

Education and Learning

Directorate Service Plan (2017-2022)

Plana Seirbheis na Buidhne-stiùiridh (2017-2022)

(Updated May 2021)

Ùraichte Cèitean 2021

Ambitious

Sustainable

Connected

Key Priorities Prìomhachasan

Key Performance Indicators Prìomh Thaisbeanairan Coileanaidh

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

Entitlement

Enhance teacher data literacy at all levels in our schools by using data more effectively to inform improvement, raise attainment and close the poverty related attainment gap.

Develop a Highland Council Raising attainment strategy to include authority review of ASG attainment data and next steps.

Review of curriculum and pedagogy approaches, including refreshed narrative and understanding of social context.

Improve access to digital technology for all learners.

Continue to focus on improving the attainment and achievement of Looked After children and young people.

Support schools to deliver the National Qualifications, including their assessment

- % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy
- % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy
- Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils
- Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils
- SCQF2 Level 5 attainment for all children
- SCQF2 Level 5 attainment by children from deprived backgrounds
- SCQF2 Level 6 attainment for all children
- SCQF2 Level 6 attainment by children from deprived backgrounds
- Pupils entering positive destinations (16-19 year olds participating in education, training and employment) including our most vulnerable young people
- Increase in presentation levels at national 5

<p>We will maximise health and wellbeing for all children and young people to give them the best possible start in life</p>	<p>practices in line with the revised national framework.</p> <p>Develop robust approaches to learning, teaching and assessment to further children’s progress at school level and to support continued learning and achievement.</p> <p>Development of a whole system approach to a 5 year mental health strategy for education and learning, working group to be established. Provide opportunities for effective counselling within an integrated targeted approach to support children and young people over the age of ten</p>	<ul style="list-style-type: none"> • Quality assurance of ACEL data to ensure it is in line with the national benchmark. • Children meeting developmental milestones • School attendance rates (per 100 pupils) • School attendance rates (per 100 looked after children) • School exclusions (per 1,000 pupils) • School exclusion rate for Looked After Children (per 1,000 pupils)
<p>Relationships</p>	<p>Develop integrated working in relation to a whole systems approach towards safeguarding.</p> <p>Fully review the Highland Practice model with all key stakeholders to ensure that GIRFEC remains a priority</p> <p>Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.</p>	<ul style="list-style-type: none"> • Improved ASL outcomes for all linked to ASL Review measures • Ongoing evaluation from stakeholder group • Outcomes from VSE visits to schools will support the implementation of the new policy
<p>We will ensure the highest quality of learning and teaching for each and every learner</p>	<p>Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.</p>	<ul style="list-style-type: none"> • Average total tariff score for pupils in S4-S6 (SIMD1 – children living in areas of most disadvantage) • Average total tariff score for pupils in S4-S6 (SIMD2) • Average total tariff score for pupils in S4-S6 (SIMD3)



<p>Equity</p>	<p>Consider and take forward the recommendations from the national ASL review by working towards the nine points of improvement Review Learning, Teaching and Assessment practices for raising attainment to inform policies and practices to support the raising attainment agenda. Working group to be established</p>	<ul style="list-style-type: none"> • Average total tariff score for pupils in S4-S6 (SIMD4) • Average total tariff score for pupils in S4-S6 (SIMD5 – children living in areas of least disadvantage) • Overall average total tariff score for pupils (S4-S6) • Evaluative feedback from the leadership support plan will inform progress and next steps
<p>We will develop leadership skills at all levels of the system for now and the future</p>	<p>Development of Leadership Support Plan, based on the six Empowerment themes and thematic elements, which will encompass the whole education service. This will also provide the means by which progress can be monitored.</p> <p>Review self-evaluation practices across the service, including new school review methodology.</p>	<ul style="list-style-type: none"> • Feedback from SIPs/S and Q and VSE visits will support SE practices and next steps.
<p>Empowerment and Leadership</p>	<p>Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.</p> <p>Review of PRD and PU process for HTs to reflect GTCS national standards</p>	<ul style="list-style-type: none"> • Embed consistent PRD approaches across all schools and settings.



Develop and embed IDL and skills approaches to curriculum delivery, with a richness and focus on literacy, numeracy, HWB and digital skills
Use consistent approaches to tracking and monitoring across the BGE and into the SP with a key focus on interventions and next steps

Enhancing collaborative leadership partnerships, communication development with Parent Councils.

Resources

Goireasan

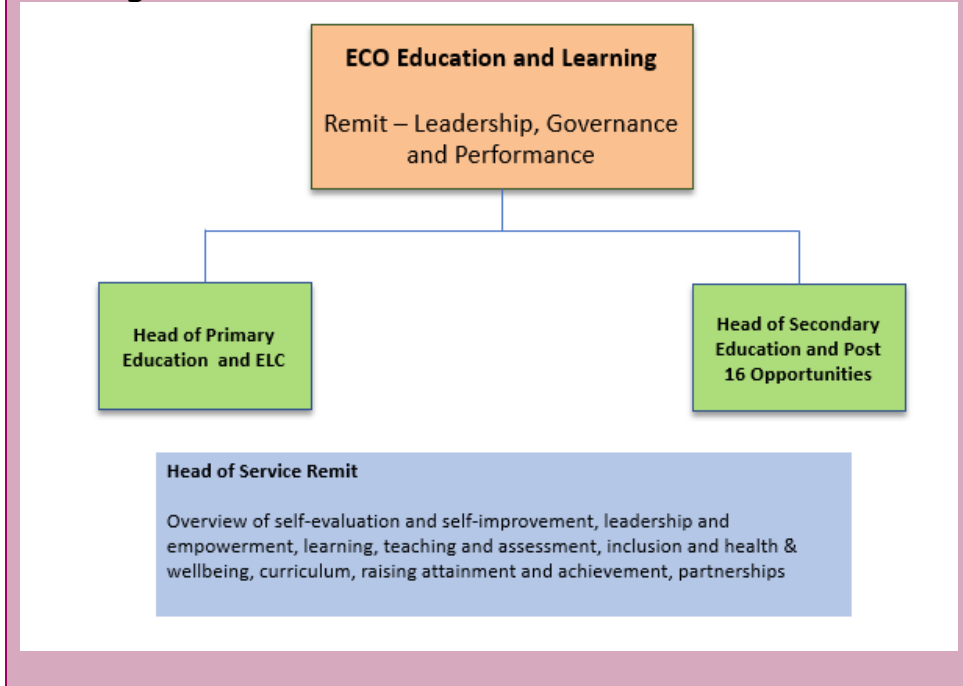
Budget
Revenue Budget £206.774m

Function	Budget (2021/22) £'000	FTE
Service Management and Resources (including HLH)	22,112	81.94
Secondary Devolved	74,199	1,185.52
Primary Devolved	67,099	1,124.87
Schools General	6,235	41.73
Learning and Teaching	1,070	21.08
Early Learning and Childcare	6,610	590.78
Additional Support for Learning	29,448	908.29
Total	206,774	3,954.20

Capital Budget

Function	Budget (2021/22)
Secondary School Programme	£7.491m
Primary School Programme	£6.078m
School Estate Management	£30.319m
Community & Leisure Facilities	£0.500m

Staffing



Other Resources

Delivering the Corporate Plan

A' Lìbhrigeadh a' Phlana Chorporra

	Performance Analysis	Target	Actions
Overall Average Total Tariff Score (attainment, average total points awarded for levels achieved S4-S6)	Currently Quartile 3 (highland average 839)	LGBF Quartile 2 AY21/22	3.2 Raising Attainment and Achievement
Average Total Tariff Scottish Index of Multiple Deprivation (SIMD) Quintile 1.	Currently Quartile 4 (highland average 520)	LGBF Quartile 2 by AY22/23	Review and refresh the curriculum rationale and design in light of post covid lessons learned
Average Total Tariff SIMD Quintile 2	Currently Quartile 3 (highland average 703)	Quartile 2 by AY22/23	
Average Total Tariff SIMD Quintile 3	Currently Quartile 3 (highland average 856)	Quartile 2 by AY21/22	Develop and embed IDL and skills approaches to curriculum delivery, with a richness and focus on literacy, numeracy, HWB and digital skills
Average Total Tariff SIMD Quintile 4	Currently Quartile 4 (highland average 936)	Quartile 2 by AY22/23	
Average Total Tariff SIMD Quintile 5 (top 20%)	Currently Quartile 4 (highland average 1,045)	Quartile 2 by AY21/22	1.3 Leadership of Change
Pupils entering positive destinations after school (e.g. education, training and employment)	Performance has decreased slightly from 94.8% (18/19) to 92.5% (19/20)	Maintain LGBF Quartile 1	Provide professional development activities to ensure that officers and HTs receive appropriate training and skills development to enable them to support, challenge and validate the work of schools effectively including self-evaluation reviews.
SCQF Level 5 attainment by all children	Currently Quartile 3 (highland average 62%)	LGBF Quartile 2 by AY21/22	
SCQF Level 6 attainment by all children	Currently Quartile 3 (highland average 34%)	LGBF Quartile 2 by AY 21/22	

SCQF Level 5 attainment by children from deprived backgrounds	Currently Quartile 3 (highland average 37%)	LGBF Quartile 2 by AY22/23	Develop and implement an authority-wide school rationale for school support, challenge and validation, ensuring that all schools benefit from regular and well-planned visits from officers.
SCQF Level 6 attainment by children from deprived backgrounds	Currently Quartile 3 (highland average 15%)	LGBF Quartile 2 by AY22/23	
School exclusion rates for Looked After Children (per 1000)	Currently Quartile 3 (highland average 189.3). A working group will be established to revisit the Included, Engaged and Involved Policy with the aim of moving towards a zero exclusion target.	LGBF Quartile 2 by Dec 22	2.3 Learning, Teaching and Assessment
School exclusion rates for all pupils (per 1000 pupil)	Currently Quartile 3 (highland average 20.6)	LGBF Quartile 2 by Dec 22	Review Learning, Teaching and Assessment practices for raising attainment to inform policies and practices to support the raising attainment agenda.
School attendance rate % Biennial	On target - currently Quartile 3 (highland average 92.75%)	LGBF Quartile 3 by Dec 22	Embed effective moderation across schools in line with SG priorities
School attendance rate (looked after children)	Currently Quartile 4 (highland average 83.74%)	LGBF Quartile 2 by Dec 22	3.1 Wellbeing and Inclusion
All eligible 2, 3 and 4 years old to have access to 1,140 hours of childcare by August 2021	Currently on target to be delivered	100% by August 2021	Implement, evaluate and review the nine practice developments in ASN in line with the ASL national review.
% of funded early years provision which is graded good/better	Currently at 90.4%	100% by FY22/23	All eligible children to access 1140 hours of childcare from August 2021 as per Scottish Government guidelines
			Increase in the number of settings to be graded good or better by Care Inspectorate.
			Implement the promise and UNCRC

Successes and Areas for Improvement

Soirbheasan agus Raointean airson Leasachadh

	Successes	Areas for Improvement
1.1 Self-Evaluation for Self Improvement and 1.3 Leadership of Change	<ul style="list-style-type: none"> √ Very successful engagement programme for new and acting HTs and middle leaders √ Very high uptake (and subsequent support) of cohorts undertaking Education Scotland programmes (Into Headship and Excellence in Headship especially) √ Collaborative work with Education Scotland on developing leadership programmes 	<ul style="list-style-type: none"> ★ Development of Validated Self-Evaluation (VSE) approaches to replace previous Quality Improvement Visit process. ★ Further development of “School Families” approaches following consultation with HTs. Bespoke family groupings to allow flexibility of mutual support for example with S&Q and SIP ★ Develop a programme of learning visits to support understanding of best practice and continuous improvement in the service (BV Imp Plan) ★ Collaborate with other ECOs to share best practice across the organisation, within the Area remit and with partners (BV Imp Plan)

2.3 Learning, Teaching and Assessment

√ Successfully planned and co-ordinated recovery packs for numeracy, literacy and health and wellbeing for BGE to support learning gaps and CLPL for all staff.
Highlighted as excellent practice by ES

√ Learning and teaching assessment activities planned and coordinated with Education Scotland for school staff.

√ Increase in skills application and development of digital learning experiences through remote and blended learning as highlighted as excellent practice by Education Scotland.

★ Training on all aspects of the moderation cycle for early years, class teachers, ASNTs, support staff, middle leaders, senior leaders and local authority officers.

★ Moderation events coordinated for early years, class teachers, senior leaders and quality improvement officers participate at school, ASG and authority level

★ We will review our curriculum rationale and design to include partnership approach to employability and positive destinations especially for our most vulnerable young people

★ Raised attainment and achievement for all children and young people, including closing the equity gap.

2.2 Partnerships

√ Positive engagement with Highland Parent Council Partnership Forum including termly question and answer sessions and sharing of key documents.

√ Successful engagement with ELC partners around the rollout of 1140 hours across highland.

√ Increased focus on partnership working to enhance the delivery and opportunities within Highland Virtual Academy including for young people with interrupted learning.

√ Continue to develop the partnership with Aberdeen City Council for commercialisation of the virtual academy

√ Enhance partnership working between all key stakeholders for effective delivery of CLD

★ Joint strategic working with parent partnership to establish stakeholder engagement policy.

★ Revisit the ELC vision with all involved i.e. parents, partners, settings to ensure the quality agenda is the main focus.

★ Strategic overview for positive destination and employability partners in line with the Councils growth and prosperity Budget paper proposals.

★ Joint accountability for a CLD action plan with HLH and third sector providers.

★ Numbers of young people accessing the virtual academy

★ Improved attendance and engagement of interrupted learners

		<ul style="list-style-type: none"> ★ Increase number of wider achievement awards and opportunities to get involved in performing arts. ★ Feedback from further HMI engagement
<h3>3.1 Wellbeing and Inclusion</h3>	<ul style="list-style-type: none"> √ Identification of the key priorities to support the highland council five year mental health and wellbeing strategic plan. √ Prioritise the nine point ASL review to support and improve outcomes for ASL and inclusion across the highland council and in line with the national ASL review. √ Safeguarding procedures have been reviewed and updated in line with national guidance. √ Caithness Cares Pathfinder Project developed as a strategy to support mental health across other Highland Council communities 	<ul style="list-style-type: none"> ★ Undertake a review of Highland Practice Model with all key stakeholders in light of covid recovery and the nine point ASL review. ★ Work with head teachers to ensure there is equitable access to counselling for young people 12 years and above. ★ Implement safeguarding approach in all highland schools and settings. ★ The development of the practice model for universal mental health approaches in Caithness in tiers 1 and 2 to be planned in other communities ★ Create a structure that will enable the localised enhancement and re-design of services, including appropriate out of hours services as required in the local context ie create a tiered framework of service delivery and intervention from universal to targeted and legislative in Caithness ie tiers 3 and above ★ incorporate the promise and UNCRC into planning
<h3>3.2 Raising Attainment and Achievement</h3>	<ul style="list-style-type: none"> √ Piloted initial support and challenge attainment sessions for all head teachers and members including the introduction of a members support and scrutiny toolkit. √ Delivered members and officer national Insight workshop to promote support and scrutiny of local and national data. 	<ul style="list-style-type: none"> ★ Raising attainment and achievement will continue as a service priority. ★ Performance review meetings with head teachers including review of KPIs and school improvement plans 3 times a year (BV Imp Plan)

√ Data training for all primary head teachers to support challenge.
√ School improvement planning had and will continue to have a major focus on raising attainment.

★ Focus improvement activity on young people from deprived backgrounds including numeracy, literacy and positive and sustained destinations (BV Imp Plan)
★ Play based approaches will support the raising attainment agenda within ELC settings supported by high quality CLPL for staff.
★ Training in assessment and moderation will support professional judgements and in turn will support the accuracy of ACEL data being returned to SG.
★ Focus on the BGE curriculum to increase the numbers of our learners who are national 5 ready by the end of S4.
★ Establish a working group with a focus on the highland council raising attainment strategy.
★ Working Groups established and new policy launched highlighting good practice
★ Raised attainment and achievement for all children and young people, including closing the equity gap.

Improvement Actions for 2021/22

Gnìomhan Leasachaidh airson 2020/21

	Improvement Actions	How we will measure success
1.1 Self-Evaluation for Self Improvement and 1.3 Leadership of Change	<ul style="list-style-type: none"> • Further development of “School Families” approaches following consultation with HTs. Bespoke family groupings to allow flexibility of mutual support for example with S&Q and SIP • Development of Validated Self-Evaluation (VSE) approaches to replace previous Quality Improvement Visit process. 	<ul style="list-style-type: none"> • Consultation needed to ensure any new model meets needs and accepts strengths/weaknesses of previous model. Important not to diminish the strengths of ASGs. (Survey) • Feedback from inspections
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Review Learning, Teaching and Assessment practices for raising attainment to inform policies and practices to support the raising attainment agenda 	<ul style="list-style-type: none"> • Working Groups established and new policy launched highlighting good practice • VSE and HMi feedback and next steps • Raised attainment and achievement
2.2 Partnerships	<ul style="list-style-type: none"> • Increased focus on partnership work with the NA and Education Scotland • Develop further the positive relationships with the HCPF 	<ul style="list-style-type: none"> • Education Scotland action plan feedback • HMi feedback • Feedback and attendance at sessions
3.1 Wellbeing and Inclusion	<ul style="list-style-type: none"> • Development of a whole system approach to a 5 year mental health strategy for education and learning, working group to be established 	<ul style="list-style-type: none"> • 3 tiered approach to mental health and wellbeing established. • Development of working group including recommendations for reviewed PSE programme
3.2 Raising Attainment and Achievement	<ul style="list-style-type: none"> • Develop a Highland Council Raising attainment strategy to include authority review of ASG attainment data and next steps 	<ul style="list-style-type: none"> • Working Groups established and new policy launched highlighting good practice • Raised attainment and achievement for all children and young people, including closing the equity gap.