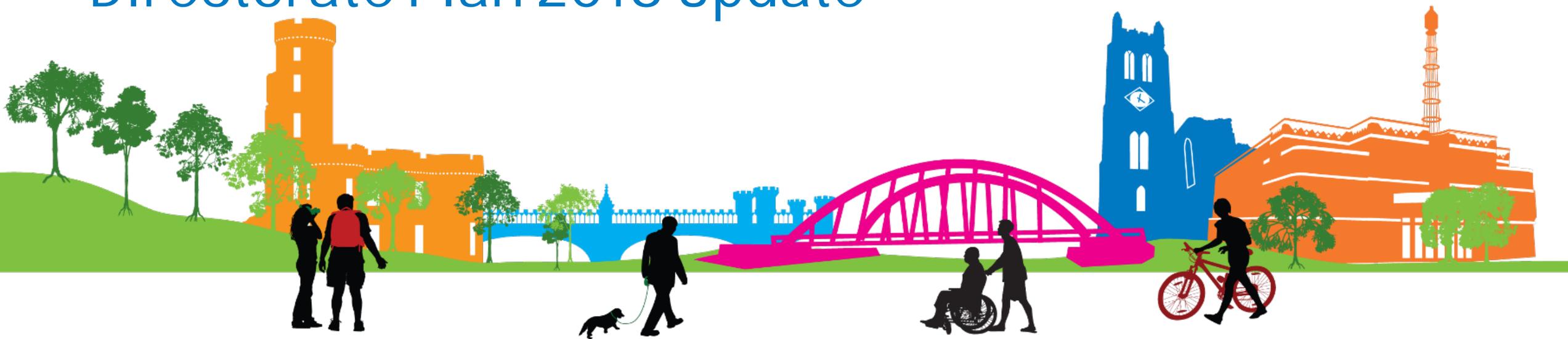




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education & Youth Employment

Directorate Plan 2018 Update



Welcome to the Education & Youth Employment Directorate Plan

Welcome to the Corporate Directorate Plan for Education and Youth Employment.

This Directorate Plan is ambitious, with the principal objective of ensuring that all children and young people in North Ayrshire have access to high quality education delivered by staff in a learning environment that will provide them with knowledge, experiences and skills to secure employment and be active and responsible citizens. We will remain focused on improving educational outcomes for all our children and young people and ensure that education continues to be the heart of our communities here in North Ayrshire.

We have maintained and continue to develop strategies to ensure our drive for continuous improvement across the service. Evidence shows an improving trend in educational attainment and achievement, as well as high numbers of our school leavers progressing onto positive post-school destinations. We have continued to embed the new national curriculum and national qualifications in our schools, helping to ensure that all our young people are provided with a firm foundation for progression and access to the right qualifications.

This plan details our five key priorities, the associated high level actions and performance measures that we will undertake to support the Council's strategic objective of 'Ensuring People have the Right Skills for Learning, Life and Work'.



John Butcher
Executive Director



Welcome to the Education & Youth Employment Directorate Plan

All directorates deliver services inline with the Council's priorities.

Council Plan 2015-18

Growing our economy, increasing employment and regenerating towns

Working together to develop strong communities

Ensuring people have the right skills for learning, life and work

Supporting all of our people to stay safe, healthy and active

Protecting and enhancing the environment for future generations

This plan focuses on delivering the Education & Youth Employment Directorate's key priorities. These are summarised below, with key actions we will take to deliver them on the following pages.

Education & Youth Employment Directorate Priorities 2015-18

Priority 1
We are reducing inequalities and delivering improved outcomes for children and young people

Priority 2
High quality learning and teaching is taking place in all our establishments

Priority 3
Self-evaluation and performance improvement are embedded throughout our schools and central support teams

Priority 4
Levels of attainment and achievement are improving for all learners

Priority 5
High numbers of our young people are entering positive and sustained post-school destinations



Priority 1

“We are reducing inequalities and delivering improved outcomes for children and young people.”

We will achieve this by:

- Further embedding nurturing approaches to advance inclusion across all education establishments.
- Utilising the framework of the corporate Fair for All and Directorate inclusion strategy, to ensure effective support for children and young people.
- Ensuring effective implementation of Children & Young People (Scotland) Act 2014.
- Encouraging and supporting active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Developing and implementing a coherent mental health strategy and intervention framework.
- Continuing to implement our plans for early years expansion to 1140 hours by 2020.
- Ensuring our school estate provide high quality learning environments.

Activity is provided from the Education & Youth Employment Operational Plan for the 2017-18 academic year. This will be updated with activity from Operational Plan for the 2018-19 academic year following development in August 2018.

Priority 1: We are reducing inequalities and delivering improved outcomes for children and young people.

Actions:

- Increase the number of Nurture classes to 20 across our primary schools. Introduce Nurture approaches in all 9 secondary schools. Further develop our approaches to the promotion of positive relationships in all our schools.
- Implement our revised inclusion policy and continue to work towards achieving the promises of the Children's Services Plan and the pledges of the Fair for All strategy.
- Maintain a strong focus on GIRFEC in all schools. Embed support mechanisms for child's plans & access to a Named Person Service.
- Extend family learning programmes, targeting additional support to those most in need. Establish Family Learning Zones in 10 of our schools. Deliver pilot support programmes with a range of partners.
- Extend access to counsellors within school settings in all clusters. Introduce enhanced resources and develop staff capacity to support mental health and wellbeing.
- Through the creation of a programme board, implement plans in the following areas: workforce planning; consultation & engagement; infrastructure; quality & curriculum; service delivery; out of school care.
- Initiate major refurbishment programmes in 3 of our secondary schools. Design development of new ASN school. Completion of Largs Campus. Development of Early Learning and Childcare Infrastructure Plan.

Measuring success:

- Boxall profile scores will show developmental improvements; PASS assessments will show more positive attitudes to self and school; exclusion statistics will have declined; this will be supported by a range of qualitative evidence from stakeholders.
- The proportion of children & young people educated in their local community will be maximised. The promises of the Children's Services Plan and pledges of the Fair for All Strategy will have been achieved.
- Collection of data on child's plans will show that wellbeing needs are being met effectively.
- Information from sources such as programme evaluations and the annual family learning survey will show increased levels of engagement.
- Analysis of annual stakeholder surveys and referrals to other services will show that mental health and wellbeing is being better supported within schools.
- Developmental milestones will show positive progress; internal quality improvement processes and external evaluations will indicate improvements in provision; feedback from stakeholders will show improvement.
- Post-completion evaluations will show the impact of the improvements to the school estate.

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Priority 2

“High quality learning and teaching is taking place in all our establishments.”

We will achieve this by:

- Developing and implementing a strategic vision for learning and teaching for all of our learners.
- Evaluating and enhancing our curriculum from early level to Senior Phase.
- Supporting and strengthening the professional capacity of staff.
- Implementing a framework to ensure we develop high quality leaders of learning.



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Priority 2: High quality learning and teaching is taking place in all our establishments.

Actions:

- Form a learning, teaching and assessment board to provide strategic direction and support across the authority. Revise, extend and implement our learning & teaching strategy, including numeracy and literacy frameworks and pedagogical advice and guidance.
- Extend school-based curriculum reviews to include Early Level, BGE and Senior Phase across a range of schools. Conduct an authority-wide evaluation of senior phase curriculum pathways and structures. Conduct a design review of our P1 numeracy curriculum.
- Extend the work of our Professional Learning Academy to enhance teaching capacity in literacy & numeracy, particularly for more deprived learners. Implement leadership programmes to develop leadership capacity at all levels. Design and implement a new approach to collaboration within, between and beyond our schools.
- Revise and enhance our leadership of literacy and numeracy programmes, with a particular focus on schools in our most deprived areas. Design a comprehensive leadership development framework, including targeted approaches for schools in areas of high deprivation.

Measuring success:

- Attainment indicators will show improvements in performance in the classroom. Qualitative information from our quality improvement framework will measure the impact of this action.
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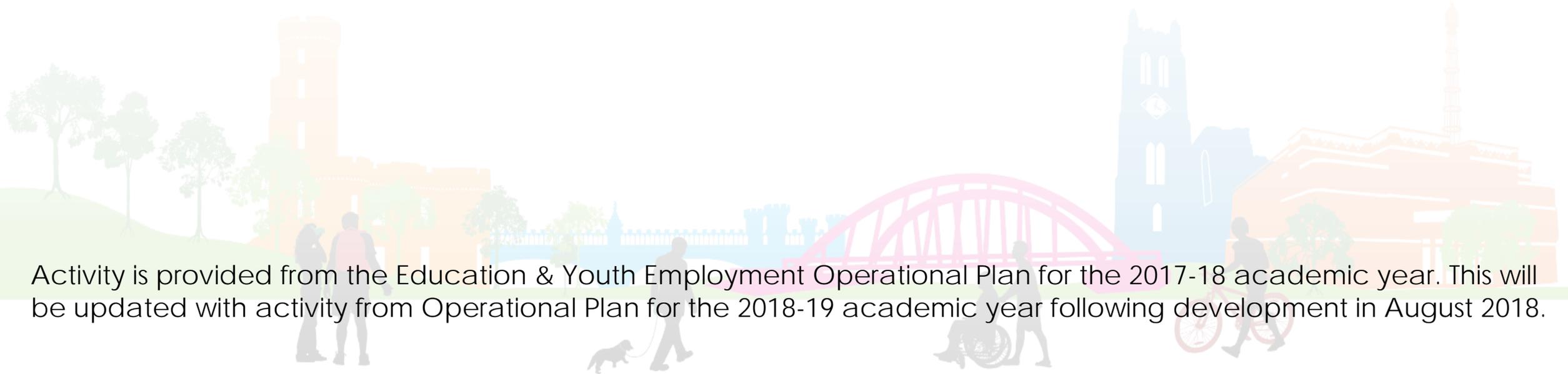
Priority 3

“Self-evaluation and performance improvement are embedded throughout our schools and central support teams.”

We will achieve this by:

- Ensuring a consistency of rigour, in self-evaluation approaches in all education establishments which will support continuous improvement planning.
- Further refining our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers' Professional Judgement, national standardised assessments and 'what works' elsewhere.
- Further development of reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework

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Priority 3: Self-evaluation and performance improvement are embedded throughout our schools and central support teams.

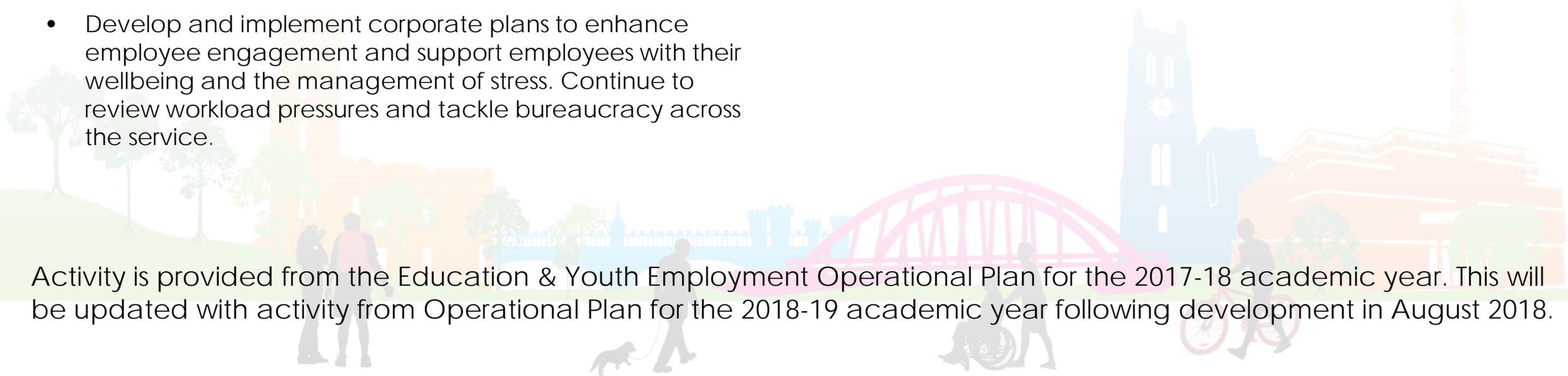
Actions:

- Implement a revised and updated quality improvement framework across all establishments. Evaluate the quality and impact of the education service as a whole.
- Implement data literacy framework and roll out a training programme at different levels across our educational establishments on using data to plan improvements. Develop and implement an assessment and moderation framework across all establishments.
- Further evaluate and refine current processes to align reporting and planning to new statutory national guidelines and legislation. Extend approaches to data visualisation to support schools with the analysis of evidence as part of the planning process.
- Develop and implement corporate plans to enhance employee engagement and support employees with their wellbeing and the management of stress. Continue to review workload pressures and tackle bureaucracy across the service.

Measuring success:

- Internal and external evaluative activity will show improvements when benchmarked against previous years.
- Data from targeted interventions will show the impact of the intervention on children's progress. Feedback and data from moderation activity will show greater alignment of assessment judgements across the system.
- A range of qualitative evidence from stakeholders will indicate the success of this action.
- Employee attendance and absence data will indicate the success of this action. This will be supported by the results of our employee engagement survey and stress survey, as well as a range of qualitative evidence gathered through the quality improvement process.

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Priority 4

“Levels of attainment and achievement are improving for all learners”

We will achieve this by:

- Raising attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further developing a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrating a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintaining a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

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Priority 4: Levels of attainment and achievement are improving for all learners.

Actions:

- Mechanisms for the sharing of good practice and innovation will be re-launched, including updated approaches to curricular networks, Teacher Learning Communities and sharing practice through head teacher meetings.
- Schools will be supported to benchmark and evaluate their senior phase learning pathways, curriculum offer, consortium arrangements and partnership approaches.
- Through the Senior Phase Co-ordinator, further extend and share current approaches to recognising wider achievement across all of our secondary schools. Benchmark practice in this area through collaboration with other local authorities.
- Implement focused authority-wide projects to reduce the poverty-related attainment gap as a Scottish Attainment Challenge Authority. Implement a cross-directorate project (with HSCP) supporting improved outcomes of our Looked After Children. Schools will implement plans to use pupil equity funding to reduce the impact of poverty on educational outcomes.

Measuring success:

- Attainment indicators will show improvements in performance in the classroom. Qualitative information from our quality improvement framework will measure the impact of this action.
- Attainment indicators will show improvements in performance. The Insight Benchmarking tool will demonstrate improvements at all levels and will show that the impact of poverty on educational outcomes has been minimised.
- The extent to which wider achievement opportunities are leading to appropriate accreditation and are adding value to young people's qualifications will be evaluated.
- Attainment data will show improved attainment for all and that outcomes are less affected by deprivation factors/adverse childhood experiences when benchmarked against previous performances.

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Priority 5

“High numbers of our young people are entering positive and sustained post-school destinations.”

We will achieve this by:

- Strengthening partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continuing to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensuring our young people leave school with the skills employers need.
- Working towards embedding national career and work placement standards.
- Working with key partners to enable young people to participate in appropriate apprenticeship programmes.

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Priority 5: High numbers of our young people are entering positive and sustained post-school destinations.

Actions:

- Increase collaboration with Scottish Universities on their widening access programmes. Develop a medium term strategic plan to further strengthen partnership working with our local college.
- In partnership with the DYW regional steering group, facilitate training & support for employers considering offering placements and/or employment to young people with ASN.
- Encourage schools to further improve partnership working & increase levels of curriculum input from employers. Embed skills development across the curriculum at all stages in our schools.
- Support schools to evaluate practice using national standards and implement improvement actions as required. In partnership with the DYW regional steering group prepare guidelines for both schools & employers to support good practice.
- Continue to be active members of the Local Employability Partnership to ensure that youth employment activity is planned & implemented in a coherent way. Pilot an updated pre-apprenticeship programme in targeted schools.

Measuring success:

- Increased collaboration with Scottish Universities on their
- More pupils from disadvantaged backgrounds will progress directly to Higher Education from school. There will be improved stay-on and completion rates at colleges.
- Feedback from employers on the value of the training/support and monitoring post-school outcomes for ASN leavers will show positive trends when benchmarked with previous performances.
- Feedback from pupils & employers and an analysis of the Annual Participation Measure will indicate the success of this action.
- DYW annual audit and external evaluations will indicate the success of this action. Guidelines are being used by all stakeholders & there is evidence of more effective partnership working.
- Positive post-school progressions are sustained and there is a reduction in youth unemployment.

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