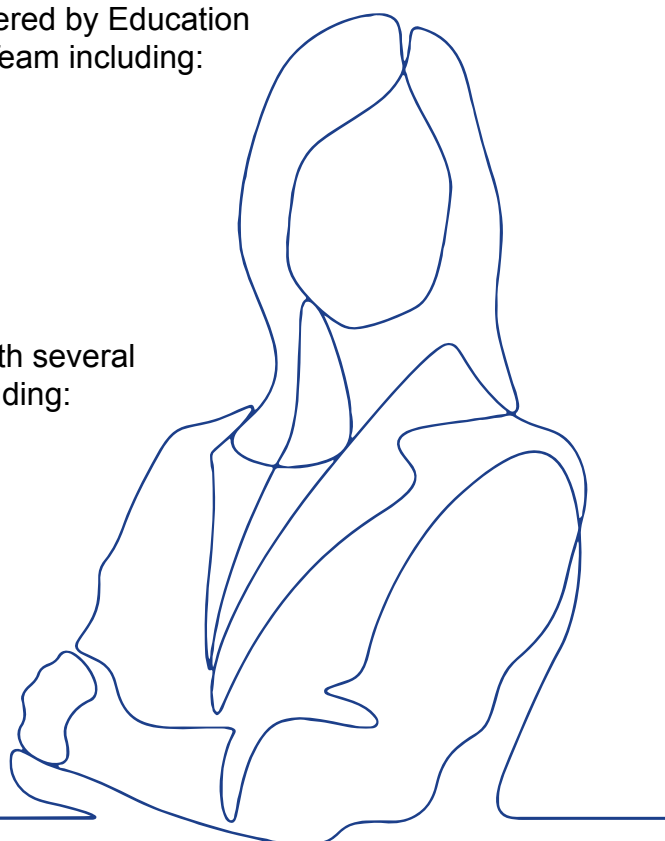
There were also two thematic visits – Marr College and Wallacetown Nursery School were visited with a focus on curriculum rationale.

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

- 5 Middle leaders
- 3 Into Headship
- 4 Excellence in Headship
- 2 Excellence in Headship Stretch
- 3 Building Racial Literacy

The uptake for next session is also very positive with several leaders commencing a variety of programmes including:

- 3 Middle leaders
- 6 Into Headship
- 1 Excellence in Headship
- 5 Excellence in Headship Stretch



Awards



Amanda Pickard won the coveted 'Digital Innovator of the Year' award at the recent Scottish Education Awards held in Glasgow.

Amanda is a teacher and also a Digital Champion for the Council and goes above and beyond to motivate and encourage colleagues to increase their digital skills and confidence.

The award recognises Amanda's effective use of digital technology in the classroom and her determination to make learning more engaging and inclusive.

Amanda said: "I was so surprised and

humbled to have been nominated, and to have won this award means the absolute world to me. I feel so lucky to be able to work with so many learners across South Ayrshire.

"I am passionate about the difference digital can make to our learners and I really appreciate all the incredible support and encouragement I receive from my colleagues in South Ayrshire. Being part of the wider, global communities who are embracing new technologies and integrating them into learning and teaching practices inspires me every day."



Congratulations are also due to Sarah Wyllie, PT Business Education and Alan Simpson, PT Computing at Marr College on being awarded joint Microsoft Innovative Educator Experts of the Year. Sarah and Alan have been instrumental in leading digital transformation at Marr and securing their Microsoft Showcase School status.

And finally....

Jenn McEwan, the Lead Science Teacher at Doonfoot Primary School has been awarded the Primary School David Clark Prize by the ERA (Electrical Research Association) Foundation.

This prestigious prize highlights the work of teachers who have gone above and beyond to inspire students to consider a career in engineering. As well as the award Jenn wins £3,000 and a further £12,000 for the school to be used over three years.

This is great recognition for Jenn who has been inspiring children at Doonfoot Primary School with the wonders of engineering for the last 12 years.

If that's not enough, Jenn is also a STEM lead for South Ayrshire Council which means she works with numerous schools to deliver engineering-focused initiatives, including collaborations with the University of Strathclyde.



School Modernisation Programme

The Council's modernisation agenda for schools and early years centres continued to make excellent progress in the 2022-23 academic session, with the completion and commencement of a number of projects, demonstrating the Council's commitment to investing in our education estate and a determination to provide our young people with the best learning experience.



Over the next decade, we will invest more than one hundred and ten million pounds in our schools and education facilities. This will include the opening of the new Maybole Community Campus in August 2023, and the forthcoming replacement of Girvan Primary School which is currently being designed.

Completed Projects

The opening, in August 2022, of the Council's ambitious Prestwick North Education Campus, brought together Glenburn Primary School, St Ninian's Primary School and the new standalone Prestwick North Early Years Centre into one state-of-the-art, shared education facility.

Nominated in the Education Building or Project category at the 2023 Scottish Design Awards, the campus provides a contemporary learning, teaching and community environment which will support high-quality education and the development of our young people in Prestwick for generations to come. Although the campus opened its doors to pupils back in August, an official opening ceremony took place on 14 June 2023 to commemorate the project.



The new Sacred Heart Primary School in Girvan also opened during the last school session, with the project completed in September 2022. Replacing the old school building which was first constructed in 1889, the transformation from old to new is remarkable. The new school benefits from modern teaching spaces and more interactive learning and nurture areas, as well as fantastic outdoor facilities including, covered, all weather teaching areas, a garden, traversing wall, active play space and an enclosed games area for ball sports in the playground. Sacred Heart's official opening ceremony took place on 14 December 2022.



With sustainability in mind, these two completed new-build projects benefit from the latest renewable energy technologies. Both run purely on electric power, aided by energy-efficient air source heat pumps and solar panels capturing the sun's rays, and converting this to electricity for the schools. Modern construction techniques and materials ensure both of these buildings are highly insulated and contribute to the Council's ambitions energy targets, as well as underlining the Council's commitment on the sustainability of our school estate.



Construction on the brand-new Early Years Centre at Struthers Primary School was completed in April 2023. Previously occupying one converted classroom within the primary school, the new purpose-built Early Years Centre includes 3 playrooms to suit all nursery education ages and stages, as well as a quiet play area and dedicated facilities for staff. The new centre benefits from an amazing and inspiring outdoor play area and the new building itself is surrounded in improved

community facilities which progressed alongside the Early Years project and include a new enclosed, outdoor Multi Use Games Area, new play park and new pedestrian paths linking the whole site together.

Braehead Early Years Centre also benefited from the creation of a new, secure external Play Deck with works completed in March 2023. The project included creating direct access from the existing classroom to a covered play space with a canopy and seating area.



Major alteration works took place at Kyle Academy last session with the refurbishment of the entire Science Department which was completed in August 2022. The project delivered seven state-of-the-art science labs and improved accommodation for staff, contributing to the ongoing, phased modernisation of the school.



An exciting project which has transformed the computing technology department at Girvan Academy was completed in May 2023. The new IT Hub at the school includes modern teaching facilities across three completely re-modelled classrooms, a Cyber Room, staff base and improved storage facilities.



The refurbishment led to the school hosting the inaugural CyberFirst Schools Awards in June 2023. The National Cyber Security Centre (NCSC) through their work with Education Scotland, brought their first Scottish CyberFirst Schools Awards to Girvan Academy in testament to the school's pioneering approach to education around cyber security and the Council's investment in modernising technology facilities at the school.



A new enclosed, outdoor Multi Use Games Area at the school was also completed for the new session starting last August.

Doonfoot Primary School's programme of modernisation continued in the last year with the refurbishment and expansion of the lower school communications base, which was completed in August 2022. The works included creation of three modern classrooms with adjoining Quiet Rooms, changing area and general-purpose teaching space, demonstrating the Council's focus on inclusion, support and wellbeing.

An extension of Symington Primary School was completed in August 2022 and accommodates a new general-purpose classroom and additional storage area for the school. The project to create a new main entrance and reception at Coylton Primary School were also completed for the new session starting last year, and these works included alterations and refurbishment to the school office and administration accommodation.

The quality of learning and teaching in the lower school classrooms at Heathfield Primary School was also improved in the last school session with acoustic baffling works undertaken to mitigate excessive noise in the open-plan teaching environment. The impact of this project has been extremely well received by teaching staff and pupils alike.

Projects On-site

Works will continue to progress on several school construction projects over the next session, with a focus on our major new build education and community facility in Maybole.

The £60m Maybole Community Campus will be open to pupils in August 2023 and is the largest education construction project that South Ayrshire Council has undertaken to date. Due for completion by the summer of 2024, the Campus includes a swimming pool, leisure facilities, sports pavilion and two all-weather sports pitches.

The Campus will be the new home of Carrick Academy and St Cuthbert's Primary School as well as the new Culzean Primary School and Early Years Centre, which is formed from the merger of Cairn and Gardenrose Primary Schools.

Major alteration works will resume at Kyle Academy as the school's modernisation project continues with the refurbishment of the library, ICT suite and Learning Lab.

Girvan Academy will also benefit from further improvements to the school's computing technology department through refurbishment of a fourth classroom, to compliment the already impressive computing science and technology facilities at the school.

Improvements and expansion at Doonfoot Primary School will also continue into next session as a new two classroom extension is formed in the upper school, creating much needed space for learning and teaching. The school's ICT suite will also be refurbished to create a more modern facility included in the extension project.

Following the opening of the purpose-built Struthers Early Years Centre this year, conversion of the previous nursery space, within the main school building, will be completed for the new 2023/24 school session and includes a new primary school classroom, general-purpose room and refurbished toilet facilities.

Other Early Years projects due for completion for the start of next session include the wholly re-modelled Space Place EYC which is benefiting from an extension and refurbishment. Works are also near completion at Wallacetown EYC, with the formation of a new main entrance, reception and office accommodation, improving access to the building.

Projects in Design and Future Years Projects

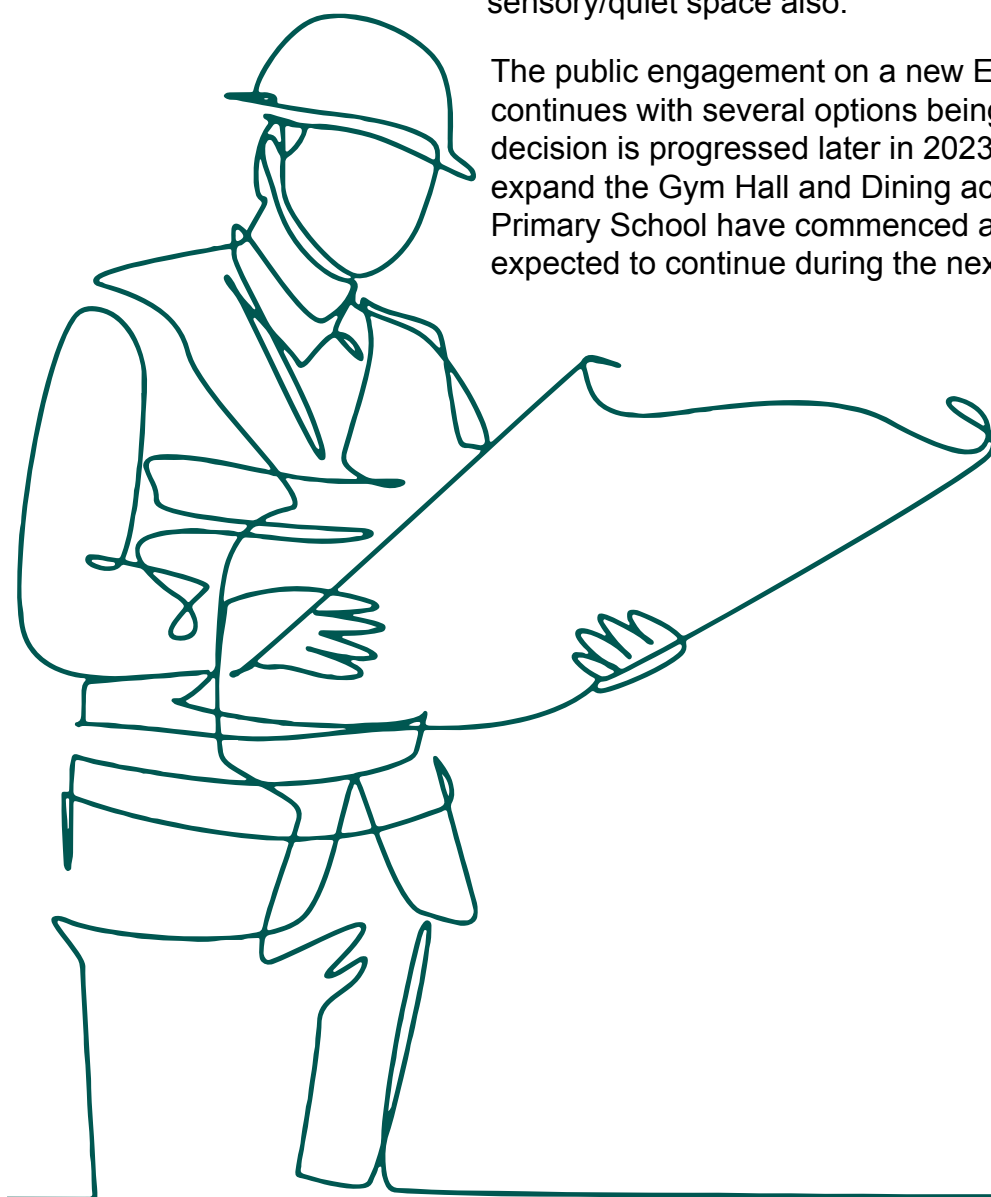
Due for completion in 2026, the next new-build school project the Council is progressing is the replacement of the existing Girvan Primary School.

A design brief is being prepared for the circa £22m project to build a brand new, 2 stream primary school, which will also house the standalone Girvan Early Years Centre and more modern additional support needs accommodation.

Along with this major project, further refurbishments and upgrades at Straiton Primary School are also forthcoming. Following creation of new office and staff accommodation in 2022, proposals are being taken forward to convert the previous staff room and office space, still within the body of the school. These will become new change and washroom facilities for nursery and lower school pupils and the project will include formation of a new sensory/quiet space.

Designs for a new covered external play area for Annbank Primary School are progressing. The project will benefit our young learners in the lower school and will include creation of a new sensory/quiet space also.

The public engagement on a new Early Years Centre for Troon continues with several options being considered before a decision is progressed later in 2023, and finally, proposals to expand the Gym Hall and Dining accommodation at Dalmilling Primary School have commenced and a feasibility study is expected to continue during the next school session.



Priority 1 – Place the human rights of every child and young person at the centre of education

Linked to Children’s Service Plan 2020-23 –Outcome 5: Promoting Children’s Rights

Topics to cover from improvement plan 22-23:

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





for every child

UN Convention of Rights of the Child

A South Ayrshire Council strategic group, consisting of

representatives from many council areas including legal services and education was formed to ensure that the council was fully prepared for implementing the UNCRC and incorporating it into Scots law.

Representative from the Scottish Government were invited to come and speak to the group in 2022 to discuss progress and next steps.

As of August 2022, South Ayrshire Council appointed a Children’s Development Officer 0.4. This is a seconded position for 1 year at the moment. The role of the Development Officer (DO) is to support schools across the authority on their Rights Respecting Schools Accreditation journey. This has included offering bespoke training for school staff based on context and need. The DO has also delivered training across the authority to early years staff and is planning further inputs sector wide.

SAC is building a team of assessors to support UNICEF’s accreditations. The DO is trained and 2 other staff members are currently moving through UNICEF’s Programme.

Currently we have 15 gold schools (11 who have re-accredited) and 28 silver schools.

A Children’s Rights Steering group has been developed which includes CLD and Child Protection staff in addition to of a wide range of staff from early years, primary and secondary. Each cluster has representation.

The DO is also trained through UNICEF to accredit schools at Silver level and has put together a team of 3, including herself to support assessments. The DO is also currently working with regional improvement collaborative partners to develop a pathway to pupil participation as well as working with SAC CLD to secure an authority model.

The following was included in the RRSA in Scotland newsletter 2022-25 as an example of partnership working with local authorities.

CASE STUDY SOUTH AYRSHIRE: A PARTNERSHIP TO DELIVER CHILDREN’S RIGHTS

Rights Respecting Schools has been a priority for nine years.

The implementation of Children’s Rights has been incorporated in both authority and school improvement planning.

Delivering this work has been the remit of a Quality Improvement Manager, who works alongside a steering group who meet once every term.

“Children’s Rights are the responsibility of all services therefore membership of the steering group includes wider partners and incorporates child protection and youth strategy leads”

The lead for South Ayrshire attends national meeting and shares information at directorate, cluster and school level. The Strategic Lead sits on the local authority groups to

support the inclusion of Children’s Rights in improvement planning.

The Strategic lead also has the responsibility of sharing improvement and school information at local and national meetings and forums. In conjunction with the steering group they identify key priorities for Children’s Rights.

The Steering Group meet every term to discuss the key priorities. These currently include planning support for schools in relation to accreditation, monitoring and tracking progress through the levels of the Award, sharing practice across clusters and with the SWEIC, creating and delivering learning sessions for staff, agreeing assessment visits, support with Silver assessments and working with partners to create a pupil voice and participation policy for South Ayrshire Council.

In conjunction with Education Scotland three professional learning sessions for practitioners and leads in all sectors were offered to develop their understanding of the UNCRC and what this means in terms of policy and practice. These sessions supported all schools on their Rights Respecting Schools journey.

Aims of professional learning were:

- To raise **practitioner awareness and understanding** of the United Nations Convention on the Rights of the Child (UNCRC).
- To **link** rights-based practice to the Scottish legislation and policy context.
- To enable the **support of rights-based practice** across our schools and other organisations.
- To ensure we fully take the UNCRC into account in all our **actions**.

Lesbian, Gay, Bi-sexual and Transgender (LGBT+)

The local authority continues to support young people who are lesbian, gay, bisexual or transgender (LGBT). The Local Authority, Education Services and Community Learning Development (CLD) all successfully achieved the Youth Scotland LGBT service charter.

A jointly funded LGBT youth worker between CLD and Education actively provides direct support to the LGBT community. Seven of the eight secondary schools have prioritised Gender and Sexual Orientation Alliance (GSA) groups. Support continued virtually during the pandemic.

From 2022 the Education focus of the LGBT development officer has been to support five of our secondary schools to gain their LGBT schools charter. Prestwick and Girvan Academies have already achieved their silver charter.

All five schools have made some progress including staff training, pupil-led campaigns, and development of anti-bullying policies.

Many of our primary schools continue to deliver age appropriate education and support to both children and families.

Racial Literacy

To improve racial literacy across all schools a quality improvement manager and two teachers participated in the first cohort of the eight-day racial literacy training offered by Education Scotland.

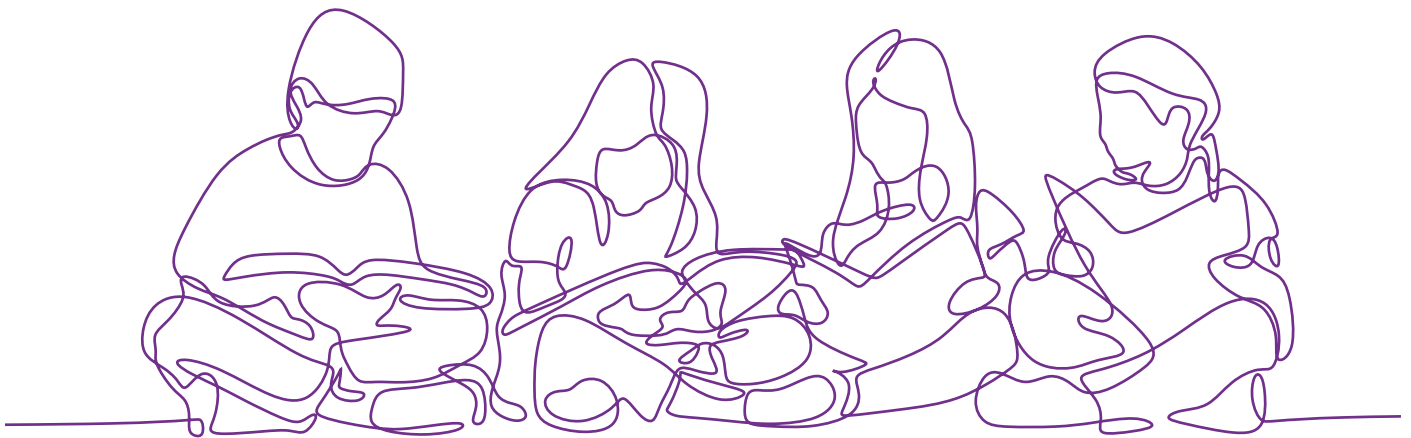
This resulted in an action plan which started with the formation of a steering group with representatives from all sectors.

The chair of the group spoke at the HT meeting to raise awareness and to encourage some new members to ensure all clusters were represented.

Staff from Education Scotland responsible for the Racial Literacy training will deliver a three-hour session to all Head Teachers and key central staff in September 2023.

They have also been supporting the group to devise suitable questionnaires to seek the views of all stakeholders. These will be issued in August 23.

A number of recommended texts have been purchased and distributed to schools to support staff's professional learning.



Pupil Voice

The Educational Psychology service (EPS) actively involves learners in service self-evaluation and has identified a need to improve service user involvement in planning for improvement. The service has consulted with a range of existing children and young people (CYP) groups to establish representation for an EPS advisory group. Through self-evaluation, CYP identified a need for the service to improve communication with service users within casework. The service plans to consult with the advisory group (CYP) during the current session to address this improvement priority.



Priority 2 – Improvement in attainment, particularly in literacy and numeracy

Linked to Children’s Service Plan 2020-23 – Outcome 1: Outstanding Universal Support

Topics to cover from improvement plan 22-23:

- 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 evaluate and review the way we report children and young people’s 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



Learning the South Ayrshire Way

Good progress was made in taking forward School as Learning Organisation and setting out the initial work on what learning and teaching 'looks like feels like and sounds like'. This was used by most school to reflect on their approaches to learning and teaching and what makes a good lesson.

Next steps is to build a framework for learning and teaching and to refresh our vision.

Play-based Pedagogy and Transitions across the Early Level

Play-based pedagogy/learning (PBL) at early stages of primary has been supported across almost all schools through career long professional learning (CLPL), network meetings and in class support. In all schools' environments have improved and there is a greater awareness of play pedagogy. Next steps include embedding planning for play, tracking progress and leadership of play pedagogy. A practice guide is being developed by staff to support teachers and head teachers in taking this forward.

Schools who have been recently inspected have had positive feedback on PBL approaches.

A working group has updated the guidance on phonological awareness and consultation has taken place with early years staff. The support material and guidance will be in place for summer 2023

Between January and June 2023 twenty-four early level practitioners participated in a block play transition project funded by Community Playthings. Input was delivered by Daniel Spry, an independent consultant who delivers block play training nationally. Over six days practitioners explored the potential of block play and the continuity and progression of learning across the early level. The sessions focussed on the developmental stages of block play, the environment, the role of the adult, potential learning beyond building, storytelling and STEM. All participants undertook a research project and shared their findings with the group. Practitioners reported that they now value block play more highly and could see the positive impact on children in particular in relation to continuity at the point of transition, communication and language, levels of engagement, cooperative play, problem solving and support children with additional support needs.

Quotes from participants

"This course has been invaluable not only for developing my practice in terms of block play but reflecting on my own overall practice, I have really enjoyed the course and excited to see where it takes me next year."

"Thank you very much for this course. I have found it very beneficial and have thoroughly enjoyed my time and it's gave me so much joy to see the children flourish and gain confidence whilst playing in the block area."

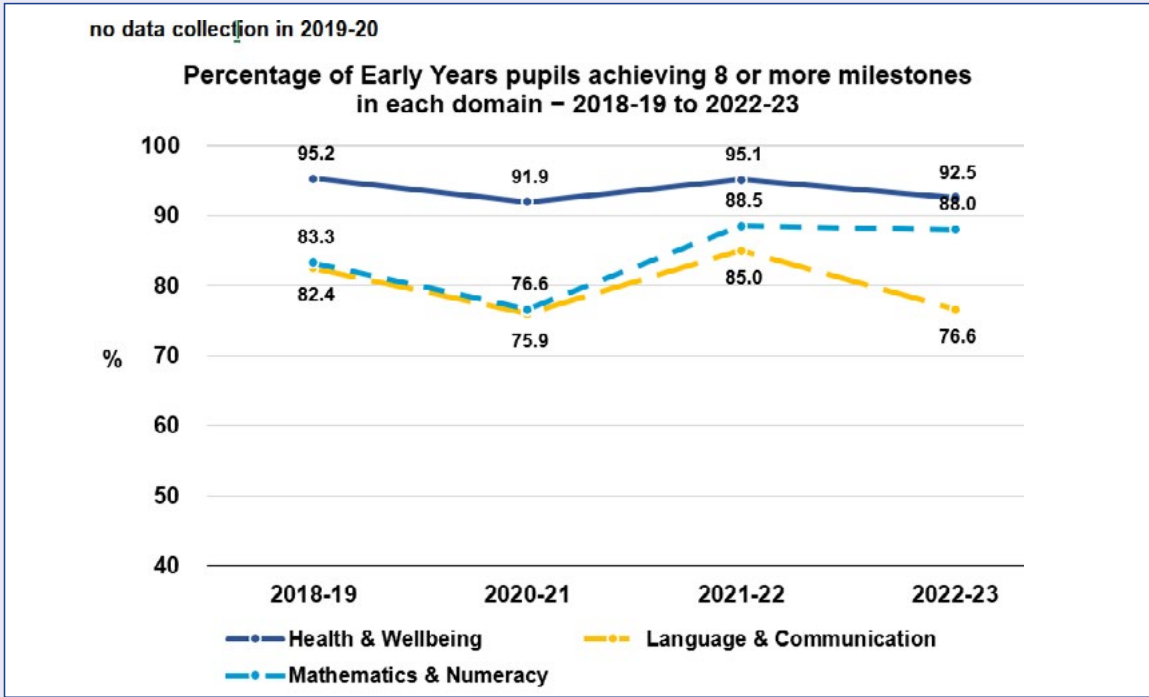
This early-level transition project is supporting staff to develop their practice and understanding of expectations as well as progression, support and challenge for children at early years and primary one.

Transition Management Guidelines and practice guidance have been developed to guide and support staff in developing transitions EY to P1

A review of developmental milestones was completed and the updated milestones have been in place since 2022. This ensures that the data and milestones better reflect the high quality of children's experiences and achievements.



Children’s progress in Early Years



Literacy Action Plan

South Ayrshire Reads



2022-2023 has been a busy year of work to support and develop literacy in South Ayrshire through the design and development of our ambitious South Ayrshire Reads strategy. South

Ayrshire Reads is a strategy to develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society. Using our allocation of the Strategic Equity Funding as part of the refreshed Attainment Challenge ¹South Ayrshire Reads prioritises high-quality professional learning designed to help all education staff implement best practice through a culture of shared knowledge, collaboration and enquiry.

A huge amount of work to support the strategy has already taken place including the appointment of a specialist South Ayrshire Reads team made up of four Principal Teachers and two Early Years Practitioners. They have been busy creating links with schools and

external partners as well as developing universal and bespoke training and resources to develop practitioner knowledge of the Science of Reading. As the new school year progresses, the team will be working with 15 South Ayrshire schools and centres within the first year to ensure a consistent and smooth roll out of the strategy.

Aligned to the considerable work undertaken to prepare for and launch South Ayrshire Reads we have extended our partnership with online reading resource company Giglets to complement our three-year South Ayrshire Reads strategy and to support both the Talk for Writing work and the sensory reading experiences of our children and young people within specialist provision. Additionally, we are extending use of Giglets to our early years centres and are looking forward to growing our use of this exciting resource to support the development of phonological awareness and early reading skills.



¹ <https://education.gov.scot/learning-in-scotland/programmes/scottish-attainment-challenge/>

Inclusive Practice – Communication Friendly Environments

We have also linked with our colleagues in Speech and Language to develop our own South Ayrshire Communication Friendly Environment support and accreditation framework. Four frameworks have been developed to support all sectors and specialist provision centres audit and implement a consistent and sensible approach to communication friendly environments within their settings.

Reading Schools Accreditation

Another strand of the South Ayrshire Reads work is designed to support our schools on their Reading Schools ² journey which is an accreditation program for schools committed to building a culture of reading for their learners and communities. We currently have 22 (over 40%) of our schools registered for accreditation in its first year with two of our schools being awarded Gold status. We aim for 100% of South Ayrshire Schools engaged with the accreditation framework to develop their reading cultures and communities by the end of 2026.

1+2 and Gaelic Language Promotion

Our strategic literacy plan now includes both the 1+2 Languages initiative and the promotion of Gaelic, and our Literacy Co-ordinator links with three language development officers who support schools and colleagues deliver Gaelic and Modern Foreign Languages within early years and primary settings. This session our 1+2 officer has been delivering live lessons online for classes to join in with and these will continue into session 2023-2024. All our language development officers have created support resources to share with colleagues and are working towards the development of a suite of digital vocabulary resources to support French, Spanish, Gaelic and BSL (British Sign Language). The teams have combined their improvement plans to ensure smooth progression in language learning across South Ayrshire. Uptake for Gaelic continues to grow, and our Gaelic Officers have developed a 6-part professional learning programme to

be delivered in the new school session for teachers keen to develop their knowledge and practice.

Partnerships

As part of our wider literacy improvement, we continue to grow and develop our network locally, regionally and nationally. Our team links with the National Literacy Network and the LECN (Literacy English Communication Network) and our Literacy Co-ordinator represents the South-West Education Improvement Collaborative on the NRIL which is the National Response to Improving Literacy Partnership Board – set up post Covid-19 to address decreasing attainment and to complement and support forthcoming education reform.

This year we have established a partnership with local football club Ayr United and have planned an initiative to motivate and engage young readers. Football players and team members will visit ambassador schools within each cluster to promote a love of reading. Alongside this work we have a small development team of teachers creating a Reading Football Toolkit for use in the classroom. We are looking forward to growing this partnership over the forthcoming school year and beyond.

Looking Outwards

The literacy team have engaged in several good practice visits to different schools and local authorities to inform our improvement work. We have visited primary schools, secondary schools, school libraries and attended curriculum events. All of this has helped shape our plans and we look forward to continuing to engage with and learn from our colleagues across Scotland.

² <https://www.readingschools.scot/>

Events

This year saw the return of the wonderful P7 Burns Supper event which is organised and funded by Alloway Burns Club. The event takes place in Ayr Town Hall and invites P7 speakers and guests from all our schools to take part in a full Burns Supper. Children from our schools perform a range of poems, songs, dances and musical pieces to their peers while enjoying delights such as haggis pakora and Irn Bru. This is a wonderful experience for all involved and the quality of the entertainment is fantastic. We look forward to planning the 2024 event.



Numeracy and Mathematics Action Plan

Supports to raise attainment in numeracy have been successfully implemented through collaboration with the SWEIC and SA Numeracy Strategy Groups to implement the Mathematics Action Plan. School Numeracy Leads (SNL) from across the authority have continued to drive effective change within their establishments focussed on developing improved practice, a deeper conceptual understanding of maths and pedagogical approaches.

In response to Numeracy Lead evaluations, the SWEIC Strategy Group planned and delivered a series of training sessions focussed on Embedding Effective Assessment. All SNLs completed a further 3 core training modules: Improving Pedagogical Approaches, Improving Gender Balance Education and Future (Meta) Skills in Maths. SNLs will continue to work collaboratively in 2023-24 to cascade training and support materials across their schools and clusters.

A select number of schools have engaged with an individualised whole school training program in order to develop and embed consistent practice within a focussed area of numeracy. Feedback from schools highlights deeper conceptual understanding of both staff and pupils, improved attitudes to maths and increased learner engagement. All schools will have access to individualised support in 2023-24.

A transition project, focussed on embedding a consistent approach to the teaching of



fractions, decimals, ratio & percentages across primary and secondary sectors, is currently being implemented within the Prestwick cluster. All clusters will have the opportunity to participate in this project in 2023-24.

Schools continue to work closely with families, sharing innovations in teaching and learning in order to support children develop confidence and a deep understanding of maths. A program of practical numeracy workshops will be made available to all parents and carers from across the authority in 2023-24.



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

Percentage of P1, P4, & P7 pupils combined achieving at Expected CfE Level or better – 2017-18 to 2022-23

	2017-18	2018-19	2020-21	2021-22	2022-23
Reading	86	85	76	79	82
Writing	80	81	71	73	78
Listening and talking	89	88	83	86	89
Literacy	78	80	68	71	77
Numeracy	85	84	77	80	83

All measures saw a pleasing increase and are now, in the main, back to pre-pandemic levels.

Percentage of S3 pupils achieving at Expected CfE Level or better – 2017-18 to 2022-23

	2017-18	2018-19	2021-22	2022-23
Reading	90	92	87	88
Writing	90	92	86	87
Listening and talking	91	93	88	88
Literacy	89	91	85	86
Numeracy	91	90	84	90

In S3 the majority of measures improved. They are now on average only 2.4 % lower than pre-pandemic results

Improved approaches to tracking and monitoring progress

Following development of a new tracking system for primary schools during session 21-22, around 30 schools adopted the approach for session 22-23. The new system allows head teachers and senior leaders to monitor the attainment of both individuals and groups of children over time. In terms of closing the poverty related attainment gap, key groups of young people, such as those that are care experienced or from our most deprived areas, can be monitored effectively

Improving professional judgement through assessment and moderation activities

Schools have been working collaboratively within their clusters to focus on particular aspects of the curriculum which they had identified for improvement. Staff have engaged with colleagues from other schools to discuss learning, teaching and assessment and moderate their professional judgements of children's progress. Funding was allocated to each cluster to develop leadership in this area.

Key areas of focus included writing (Belmont Cluster) and science (Girvan Cluster).

Standardised assessments at key stages are being used effectively to highlight individual pupil strengths and areas for improvement.

Review of the way we report children and young people's progress

During session 2022-23 a representative from each cluster meet with a QIM to discuss reporting to parents in primary schools. We consulted cluster colleagues and parents via the authority parent council group. It was agreed that the levels and 4 stages of progress were difficult for parents to understand. Revised wording was agreed. A minimum expectation for all South Ayrshire pupils was also agreed in terms of what parents can expect in the course of the school year - number of face to face meetings, opportunities to share learning between home and school and written reports.

The management guidance for reporting to parents is currently being updated to reflect these changes.

During session 2022-23 we employed an

Outdoor Learning Opportunities

outdoor development officer. This officer supported schools to implement the minimum expectations agree the previous session and shared at the beginning of the session. In addition to this she worked with five schools (Sacred Heart, Annbank, Coylton, Dalmilling and Kincaidston) to develop their outdoor areas and also to support staff members from these schools to work collegiately sharing skills and knowledge. Outdoor learning CLPL was offered to all schools with 10 schools requesting this as a whole staff input. During the course of the year the development officer also produced 4 progressive lesson plans at early, first and second level to support beach studies, woodland studies and urban studies. These have now been shared with schools for use during session 2023-24.

A survey carried out across all primary schools in March 2023 noted that 69% of schools stated that this session there had been an increase in the number of opportunities for pupils to work outdoors and to learn about the outdoors. 81% of schools stated that they had a clear plan of what they wanted outdoor learning to look like in their school with 60% of these schools confident that they were well on their way to achieving this.

Ayr Academy piloted an outdoor learning transition at Dolphin House this session. S3 pupils from Ayr academy supported 12 P7 pupils from the cluster primaries. This was successful and the P7 pupils continue to be part of the pilot and their transition to secondary will continue to be monitored allow us to evaluate the success of the pilot.



Changes in national qualifications

During the session, the Scottish Qualifications Authority (SQA) notified schools and local authorities that adaptations made to qualifications as a result of the pandemic will be removed for session 23-24. Central staff have been working closely with secondary subject network groups to support and manage this change effectively.

Schools are continuing to develop a greater curriculum offer to meet the needs of young people that take account of labour market information. A range of National Progression Awards (NPAs) and Skills for Work (SfW) courses have been implemented this session. These include areas such as cyber security, furniture making and health.

Percentage of pupils in S4, S5, & S6 achieving SQA National awards, South Ayrshire & Virtual Comparator, 2018-19 to 2022-23†

	2018-19		2019-20		2020-21		2021-22		2022-23	
	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	91.2	82.1	92.4	87.2	94.5	85.5	92.7	84.9	91.4	-
5 or more awards at SCQF level 4 or better	87.8	77.6	86.4	82.9	89.0	81.6	86.4	81.4	86.0	-
5 or more awards at SCQF level 5 or better	45.0	41.9	52.3	51.7	50.2	48.8	44.4	46.9	40.8	-
	SQA Highers by end of S5									
1 or more awards at SCQF level 6 or better	58.7	54.4	64.0	61.2	65.9	64.5	58.8	60.2	57.8	-
3 or more awards at SCQF level 6 or better	35.2	33.2	43.6	42.1	44.5	44.7	40.5	40.1	37.1	-
5 or more awards at SCQF level 6 or better	18.2	15.7	20.0	21.0	20.9	21.2	19.5	18.9	17.6	-
	SQA Advanced Highers by end of S6									
1 or more awards at SCQF level 7	16.7	19.2	24.7	21.5	25.3	24.5	23.9	23.3	23.9	-

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

† 2022-23 figures preliminary estimates per SEEMIS BI (Insight publish quality assured results along with Virtual Comparator in September 2023)

Practitioner enquiry

All NQT's in South Ayrshire are required to complete a practitioner enquiry as part of their initial teacher programme. During session 2022-23 this was supported by 2 of our principal teachers of pedagogy. A small number of schools are now encouraging staff to complete a small professional enquiry project as part of their professional review and development meeting (PRD) linked to the school improvement plan.

The psychological service have undertaken training in practitioner enquiry training in 4 clusters. The training has been highly rated

by staff indicating an increase in confidence in undertaking practitioner enquiry via self-report questionnaires.

Transitions across all schools and EYCs

A literature search has been undertaken by education psychologists to identify effective practices for school transitions. An infographic has been produced and shared with all schools. Local authority transition guidance for schools is in the process of being developed and will be shared with all schools.



What supports Effective Transitions?

The following infographic presents a list of evidence-based practices that support effective transitions into primary or secondary school. This represents a summarised review of the literature.

Relationships <small>This includes relationships between children & their peers, and between children/young people & their teachers</small>	Collaboration of all staff involved <small>*This was the intervention identified most consistently for effective transitions</small>
Staff knowledge of transition processes	Effective, proactive planning
Staff knowledge of additional support needs <small>Including how to support those with additional support needs</small>	Collaboration & shared expectations between staff & parents
Effective communication by key personnel	Information for staff, parents & pupils
Support from parents & parental involvement	A clear student profile
Student-Centred planning	Visits, programmes, schedules & timetables
Environmental supports <small>E.g. sensory supports, visuals, nurture</small>	Self Regulation <small>Supports & strategies</small>
Curriculum at the right level/curricular continuity	Coping strategies & supports
Kindness & understanding	Use of social stories
	Social Supports <small>E.g. buddies, a safe person or space, peer support</small>
	Engagement & motivation

Practices that impede effective transitions

This infographic aims to focus on effective practices, but please see the following about what to avoid when planning transitions:

- Lack of time
- Differing beliefs/expectations
- Late generation of class lists
- Poor communication/contact
- A "wait and see" approach
- Lack of training/support
- A "one shoe fits all" approach
- Low parental expectations
- Delays in placement decisions
- Lack of preparation
- School & system level factors – lack of preparation/communication
- Lack of belongingness/school connectedness

Priority 3 – Closing the attainment gap between the most and least disadvantaged children

Linked to Children's Service Plan 2020-23 –Outcome 3: Tackling Inequality

Topics to cover from improvement plan 22-23:

- 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



Scottish Attainment Challenge and Pupil Equity Funding

During session 2022/23 there have been a number of significant changes to the national Scottish Attainment Challenge programme. Funding previously directed to the four schools in South Ayrshire in receipt of additional funding has now ended. In its place the refreshed Scottish Attainment Challenge has introduced a new fund, the Strategic Equity Fund, that allows Local Authorities to develop plans to support work at a strategic level that will support the closing of the poverty

related attainment gap. South Ayrshire Council's Educational Services have worked to develop plans to focus on learning and teaching approaches linked to reading and the development of communication friendly environments. These plans will initially target the schools with the highest number of children and young people living Quintile 1 and will support the wider work on improving early language and communication approaches.

The following tables provide details on outcomes for all young people and specific cohorts during 2022-23.

	ACEL P1,4,7 Literacy			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)
2020-2021	68%	55%	78%	23pp
2021-2022	71%	57%	83%	26pp
Pre-covid average 2017-2019	79%	68%	90%	22pp
National pre-covid average 2017-2019	67%	56%	81%	25pp
South Ayrshire 22/23 (UCdata)	77%	68%	87%	19pp

Stretch aims have been developed for 2023 to bring levels back to within the pre-covid range in line with what is thought to be possible within the current cohorts. Overall attainment for children living in quintile 1 has increased by 11pp. This has contributed to the attainment gap narrowing to 19pp. This is the narrowest the gap recorded in recent years.

Over next session, the following tasks/activities will take place;

- Development of new attainment tracker for Primaries with a greater focus on school level data.
- Development of data literacy CLPL for HTs
- Schools with highest levels of Q1 strategic input for literacy and development of strategic literacy plans
- Moderation of literacy 4th level
- Development of South Ayrshire Reads strategy for launch 2023/4

ACEL P1,4,7 Numeracy				
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)
2020-2021	77%	70%	86%	16pp
2021-2022	80%	72%	90%	18pp
Pre-covid average 2017-2019	84%	78%	92%	14pp
National pre-covid average 2017-2019	75%	65%	87%	22pp
South Ayrshire 22/23 (UCdata)	83%	76%	92%	16pp

Deprivation-related attainment gap in leavers achieving Literacy and Numeracy at SCQF levels 4–6, 2017-18 to 2021-22

	2018-19	2019-20	2020-21	2021-22
Quintile 1 - most deprived	82.7	86.9	85.6	83.1
Quintile 5 - least deprived	94.4	97.5	97.2	97.9
Attainment gap	12pp	11pp	12pp	15pp
Quintile 1 - most deprived	50.0	51.4	61.0	42.0
Quintile 5 - least deprived	81.0	89.0	88.9	82.1
Attainment gap	31pp	38pp	28pp	40pp
Quintile 1 - most deprived	12.4	14.8	12.8	7.3
Quintile 5 - least deprived	49.7	51.5	47.0	41.0
Attainment gap	37pp	37pp	34pp	34pp

There is extensive work taking place across schools on developing approaches to pedagogy and this will continue over this year with a greater focus on schools with high numbers of children within Q1. All schools are improving tracking and monitoring of children in receipt of FME and are reviewing current interventions associated with PEF funding. Funding will support PT Numeracy to lead on pedagogy with a focus on those young people most at risk of missing out.

Participation 16-19				
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)
Current Level	93.7%	88.8%	96.3%	7.5pp
Pre-covid average 2018-2019	92%	83%	96%	13pp
National	93%	89%	97%	8pp
South Ayrshire target 22/23	94%	90%	96.3%	6.3pp
South Ayrshire 22/23 (UCdata)	93.7%	88.9%	97.5%	8.6pp

Participation measures have been strong in South Ayrshire and we have seen a decline in the gap between Q1 and Q5 in recent years due to improved support across schools and post-school transition. Our aim is to maintain this and improve slightly this year with a more gradual improvement to 2026.

The Promise

The Virtual School Head Teacher chairs a Promise Education Steering Group, focusing on the four drivers within Change One of The Promise 2021-24. The group is made up of a number of varying professionals from across education, meeting every six weeks.

As a result of the steering group the following actions have been taken:

- consultation around exclusion policy has taken place with an implementation of request to exclude previously looked after children
- School Improvement Guidelines to include care experienced children and young people as an ongoing area of priority
- an authority wide audit of what education offers and good practice will take place and will be evaluated by June 2023. The audit will also gather evaluation of trauma informed practice across schools
- consultation of placing requests for care experienced young people will take place
- all secondary schools now have a care experienced lead teacher in place. The teacher will be responsible for tracking all aspects of the care experienced children within their school, which will in turn allow for early intervention of support for individuals. This will highlight who is likely to achieve their predicted grades, and those who are not will benefit from additional support. It will also highlight individuals who are achieving across the life of the school and who require supports to ensure they are accessing wider opportunities.

Tracking and Monitoring of Targeted Groups



Tracking and monitoring of primary aged care experienced children and young people continues to take place across schools biannually. This information is collated and provides an overview of individuals who are not on track to achieve expected levels, which raises awareness and has supported opportunity for support and challenge.

Secondary schools have implemented a Care Experienced Lead role, where tracking is a main focus of the remit. In depth tracking systems have been developed to monitor attainment throughout the year, participation in wider activities, STINT, attendance and exclusions. The initial impact of this has allowed the care experienced lead teachers to gain a holistic insight into the individuals and a greater awareness of their needs.

The Virtual School Head Teacher continues to track attendance and exclusions monthly. This provides current data and allows immediate support to schools where challenge is present.

Welfare Officers within the Virtual School track wellbeing of the individuals they work with on a one to one basis. Assessments are evidence based and completed three monthly, supported by school, parents and carers. Tracking these assessments over time has resulted in a more holistic understanding of an individual's wellbeing and can pinpoint specific areas of their wellbeing that may require bespoke and intense support.

Attainment gap between Care Experienced and all P1, P4, & P7 pupils combined achieving at Expected CfE Level or better – 2018-19 to 2022-23

		2018-19	2020-21	2021-22	2022-23
Reading	Care Experienced	57	42	45	65
	All pupils	85	76	79	82
	Attainment gap	28pp	33pp	34pp	16pp
Writing	Care Experienced	48	37	35	59
	All pupils	81	71	73	78
	Attainment gap	34pp	34pp	38pp	19pp
Listening and talking	Care Experienced	63	54	61	71
	All pupils	88	83	86	89
	Attainment gap	25pp	29pp	25pp	18pp
Literacy	Care Experienced	47	35	33	56
	All pupils	80	68	71	77
	Attainment gap	33pp	34pp	38pp	21pp
Numeracy	Care Experienced	53	42	49	64
	All pupils	84	77	80	83
	Attainment gap	31pp	35pp	31pp	19pp

The gap has reduced in P1,4 and 7 in all key areas and is the smallest recorded which is very encouraging.

Attainment gap between Care Experienced and all S3 pupils achieving at Expected CfE Level or better – 2017-18 to 2022-23

		2017-18	2018-19	2021-22	2022-23
Reading	Care Experienced	54	73	57	45
	All pupils	90	92	87	88
	Attainment gap	36pp	19pp	31pp	43pp
Writing	Care Experienced	57	73	51	40
	All pupils	90	92	86	87
	Attainment gap	33pp	19pp	35pp	47pp
Listening and talking	Care Experienced	59	75	57	49
	All pupils	91	93	88	88
	Attainment gap	33pp	18pp	31pp	39pp
Literacy	Care Experienced	49	71	49	38
	All pupils	89	91	85	86
	Attainment gap	40pp	20pp	6pp	48pp
Numeracy	Care Experienced	69	71	58	55
	All pupils	91	90	84	90
	Attainment gap	22pp	19pp	25pp	35pp

The gap in S3 in all areas has regrettably continued to increase in all areas. This will continue to be a focus for improvement in session 23-24.

Percentage of Looked After school leavers achieving SQA National awards, South Ayrshire & National, 2018-19 to 2021-22

	2018-19		2019-20		2020-21		2021-22	
	SA	Nat	SA	Nat	SA	Nat	SA	Nat
1 or more awards at SCQF level 3 or better	94.4	84.4	81.1	87.2	85.7	87.0	95.2	91.0
1 or more awards at SCQF level 4 or better	72.2	73.5	62.2	73.1	81.0	74.9	76.2	82.3
1 or more awards at SCQF level 5 or better	33.3	39.5	40.5	42.1	38.1	43.8	57.1	53.4
No young people	36	1,047	37	1,011	21	1,045	21	1,068

Additional Support for Learning Action Plan

A new formula has been developed for the deployment of support staff.

A test of change to support school assistant efficacy is being rolled out at cluster level. This model allows measurement of impact.

Career long professional learning on specific barriers to learning are available both in person and via the online training platform COAST.

A test of change for the new transition policy is also underway.

National GIRFEC Practice Model

The Pan-Ayrshire guidance has just recently been agreed and will be presented to the Infant, Children and Young People’s Transformational Change Programme Board on the 20 July 2023. It will be ready to roll out to schools returning in August.

A communication plan is the next focus and plans for a Pan-Ayrshire refresh event in September will be progressed. Areas for on-going multi-agency training will also be identified as part of this work and a South Ayrshire GIRFEC group.

Child Protection and Wellbeing Officers continue to promote the Pan-Ayrshire GIRFEC online training module to schools verbally and through annual training. All Funded Provider Nursery Managers completed the training ahead of receiving their AyrShare log-ins in March 2023. The online training will be updated as part of the workplan.



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 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

Autism Outreach Service



Autism outreach have now been established for 18 months. There are 5 teachers and 1 pupil support assistant working within the outreach team, across all schools. Referrals are categorised into five areas of need and intervention is allocated accordingly. The outreach team deliver training sessions on a one to one, individual school staff meeting or in service day basis. Goal assessments scales are used to track the young people to assess the impact of the support and direct school of next steps in inclusive approaches for the individuals.

In order to progress a robust self evaluation process will take place to ascertain the impact of the service, as well as new tracking and monitoring of assessments for young people.

Collaboration with Literacy Development Lead Officer will look to introduce communication friendly environments in all classrooms; this will result in a coherent approach in all environments for young people who require additional support- and also aid transition through school.



Monitoring and Promoting Attendance Particularly for Targeted Groups

An attendance task force with Secondary based pupil support coordinators and Guidance teams has been set up.

Current trends, research, policy and practice was shared with all during the May in-service day.

Emotional School Based Avoidance training has been offered in conjunction with Educational Psychology to assist staff in supported targeted children and young people.

Online collaboration is organised and encouraged for the sharing of good practice.

Primary	Attendance (%)			
	2019-20	2020-21	2021-22	2022-23
Percent total absence - all pupils	94	95	92	92
Percent total absence - Quintile 1 - most deprived	92	92	89	90
Percent total absence - Home	91	92	91	82
Percent total absence - Away	95	97	95	95
Percent total absence - Previously	90	89	89	89

Secondary	Attendance (%)			
	2019-20	2020-21	2021-22	2022-23
Percent total absence - all pupils	89	91	86	85
Percent total absence - Quintile 1 - most deprived	84	88	81	79
Percent total absence - Home	62	83	72	54
Percent total absence - Away	90	93	89	87
Percent total absence - Previously	81	85	78	74

Exclusions

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 by a further 1 per 1000. Exclusion of children in decile 1 was reduced by 4 per 1000. There were no exclusions of looked after children.

Primary	Exclusion incidence per 1,000 pupils					
	2018-19	2019-20	2020-21	2021-22	Stretch Aim 22/23	Prov data June 23
Incidents per 1,000 pupils (actual)	3.4	1.4	1.9	1.8	1.5	0.8
Rate re Quintile 1 - most deprived	7.9	3.9	1.3	4.7	2.0	0.7
Incidents per 1,000 pupils - all looked after	14.5	-	-	-	0	-
Incidents per 1,000 pupils – previously LA	9.4	-	23.3	31.5	15	-

In secondary, exclusions have increased slightly by 4.5 per 1000.

Exclusions of young people in decile 1 has increased by 13.7 per 1000 which equates to an additional 2 young people.

Exclusions of care experienced young people has also had a minimal increase. (looked after by 2 young persons and previously by 1 young person)

Exclusion incidence per 1,000 pupils						
Secondary	2018-19	2019-20	2020-21	2021-22	Stretch Aim 22/23	Prov data June 23
Incidents per 1,000 pupils (actual)	34.7	19.3	30.2	28.2	25	32.5
Rate re Quintile 1 - most deprived	92.3	45.0	53.5	44.5	43	58.2
Incidents per 1,000 pupils - all looked after	164.6	29.0	116.1	18.9	30	25.6
Incidents per 1,000 pupils - previously	116.7	104.9	113.9	120.3	100	133.8

Compassionate and Connected Community

The Compassionate and Connected Community (CCC) (Education Scotland, 2018) aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for pupils. It highlights trauma informed practice that can mitigate the impact of negative experiences and promotes an active framework for staff to evaluate the implementation of such development.

The Psychological Service adapted the resource and delivered a hybrid model allowing practitioners to be upskilled regarding the CCC resource using virtual learning platforms, practitioner enquiry development through the use of Assess Plan Do Review frameworks (APDR) and in-person collaborative coaching sessions.

The group consisted of welfare officers, primary and secondary school teaching staff. Based on the need's analysis of the group, the focus of learning was to complete online virtual learning modules regarding:

- *The prevalence and impact of trauma*
- *Responding to trauma*
- *Supporting pupils with self-regulation*

Booklets to support reflective learning and further discussion were also adapted and made available online. In person collaborative sessions were provided to consolidate learning and provide coaching to support the participants with their practitioner enquiry projects.

Practitioner pre and post outcomes on baseline measures

Nineteen participants engaged in the CCC with the majority (11 participants) completing a cycle of practitioner enquiry.

Baseline pre and post measures were gathered on 11 statements regarding knowledge and practice in relation to attachment, nurture, ACEs and trauma. Participants rated themselves from 1 (not very like me) to 10 (very like me). Results outlined below show a positive shift in knowledge, confidence and skills relating to practice. It was found that:

- Prior to taking part in the CCC, participants rated themselves very highly (9.11) in terms of understanding and recognising the central importance of relationships in mitigating against negative outcomes for children & young people. This provided a positive start point to build on and increased to 9.44 after training.

- Over the course of the CLPL, participants recognised improvements in their understanding of attachment & child development and how early experiences impact on behaviours and wellbeing (pre/post 6.67/9.00).
- Participants also increased their understanding of the links between nurturing, ACE aware and trauma informed approaches (Pre/post 7.89/9.22)

In terms of two of the three areas of focus identified in the need's analysis (***The prevalence and impact of trauma & Responding to trauma***) participants:

- increased their awareness of the prevalence and impact of trauma (pre/post 7.63/9.00)
- were better able to recognise signs of traumatic stress (pre/post 6.00/7.89)
- increased their ability to adopt evidence-based approaches/strategies to meet the needs of children & young people who have experienced adversity and trauma (pre/post 6.56/8.67)
- improved their understanding of the importance of using approaches that avoid re-traumatisation for children/young people (pre/post 6.89/8.67)
- showed an increased understanding of potential impacts on their own wellbeing when supporting children & young people who have experienced (pre/post 6.56/8.78)

Another area of focus identified in the needs analysis was ***Supporting pupils with self-regulation***. With regard to this area, participants:

- showed improved understanding of the importance of supporting the development of self-regulation skills in children & young people (pre/post 8.11/9.33)
- increased confidence in their skills to support children/young people who are showing signs of distress (pre/post 6.56/8.56)
- reported increased skills in supporting children & young people through co-regulation (pre/post 5.00/8.44)

As a result of engaging in the CCC CLPL and practitioner enquiry it can be seen that practitioners have strengthened their understanding of trauma and how it links to nurture and ACEs. They have also developed their knowledge of supporting trauma in their context and using a range of strategies to support pupils. One participant stated that ***“the training inputs allowed me to develop best practice when approaching a variety of needs within my class. I feel I have the skillset to positively support children who struggle with aspects of emotional wellbeing”***.

All projects had an overarching focus on supporting mental health and wellbeing of pupils within their context. Projects included:

Improving mental health and wellbeing support for young people by involving parents and carers. This project involved planning an event in a secondary school to upskill parents/carers to support the mental health and wellbeing of their child. Data found that a five-point rating scale (1-5) for this event showed:

- Increased confidence in understanding how to manage and access support for mental health & wellbeing (pre/post event ratings 3.21/4.26)
- Increased confidence in looking after own wellbeing and promoting positive mental health (pre/post event ratings 3.05/4.28)
- Parents and carers increased confidence in supporting their child's mental health (pre/post event ratings 3.20/4.50).

Increasing school attendance through reducing anxiety levels. This project aimed to support one pupil to return to school, reduce her anxieties and increase her skills to regulate her emotions. It involved using strategies such as: graded exposure, 5-point scale, calm boxes and visuals. Data found that the strategies implemented had an:

- Increase in pupil's attendance from no attendance at school this academic year to attending 3 afternoons and now to 4 afternoons per week
- Decrease in anxiety levels in the classroom – reduction in pupil accessing safe area and using her calming resources.
- Increase in pupil using visuals to communicate her feelings – pupil using 5-point scale and strategies identified to regulate her emotions.

Most (81%) participants who completed practitioner enquiry provided feedback on their experience in using practitioner enquiry as a framework to support children and young people. It was found that:

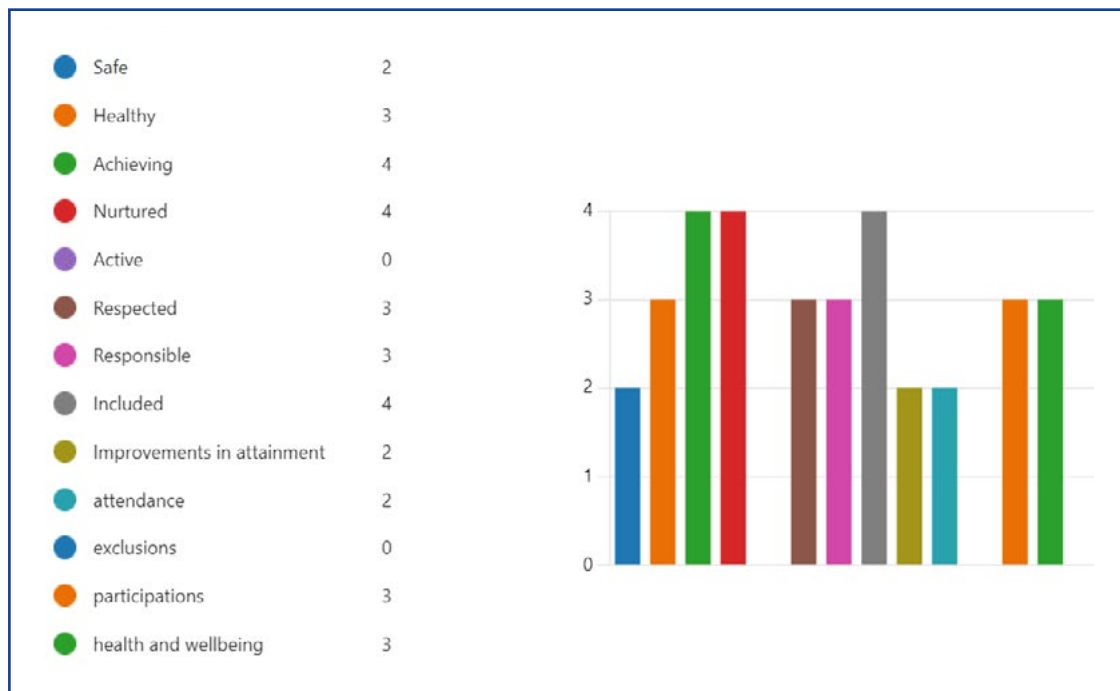
- All participants reported an increase in their knowledge and understanding of practitioner enquiry frameworks (pre/post: 3.6 /6.06 on a scale of 1 – 7)
- All participants reported an increase in their skills and abilities in using practitioner enquiry to support practice (pre/post: 3.0/5.80 on a scale of 1 – 7)
- All participants reported an increase in their capacity to improve outcomes for children and young people through using practitioner enquiry (pre/post: 3.0/5.80 on a scale of 1 – 7)
- All participants reported an increase in their confidence in using practitioner enquiry (pre/post: 2.80/6.0 on a scale of 1 – 7)

Results demonstrated that training combined with ongoing coaching and embedding the use of practitioner enquiry frameworks into practice strengthened practitioners' knowledge, skills and confidence in using this approach to improve outcomes for children and young people in their contexts. One participant stated that ***“this was a very supportive, clear, focused environment to try new strategies/learn and reflect. The support from instructors was excellent”***. Most participants (88%) strongly agreed that practitioner enquiry was helpful and the majority (63%) strongly agreed that using practitioner enquiry improved learners' outcomes.

Upon completion, practitioners rated the impact of their project with regards to their planned outcomes, with an average rating of 8 on a scale of 1-10. This strongly suggests that practitioners found their small test of change projects to be helpful in supporting positive outcomes for their learners. One participant stated that they ***“gained skills that can be applied to many different situations [and] that this will improve outcomes for YP I work with”***.



The table below demonstrates that the majority (66.7%) of participants noted improvements on many outcome indicators, including SHANARRI targets of achieving, nurtured and included. Also, 50% noted improvements on outcomes relating to: healthy, respected, responsible, participation and health & wellbeing. No participant rated an improvement in outcome in relation to being active or on exclusions, which is in line with the observed focus of projects linking to mental health, emotional wellbeing and resilience.



CASE STUDY DISENGAGED LEARNERS

A pilot study took place with one pupil who had become disengaged in education and as a result withdrew from attending school. The young person’s interest was taken into consideration and a bespoke plan was created to include literacy, numeracy and other areas of the curriculum to be included in an interdisciplinary approach. Tasks were created carefully to incorporate the subject of interest; but also to challenge learning within the curriculum. Additional online courses specific to the subject of interest were purchased, allowing personalisation and breadth in learning. From this, school staff were able to assess evidence of learning that is required for school attainment. As a result, the young person was able to successfully complete eight modules via online learning, as well as increasing her knowledge in her area of interest. School staff were able to gather appropriate evidence that young person was learning and report on the working level.

Evaluation of this pilot suggests that for our most disengaged learners, using their subject of interest in a bespoke approach will provide opportunity to develop learning and allow school staff to gather appropriate information around assessment of learning. It was agreed without the pilot programme; the young person would not have engaged in any learning experiences.

Next steps will include running a separate pilot with a different pupil to assess learning levels and provide opportunity to learn through challenging circumstances.

Good Practice Transition Guidance for Children and Young People with ASN

16 Staff, 8 parents and 13 self-selecting young people joined Psychological Services in co-producing ASN transition guidance for schools. Nine focus groups of staff, parents and young people were undertaken and the data was thematically analysed using template analysis. The guidance was also created on the basis of the latest research in school transitions. Identified improvements by all parties matched with effective practices identified within the academic literature.

Staff, parents and young people were asked to evaluate the co-production process revealing that:

- All staff and parents reported feeling listened to and almost all reported that they had enough time to talk.
- Almost all young people reported feeling listened to.
- All parents reported that they felt comfortable expressing their views.
- Almost all young people reported feeling comfortable expressing their views.
- All staff and parents reported that their views were taken seriously and they were clear what was going to happen next.
- Almost all young people indicated they were clear on the next steps for the guidance.
- Almost all staff rated the co-production process as good or very good.
- All parents rated the co-production process as very good
- All staff and parents reported that they believed the guidance would be helpful and would support the implementation of inclusion

Parent quote

“It was great to be listened to and to hear the experiences of others, and I felt that everybody’s experience was valued and will be used to improve / continue good practice in future”.

Staff quote

“The opportunity to share practice and experiences was invaluable”.



The guidance was shared with all Headteachers and feedback was welcomed and the guidance adapted accordingly. The Prestwick cluster volunteered to pilot the guidance and revisions will be made according to the results of the pilot. An implementation plan has been created for the pilot, adaptations and roll out of the guidance.

Furthermore, additional generic school transition guidance has been created by the psychological service. This will be passed to the education department for approval to share with schools.

Priority 4 – Improvement in children’s and young people’s health and wellbeing

Linked to Children’s Service Plan 2020-23 – Outcome 4: Good physical and mental health and wellbeing

Topics to cover from improvement plan 22-23:

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



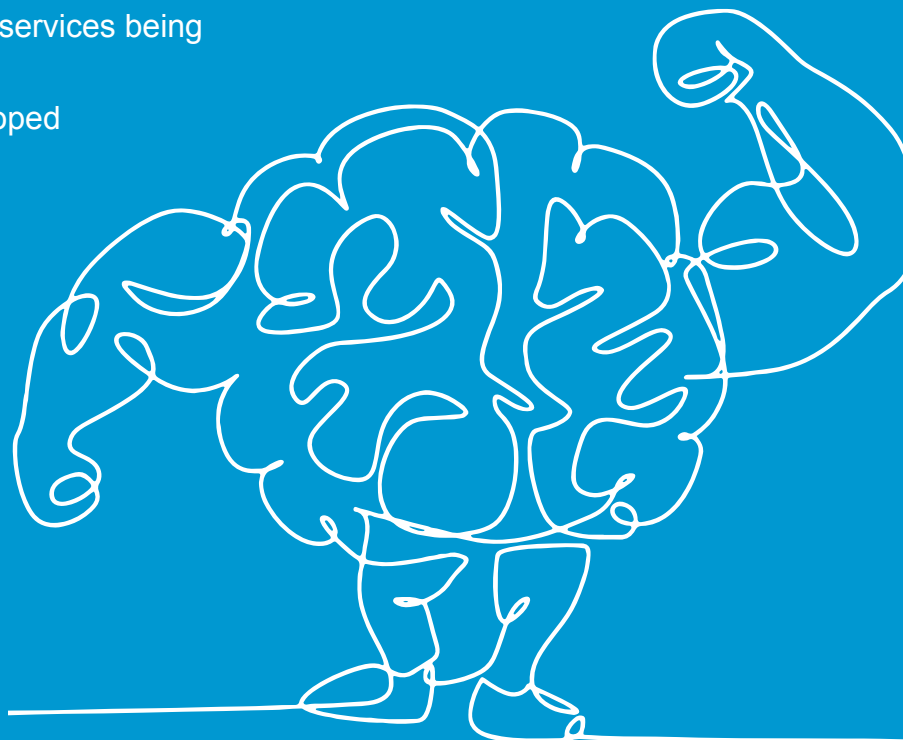
PATHS programme

'Promoting Alternative Thinking Strategies' (PATHS) is an evidence-based programme that teaches children about emotion in an innovative, highly structured way. Research demonstrates that PATHS promotes social and emotional competence and can prevent or reduce behaviour problems in children. It is designed to develop and integrate essential skills in emotional literacy, behavioural self-control and problem solving. Considering the possible impact of the coronavirus pandemic on children's emotional wellbeing and in line with the national ambition to close the poverty related attainment gap, this programme can support positive health, wellbeing and development. The early years team have now provided training, support and resources to implement PATHS within approximately 70% of our early years centres, beginning with those in SIMD areas 1 and 2. We plan to roll the programme out to our remaining EYCs over the next academic year. Following successful implementation in the EYC, some of our centres have now begun to roll the programme forward into Primary one and some throughout the whole primary school. Individual centres have gathered data on the impact of the programme through questionnaires and use of standardised tools such as the Leuven scales.

Mental Health Strategy

Education, health, social work, CLD, Ayrshire College, parents and young people and third sector organisations created and implemented the children's mental health and wellbeing action plan. This raised awareness of the joint approaches being adopted to improve mental health and wellbeing across South Ayrshire. Achievements of the joint planning, monitoring and evaluation within this group include:

- The development & enhancement of existing services – e.g. support services for children with anxiety and low mood.
- The delivery of new services e.g. the Unscheduled Care pathway, low mood group-work
- Increased signposting to services and increased information on services being circulated
- New training being developed – e.g. education training attended by 365 staff
- Increased support for parents and carers
- Increased use and sharing of data for tracking and monitoring
- Increased use of whole-school approaches
- Increased access to digital supports



New community mental health services

There are a wide range of services and supports for children and young people experiencing poor mental health. Both new and existing services are clearly identifiable alongside pathways for access within an info-graphic that has been widely shared and is also available on the community mental health website [South Ayrshire Community Mental Health Support \(southayrshirecmhw.co.uk\)](http://southayrshirecmhw.co.uk).

South Ayrshire Community Mental Health Support

PATHS
The NHS Programme Group (UK) award
Promoting Resilience Through Design

FAMILY LINKS

SAMH
Let's Talk
COMMUNITY MENTAL HEALTH & WELLBEING

Mind Moose

Penumbra

shout 85258

The Exchange

Statements of Impact

South Ayrshire Psychological Services
Early, Evidence & Empowerment through Psychology

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Community Mental Health
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2982
2982 children and young people aged 5-25 received support through Community Mental Health and Wellbeing services in the last year.

1412 **1480**

1412 children and young people accessed support between January & June 2022, whereas 1480 accessed support between July & December 2022.

1112
1112 (75%) of the 1480 children & young people accessing mental health services in the last 6 months had improvements in their mental health and wellbeing outcomes.

75%

"It was relieving to talk about my worries with people. It might sound cliché, but I really do think this has helped me."

787
787 family members and carers accessed support through community mental health in the last 6 months.

HEALTH & WB NEEDS
In the last 6 months, the mental health and WB needs mentioned most often by children & young people accessing MH services were: Emotional Literacy, Anxiety and Emotional/Behavioural Difficulties

Our Services
Children, young people & families have been able to access support through 13 services, ranging from 24/7 online support, to early intervention groupwork, to support around self harm.

Community Mental Health & Wellbeing Supports for Children & Young People

Universal Services

- Togetherall
- Bookbug for the home
- Universal wellbeing inputs (e.g. S3 wellbeing day)
- Shelf-help
- Parents & carers videoscribes
- South Ayrshire Youth Forum (SAYF) wellbeing resources
- NHS Ayrshire & Arran self-help resources
- Mental Health charter
- Scottish Association for Mental Health (SAMH) Let's Talk
- Community Learning & Development
- Active Schools
- Young Scot
- SHOUT

Additional Services

- Family Learning Team
- Belmont Family First
- Bloom
- Bliether/Bereavement boxes
- LGBT Youth Scotland Worker
- Mind Moose
- Cognitive Behavioural Approaches
- Three Sixty Ayr
- Barnardo's
- Befriending Service
- Sleep Counselling Service
- Let's Introduce Anxiety Management (LIAM)
- Champion's Board
- Educational Psychology
- Positive Psychology Groupwork
- Family Links Programme

Specialist Services

- School nursing
- Educational Psychology Service
- Autism Outreach Team
- Welfare Officers
- Chestnut Cottage
- School Counselling service
- Speech & Language Therapy
- Womens Aid
- Penumbra suicide bereavement support
- Learning & inclusion Team
- Penumbra self-harm services
- We are With You
- Moving on Ayrshire
- Home Link
- Ayrshire Cancer Support CYP service

Enhanced Services

- Child and Adolescent Mental Health Service (CAMHS)
- Social Work
- Distress Brief Intervention (DBI)

South Ayrshire Psychological Services
Early, Evidence & Empowerment through Psychology

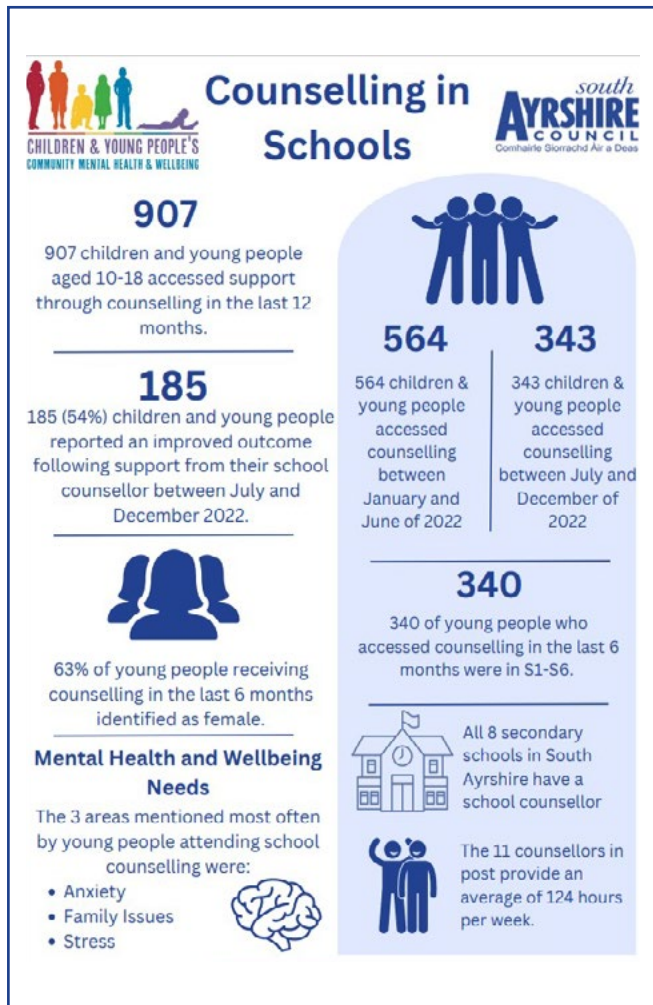
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FOR FURTHER DETAILS ABOUT THESE SERVICES, PLEASE SEE PAGE 2. FOR DETAILS AROUND HOW TO ACCESS A SERVICE, SEE PAGE 3. SEE SOUTHAYRSHIRECMHW.CO.UK FOR MORE

We further remind you to consider any referrals for children, young people and families to new services in the context of the support a family is already receiving, & to ensure informed consent/collaborative working.

School-based counseling service

All schools in South Ayrshire now have access to a counselling service.



CASE STUDY

Case Study
Gender: M Year Group: P.4

Referral Reason
High anxiety and panic attacks
Attachment issues

Assessment
Strengths and Difficulties Questionnaire 'moderate difficulty'
Child and Youth Resilience Measure 'low/moderate resilience'

Narrative:
Emotional intelligence and security & safety were identified as under resourced areas. The client supported this by identifying their struggle to control strong emotions, and expressed feeling unsafe when away from family members.

Intervention:
Theraplay sessions focused on developing emotional intelligence through creative and interactive activities, allowing the client to externalise difficult feelings.
Build and improve self-regulation
Identify an internal safe space

Outcome:
Child and Youth Resilience Measure increased to 'moderate/ high resilience'
Strengths and Difficulties Questionnaire decreased to 'normal'
Client was able to identify a safe space both internally and within school & home, as well as identifying a support network.
Emotional intelligence and self-regulation improved, both school and home noticed that client is now able to identify difficult feelings and identify resources that can help them to regulate these feelings.
Client's attendance at school has significantly improved since the start of sessions, and optimism has increased.

exchange-counselling.com

“It felt like home and I was glad there was someone I could talk to.”

“I now feel a lot more confident with who I am and I can ask for help when it is needed.”

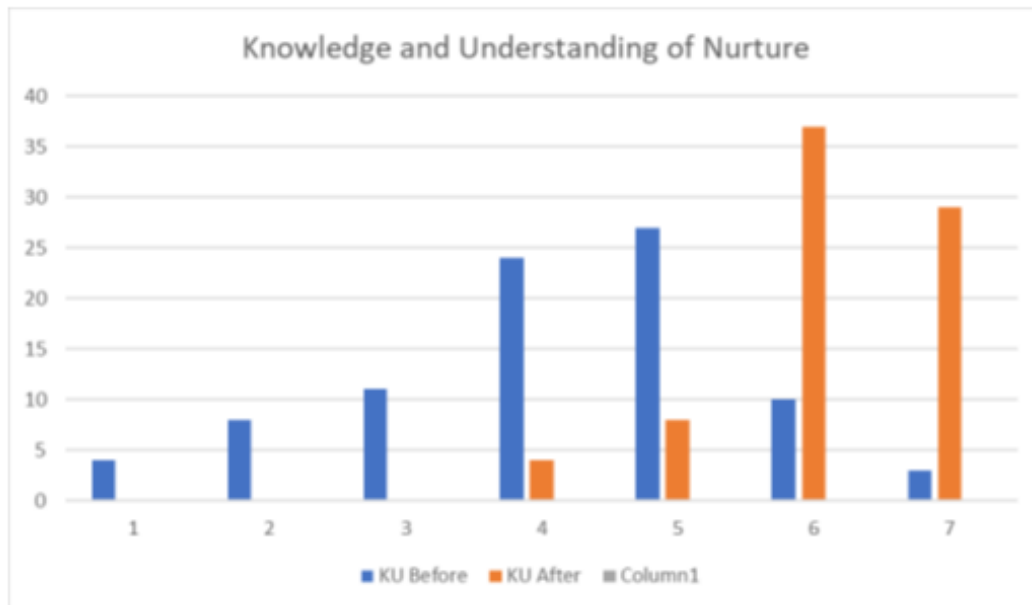
“It was a good experience and it helped me feel more calm, active and confident to do more stuff instead of doing nothing all day.”

“I’ve definitely learned a lot of strategies and knowledge about myself and how to help myself in situations I find hard.”

High Quality Nurture Approaches

2 Day Nurture Training

The team have trained 87 staff this year in full nurture training which comprises of Attachment Theory, Early Neuroscience, Nurture Principals, Developmental Trauma and ACES and staff mental health and wellbeing.



The data tracks staff feelings around their improved confidence and

knowledge immediately after the course. However, as the service is relatively new there is no data around the long-term impact upon practice and how this impacts learners. In the next session the team plan to offer continued support through the nurture network programme and create refresher sessions to embed the nurture principles in daily teaching practice.

Priority 5 – Improvement in employability skills and sustained positive school leaver destinations for all young people

Linked to Children’s Service Plan 2020-23 – Outcome 1: Outstanding Universal Provision, Outcome 3: Love and support for our care experienced young people and young carers

Topics to cover from improvement plan 22-23:

- 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



Developing Our Young Workforce co-ordinator role

In session 2022-23, all 8 mainstream secondary schools and both specialist provision schools accessed Scottish Government funding for the DYW Coordinator role. 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. Through our partnership with Ayrshire Chamber of Commerce, during the session a total of 503 employer links were facilitated. These included career events, mock interviews, engagement with teachers and employers supporting delivery of the curriculum. This resulted in over 15,000 engagements with young people.

On Wednesday 8th February the first South Ayrshire Futures event in partnership with DYW Ayrshire was held at Ayr Racecourse. More than 50 local businesses, employers and education providers had the opportunity to meet with over 700 young people, parents/carers and teachers to highlight the wide range of employment and training opportunities available within South Ayrshire. Feedback has been very positive following the event and we are now looking to build upon this success to increase partnership working across our schools.



Developing skills and vocational based learning

Raising awareness of the local labour market has been a key focus this session. In advance of parents' information and options evenings, a presentation on Labour market Information (LMI) was developed to be shared with parents/carers, school staff and young people. This highlighted the growth areas and opportunities within the Ayrshire economy and also covered the proposed impact of the Ayrshire Growth Deal (AGD). In response to LMI, planning has been undertaken for additional senior phase courses in session 23-24. Design Engineer Construct (DEC) is being offered at Marr College and Kyle Academy. An additional Performing Engineering Operations class, in partnership with Ayrshire College, will be made available to students from across the local authority. To support awareness raising within the primary sector, central team staff have been engaging with partners PrestAero to develop resources and experiences focussed on aviation, flight and forces.

SKYPATH AERO TRAINING CENTRE



Over the course of the session 180 S3 pupils from across the local authority engaged in a STEM workshop in partnership with Skypath Training. This included a site visit to one of our aerospace employer partners (Woodward Aircraft Engine Systems, Spirit Aerosystems, Chevron Aircraft Maintenance, Collins Aerospace) and

a STEM challenge where groups of pupils worked with Modern Apprentices to create a rocket car. Belmont Academy were the winners for longest distance travelled.

CASE STUDY NEW QUALIFICATION NPA IN RACING: YARD ROUTINE



The purpose of this qualification is to provide the candidates with an understanding of the principles for caring for racehorses and how they can be applied in practise. The course will introduce the learner to the routine care, healthcare, feeding and exercise

requirements of racehorses. They will also be able to prepare; load and unload horses as would be required ahead of escorting a horse to the races. Throughout this qualification the emphasis will be on safe working and skills required for initial employment in the racing industry. The course delivers the skills and knowledge required to care for racehorses and carry out general routines.

Ayr Academy Ayr Academy currently have 3 pupils who are working to complete their NPA level 4 award for Racing : Yard Routine with the help of the Scottish Racing academy. They are the first pupils in South Ayrshire to benefit from this experience outside of the classroom. Next steps will include running a separate pilot with a different pupil to assess learning levels and provide opportunity to learn through challenging circumstances.



Work Out Programme

Led and supported by Thriving Communities staff in collaboration with schools, South Ayrshire's Work Out programme continues to be successful and positively impact on outcomes for a vulnerable group of young people. In session 22/23 over 100 senior phase pupils commenced the programme. Through building resilience, confidence and engagement, the programme has directly influenced the success of the young people involved moving into a positive post-school destination.

School leavers in positive destinations – February follow-up (South Ayrshire & Virtual Comparator), 2017-18 to 2021-22

	South Ayrshire	Virtual Comparator	No leavers
2017-18	93.4	94.2	1,143
2018-19	94.0	94.8	1,059
2019-20	98.4	93.5	999
2020-21	98.3	95.7	1,123
2021-22	98.6	96.3	1,180

School leavers in positive destinations – February follow-up (South Ayrshire Looked After, ASN, & 20% most deprived cohorts), 2017-18 to 2021-22

	All looked after	ASN	Q1
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
2021-22	100.0	97.4	99.1

In February 2023 Scottish Government published figures on the percentage of school leavers (June 2022) who moved on to a positive post-school destination. In South Ayrshire, 98.6% of school leavers progressed from school into a positive destination. This is slightly above the figure from February 2022 (98.3%) and sees South Ayrshire placed 2nd of the 32 local authority areas. The national average is 93.4%. 100% of care experienced young people and 99.1% of young people living in our most deprived areas progressed to positive destinations.

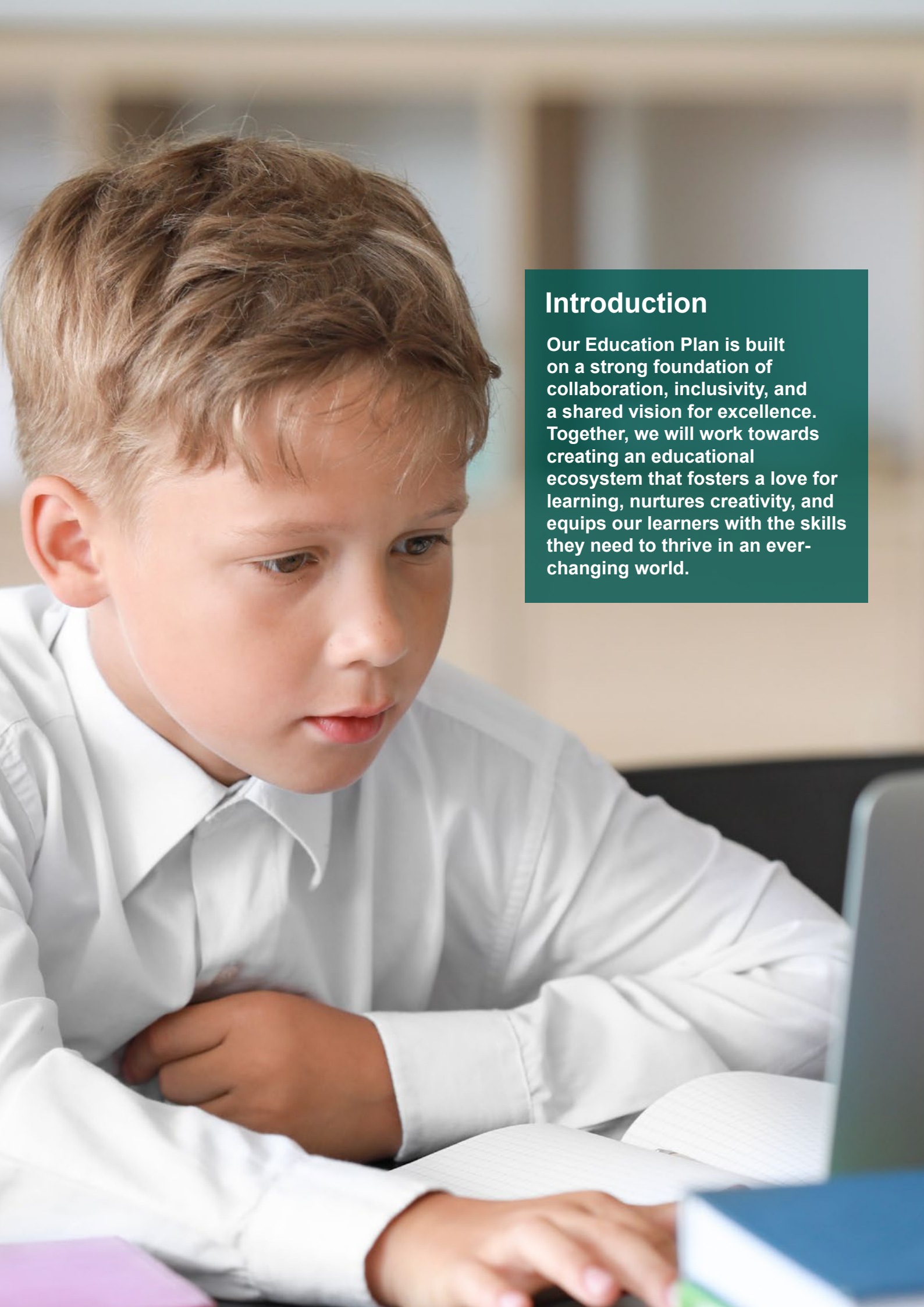


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Education Services Improvement Plan 2023-2026





Introduction

Our Education Plan is built on a strong foundation of collaboration, inclusivity, and a shared vision for excellence. Together, we will work towards creating an educational ecosystem that fosters a love for learning, nurtures creativity, and equips our learners with the skills they need to thrive in an ever-changing world.

Introduction from Lyndsay McRoberts Director of Education



Welcome to the South Ayrshire Council Education Service's Improvement Plan for 2023-2026. This plan has been developed in collaboration with a range of stakeholders and will drive the work of Education Services in South Ayrshire over the next three years. Our strong commitment to self-evaluation ensures that this plan not only addresses our recovery post-pandemic but that we are clear on our areas of strength and where to focus our improvement efforts over the coming three years.

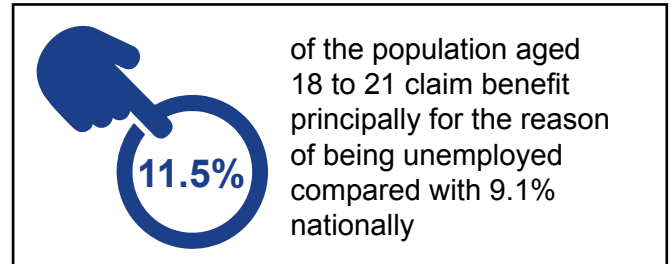
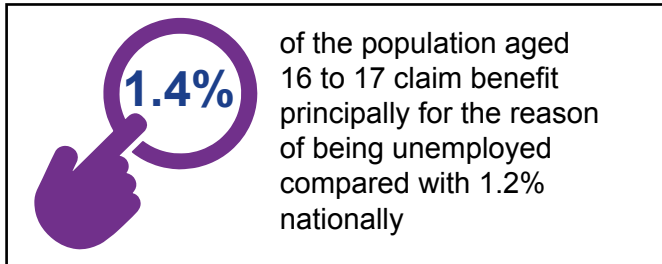
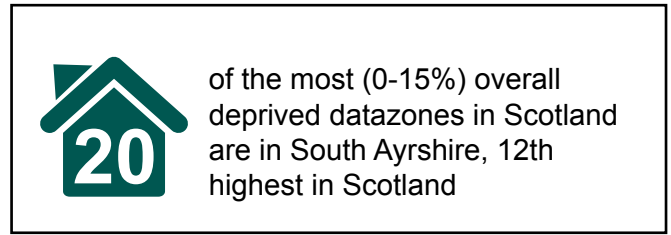
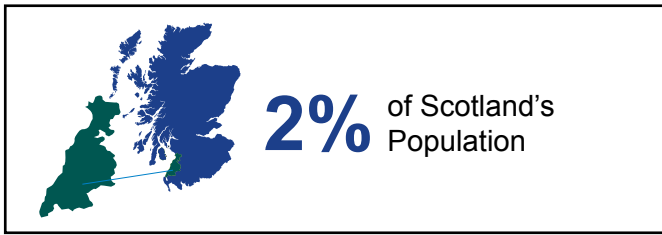
The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children and young people in South Ayrshire. We are committed to ensuring that high quality learning and teaching remains at the heart of all we do within an inclusive and engaging curriculum.

Our priorities clearly link to the National Improvement Framework (NIF) and Improvement Plan 2023 and to the South Ayrshire Council plan 2023-2026. Through this plan, we demonstrate our continuing commitment to bring about equity and excellence for all of South Ayrshire's children and young people.

Lyndsay McRoberts
Director of Education



Overview of South Ayrshire



About Educational Services



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 (2022 census)



hours of support
provided by support staff including classroom assistants, librarians, administration and others



Campus Police Officers



The National Context

In developing this plan, we have undertaken robust self-evaluation to identify the strengths in our current provision and areas where further improvement is required. There are many national and local strategies, plans, frameworks and legislation that associate, inform and align with this Education Services plan including:

The National Improvement Framework and Improvement Plan

Vision

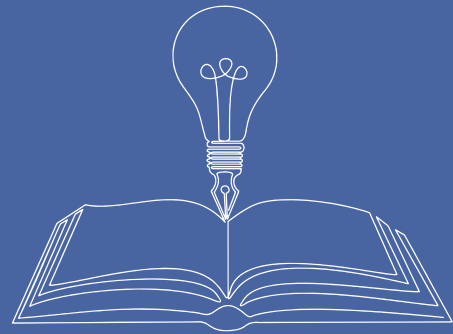
- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.
- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

Key priorities of the National Improvement Framework

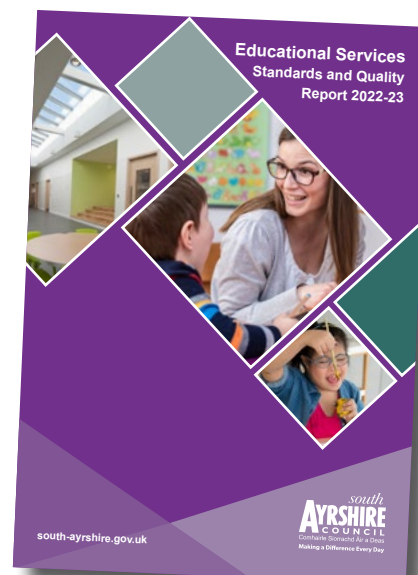
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive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

Six Drivers of Improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent and carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information



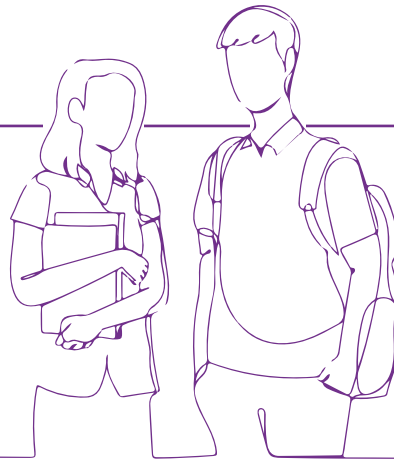
The progress of the Education Service is reported annually through our Standards and Quality Report, available on the South Ayrshire Council website.



The Local Context

Education Services Priorities

- Engaged and Included
- Outstanding Learning, Teaching and Assessment
- Developing our Curriculum
- A self-improving Service



The Council Plan

In April 2023 we published our [Council Plan 2023 – 2028](#). This plan sets out our goals and objectives for the next five years and is set against three key priorities:

Priority One Spaces and Places



Priority Two Live, Work, Learn

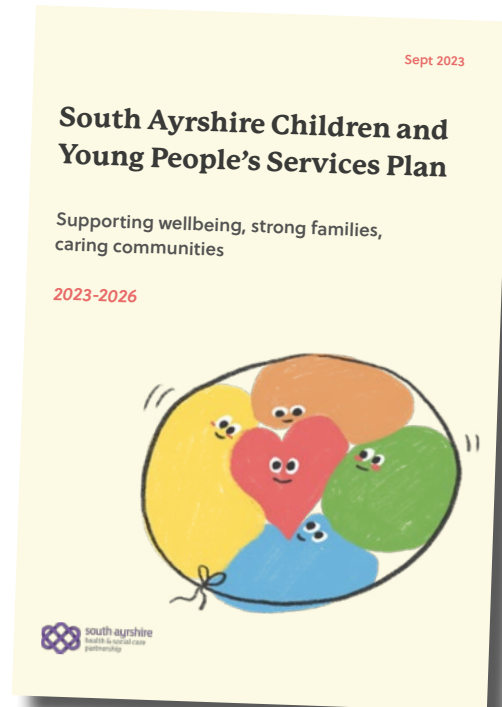


Priority Three Civic and Community Pride



Children's Services Plan

- Families
- The Promise
- Included
- Voice
- Healthy
- People



Priority 1 – Engaged and Included

In South Ayrshire, we want all of our children and young people to be engaged and participate in an inclusive education system that values the unique contributions of all our learners.

What difference do we want to make?	How we will make these improvements	How will we measure our success?
<ul style="list-style-type: none"> • Improve school attendance • Improve support for young people and families experiencing difficulty across our school communities. • Improve support for our neurodiverse children, young people and families • Improve our approaches to involving children, young people and families in decision making. • Improve outcomes and experiences for our care experienced children and young people. • Ensure that UNCRC is central to our work. 	<ul style="list-style-type: none"> • Review and update all attendance procedures • Develop and implement appropriate supports and interventions for school attendance • Develop professional learning for staff around supporting positive attendance • Implement South Ayrshire Transition Management Guidelines ensuring appropriate support for children and young people at points of transition. • Implement our new approach to planning for support for children, young people and families – Team Around the Cluster • Develop new cluster-based supports and interventions ensuring that practices and experiences meet the needs of children and families • Implement our approach to Communication Friendly Environments across all our EYC and Schools • Develop new approaches to involve children and young people in decision making across South Ayrshire Council • Fully implement The Promise, embedding best practice in mentoring, tracking and monitoring across our schools. • Ensure all our EYCs and schools are supported to engage with the Rights Respecting Schools initiative. • Ensure all management guidelines and practices across Education Services are underpinned by our commitment to UNCRC 	<ul style="list-style-type: none"> • School attendance levels • Attendance levels for specific and vulnerable groups • School attainment data • Attainment data for specific and vulnerable groups • Achievement data • Exclusions • Positive destinations • Placing requests • Number of schools evaluated as ‘good’ or above for QI 3.1 by HMIE • Number of EYC evaluated as ‘good’ or above by the Care inspectorate • Number of schools achieving RRS status • Number of schools fully implementing communication friendly environments • Stakeholder surveys including our HWB survey, parent/carer survey and staff survey

Priority 2 – Outstanding learning, teaching and assessment

In South Ayrshire, we want all of our children and young people to experience the highest quality learning and teaching in our schools. We are committed to ensuring a relentless focus on learning, teaching and assessment at the heart of all that we do.

What difference do we want to make?	How we will make these improvements	How will we measure our success?
<ul style="list-style-type: none"> • Improve quality and consistency of learning, teaching and assessment across all our EYC and schools • Improve quality and consistency of play-based learning approaches across early level and beyond. • Improve our approaches to the teaching of reading across our EYC and schools • Improve our approaches to the teaching and assessment of writing across our EYC and schools • Improve the range and quality of outdoor experiences across our EYCs and schools. • Improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of all our learners. • Ensure all our staff have access to a comprehensive professional learning offer that supports our continual drive for improvement. • Improve the quality and consistency of our approaches to using digital learning 	<ul style="list-style-type: none"> • Support and challenge our EYCs and schools to review and implement their revised learning, teaching and assessment policies. • Develop a learning, teaching and assessment conference to share our best practice • Develop and implement a play-based professional learning programme for staff at all levels. • Implement South Ayrshire Reads strategy • Develop and implement approaches to support the learning, teaching and assessment of writing • Develop school, place and locality plans to support the delivery of outdoor learning experiences in our schools. • Implement Education Scotland pilot programme on 'Adaptive Teaching' across all our primary schools. • Develop subject-based support for differentiation for secondary schools • Develop 'South Ayrshire Learns' approach to continuous professional learning for all staff • Develop an Educational Digital Skills Strategy and support establishments to achieve the Digital Schools status 	<ul style="list-style-type: none"> • Number of schools who evaluate their learning, teaching and assessment practice as good or above. • Number of schools evaluated by HMIE as good or above for QI 2.3 • ACEL data • Attainment data (literacy and numeracy) • Senior phase attainment data • Number of schools achieving Digital School status. • Number of staff engaged with South Ayrshire Reads professional learning programme • Number of staff engaged with play-based learning professional learning • Number of schools that have engaged with the adaptive teaching pilot • Staff survey data • Pupil survey data • Parent/Carer survey data

Priority 3 – Developing our Curriculum

In South Ayrshire, we will ensure that our children and young people benefit from an ambitious curriculum that helps them gain the knowledge, skills and attributes needed for life in the 21st century.

What difference do we want to make?	How we will make these improvements	How will we measure our success?
<ul style="list-style-type: none"> • Increase opportunities for children and young people to develop knowledge, understanding and skills for life within a global society. • Improve opportunities within our curriculum to develop creativity skills. • Improve opportunities for progression within STEM subjects, taking advantage of the opportunities within the Ayrshire Growth Deal. • Improve learner’s experiences within the PSE curriculum in secondary schools • Improve the confidence and capacity of schools to develop their curriculum in line with national expectations and within their unique context. • Maintain and where possible improve upon the already high positive destination figures especially for our most vulnerable learners. 	<ul style="list-style-type: none"> • Engage with Education Scotland Curriculum Innovation Team on Daydream Believer programme. • Promote creativity in curriculum planning and pedagogy through early years conference • Develop STEM skills progression framework in collaboration with East and North Ayrshire and Ayrshire College. • Extend and embed the work of The Creative Learning Network across South Ayrshire • Develop and implement CLPL programme on curriculum making for senior leaders. • Strengthen our Senior Phase offer to widen the range of opportunities available to young people • Develop the use of meta skills to support progression in learning. • Develop improved information and online materials to support post-school transitions for young people and parents/carers • Work with school leaders and SDS to support schools to embed the Career Education Standard • Review and revise the secondary PSE curriculum. 	<ul style="list-style-type: none"> • Positive destination data • Senior phase attainment data • Number of staff engaged with curriculum innovation projects. • Number of senior leaders undertaking curriculum making professional learning • Increased uptake within the senior phase in STEM subjects • Increased range of courses on the SCQF on offer within the senior phase • Pupil learning survey data • Pupil HWB survey data

Priority 4 – Self improving service

In South Ayrshire we will ensure that strong leadership and self-evaluation practice is a core feature of work. We will analyse and learn from a range of data, supporting and challenging our schools to drive improvement.

What difference do we want to make?	How we will make these improvements	How will we measure our success?
<ul style="list-style-type: none"> • Improve our approaches to self-evaluation across Educational Services • Review and revise our current school improvement model. • Review our Education Service's vision and values • Improve our approaches to leadership development for middle leaders • Improve how we analyse and use data to support improvement 	<ul style="list-style-type: none"> • Develop self-evaluation framework to support continuous, robust self-evaluation of South Ayrshire Educational Services performance. • Develop Educational Services Performance Management Framework • Implement South Ayrshire self-evaluation framework to support schools in developing a culture of self-evaluation and continuous improvement. • Pilot new approach to school improvement visits. • Develop HMIE support programme for schools • Consult with all stakeholders on a revised vision and values for Education Services. • Develop and implement aspiring middle leadership programme. • Enhance the capacity of senior staff, teachers and practitioners in schools through effective CLPL in using a range of tracking and monitoring tools including Insight, SNSA, BGE Improvement Tool, SAC Closing the Gap Tracker and Early Years Trackers. 	<ul style="list-style-type: none"> • Number of HMIE inspections graded good or above • Number of Care Inspectorate inspections graded good or above • School improvement plans • LA self-evaluation data • School self-evaluation data • HT survey data • Staff survey data



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AYRSHIRE
COUNCIL
Comhairle Siorrachd Àir a Deas
Making a Difference Every Day

**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 2022/23 and Improvement Plan 2023-26
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	No	No
Disability	No	No
Gender Reassignment (Trans/Transgender Identity)	No	No
Marriage or Civil Partnership	No	No
Pregnancy and Maternity	No	No
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	No	No
Religion or Belief (including lack of belief)	No	No
Sex – (issues specific to women & men or girls & boys)	No	No
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	No	No
Thematic Groups: Health, Human Rights & Children's Rights	No	No

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	No	No
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	No	No
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	No	No
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	No	No
Socio-economic Background – social class i.e. parent’s education, employment and income	No	No

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

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)	YES
	NO
Rationale for decision: An Equality Impact Assessment is not required on this occasion as this report is asking for elected members to note the outcome of the inspection	

Signed : Lyndsay McRoberts

Director of Education

Date: 7 September 2023