The Highland Council

Agenda Item	7.
Report No	EDU/21/25

Committee: **Education**

Date: **27 August 2025**

Report Title: **Raising Attainment Strategy Update**

Report By: **Assistant Chief Executive – People**

1. Purpose/Executive Summary

1.1 The report provides a progress update on Education & Learning activity in implementing the new structure and the development of The Highland Council Raising Attainment and Achievement Strategy (RAAS) 2025-2028.

1.2 The report contains several links to other documents that support further exemplification of our improvement journey.

1.3 The report also provides an initial analysis of attainment in the senior phase National examinations in 2025.

2. Recommendations

2.1 Members are asked to:

i. Note the content of the report and progress made;
ii. Note the draft Raising Attainment and Achievement Strategy (RAAS) 2025-2028 (**Appendix 1**);
iii. Note that action to implement the RAAS will arise from the annual Education & Learning Improvement/National Improvement Framework (NIF) Plan to be brought forward to Committee in November 2025;
iv. Note the summary of senior phase attainment at section 7; and that an in-depth analysis of the senior phase attainment for 2025 will be brought to Committee in November 2025; and
v. Agree a Members' seminar to be arranged in advance of the November Committee.

3. Implications

3.1 Resource

The new structure and RAAS will be delivered within existing Education & Learning budgets.

3.2 Legal

The Standards in Scotland's Schools Etc. Act 2000 requires that, as the Education Authority, Highland Council has a duty to:

- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils because of socio-economic disadvantage.
- Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the National Improvement Framework.
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same time raise attainment for all.

3.3 Risk

There is a strategic risk of not improving outcomes for learners. Changes to our service delivery and enhanced data scrutiny along with early intervention will reduce potential risk.

3.4 Health and Safety (risks arising from changes to plant, equipment, process, or people).

There are no H&S implications arising for this report.

3.5 Gaelic

Gaelic is considered fully as part of the National Improvement Framework and is reflected in the new structure and RAAS.

4. Impacts

4.1 In Highland, all policies, strategies or service changes are subject to an integrated screening for impact for Equalities, Poverty and Human Rights, Children's Rights and Wellbeing, Climate Change, Islands and Mainland Rural Communities, and Data Protection. Where identified as required, a full impact assessment will be undertaken.

4.2 Considering impacts is a core part of the decision-making process and needs to inform the decision-making process. When taking any decision, Members must give due regard to the findings of any assessment.

4.3 **Integrated Impact Assessment - Summary**

4.3.1 An Integrated Impact Assessment screening has been undertaken on 21 July 2025. The conclusions have been subject to the relevant Manager Review and Approval.

4.3.2 The screening process has concluded that there are a number of positive impacts arising from the focus on raising standards in schools through the Education & Learning restructure and implementation of a RAAS. There is therefore no

requirement to undertake a full impact assessment. The outcomes of the screening are provided below.

4.3.3	**Impact Assessment Area**	**Conclusion of Screening/Full Assessment**
	Equality	• Children and Young People – *Positive* Children affected by disability – *Positive* • Older adults – *No impact*
	Socio-economic	*Positive*
	Human Rights	*Positive*
	Children's Rights and Well-being	*Positive*
	Island and Mainland Rural	*No impact*
	Climate Change	*No impact*
	Data Rights	*No impact*

5. Background

5.1 The Highland Council committed to reviewing the Raising Attainment Action Plan in November 2024 and to a restructure of the Education & Learning central team as part of the attainment update report provided to Members at the Education Committee in February 2025.

The new management structure within Education & Learning affords the opportunity to reorganise delivery of support, challenge and improvement in schools across The Highland Council area. Each Chief Officer has responsibility for their respective sectors, 2-18 strategic remits and line management of Area Quality Improvement Managers organised into North and South geographic areas.

5.2 The Education and Learning Service remains wholly committed to raising attainment and achievement and building on the work implemented through the 2024/2025 NIF Plan. This report details activity since May 2025 that builds on current initiatives such as The Collaborative Improvement Framework and focussed Data and Moderation and Assessment support for schools. Attainment data tells us that we have had an improving picture over the last few years and with this new arrangement further improvement is projected. To further support this expectation, the creation of a Raising Attainment and Achievement Strategy is seen as central to this work.

6. Key Successes and Summery of Progress

6.1 New Structure Update

6.1.1 The new restructure is almost complete with eight Area Quality Improvement Managers (AQIMs) and Education Support Officers (ESOs) in post and strategic responsibilities confirmed (**Appendix 4**). Work is underway to ensure individuals and teams have a clear understanding of their roles and responsibilities regarding our Local Authority duty outlined within The Standards in Scotland's Schools Act 2000. This will be realised through robust quality assurance and improvement activity alongside a tailored programme of high-quality professional learning. In support of this approach, the ELC and Educational Psychology Service staff allocation has also

been realigned across each of the eight Associated School Group (ASG) Cluster areas.

6.2 **Raising Standards Across Schools**

6.2.1 A Raising Attainment Headteacher Reference Group (RARG) was established in May 2025 as a sounding board for the ongoing development of our approach to raise attainment and achievement; associated improvement plans; and wider underpinning strategies. The Group consists of Primary, Secondary and 3-18 Head Teachers, and includes Associate Assessors. A Development Session for the group took place along with Assistant Chief Executive (ACE) People and the Chief Officers (COs) for Primary and Early Years and Secondary Education and a union representative to advance our plan for Raising Attainment and Achievement and associated Strategy.

6.2.2 During this session, the group engaged in a variety of activities and facilitated discussion to determine what would have the greatest impact on children and young people's learning, development, and achievement. The outcome of this session, along with a follow-up meeting for each sector, was the identification of four key themes that would support improvement and underpin Highland's Raising Attainment and Achievement Strategy (RAAS):

1. Leadership
2. Learning and Teaching
3. Curriculum
4. Data Analysis for Improvement

6.2.3 Each theme was further broken down into the key actions required to make a difference to practice at leadership level and that of a classroom practitioner. Using the information gained as result of engagement with the RARG, a first draft of The Highland Council's Raising Attainment and Achievement Strategy (RAAS) was developed. Potential actions are detailed in **Appendix 2**.

6.2.4 To ensure involvement with all headteachers in the development of the RAAS, an in-person Development Day was held in Strathpeffer, with 132 Headteachers in attendance, the ACE - People, Education Chief Officers, Collaborative Leads Officers (CLOs), Area Quality Improvement Managers (AQIMs) and the Highland Attainment Advisor from Education Scotland. Key messages around the importance of the raising attainment and achievement agenda for The Highland Council were shared and Headteachers were encouraged to think about their own school's practice, what effective practice they could share with other schools and how they would engage with the developing RAAS. This session also provided the opportunity to consult on the development of plans to date.

6.2.5 The use of an electronic interactive engagement system ensured that live data was shared across the room in response to the following questions:

Within each of the 4 themes of Leadership, Learning and Teaching, Curriculum and Data Analysis:

- what would success in Highland look like across schools?
- rank in order of priority the proposed actions
- detail any other actions you believe are required to improve attainment and achievement.

Headteachers views are detailed in **Appendix 3**.

6.2.6 As a result of this session, Headteachers feedback was considered and is now reflected where possible within the refreshed version of the RAAS at **Appendix 1**.

7. Initial Analysis of Attainment in Senior Phase National Awards 2025

7.1 More than 6200 young people in Highland received their exam results on 4 August 2025. In addition to National 5, Higher and Advanced Higher qualifications, learners also received recognition for achievement in Skills for Work Awards, National Progression Awards and National Certificates. This attainment is not captured in the figures presented here. However, further analysis of the National awards and the wider achievement courses will be published in September, and a full more in-depth report of the senior phase performance data will be brought to committee in November.

7.2 The SQA Highland Results Analysis shows that pass rates have risen at both National 5 and Higher, with Advanced Highers showing a slight decrease.

<u>Highland Attainment 2025</u>

- Nat 5 - A-C attainment - 76.6% (up from 75.6% last year)
- Higher - A-C attainment - 74.6% (up from 71.4%)
- Advanced Higher - A-C attainment - 72.8% (down from 73.0%)

<u>National Attainment 2025</u>

- Nat 5 - A-C attainment - 78.4% (up from 77.2% last year)
- Higher - A-C attainment - 75.9% (up from 74.9%)
- Advanced Higher - A-C attainment - 76.7% (up from 75.3%)

7.3 There has been an increase in the number of young people gaining 3 awards A to C in S5, with 36.5%, which has increased by **2.4%** from 2024.

7.4 Closing the Attainment Gap

There was improved attainment for learners from our most deprived areas at National 5, Higher and Advanced Higher.

- In S4 there is a **1.5%** increase in the young people gaining 5 National 5 A-C awards.
- In S5, the percentage of pupils gaining three awards at Higher has increased by **5.8%.**
- In S6 there has been an increase of **2.3%** awards at Advanced Higher.

7.5 Primary: A Curriculum for Excellence Level (ACEL) data collection and analysis is in the process of being concluded. Early indications show that in both Literacy and Numeracy we have made improvement on the previous year. Full details will be provided for November Committee and will also be available to discuss at the planned Members' session.

8. Next steps

8.1 Recruitment will continue towards ensuring each area has a full team complement. The Principal Teacher for Additional Support Needs (PTASN) and the Lead Practitioner remits are being finalised. It is anticipated that by October 2025 the full team around each area will be in place.

8.2 The RAAS will be fully realised over three years and annually enacted via the annual Education and Learning Improvement/NIF Plan. As well as covering the four areas outlined as part of the RAAS (Leadership, Learning and Teaching, Curriculum and Data), this new plan will also encapsulate other actions required to ensure a focus on priorities. Therefore, the 2025/26 Education and Learning Improvement/NIF plan will include key areas of work that require focussed improvement activity to underpin the RAAS: implementation of the Parental Involvement and Engagement Strategy; an updated Health and Wellbeing Strategy; and a focus on Inclusive Practice and Additional Support Needs. It is important to note that these will be the focus of improvement for at least 3 years to run in parallel with the period of the RAAS. The RAAS and associated improvement activity will be detailed within the annual Education & Learning Improvement/National Improvement Framework (NIF) Plan to be brought forward to Committee in November 2025.

8.3 It is proposed that an Elected Member seminar is arranged to provide a further opportunity for in-depth discussion regarding the RAAS and analysis of Highland attainment ahead of a follow-up report at the November Committee, where the finalised Education Improvement Plan will be shared including updates in A Curriculum for Excellence Level (ACEL) and Scottish Qualification Authority (SQA) data for The Highland Council.

Designation: Assistant Chief Executive - People

Date: 12 August 2025

Author: Bernadette Martin-Scott, Chief Officer Primary
Fiona Grant, Chief Officer Secondary

Background Papers:

Appendices: Appendix 1 - Raising Attainment and Achievement Strategy 2025-2028.
Appendix 2 - Actions arising from the RAAS.
Appendix 3 - Headteachers feedback in process of creating the RAAS
Appendix 4 – AQIM Strategic Remits

Appendix 1

The Highland Council
Comhairle na Gàidhealtachd

Raising Attainment and Achievement Strategy

Date:	**July 2025**
Lead Officer:	
Designation:	
Next review:	

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Aims

The overall aim of the Highland Raising Attainment and Achievement Strategy is to set out our shared vision, priorities, and expectations in relation to raising attainment and achievement for every child and young person to achieve the national ambition of:

- excellence through raising attainment, ensuring that every child achieves:
  - the highest standards in literacy and numeracy,
  - the right range of skills, qualifications, and achievements to succeed.
- improving outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

This strategy reflects our unwavering commitment to achieving the highest outcomes for all, especially those most disadvantaged by poverty. It provides an opportunity to focus on the local and national context; outline the Highland approach and details what we will do to measure success.

Our Approach

In Highland, we take a holistic view of attainment, tracking the learning journey from early years into a sustained positive destination for all children and young people, with a particular focus on those who face disadvantage and barriers to learning. These are informed by The Council values of Ambitious, Sustainable and Connected.

We are improving our use of data to ensure it is used effectively to make sound decisions about allocation of resources and ensure a consistent approach in all sectors to maximise the attainment, achievement and life chances for all Highland's children and young people.

Following the formation of the Raising Attainment Reference Group including Assistant Chief Executive – People; Education and Learning Chief Officers; and 12 Headteachers from Primary and Secondary sectors, and in consultation with all Highland Headteachers, four themes for improvement have been identified as key to raising standards across our schools.

- Leadership
- Learning and Teaching
- Curriculum
- Data Analysis.

Action in each of the areas will be implemented by central staff, school leaders and practitioners within classrooms. Education & Learning Senior Leaders, the Raising Attainment Reference Group and the Raising Attainment Board have a key role in driving forward this strategy as well as monitoring and evaluation its progress in improving outcomes for children and young people across Highland schools. More information about governance of this strategy can be found in Appendix 1.

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Each school and Early Learning and Childcare (ELC) setting prepares and publishes their individual School Standards and Quality Report describing their improvement journey over the past year. This, along with their self-evaluation activity throughout the year supports the creation of the School Improvement Plan. All schools and ELC settings will engage with the content of this strategy and ensure that the four key themes are reflected in some way within their individual School Improvement Plan outcomes.

During the period of the strategy school leaders will engage in Learning and Development activity around Improvement Methodology to build our collective ability to measure progress and evaluate the impact of our work on children, young people, and families. Further detail is provided within Appendix 2.

The Collaborative Improvement Framework supports Highland Council's Quality Improvement Team to engage with schools in effective evaluation, planning and reporting at establishment and department level. There is a structured model of quality assurance activity which includes data analysis, self-evaluation, professional discussion, and a planned programme of school visits. This system will allow for monitoring and evaluation of the RASS at school level.

Our Journey

A refreshed focus on Raising Attainment has been essential following the Covid Pandemic and societal changes such as the cost-of-living crisis, impacting on employment and poverty; as well as a rise in the complexity and number of children who have an additional support need.

Over the last two years steady progress in raising attainment is evident and has to date been reviewed annually and published in the National Improvement Framework (NIF) report/plan. Moving forward this RAAS will be enacted via the Education and Learning Improvement Plan (ELIP).

The data below illustrates that Highland schools are on a journey of improvement that will now be further supported by the RAAS and ELIP.

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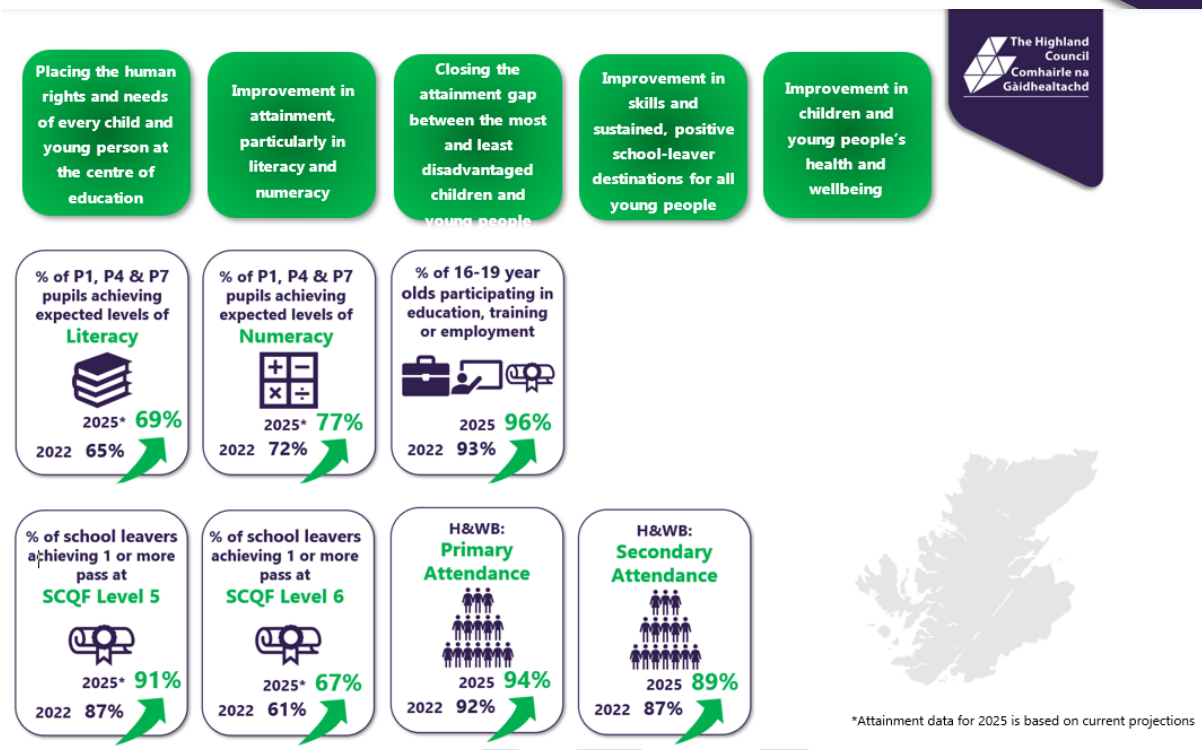
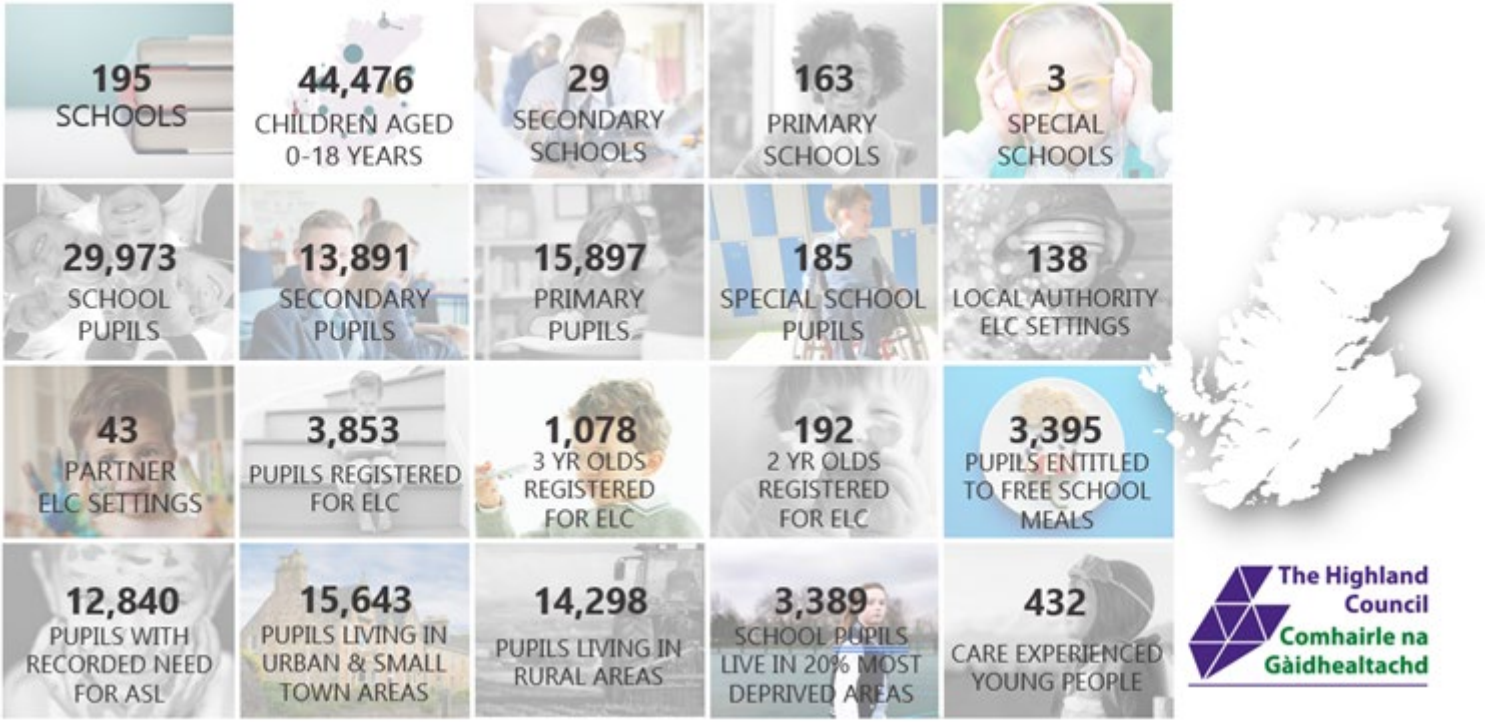


This strategy supports all stakeholders* to understand the vision and participate as partners in the plan for improvement across the Highland Council Schools and can be viewed in conjunction with other important frameworks, guidance and strategies** that impact improvement and raised standards.

*Local Authority Officers including School Leaders, Teachers, ELC staff, and all support staff; Parents and Carers, Internal and External Partners and Elected Members.

**Collaborative Improvement Framework, Learning, Teaching and Assessment Framework, Parental Involvement and Engagement Strategy, Health, and Wellbeing Strategy (currently undergoing review and refresh).

Our Local Context



Highland is a diverse area encompassing one third of the land mass of Scotland. Whilst we have a growing city and a number of large towns, 65% of people live in very remote rural, remote rural and accessible rural areas. Using the Scottish Index of Multiple Deprivation (SIMD), Highland has a significant number of children and young people who are identified as coming from families potentially affected by poverty. The numbers of families experiencing poverty has increased as a result of the cost-of-living crisis.

Evidence tells us that around 20% of children and young people in our local authority are affected by poverty. Poverty is not confined to the urban areas of Highland. We know that rural poverty can be less visible, making it harder to identify. Rural deprivation can include factors such as fuel poverty, increased transport costs to access services, low-income employment, and under-employment.

The infograph above shows the challenges facing The Highland Council area that will have an impact on raising attainment and achievement.

National Context

Launched in February 2015, The Scottish Attainment Challenge was established to achieve equity in education by ensuring that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child. It focuses on improvement activity in literacy, numeracy, health, and wellbeing and complements the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

The mission of the Scottish Attainment Challenge is:

- to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.
- to support education recovery, to increase pace of, and reduce variation in, progress.

Initiatives to address the Scottish Attainment Challenge are supported by Attainment Scotland Funding (ASF). Funding allocated to local authorities includes Strategic Equity Funding (SEF), Pupil Equity Funding (PEF) and Care Experienced Children and Young People (CECYP) funding.

Stretch aims were introduced through the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress in 2022. This development includes a requirement for local authorities to set ambitious but achievable stretch aims for progress in overall attainment and in closing the poverty-related attainment gap.

These are national measures which have been developed to mark the progress being made in addressing key priorities over time with support and challenge provided through professional dialogue with Education Scotland. The progress made in addressing our overarching aim of achieving the highest outcomes for all, especially those most disadvantaged by poverty, will be measured through our Stretch Aims (Appendix 3).

They reflect the key priorities of the National Improvement Framework which are:

- 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.

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The 2023 National Improvement Framework (NIF) and Improvement Plan has six drivers for improvement and five key priorities. These provide the framework by which we will deliver our improvement activity to be detailed in our new Education Improvement Plan previously known as the NIF Plan.

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Appendix 1: Governance of the RAAS

The RAAS will be realised through the new Education and Learning Improvement Plan. Progress towards the outcomes outlined within this plan will be reported on quarterly via Education and Learning Committee.

The Raising Attainment Board (RAB) will support Education and Learning Senior Leadership Team in their strategic oversight of activity targeted at raising attainment and closing the poverty-related gap. In termly meetings, the Board will review and monitor the progress being made towards strategic objectives; and by schools in meeting outcomes related to key priorities and stretch aims.

The aims and responsibilities of the Board are to:

- convey the direction of travel for raising attainment within Education and Learning.
- share expectations and levels of accountability with other strategy groups, workstreams and school leaders.
- support analysis of key data and measures to monitor school attainment and performance across the school year, through the performance management framework.
- support analysis of key data and measures to monitor ELC achievement across the year.
- have a regular overview of and report on national returns, attainment results, predicted attainment and senior phase data.
- monitor, review, and evaluate robust systems in relation to Pupil Equity Funding expenditure and track attainment.
- report to the E&L Senior Leadership Team on the progress of the RAB, including the provision of regular thematic reports to update progress and performance that are qualitative and quantitative where relevant, informing the ELIP.

Membership

The Board is made up of representatives from Education and Learning and Education Scotland. Membership is designed to be flexible in order to be both agile and responsive to national priorities and will include the roles below:

Chief Officer, Primary and Early Years (Lead/Chairperson)

Chief Officer Secondary

4 Headteachers/Members of the Raising Attainment Reference Group

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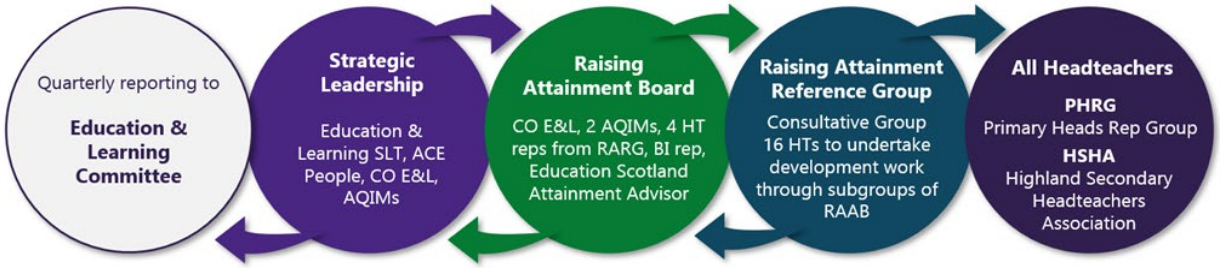
AQIMs with responsibility for Quality Improvement, Data and SEF/PEF

Education Scotland Attainment Advisor

Business Intelligence Team representative

Sub-groups of the Board are responsible for delivering actions identified within each of the four themes: Leadership; Learning and Teaching; Curriculum; and Data Analysis. Each subgroup will be led/chaired by an Area Quality Improvement Manager (AQIM).

Both the RAB and its subgroup operation will be guided by a Terms of Reference agreement, created at the first meeting to be reviewed annually.



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Appendix 2: Improvement Methodology

Improvement Methodology is key to robust processes around ensuring impact on improvement outcomes. It provides simple yet powerful tools designed to accelerate improvement which are intended to complement and build on work that schools have already undertaken to raise attainment and close the poverty related gap.

Nationally, Model for Improvement approaches are extensively used in healthcare and by CYPIC (Children and Young Peoples Improvement Collaborative). This framework provides a clear structure for developing, testing, and implementing changes leading to sustainable improvement.

Improvement Methodology professional learning for senior leaders outlines the key components of the improvement journey and the roots of improvement science and includes a focus on the:

- variety of Improvement Methodology tools and how to implement these in a school setting
- Plan, Do, Study, Act (PDSA cycle)
- range of qualitative and qualitative data available to schools
- key steps in writing effective aims and measures within quality improvement plans
- key elements for creating the right conditions for implementing change
- spread and scale change process.

Evidence-based and data-driven improvement activity is expanding. Interventions to address the poverty related gap are increasingly well-planned and well-evaluated to show impact. School leaders are supported to use Improvement Methodology (which combines action research and Model for Improvement strategies) and tools from the Education Endowment Foundation (EEF) to analyse school level data to identify attainment gaps, and from there to select and evaluate appropriate interventions.

It is recognised that individual schools need to respond according to their own data, current developments, and staff skill set. Highland Improvement Methodology is designed to support this. A clear evidence base exists for interventions that can support schools to close the attainment gap. The Scottish Attainment Challenge: Learning and Teaching Toolkit, the Early Years Toolkit and the Sutton Trust-EEF Teaching and Learning Toolkit all provide accessible summaries of educational research which provide guidance for teachers, practitioners, schools and other settings on how to use their resources to improve the attainment of disadvantaged pupils.

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Secondary schools are currently organised into Quads which promote collaboration and improvement activity. As the new structure is implemented across the eight areas, consideration will be given to how a similar model could be implemented across the Primary sector to ensure the most impact.

Specific development sessions for school leaders will be provided to ensure that Improvement Methodology is a systematic part School Improvement Planning and Self Evaluation processes.

Schools will be supported to make best use of data to track and monitor improvement and intervention activity. Quality improvement outcomes are framed by available data, and this work is being informed by the developing approach to model for improvement. Challenge and support to schools is provided by Area Quality Improvement Managers, through the Collaborative Improvement Framework, complementing wider opportunities for teacher professional learning. This work supports raised expectations of pupil progress and is increasing practitioner confidence in learning and teaching and moderation at classroom level and in making informed judgements.

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Appendix 3: Stretch Aims

Stretch Aims are national measures which have been developed to mark the progress being made in addressing key priorities over time. They set high expectations to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge. Each school will develop their own stretch aims and will add to the overall collective improving picture across Highland schools.

Our Core Stretch Aims, which are common for all local authorities, will reflect progress in the following indicators:

- Curriculum for Excellence levels (ACEL levels) for P1, 4, 7 Literacy combined and Numeracy;
- Proportion of school leavers attaining one or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication;
- Proportion of school leavers attaining one or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication;
- Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland; and
- Health and wellbeing, using data for attendance and exclusions

Over the next year consideration will be given, in consultation with Headteachers, to the addition of Core Plus Stretch aims which will measure progress against specific local priorities and could include:

- The proportion of children starting P1 who meet all expected development milestones reflecting the importance of early intervention in closing the poverty-related attainment gap.
- Average total tariff points to provide an enhanced reflection of the complexity and totality of senior phase attainment.
- Curriculum for Excellence levels (ACEL) for P1, 4, 7 Literacy and Numeracy combined for Care Experienced Young People.
- Total Tariff Points for Care Experienced School Leavers.

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Raising Attainment and Achievement Strategy (RAAS) – Actions Summary

Appendix 2

- **Targets/Goals: Raising Attainment targets/goals for Literacy and Numeracy – relevant stages**
- **Raising Attainment Targets for Senior Phase Qualifications – levels?**
- **Closing the Gap targets – all sectors**
- **Achievement Targets/Entitlement**

Leadership

Headteachers and Senior Leaders

a. Annual events for headteachers and identified senior leaders
b. All headteacher meetings have the Raising Attainment strategy as a standing item on the agenda.
c. Additional module on RA Strategy built into the Headteacher Induction programme
d. CPD programme for headteachers on closing the poverty related attainment gap.
e. A DHT network established to support RA leadership
f. The PRD process adjusted to include discussion of RA
g. The Quality Improvement Framework to have support and challenge built in at all levels for universal, focused and targeted offers
h. Actions to support looking outwards a must for all schools

Middle Leaders

a. Middle Leader networks reestablished with an agenda linked to the Raising Attainment strategy.

Learning and Teaching

a. There is a clear policy setting out what the features of Excellent Learning and Teaching are in Highland Council
b. There is a CPD programme designed for all teachers on LT&A
c. All schools will have a Learning and Teaching policy in line with local authority policy
d. A network will be set up for DHTs with the Learning and Teaching remit
e. Learning and Teaching - standing item on curricular networks agenda
f. All schools will be organised into L&T Quads to support each other's schools
g. Groups of Primary Teachers will be set up to develop the Highland Standard in Literacy
h. A CPD programme will be developed on the standard to ensure clear and consistent understanding across primary schools.

Curriculum 1: Senior Phase

a. There will be a review of the Senior Phase curriculum to identify best practice in Learning Pathways
b. The Digital School offering will be expanded to support access to a wider range of courses in rural and smaller schools
c. An inclusive curriculum will be developed to support young people for whom school is not the most positive setting to access qualifications
d. A Success Entitlement for Care Experienced young people will be developed in line with the Promise.
e. There will be discussions with UHI to further develop partnerships for senior phase course development
f. Support for sustained Positive Destinations in all schools

Curriculum 2: BGE Secondary

a. There will be full engagement with Education Scotland's Curriculum Improvement Cycle.
b. Support materials will be developed for all schools to evaluate their BGE provision
c. Develop support for IDL entitlement in the BGE
d. Develop effective curricular transitions P7 to S1

BGE Primary and Early Years

a. Continue to develop and prioritise the Highland Literacy and Numeracy strategy
b. Develop support for IDL in the primary sector
c. Ensure Literacy and Numeracy strategy is being delivered across all Early Years establishments
d. Continue to implement the Highland approach to Realising the Ambition
e. Develop effective Early Years to Primary transition approaches

Data and Self-Evaluation

a. Have a data expert to the central team focused on RA as their only priority
b. Evaluate the current Highland tracking system
c. Develop a data dashboard for all schools
d. Design a local authority tracking schedule
e. Design a Highland system for tracking Achievement
f. Develop a data strategy
g. Develop a self -evaluation programme “Improving Highland”
h. Work with a subgroup of headteachers on the use of Insight and agendas for discussion
i. CPD programme for AQIMs on attainment data and how to provide support and challenge using Insight

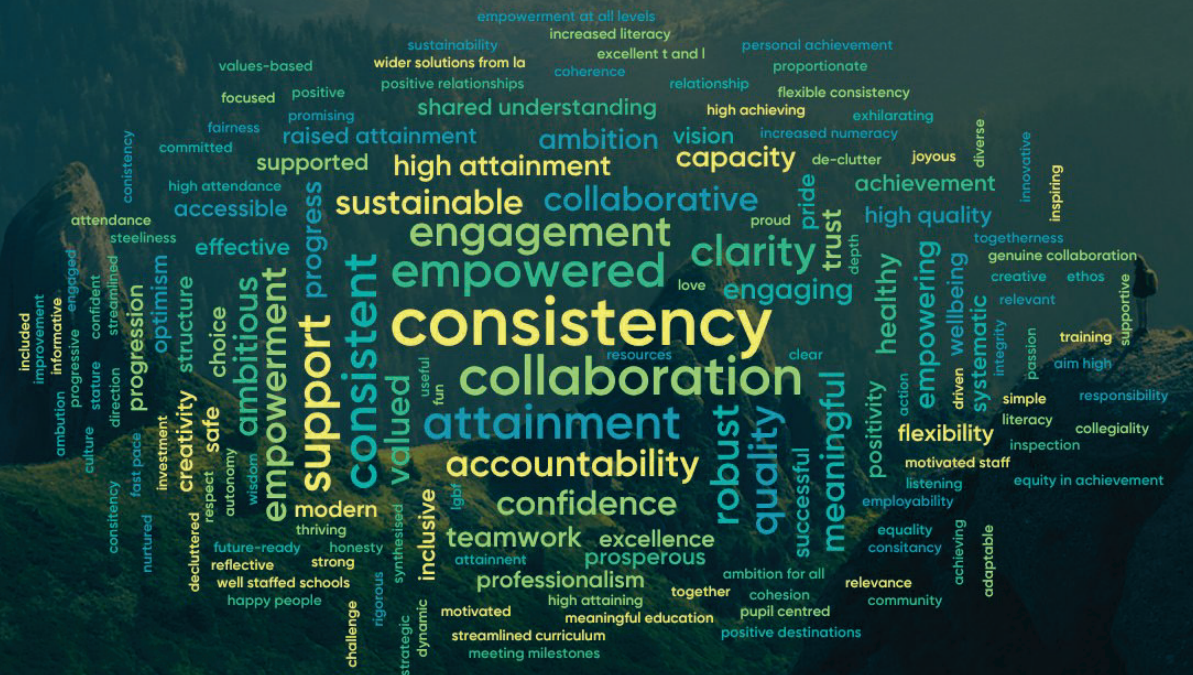
Supporting Strategies and Policies

- NIF Plan
- Health and Wellbeing
- Parental Engagement
- Improving Attendance
- Promoting Positive Behaviour
- Additional Support for Learning
- Learning and Teaching Framework
- GIRFEC Refresh
- Presentation Policy

Appendix 3

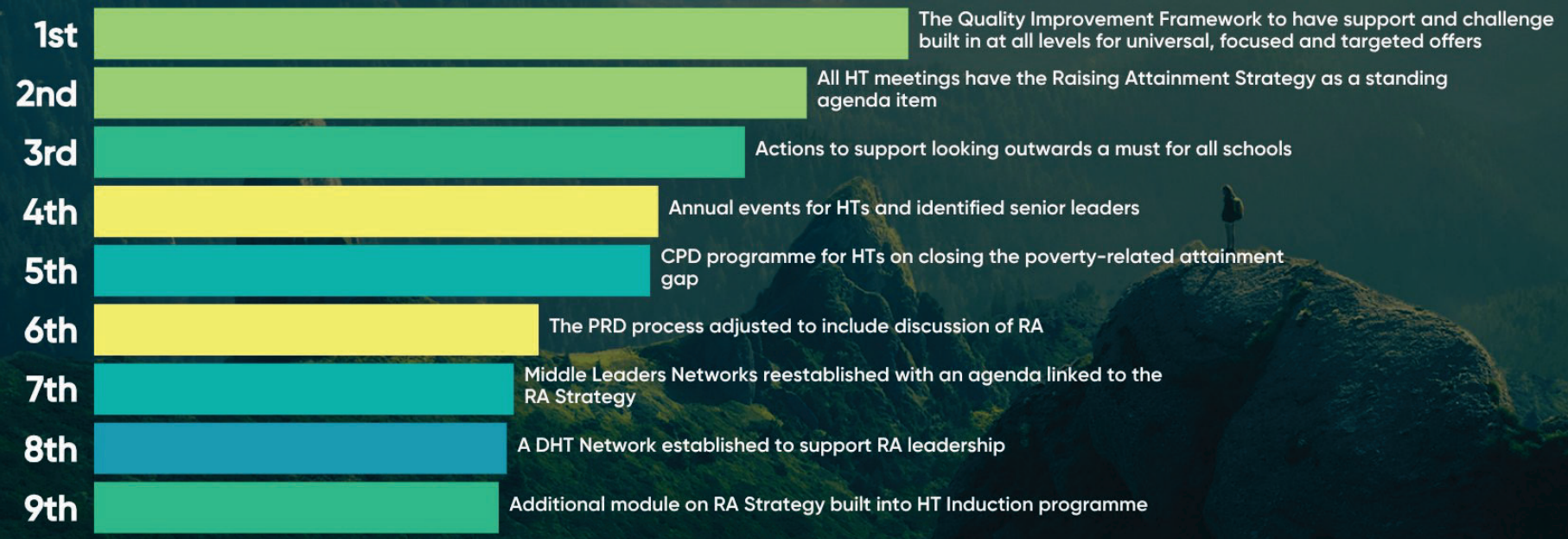
Mentimeter

What would success look like in Highland? Three words around our four key themes: Leadership, Curriculum, Learning & Teaching and Data



Mentimeter

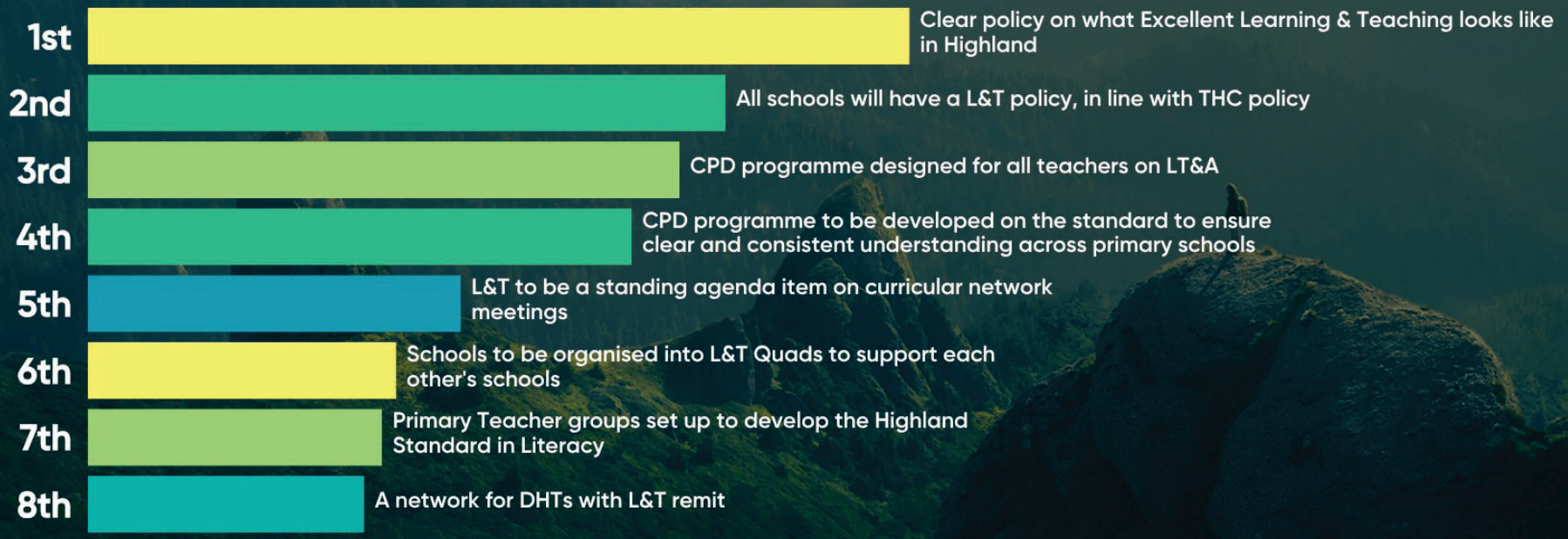
Leadership. Rank all nine activities in order of priority...



10 119

Mentimeter

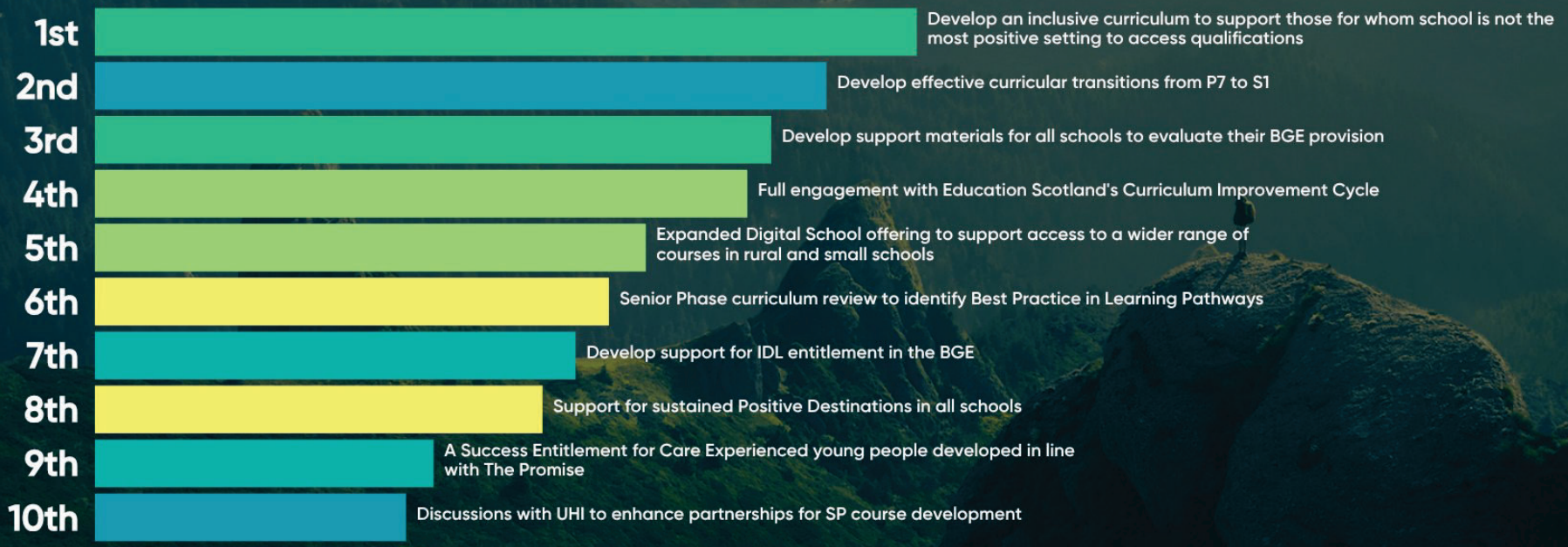
Learning and Teaching



5 122

Mentimeter

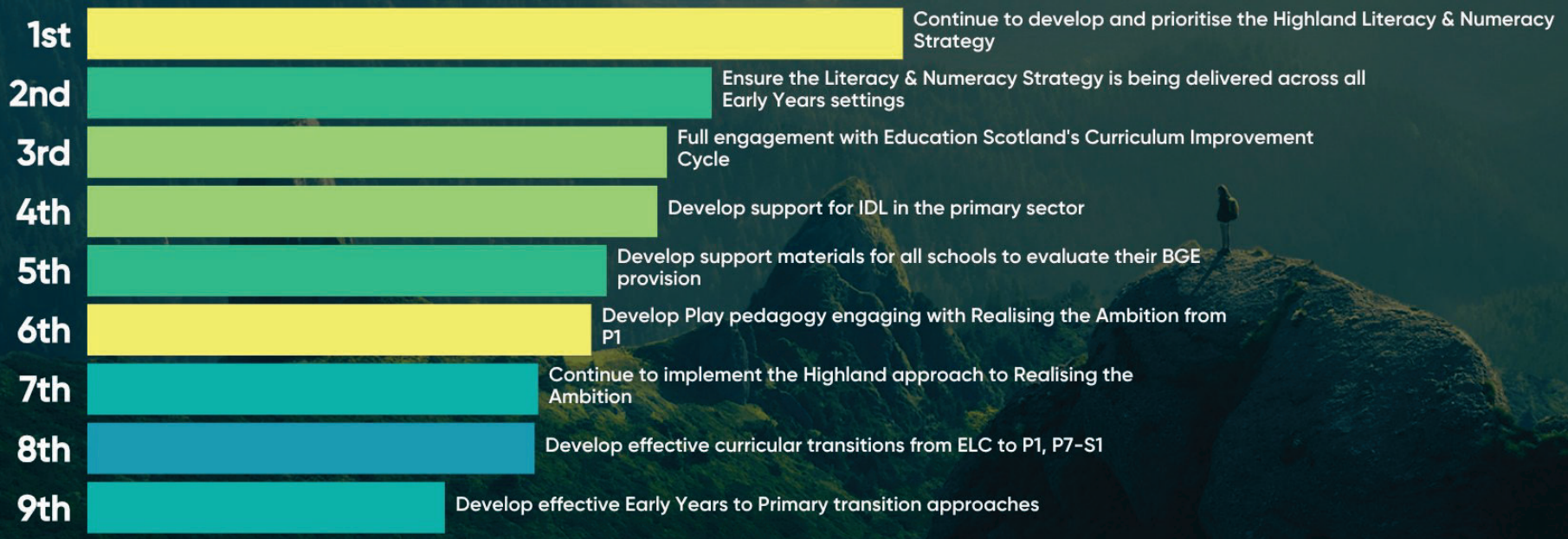
Curriculum (Senior Phase and BGE)



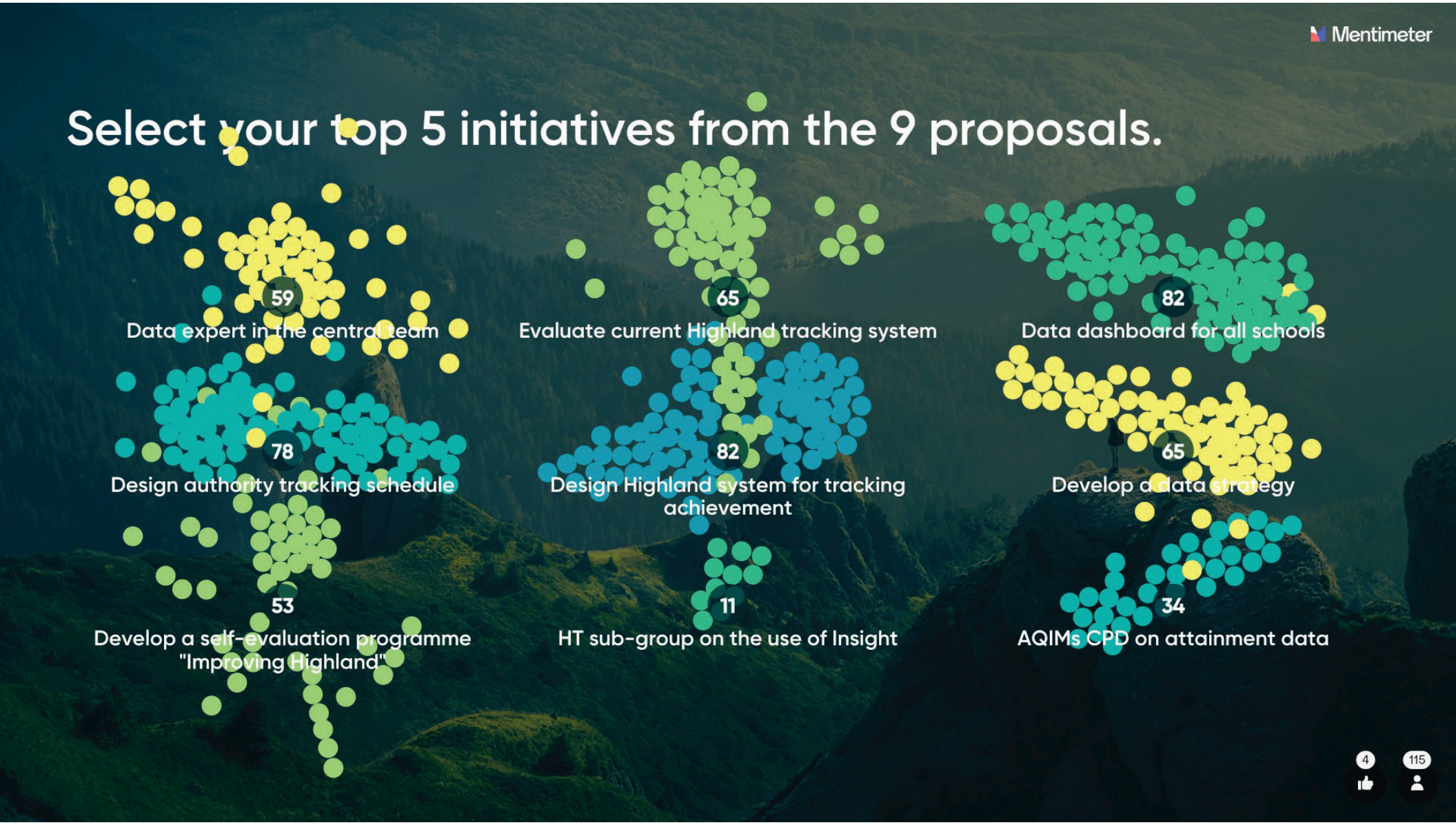
6 73

Mentimeter

Curriculum (BGE Primary & Early Years)



3 107


Mentimeter
Select your top 5 initiatives from the 9 proposals.
59
Data expert in the central team
65
Evaluate current Highland tracking system
82
Data dashboard for all schools
78
Design authority tracking schedule
82
Design Highland system for tracking achievement
65
Develop a data strategy
53
Develop a self-evaluation programme "Improving Highland"
11
HT sub-group on the use of Insight
34
AQIMs CPD on attainment data
4
115

Assistant Chief Executive People Kate Lackie							
Chief Officer Primary and Early Years South Area Management Bernadette Scott				Chief Officer Secondary North Area Management Fiona Grant			
AQIM S1 Kirsty Clark	AQIM S2 Toni Macartney	AQIM S3 Mark Jones	AQIM S4 Tina Stones	AQIM N1 Mhairi MacDonald	AQIM N2 Annika Jansson	AQIM N3 Katherine Van Voornveld	AQIM N4 Isobel Sinclair (0.6fte)
ESO S1 Kerry-Anne Young	ESO S2 Jemma McGregor	ESO S3 Lauren McKernie/ Karen Cox	ESO S4 Laura Hannah	ESO N1 Sara Matheson	ESO N2 Derek Sawyer	ESO N3 Pauline Pearson	ESO N4 Wim Chalmet
Strategic AQIM Remits							
LTA & Primary Curriculum (BS)	ASL – Specialist Services (FG)	LTA & Secondary Curriculum (FG)	Equity and closing the gap (BS)	Early Years (BS)	ASL – Universal (FG)	Leadership of Learning (BS)	Strategic Quality Improvement (BS)
First & second level BGE curriculum Learning, Teaching & Assessment Gaelic Education STEM/Digital/AI Pastoral Support & PSE Curriculum Outdoor Ed Policy - SAPOE rep	Specialist Services Severe & complex curriculum Enhanced provision Off sight provision Special Schools Escorts JAG	Secondary Curriculum Learning, Teaching & Assessment Qualifications and wider achievement STEM/Digital/AI Digital Learning Digital School Pastoral Support & PSE Curriculum	Pupil Voice Parental Involvement & Engagement Strategy PEF/SEF Family Learning Attendance Wider Achievements	EY Learning Teaching & Assessment Early Years Curriculum Pastoral Support & PSE Curriculum Early Years resources PVI partnerships	Additional Support Needs CSPs SEBN Promoting Positive Relationships & Behaviour Inclusive Practice	Professional engagement, learning and leadership Planning, tracking & monitoring Leadership & Coordination of PL programmes Leadership of LNCT 22	Improvement planning Quality Assurance Performance & Improvement Self-evaluation Data Analysis Coordination of NIF Plan