

Agenda Item	9.
Report No	EDU/10/21

## HIGHLAND COUNCIL

**Committee:** Education and Learning

**Date:** 20 May 2021

**Report Title:** Education and Learning Directorate Service Plan 2021/22

**Report By:** Executive Chief Officer, Education and Learning

### 1. Purpose/Executive Summary

1.1 This report introduces the Education and Learning Directorate Service Plan for 2021/22. It sets out our Directorate priorities and how we are contributing to the delivery of The Highland Council's Programme, "Local Voices, Highland Choices."

### 2. Recommendations

2.1 The Committee is invited to comment on the draft Directorate Service Plan for 2021/22, agree any amendments required and approve the plan.

### 3. Implications

3.1 **Resources** - The Directorate Service Plan outlines the revenue and capital budgets associated with the services within the Directorate, along with our workforce. The Plan highlights how we are achieving Best Value and transforming the Directorate to achieve efficiency savings.

3.2 **Legal** - There are no legal implications.

3.3 **Community (Equality, Poverty and Rural)** - Activities within the Plan are subject to screening for Equality Impact Assessment (EQIA). For those commitments which have already been screened the results have been passed to the Equalities Unit as part of the corporate monitoring systems for Equalities Legislation. Commitments which have not yet been screened, along with policy, strategy and plans linked to the delivery of these commitments will be screened to assess their impact during the early part of the plan timescale.

3.4 **Climate Change/Carbon Clever** - The Directorate also contributes to corporate climate change and carbon clever targets.

- 3.5 **Risk** - Service risks are recorded in the Directorate Plan, are managed through the Directorate Risk Register which is monitored quarterly. Changes will be reported to future committee meetings.
- 3.6 **Gaelic** - The Highland Council has more Gaelic learners and children and young people enrolled in Gaelic Medium Education than any other local authority in Scotland and aims to sustain and increase the numbers on an annual basis. The Directorate contributes to all 6 of the strategic priorities in The Highland Council's Gaelic Language Plan 3. Most directly, the Education and Learning Directorate leads on delivering Gaelic Early Learning and Childcare and Gaelic in Education. The Education and Learning Directorate is ambitious for all of its learners which equally applies to Gaelic as they do for English medium education, with a focus on raising attainment and achievement for all, high quality learning and teaching and positive and sustained destinations. The Directorate will report on the delivery of GLP3 targets at each meeting of the Gaelic Committee. The Directorate is closely involved in the review of The Highland Council's Gaelic Vision and Strategy which is being taken through the Gaelic Committee and will report to Council later in the year.

## 4 **Background**

- 4.1 This Directorate Plan relates to Education and Learning, its functions and resources. The Plan is structured around five key sections:
1. Plan on a page – a summary of key priorities and Key Performance Indicators (KPIs).
  2. Resources – Service budget, staffing and other resources.
  3. Delivering the Corporate Plan – the Directorate's responsibilities.
  4. Services successes and areas for improvement.
  5. Services improvement actions for 2021/22.
- 4.1.1 The focus of the Plan is on improving performance and delivering the Corporate and Directorate Plans. The Directorate Plan is provided as Appendix 1 of this report.
- 4.2. The Directorate Plan is an active document and will be subject to update and review on an annual basis and submitted to the Education Committee for consideration. Any review will take account of internal and external influences and actions arising from monitoring activity throughout the year. This includes any amendments to The Highland Council's Corporate Plan approved by Council that require the Plan to be updated.
- 4.3 The Plan will be monitored on a quarterly basis and quarterly reports will be provided to the Education Committee and the content of these reports are discussed in more detail at section 6 Business Intelligence below.
- 4.4 In order to prepare the Plan a number of key elements of review were required to be completed by the Directorate and these are detailed in the sections below.

## 5. **Performance Analysis**

- 5.1 In order to drive continuous improvement, the Directorate needs to be aware of its KPIs and review them in the context of the annual budget process to support setting targets and improvement actions for the financial year or longer term where required. The Education and Learning Directorate as well as having its own performance responsibilities also directly impacts upon other key areas such

as health and social care and, as such, much of its work is about whole system improvement which is cross cutting both within The Highland Council and with a range of local and national partners.

## 5.2 **Closing the attainment gap**

All of the work indicated in the Service Action Plan is aimed in a focused way on improving outcomes for all of our children and young people. Maximising attainment and achievement for all children and young people will have the effect of closing gaps in outcomes including the attainment gaps. The Service Action Plan's success will, in part, be measured by the extent to which we can narrow attainment gaps of all kinds. This includes a commitment to raising attainment and achievement for all, including those who face various barriers which affect the way they can experience success. For some, these barriers may be linked to deprivation, while for others the key factors may be their requirement for additional support with their learning, their roles as young carers or the fact that they are care experienced.

## 5.3 As a result, performance must be seen as multi-faceted and the following key aspects are accounted for within Directorate Plan responsibilities:

- School performance;
- Area performance;
- Directorate performance;
- Cross-council KPIs – e.g. child obesity levels; positive destinations;
- National improvement framework; and
- International KPIs whole system.

## 5.4 Education and Learning is constantly subject to national regulation, legal statute and a range of inspection processes carried out by HMI, the Care Inspectorate and National Government regulatory bodies. As a result the Directorate must aspire to perform in all the associated frameworks, inspection processes and good practice networks. These processes also determine the need for extensive whole system collaboration on performance and quality improvement with a range of cross Council Directorates as well as key public service partners, the third sector and voluntary organisations that collectively impact upon the outcomes set and the targets aspired to within The Highland Council's programme and those set nationally. Directorate plans at all levels will take account of the responsibilities and contexts set out above.

## 5.5 All work on Quality Improvement in Education and Learning and in other parts of the Service will be built on the underlying principles exemplified in Education Scotland's series of support documentation under the general heading of "How Good is Our School." The central idea is that all effective improvement activity is based on high quality self-evaluation. The starting point is detailed understanding of what current outcomes tell us about what is working effectively, and a subsequent root-and-branch analysis of our provision and practice to establish what needs to change in order to improve outcomes to match agreed targets. The role of leaders in this process is to oversee the self-evaluation of outcomes, the analysis of provision and practice and subsequently to lead the implementation of any change designed to bring about improvement. This includes management of resources to promote equity, as well as the leadership and management of staff involved in the delivery of planned improvement.

## **6. Business Intelligence**

6.1 The majority of The Highland Council's KPIs are annual measures therefore it is important that Committee is sighted on more regular reporting on performance. On a quarterly basis the Committee will be provided with the following business intelligence:

- Attainment and Achievement including SQA, INSIGHT analysis and local and national measures;
- Inspection and Validated Self Evaluation (VSE) reporting;
- Inclusion data;
- National education trends linked to literacy ,numeracy and health and wellbeing;
- Destinations, skills studies and research;
- Range of ward data and area data;
- Health data;
- Budget – in year and projected outturn of revenue budget;
- Service staff sickness absence trends and targets (contribution to nationally benchmarked KPI); and
- Service complaints.

6.2 The Service will take steps to enhance the use of business intelligence using PRMS and Power BI to report quarterly on service performance. All data sets are regularly reviewed, evaluated and updated to reflect national and local priorities.

6.3 Recently the Education and Learning Directorate has seen business intelligence as integral to improving outcomes for all children and young people and have provided national INSIGHT training for officers and Members to support the scrutiny of data. Although the Highlands is known for its uniqueness, the Directorate regularly benchmarks data with the Northern Alliance, our BVAR family groups and Local Authorities. This has supported the Directorate's outward looking approaches to data and management intelligence as well as best value.

## **7. Risk Analysis**

7.1 An appetite for risk is set at both a Corporate and Service level, and risks are evaluated against this. Risks which are above this appetite line for the Service are reflected in areas for improvement in the Directorate Plan. This includes Corporate risks where the Service has a lead role in mitigation.

7.2 The Service has a comprehensive risk register covering all aspects of operations, including risks in relation to recruitment and retention, absence rates, budget pressures, school estate condition and capacity challenges, attainment, attendance and ELC funding and delivery, with appropriate mitigations in place for all.

7.3 The corporate risk register includes 12 specific risks and mitigating actions in respect of the return to education following the second outbreak of Covid. All risks are monitored on The Highland Council's electronic Performance and Risk Management System (PRMS) and managed as part of Service Quarterly Performance Review (QPR) meetings.

## **8. Best Value**

- 8.1 The Directorate Service Plan will be reviewed annually with a report to the Education Committee for consideration. Any internal and external influences and actions arising from monitoring activity throughout the year will be taken into account. The Plan will also be monitored on a quarterly basis through the Quarterly Performance Review process. It is also subject to change when any amendments to The Highland Council Programme, 'Local Voices, Highland Choices', are approved by Council. Improvement actions related to education contained within the Best Value Assurance Report are also included within the Directorate Service Plan.

## **9. Inspections, Internal and External Audit Report**

- 9.1 In the current pandemic, new inspections of schools by Her Majesty's Inspectorate (HMI) have been put on hold, so no schools in Highland were evaluated by HMI in session 2020/21. Follow-up activity has begun with schools who were involved in post-inspection ongoing engagement with HMI.
- 9.2 Prior to the pandemic external scrutiny of our work in schools by HMI was showing some signs of improved outcomes. The percentage of school inspections where all outcomes were evaluated as "Good" or better rose from 20% in session 2017/18, to 31% in 2018/19, and to 35% in 2019/20. In terms of individual Quality Indicators evaluated by HMI as "Good" or better, our percentage has risen from 40% (2017/18), to 48% (2018/19), and to 54% (2019/20). In terms of QIs evaluated as "Good" or better by HMI, Highland is performing at a higher level than the other Northern Alliance authorities, where the combined percentage is 46% for session 2019/20, compared to 54% for Highland. Over the same period, the percentage of Quality Indicators evaluated as being merely "Satisfactory" has fallen from 48% (2017/18), to 33% (2018/19), and to 30% (2019/20).
- 9.3 Each key Quality Indicator (QI) is evaluated on a 6-point scale by HMI, from "6: Excellent" down to "1: Unsatisfactory". In Highland school inspections, our average QI evaluation in session 2017/18 was 3.3, rising to 3.5 in session 2018/19 and to 3.6 in session 2019/20. The greatest improvement was seen in QI 3.1 (Improving wellbeing, equality and inclusion) which has risen from an average of 3.6 in 2017/18 and 2018/19 to 4.1 in session 2019/20.
- 9.4 However, the data also indicates that improvement is required in a number of measures. In terms of the percentage of inspections in session 2018/19 where all QI evaluations were at "Good" or better, Highland ranks as 25th out of 32 Local Authorities. During session 2018/19, in terms of the evaluations of individual key Quality Indicators, Highland ranks as 16th equal for QI 1.3 (Leadership of change), 19th equal for QI 2.3 (Learning, teaching and assessment), 23rd equal for QI 3.1 (Improving wellbeing, equality and inclusion) and 26th equal for QI 3.2 (Raising attainment and achievement). For all QIs combined, Highland ranks as 22nd equal. These figures support the prioritisation of future work.
- 9.5 Ongoing work to share good practice and to ensure that schools across the authority learn from inspection activity (within and beyond Highland) will lead to further improvements in these key measures obtained through external scrutiny by HMI.

## 10. Workforce Planning

- 10.1 Improvements in performance will be delivered through having the right staff in the right place with the right skills. This in turn is achieved through effective workforce planning including training and development, wellbeing support, performance management and appraisal, transition, sustainability, flexibility and redeployment.
- 10.2 On 30th August 2017 the Corporate Resource Committee approved a Workforce Planning Strategy for 2017-23. This strategy was developed to forecast expected staff numbers, skill needs and cost on basis consistent with corporate budget planning, process and timetables. The aim of the strategy was to deliver work streams required to ensure that The Highland Council could transition from the current position to build and maintain a workforce of the future.
- 10.3 The Education and Learning Directorate in consultation with key stakeholders identified a portfolio of enabling projects and vision statements to reflect the work streams that could be adapted to meet changing needs as requirements developed. The vision statements are designed to be agile and will be reviewed every three years.
- 10.4 This process included a range of methodologies and pulling together of key information sets such as SWOT and PESTLE analysis, benchmarking via other local authorities and stakeholder engagement workshop sessions over the past 24 months.
- 10.5 Driven by a strong set of Vision and Values statements – service workforce plans and Directorate area and core structures and enabling projects will be focussed on four vision statements;
- We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation;
  - We will maximise health and wellbeing for all children and young people to give them the best possible start in life;
  - We will ensure the highest quality of learning and teaching for each and every learner; and
  - We will develop leadership skills at all levels of the system for now and the future.

These fundamental statements have been at the forefront of all re design discussions and engagement sessions with staff and provide a purpose to the posts that will now form the establishment of the education and learning directorate.

### 10.6 Directorate structure of staff working out with school staffing structures

- 10.6.1 The Directorate structure of staff based across a number of Highland localities and out with school staffing establishments will make sure that national and local priorities are taken into account in all levels of planning, connected to the experiences that children and young people will benefit from in Highland Schools. This structure and associated staffing complement at its core is about accountability, making sure that ambitions become reality and what we set out to do gets done and that young people, teachers, head teachers and officers can see how every level of the structure connects and makes sense. There is an element of flexibility and agility built into the structure to allow for growth and

future national and local educational direction, which creates opportunities for talented school staff to collaborate and be an integral part of the education and learning directorate. For example, during Covid a number of school based staff with specialist expertise have had opportunity to flourish not only within the education and learning directorate but also across other directorates.

10.6.2 Fundamentally the Directorate structure out with school staffing structures will provide Head Teacher collaborative support and direction through local and national policy direction. It has been clear and evidenced formally in the last 18 months that Highland Schools have a role to play in developing best practice in Scotland and beyond. It is important that this structure has an influence beyond Highland communities for our children and young people and schools and that the talent and abilities within the Highlands have further reach and influence, this in turn will have the positive impact of developing confidence in our children, our staff our parents as well as ensuring we attract the very best candidates to come and work in our Highland schools.

10.6.3 It is essential that the structure ensures a strategic connection to areas which will support equity, transparency, entitlement, relationships and empowerment which in turn will improve outcomes for all Children and Young people across all Highland communities.

## 10.7 **Area Structure**

10.7.1 The Education and Learning Directorate structure will be responsible for area based operational Head Teacher line management, connected member engagement and communication and cross service directorate operational support. The area team will have a deep understanding of social context and community outcomes. The key function of the area structure will be frontline customer service and connected member, head teacher and community relationship support. Parents/carers are key partners in education and we want an area structure where there are clear lines of communication for parents on all matters to do with their Children, including any connections with other service areas and key partners e.g. school transport and health. Central to the success of this will be the local relationships between the area staff, parents/carers and parent/carer representative bodies as well as the commitment of the Heads of Service and the ECO for Education and Learning to continue to develop relationships with key representative parent/carer bodies Highland wide.

10.7.2 Staff engagement is known to drive up levels of staff satisfaction. An All-Staff Engagement Survey will be carried out in Autumn 2021 to establish a satisfaction index. Future Directorate plans will include percentage improvement against those indicators going forward.

10.7.3 Updated Service and section Workforce Plans will be developed in line with corporate strategy.

## 10.8 **Implementation of Directorate Structure**

10.8.1 Appendix 2 sets out tier 1 and 2 of the Directorate Structure. The two Heads of Service are subject to the 'Proposal and Update on Senior Leadership Re-design' paper being presented to Council on 13<sup>th</sup> May. These posts are subject to Member approval. The subsequent directorate staffing in both the strategic posts/remits and the area posts/remits are set out within the Scheme of Delegation to be of the authority of the Executive Chief Officer (ECO) for Education and regarded as an operational matter. Evaluations of the most effective and appropriate structure to meet the needs of the Highland context and also the impact of Covid have been ongoing for many months and the ECO for Education has carried out engagement with staff and shared proposals with Headteachers and will continue to take on board feedback and suggestions from

them. A degree of flexibility will be included in the structure which will allow for regular evaluation to ensure the structure can continue meet the changes that will evolve in terms of Education delivery and also Covid recovery. As with all operational staffing matters the HR business partner will support the ECO for Education with any relevant management of change processes and ensure appropriate engagement and consultation. This has also included sharing of information with trade unions.

- 10.8.2 The Directorate structure was tasked with significant savings in the 2019/2020 budget and these have been fully delivered. The structure in Appendix 2 and the operational staffing that supports this structure will also make a contribution to the senior management savings identified in the March 2020/2021 budget. These were delayed owing to the impact of Covid but will now be delivered within 2021/2022.
- 10.8.3 Engagement with staff highlights the importance of moving forward in the new school term August 2021 with a stable Directorate Structure. Appendix 2 provides a structure that has taken account of the many discussions and engagements with the affected staff and Headteachers. It is important that the structure is now fully implemented at a pace so that the ambitions set out within the Directorate Improvement plan are delivered.
- 10.8.4 A review of the Directorate Structure will be an ongoing commitment linked to the progress of the Directorate Service Plan.

## **11. Staff Health, Safety and Wellbeing**

- 11.1 A nominated Head of Service will attend corporate meetings with Trade Unions and report back to Senior Management Team meetings with information, issues and actions. The Service also holds service specific Health & Safety meetings every quarter to discuss service-based risks/concerns. These meetings are attended by Heads of Service, Trade Union representatives, Human Resources and Health & Safety Advisors. The minutes of these meetings are reported to the Central Safety Committee.

## **12. Supporting Strategies and Plans**

- 12.1 Work on updating policies relating to Education and Learning has been ongoing and in recent years revisions of supporting policies have included the following:
- Highland Attendance Policy and Children Missing from Education
  - Home Visit Protocol
  - ICTiL Strategy
  - Diabetes Management in the School & Nursery Setting (Joint Highland Council/NHS Policy)
  - Changes to the School Day
  - Mobile Device Policy
  - Staffing Arrangements and Composite Classes
  - Composite Classes - Guide for Parents
  - Guidance on being educated out with the peer group (including deferred and early entry to school)
  - School Minibuses Policy
  - Highland Schools Child Protection Policy
  - School Admissions Policy
  - LNCT 23 HT and DHT Appointments Procedures (update ongoing)
  - LNCT 4 Disciplinary & Grievance (update ongoing)
  - LNCT 37 Special Leave Policy



- LNCT 35 PRD Policy
- LNCT 16 Self-evaluation for Self-improvement (further update planned)
- LNCT 38 Flexible Working Policy
- LNCT 39 Implementing the GTCS Framework on Teacher Competence
- LNCT 21 Collegiality
- Promoting Positive Behaviour in ELC Policy
- Volunteering in ELC
- Remaining ELC policies currently being reviewed

## 12.2 High Life Highland Supporting Strategies and Plans:

- Delivery of the Youth Work Strategy Action Plan
- Supporting the delivery of the Highland CLD Plan
- Focus of Active Schools Programme to support health and wellbeing
- Consolidation of Music Tuition into a blended (virtual and face-to-face) service delivery model
- Increasing participation in active lifestyles (Swimming lessons, extra-curricular sports activities)
- Provide development opportunities for Young People through the HLH Leadership Programme
- Support literacy initiatives with early intervention through the HLH Library network
- Retain the budget membership scheme (50p) to support hard-pressed families into active lifestyle choices
- Deliver a Programme of Summer activities for young people across Highland Communities
- Consolidate and continue to develop the blended delivery (digital and face-to-face) of educational material by the Highland Cultural Team (Museums and Archives)
- Improve and expand support to vulnerable Adults and Families through further development of blended (virtual and face-to-face) learning opportunities

12.3 The development and updating of these policies help with the promotion of consistency across our schools and settings.

12.4 During 20/21 the Service will lead a work stream within The Highland Council's Economic Prosperity Fund agreed by the Council in March, a key role of the service will be to provide targeted support for those young people between 16-26 who find themselves with no positive destination. Strategies will be developed including mentoring, training skills and additional learning opportunities and developments.

12.5 The Highland Council's ALEO, High Life Highland, delivers many of The Highland Council's public service obligations in Culture, Learning and Leisure that are synergistic with the priorities, strategies and plans of the Education and Learning Service. High Life Highland is in the process of reviewing its corporate plan in the light of the Covid pandemic, with a focus on the delivery of physical and mental health and wellbeing in the post-pandemic environment. A close working relationship will be critical as High Life Highland develops its policies in order to ensure strategic alignment between the two organisations.

12.6 The Education and Learning Directorate will continue to be the conjugate with Eden Court, and we will support the strategic planning of the organisation.

**13. Equality and Community Impact Assessment, and Strategic Environmental Assessment**

13.1 Equality and Community Impact Assessment

The Directorate Service Plan has been assessed for potential impacts on communities and an Equalities Impact Assessment has also been completed. This helps us to achieve our duties in respect to the Public Sector Equality Duty, including socio-economic impacts at a strategic level, and a Council commitment to consider rural and poverty impacts.

13.2 Strategic Environmental Assessment

The Highland Council has a legal duty to consider for all plans, programmes and strategies, the relevance of the Environmental Assessment (Scotland) Act 2005. Following pre-screening of the Directorate Service Plan no significant environmental impacts were identified.

Designation: Executive Chief Officer, Education and Learning

Date: 10 May 2021

Author: Nicky Grant - ECO Education and Learning

Appendices: Appendix 1 - Education and Learning Directorate Plan 2021/22  
Appendix 2 - Education and Learning Structure Diagram Tiers 1 + 2

# Education and Learning

Directorate Service Plan (2017-2022)

(Updated April 2021)

# Ambitious

# Sustainable

# Connected

Key Priorities		Key Performance Indicators
<p><b>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy</li> <li>• % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy</li> <li>• Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils</li> <li>• Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils</li> <li>• SCQF2 Level 5 attainment for all children</li> <li>• SCQF2 Level 5 attainment by children from deprived backgrounds</li> <li>• SCQF2 Level 6 attainment for all children</li> <li>• SCQF2 Level 6 attainment by children from deprived backgrounds</li> <li>• Pupils entering positive destinations (16-19 year olds participating in education, training and employment) including our most vulnerable young people</li> <li>• Increase in presentation levels at national 5</li> </ul>
<p><b>Entitlement</b></p>	<p>Develop a Highland Council Raising attainment strategy to include authority review of ASG attainment data and next steps.</p> <p>Review of curriculum and pedagogy approaches, including refreshed narrative and understanding of social context.</p> <p>Improve access to digital technology for all learners.</p> <p>Continue to focus on improving the attainment and achievement of Looked After children and young people.</p> <p>Support schools to deliver the National Qualifications, including their</p>	

<p><b>We will maximise health and wellbeing for all children and young people to give them the best possible start in life</b></p>	<p>assessment 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"> <li>• Quality assurance of ACEL data to ensure it is in line with the national benchmark.</li> <li>• Children meeting developmental milestones</li> <li>• School attendance rates (per 100 pupils)</li> <li>• School attendance rates (per 100 looked after children)</li> <li>• School exclusions (per 1,000 pupils)</li> <li>• School exclusion rate for Looked After Children (per 1,000 pupils)</li> </ul>
<p><b>Relationships</b></p> <p><b>We will ensure the highest quality of learning and teaching for each and every learner</b></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> <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"> <li>• Improved ASL outcomes for all linked to ASL Review measures</li> <li>• Ongoing evaluation from stakeholder group</li> <li>• Outcomes from VSE visits to schools will support the implementation of the new policy</li> <li>• Average total tariff score for pupils in S4-S6 (SIMD1 – children living in areas of most disadvantage)</li> <li>• Average total tariff score for pupils in S4-S6 (SIMD2)</li> <li>• Average total tariff score for pupils in S4-S6 (SIMD3)</li> </ul>



<p><b>Equity</b></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"> <li>• Average total tariff score for pupils in S4-S6 (SIMD4)</li> <li>• Average total tariff score for pupils in S4-S6 (SIMD5 – children living in areas of least disadvantage)</li> <li>• Overall average total tariff score for pupils (S4-S6)</li> </ul>
<p><b>We will develop leadership skills at all levels of the system for now and the future</b></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"> <li>• Evaluative feedback from the leadership support plan will inform progress and next steps</li> <li>• Feedback from SIPs/S and Q and VSE visits will support SE practices and next steps.</li> <li>• Embed consistent PRD approaches across all schools and settings.</li> </ul>
<p><b>Empowerment and Leadership</b></p>	<p>Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.</p>	

Review of PRD and PU process for HTs to reflect GTCS national standards

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

## Budget

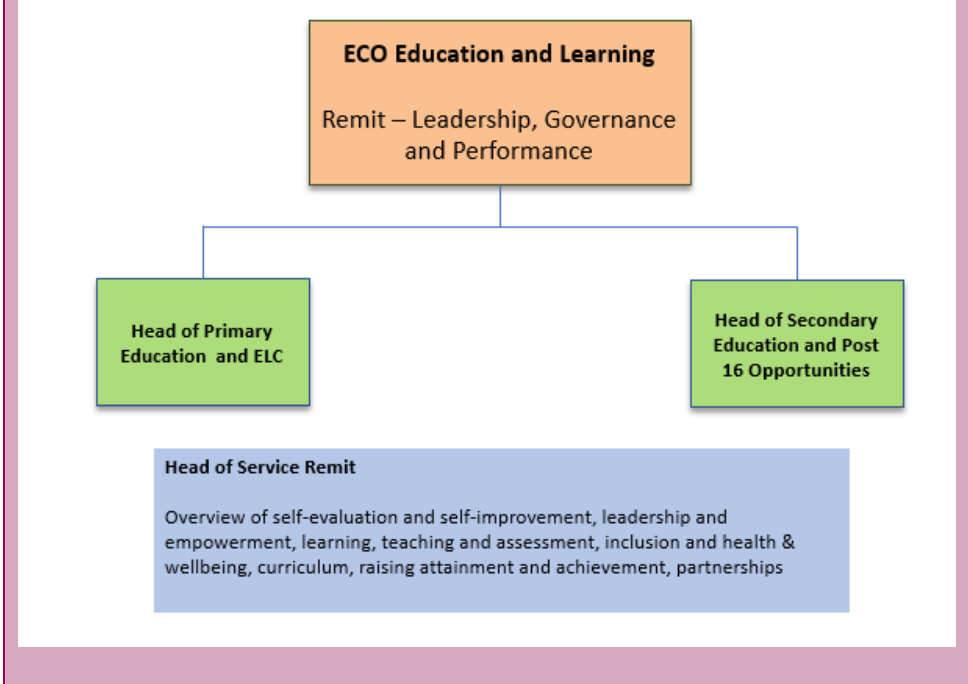
Revenue Budget £206.774m

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
<b>Total</b>	<b>206,774</b>	<b>3,954.20</b>

## 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

	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	<p><b>3.2 Raising Attainment and Achievement</b></p> <p>Review and refresh the curriculum rationale and design in light of post covid lessons learned</p> <p>Develop and embed IDL and skills approaches to curriculum delivery, with a richness and focus on literacy, numeracy, HWB and digital skills</p> <p><b>1.3 Leadership of Change</b></p> <p>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.</p> <p>Develop and implement an authority-wide school rationale for school support,</p>
Average Total Tariff Scottish Index of Multiple Deprivation (SIMD) Quintile 1.	Currently Quartile 4 (highland average 520)	LGBF Quartile 2 by AY22/23	
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	
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	
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	
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	

SCQF Level 6 attainment by children from deprived backgrounds	Currently Quartile 3 (highland average 15%)	LGBF Quartile 2 by AY22/23	challenge and validation, ensuring that all schools benefit from regular and well-planned visits from officers.
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	<b>2.3 Learning, Teaching and Assessment</b>  Review Learning, Teaching and Assessment practices for raising attainment to inform policies and practices to support the raising attainment agenda.
School exclusion rates for all pupils (per 1000 pupil)	Currently Quartile 3 (highland average 20.6)	LGBF Quartile 2 by Dec 22	Embed effective moderation across schools in line with SG priorities
School attendance rate % Biennial	On target - currently Quartile 3 (highland average 92.75%)	LGBF Quartile 3 by Dec 22	<b>3.1 Wellbeing and Inclusion</b>
School attendance rate (looked after children)	Currently Quartile 4 (highland average 83.74%)	LGBF Quartile 2 by Dec 22	Implement, evaluate and review the nine practice developments in ASN in line with the ASL national review.
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	All eligible children to access 1140 hours of childcare from August 2021 as per Scottish Government guidelines
% of funded early years provision which is graded good/better	Currently at 90.4%	100% by FY22/23	Increase in the number of settings to be graded good or better by Care Inspectorate.  Implement the promise and UNCR

# Successes and Areas for Improvement

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

<h3>2.3 Learning, Teaching and Assessment</h3>	<ul style="list-style-type: none"> <li>√ 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</li> <li>√ Learning and teaching assessment activities planned and coordinated with Education Scotland for school staff.</li> <li>√ Increase in skills application and development of digital learning experiences through remote and blended learning as highlighted as excellent practice by Education Scotland.</li> </ul>	<ul style="list-style-type: none"> <li>★ Training on all aspects of the moderation cycle for early years, class teachers, ASNTs, support staff, middle leaders, senior leaders and local authority officers.</li> <li>★ Moderation events coordinated for early years, class teachers, senior leaders and quality improvement officers participate at school, ASG and authority level</li> <li>★ We will review our curriculum rationale and design to include partnership approach to employability and positive destinations especially for our most vulnerable young people</li> <li>★ Raised attainment and achievement for all children and young people, including closing the equity gap.</li> </ul>
<h3>Successes</h3>		<h3>Areas for Improvement</h3>
<h3>2.2 Partnerships</h3>	<ul style="list-style-type: none"> <li>√ Positive engagement with Highland Parent Council Partnership Forum including termly question and answer sessions and sharing of key documents.</li> <li>√ Successful engagement with ELC partners around the rollout of 1140 hours across highland.</li> <li>√ Increased focus on partnership working to enhance the delivery and opportunities within Highland Virtual Academy including for young people with interrupted learning.</li> <li>√ Continue to develop the partnership with Aberdeen City Council for commercialisation of the virtual academy</li> </ul>	<ul style="list-style-type: none"> <li>★ Joint strategic working with parent partnership to establish stakeholder engagement policy.</li> <li>★ Revisit the ELC vision with all involved i.e. parents, partners, settings to ensure the quality agenda is the main focus.</li> <li>★ Strategic overview for positive destination and employability partners in line with the Councils growth and prosperity Budget paper proposals.</li> <li>★ Joint accountability for a CLD action plan with HLH and third sector providers.</li> <li>★ Numbers of young people accessing the virtual academy</li> </ul>

	<p>√ Enhance partnership working between all key stakeholders for effective delivery of CLD</p>	<ul style="list-style-type: none"> <li>★ Improved attendance and engagement of interrupted learners</li> <li>★ Increase number of wider achievement awards and opportunities to get involved in performing arts.</li> <li>★ Feedback from further HMI engagement</li> </ul>
<p><b>3.1 Wellbeing and Inclusion</b></p>	<ul style="list-style-type: none"> <li>√ Identification of the key priorities to support the highland council five year mental health and wellbeing strategic plan.</li> <li>√ 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.</li> <li>√ Safeguarding procedures have been reviewed and updated in line with national guidance.</li> <li>√ Caithness Cares Pathfinder Project developed as a strategy to support mental health across other Highland Council communities</li> </ul>	<ul style="list-style-type: none"> <li>★ Undertake a review of Highland Practice Model with all key stakeholders in light of covid recovery and the nine point ASL review.</li> <li>★ Work with head teachers to ensure there is equitable access to counselling for young people 12 years and above.</li> <li>★ Implement safeguarding approach in all highland schools and settings.</li> <li>★ The development of the practice model for universal mental health approaches in Caithness in tiers 1 and 2 to be planned in other communities</li> <li>★ 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</li> <li>★ incorporate the promise and UNCRC into planning</li> </ul>
<p><b>3.2 Raising Attainment and Achievement</b></p>	<p>√ Piloted initial support and challenge attainment sessions for all head teachers and members including the introduction of a members support and scrutiny toolkit.</p>	<ul style="list-style-type: none"> <li>★ Raising attainment and achievement will continue as a service priority.</li> <li>★ Performance review meetings with head teachers including review of KPIs and school</li> </ul>

	<ul style="list-style-type: none"> <li>√ Delivered members and officer national Insight workshop to promote support and scrutiny of local and national data.</li> <li>√ Data training for all primary head teachers to support challenge.</li> <li>√ School improvement planning had and will continue to have a major focus on raising attainment.</li> </ul>	<p>improvement plans 3 times a year (BV Imp Plan)</p> <ul style="list-style-type: none"> <li>★ Focus improvement activity on young people from deprived backgrounds including numeracy, literacy and positive and sustained destinations (BV Imp Plan)</li> <li>★ Play based approaches will support the raising attainment agenda within ELC settings supported by high quality CLPL for staff.</li> <li>★ Training in assessment and moderation will support professional judgements and in turn will support the accuracy of ACEL data being returned to SG.</li> <li>★ Focus on the BGE curriculum to increase the numbers of our learners who are national 5 ready by the end of S4.</li> <li>★ Establish a working group with a focus on the highland council raising attainment strategy.</li> <li>★ Working Groups established and new policy launched highlighting good practice</li> <li>★ Raised attainment and achievement for all children and young people, including closing the equity gap.</li> </ul>
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## Improvement Actions for 2021/22

Improvement Actions	How we will measure success
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<b>1.1 Self-Evaluation for Self Improvement and 1.3 Leadership of Change</b>	<ul style="list-style-type: none"> <li>• Further development of “School Families” approaches following consultation with HTs. Bespoke family groupings to allow flexibility of mutual support for example with S&amp;Q and SIP</li> <li>• Development of Validated Self-Evaluation (VSE) approaches to replace previous Quality Improvement Visit process.</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Feedback from inspections</li> </ul>
<b>2.3 Learning, Teaching and Assessment</b>	<ul style="list-style-type: none"> <li>• Review Learning, Teaching and Assessment practices for raising attainment to inform policies and practices to support the raising attainment agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Working Groups established and new policy launched highlighting good practice</li> <li>• VSE and HMi feedback and next steps</li> <li>• Raised attainment and achievement</li> </ul>
<b>2.2 Partnerships</b>	<ul style="list-style-type: none"> <li>• Increased focus on partnership work with the NA and Education Scotland</li> <li>• Develop further the positive relationships with the HCPF</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland action plan feedback</li> <li>• HMi feedback</li> <li>• Feedback and attendance at sessions</li> </ul>
<b>3.1 Wellbeing and Inclusion</b>	<ul style="list-style-type: none"> <li>• Development of a whole system approach to a 5 year mental health strategy for education and learning, working group to be established</li> </ul>	<ul style="list-style-type: none"> <li>• 3 tiered approach to mental health and wellbeing established.</li> <li>• Development of working group including recommendations for reviewed PSE programme</li> </ul>
<b>3.2 Raising Attainment and Achievement</b>	<ul style="list-style-type: none"> <li>• Develop a Highland Council Raising attainment strategy to include authority review of ASG attainment data and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Working Groups established and new policy launched highlighting good practice</li> <li>• Raised attainment and achievement for all children and young people, including closing the equity gap.</li> </ul>

# ECO Education and Learning Directorate HC10 to HC15 Structure

## Appendix 2

