



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

Education and Youth Employment Directorate Plan 2018 Update

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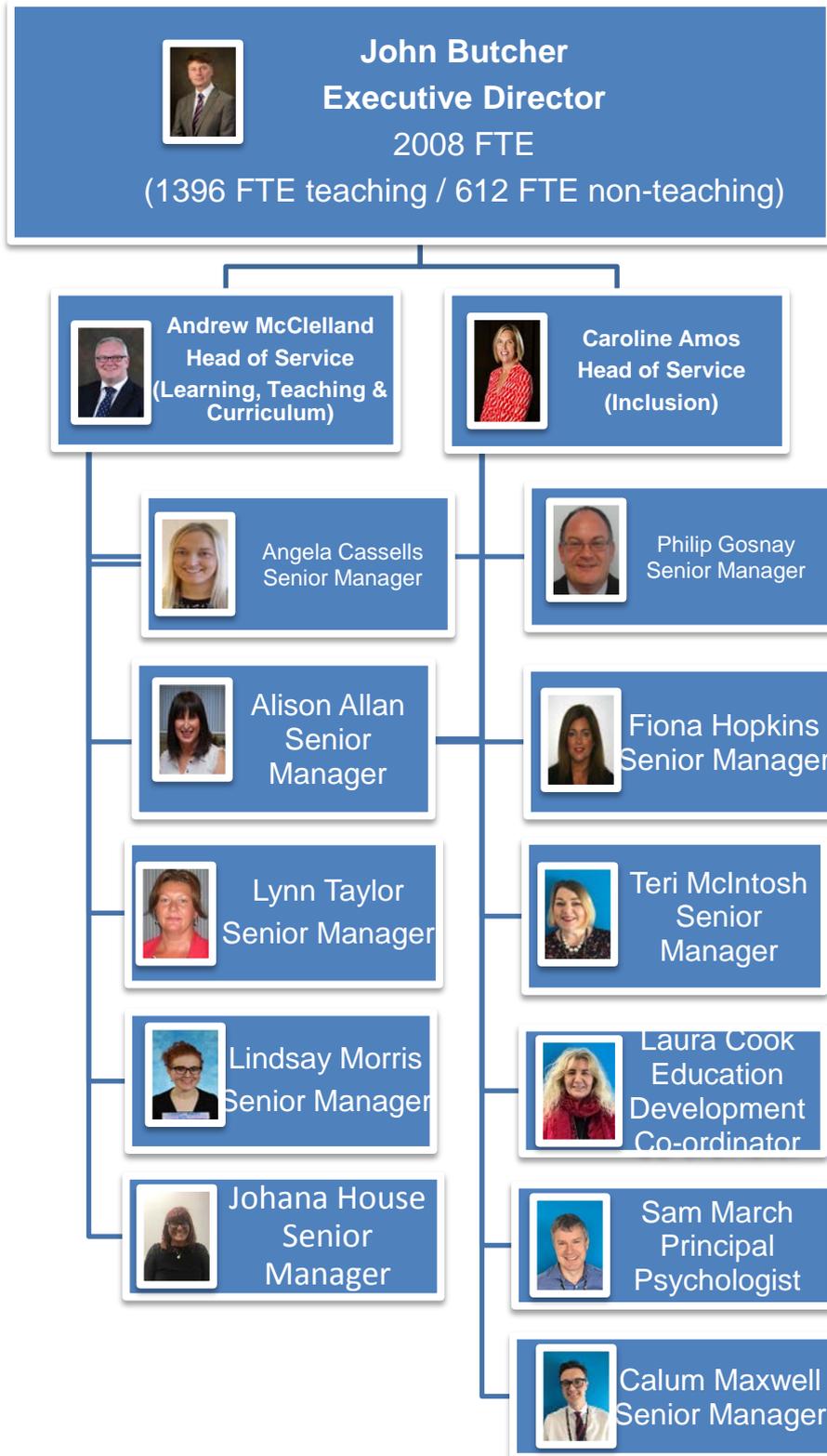
Focus. Passion. Inspiration.



Contents

1. Directorate Structure.....	3
2. Foreword.....	4
3. Our budget and how we intend to spend it.....	5
4. Key drivers for our services	6
5. Directorate Priorities.....	6
5.1. Our Priorities	7
6. What we do.....	8
6.1. Head of Service for Learning, Teaching and Curriculum	8
6.2. Head of Service for Inclusion.....	8
6.3. Key Strategies.....	9
7. Our Improvement Journey	10
8. Improving Children's Outcomes	11
9. Managing our Risks	12
10. Equalities	12
11. Workforce Planning.....	14
12. Delivery	16
Appendix A – Risks.....	22

1. Directorate Structure



2. Foreword

Welcome to the Education and Youth Employment Plan 2018 Update.

Public confidence in our education system in North Ayrshire continues to increase. We have maintained and continue to develop strategies to ensure our drive for continuous improvement across the service, with evidence showing an improved trend in educational outcomes as well as successfully increasing numbers of our school leavers progressing into a positive destination. 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.

Further Developing the Senior Phase: Working with partners in further and higher education, employers and third sector providers will continue to be the cornerstone of ensuring sustained positive destinations for our young people. **Closing the attainment gap, giving our young people a high quality learning experience in quality learning environments** will enhance opportunities for all. Our staff are our biggest asset and investment focused on developing their skills will deliver improved outcomes for our young people.

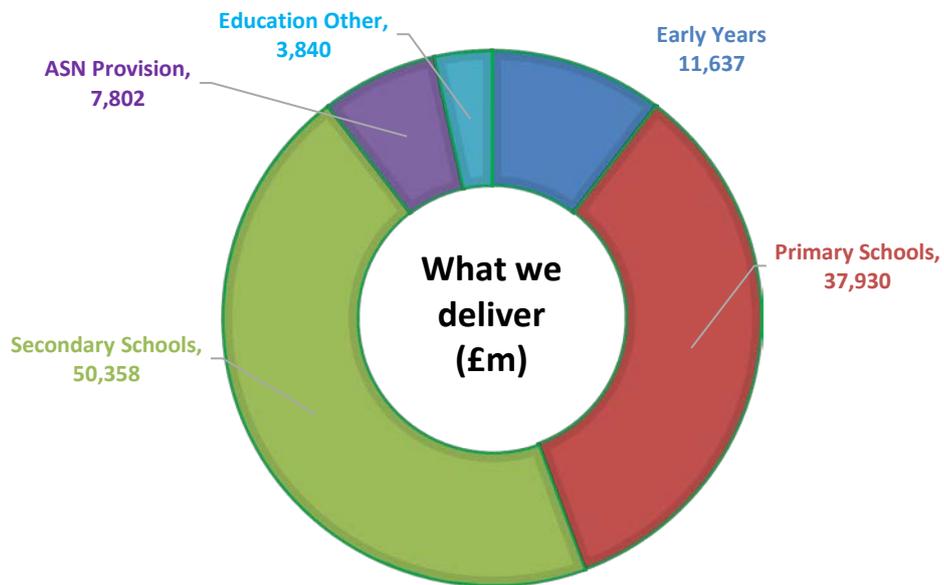
This Directorate Plan is ambitious, with the principal objective of ensuring that all children and young people in North Ayrshire have access to high quality education delivered by staff in a learning environment that will provide them with knowledge, experiences and skills to secure employment and be 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.

This strategic plan is reviewed on an annual basis to ensure that the actions contained in it are still relevant and continue to drive improvement across services. Through this plan, we will **support and challenge our staff to improve the quality of the service** we provide and we look forward to making well-evidenced progress towards our planned outcomes over the next three years.

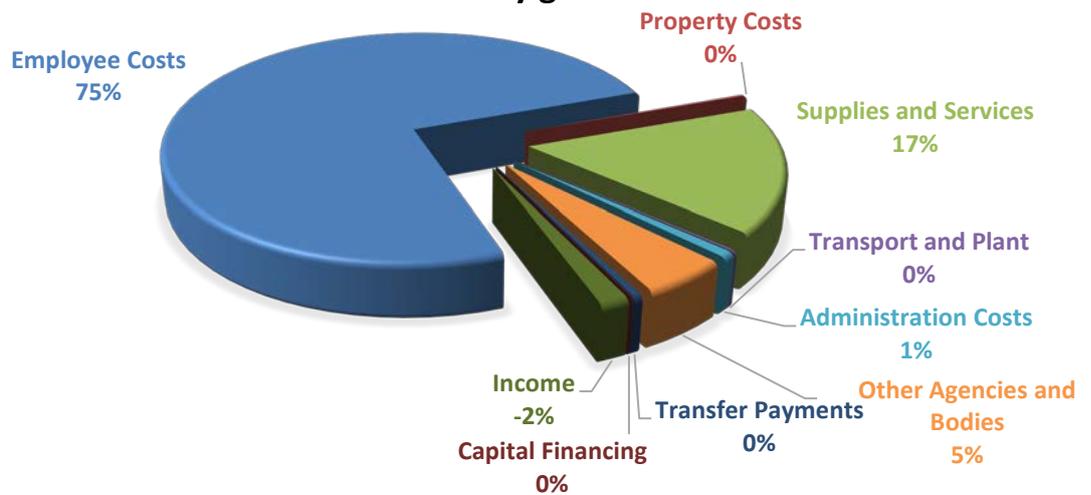
John Butcher
(Executive Director)

March 2018

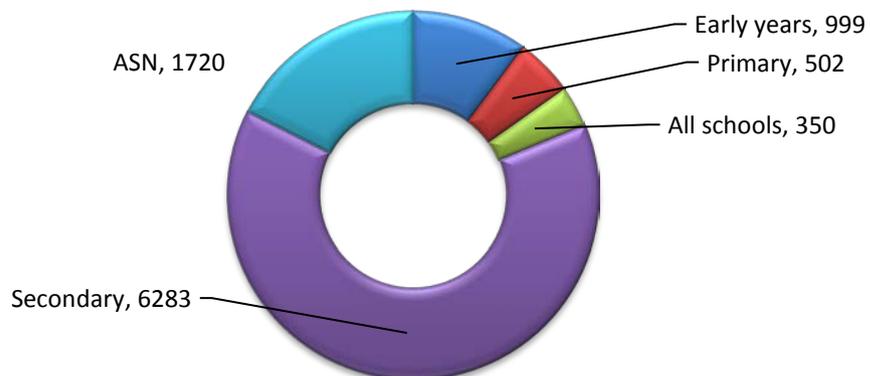
3. Our budget and how we intend to spend it



Where the money goes



Capital Programme



4. Key drivers for our services

Education and Youth Employment carries out its main functions within a legislative framework that has been established at the national level by the Scottish Government and also by strategic objectives established at the local level by the North Ayrshire Community Planning Partnership and by North Ayrshire Council. This framework includes national legislation and associated guidance such as Best Value and also local strategic objectives as outlined in the North Ayrshire Single Outcome Agreement (SOA) and the North Ayrshire Council Plan.

Legislative Framework

There are a number of factors and legislation which directly influence the work carried out by Education and Youth Employment on a day to day basis, the most significant are:

- Education (Scotland) Act 1980.
- Children and Young People (Scotland) Act 2014.
- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009.
- Standards in Scotland's Schools etc Act 2000.
- Scottish Schools (Parental Involvement) Act 2006.
- Schools (Health Promotion and Nutrition) (Scotland) Act 2007.
- Education (Scotland) Act 2016

We also work within the following policy initiatives:

- Curriculum for Excellence.
- Getting it Right for Every Child (GIRFEC).
- Early Years Framework.
- United National Convention on the Rights of the Child.
- National Improvement Framework
- Scottish Attainment Challenge
- Pupil Equity Fund
- Developing Scotland's Young Workforce

5. Directorate Priorities

This Plan identifies how we will contribute to achieving the Council's mission '**To improve the lives of North Ayrshire people and develop stronger communities**' and our vision '**To be a leading organisation defined by excellent and innovative services**'. The plan also outlines our key 5 priorities over three years and how we will support our people to deliver on these. The plan gives an overview of our services, what we aim to achieve, information on our resources, our key actions and the performance indicators we will use to measure how well we are meeting the needs of the communities we serve. A full list of our performance measures and actions can be found in section 12.

5.1. Our Priorities

Education and Youth Employment

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

Strategic Priorities 2018/19

National Improvement Framework Priorities 2017:

1. Closing the attainment gap between the most and least disadvantaged children.
2. Improvement in attainment, particularly in literacy and numeracy.
3. Improvement in children and young people’s health and wellbeing.
4. Improvement in employability skills and sustained, positive school-leaver destinations.

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

- Embed and extend nurturing approaches to advance inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop and implement a coherent mental health strategy and intervention framework.
- Continue to implement our plans for early years expansion to 1140 hours by 2020.
- Ensure our school estate provides high quality learning environments

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

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Implement a framework to ensure we develop high quality leaders of learning.

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

- Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
- Further refine 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 develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

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

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop 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.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

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

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

6. What we do

Education and Youth Employment provides a wide range of services which support the delivery of the Council's Strategic Priorities. These services are outlined below.

6.1. Head of Service for Learning, Teaching and Curriculum

Andrew McClelland, Head of Service (Learning, Teaching & Curriculum), is the strategic lead for learning with overarching responsibility for school improvement, covering areas such as quality assurance and the curriculum. The Head of Service (Learning, Teaching & Curriculum) also has operational responsibility for around half of all schools in North Ayrshire. He is supported by five senior managers, four of whom are based within the Quality Improvement Service and they each have responsibility for a locality based school cluster in addition to carrying a specific remit across our key strategic areas. These include the Broad General Education (BGE), the Senior Phase, quality assurance, raising attainment and leadership. A further Senior Manager has responsibility for resources and infrastructure.

6.1.1 Learning, Teaching and Curriculum

The key purpose of this part of the service is to support the successful implementation of Curriculum of Excellence, enable our children and young people to develop their capacities as successful learners and to develop our staff and improve the organisational capability of the service. The main areas of focus include learning and teaching, quality assurance and evaluation in our Primary and Secondary schools, the skills young people require to secure employment, further education, training as well as developing the professional capacity of our staff. In addition, this area of the Service also has a focus on Directorate wide planning and performance, resource management (staff, finance and the school estate) and the co-ordination of ICT and health and safety.

Activities

- Providing children and young people with high quality teaching and learning within innovative, flexible and nurturing environments.
- Ensuring the appropriate implementation of the national curriculum.
- Raising attainment and achievement so that more of our young learners are securing positive and sustainable post school destinations.
- Supporting our schools to raise standards through continuous improvement in line with national priorities and expectations.
- Reducing the educational attainment gap for children from disadvantaged groups.
- Using data and research to identify “what works” and adapting best practice to North Ayrshire context. Enhancing the role of evidence based practice in education in order to reduce the poverty-related attainment gap.
- Developing approaches to delivery of the National Improvement Framework.

6.2. Head of Service for Inclusion

Caroline Amos, Head of Service (Inclusion) is the strategic lead for promoting and supporting inclusion. This covers areas such as the identification and minimising of barriers to learning and participation and the elimination of discrimination and promotion of equality. The Head of Service for Inclusion also has operational responsibility for around half of all schools in North Ayrshire.

Support is provided by four senior managers each of whom has responsibility for a locality based school cluster in addition to carrying a specific remit across key areas, which include additional support needs, specialist provision, GIRFEC, Early Years Framework, parental engagement, youth employment and child protection. The Head of Service also has line management responsibility for the Principal Psychologist who has strategic responsibility for ensuring the effective planning and delivery of the full range of services provided by the Educational Psychology service.

6.2.1 Inclusion

This area of the service has a number of key responsibilities centred on reducing inequalities and improving outcomes for vulnerable children, young people and families. These include promoting equality of educational opportunity and inclusion and supporting our young people to enter positive and sustained post school destinations. The Educational Psychology service also contributes to the identification of support needs and works in partnership with key agencies involved with children to bring about positive change. The main areas of focus include learning and teaching in our Early Years Centres, the promotion and management of inclusion and improving opportunities for young people to maximise their attainment and achievement.

Activities

- Establishing ‘nurturing schools’ so that they become a focus for tackling inequalities and improving opportunities for young people.
- Providing targeted support for vulnerable children and families.
- Ensuring full implementation of the duties in relevant section of the Children and Young People Act 2014.
- Removing barriers to learning and helping children and young people access the curriculum at an appropriate level.
- Supporting young people to enter positive and sustained post school destinations.

6.3. Key Strategies

The Education and Youth Employment Directorate contributes to or has responsibility for the development and implementation of the following strategies:

Strategy Name	Key Strategy Outcomes	Start Date	End Date	Review Date
North Ayrshire Early Intervention and Prevention Strategy	<ul style="list-style-type: none"> ■ To improve outcomes for vulnerable children from 0 to 8. 	2013	2017	Annually
North Ayrshire Children’s Services Plan	<ul style="list-style-type: none"> ■ To get it right for every child in North Ayrshire, improving outcomes through the delivery of key promises. 	2016	2020	Annually
North Ayrshire Council Fair for All Strategy	<ul style="list-style-type: none"> ■ To support, nurture and encourage all our children to reach their full potential. 	2017	2020	Annually

South West Educational Improvement Collaborative draft plan	<ul style="list-style-type: none"> To deliver on the purpose of Curriculum for Excellence which is to ensure young people leave school education as successful learners, confident individuals, responsible citizens and effective contributors 	2018	2020	Annually
North Ayrshire Inclusion Strategy	<ul style="list-style-type: none"> Ensuring that an inclusive culture is provided within North Ayrshire Council. 	2016	2020	Annually
North Ayrshire Education and Youth Employment Quality Improvement Framework	<ul style="list-style-type: none"> To improve the quality of education provision. 	2017	2020	Annually
Positive Family Partnerships Strategy & Action Plan	<ul style="list-style-type: none"> Supporting the delivery of the overarching North Ayrshire's Children's Services Plan 'Getting it Right for You' 2016-20. The Strategy details a multi-agency approach to delivering Universal and Targeted Parenting programmes and supports for parents and carers of children and young people (pre-birth to 18 years) throughout North Ayrshire. 	2016	2020	Annually
Accessibility Strategy	<ul style="list-style-type: none"> Including children with Additional Support Needs to build the curriculum to facilitate inclusion. 	2016	2018	Annually
Learning & Teaching Strategy	<ul style="list-style-type: none"> Outlines how the four capacities in Curriculum for Excellence are delivered. 	2018	2020	Annually
Assessment & Moderation Strategy	<ul style="list-style-type: none"> To ensure consistency of approaches in Assessment and Moderation across all establishments. 	2018	2020	Annually
Dyslexia Policy	<ul style="list-style-type: none"> To improve outcomes for children and young people with Dyslexia. 	2018	2020	Annually
Health & Wellbeing Strategy	<ul style="list-style-type: none"> Provide a coherent curriculum for 3-18 year olds in Health and Wellbeing. 	2018	2020	Annually
Attendance Strategy	<ul style="list-style-type: none"> Improving attendance and engagement for pupils, families and school. 	2018	2020	Annually

7. Our Improvement Journey

We believe in continual improvement and constantly look to develop what we do for the community. We also strive to provide value for money.

The Directorate has in place a strategy to ensure it continues to improve as it aspires to move along its improvement journey. Building on a sound Framework of Quality Assurance and Improvement, the Directorate aims to ensure every establishment and officer knows where they

are on that journey. Plans, which are clear and concise, provide the framework to deliver and manage improvement.

The Directorate has embraced the national challenge to reduce the poverty-related attainment gap. Attainment Challenge funds are focused on improving learning and teaching supporting wellbeing; engaging families in learning as well as ensuring our young people get the best possible start in their education journey. The Directorate is learning from ‘what works’ elsewhere, as well as embedding the national improvement framework.

North Ayrshire Council, Education and Youth Employment Quality Improvement Framework sets out the Directorate’s approach to self-evaluation and improvement in order to support establishments on their journey to excellence. The framework is centred around How Good is Our School (HGIOS 4), which is mapped to the EFQM model. A series of planned self-evaluation activities takes place throughout the year, where staff, pupils and senior management evaluate against national quality indicators. In addition they review their performance against authority and school priorities, producing an annual evaluative report. Success is qualified as “good”, “very good” etc. in line with HGIOS levels 1-6. All establishments are required to produce evidence to support their self-evaluation. This is validated as part of the formal Quality Improvement visits carried out three times a year. In addition, formal reviews of the performance of Secondary Schools against national and comparator data take place. These reviews look at the attainment and achievement of the previous cohort of children, but more importantly seek to improve future results. The data is segmented, and can identify School, Department, teacher and pupil performance across all subject areas.

8. Improving Children’s Outcomes

We are committed to supporting North Ayrshire Council becoming a **child centred council** where children and young people are at the heart of everything we do.

Significant research including from the Joseph Rowntree Foundation highlights that many factors can contribute to improving outcomes for children and young people and, as such, activity by one or two services within the Council is unlikely to succeed. All Directorates therefore have a role to play in improving outcomes for children and young people.

Significant work is already underway across the Council to improve educational attainment, improve health outcomes, support parents and reduce youth unemployment.

The [Children’s Services Plan](#) highlights four priorities shown in the table below and details several promises on how the priorities will be met.

Education and Youth Employment helps improve children’s outcomes by the following:

Children’s Services Plan priority	*What are you doing to support and add value to the delivery of priority	**Existing Evidence, e.g. reports for Fair for All
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Improve how children and young people engage with school	Schools to be encouraged to include pupil voice in all they do. This is within leadership of change and through ensuring wellbeing, equality and inclusion QI's within HGIOS 4	Senior manager school reports will contain qualitative statements that can be drawn upon. Schools will publish impacts in Standards and Quality Reports PASS Survey Nurture Boxall DATA
Help children and young people to be physically active and be at a healthy weight	2 hrs quality Physical Education 15 minutes of daily physical activity Health and Wellbeing target setting with Young People	PE and Fit 15 survey of schools.
Help to address and prevent early exposure to smoking, drinking and taking substances	Health and Wellbeing programmes 3-18	Impact of HWB programmes. Child's plan HWB targets
Support the social and emotional development of children and young people	Nurture and Restorative approaches Health and Wellbeing programme of study School Counselling Service (Secondary and Place2be)	Nurture impact data Impact of the programme 3.1 School visit data Impact of counselling services.
Any other activities which helps improve children's outcomes	Respect for all- Anti bullying policy roll out Redesign of outreach and extended nurture bases Input of Family Learning	Comments from stakeholder Report of progress and impact assessments. Results of parent / pupil questionnaires Participation and qualitative data. Celsis data reporting.

9. Managing our Risks

The risks for Education and Youth Employment are outlined in Appendix A. We continue to be proactive in responding to the financial challenge.

10. Equalities

Education and Youth Employment supports the Council to fulfil its public sector equality and has undertaken a number of actions during 2017/18 to support the Equality Outcomes developed

during 2016. The actions identified by all Council Services can be found in [North Ayrshire Council Equality Outcomes](#) section of the Council's external site. Actions for Education and Youth Employment can be found in the table below:

Equality Outcomes*	Actions being taken to support the delivery of Equality Outcomes
In Ayrshire people experience safe and inclusive communities	<ul style="list-style-type: none"> • Evaluate and enhance the curriculum in the Broad General Education (BGE) and senior phase. • Support and strengthen the professional capacity of staff. Modernise the school estate to improve the educational environment. • Extend nurturing, restorative and RRS approaches extending the culture of inclusiveness within all schools. • Updating anti bullying, Child Protection, Additional Support Needs support and extended outreach support for all of our pupils and those with particular vulnerabilities. • Modernise the school estate to meet the needs of the curriculum and children and young people. • Ensure 90% have achieved Rights Respecting Schools status. • Share Child Protection information within 1 day of reporting to ensure each Young Person is safe. • A robust child's plan will guide additional Support for Young People.
In Ayrshire people have equal opportunity to access and shape our public services	<ul style="list-style-type: none"> • Broaden and extend self-evaluation to further include pupil / parent voices. • Data packs to include information on Protected Characteristics (PC) • Evaluative Reporting in terms of the NIF drivers.
In Ayrshire people have opportunities to fulfil their potential throughout life	<ul style="list-style-type: none"> • Set up / Evaluate activity agreements with partners. • Evaluate the numbers and quality of sustained destinations. • Key skills analysis of Young People and build a portfolio of their skills. • Moderate provision of Work Experience with young people. • Moderate provision and quality of Modern Apprenticeship programmes. • Working with guidance and the work experience contractor, pupils and employees will be consulted to ensure a better match. • Develop and accredit innovative approaches to learning and teaching in the BGE and Senior phase. • Devise a range of alternative curricular pathways leading to achievements of qualifications and awards at all levels. • Integrate a range of wider achievement options into programmes to enhance skills and qualifications of learners. • Through activities such as our "Girls into Stem Careers" event, we will promote opportunities to both sexes in industry sectors where labour market information reveals gender split. • By encouraging systematic change in how we work with disabled young people to create equity of opportunity. • Through analysis of data available on attainment and school leaver progressions. • Targeted interventions and guidance for those most at risk.
In Ayrshire public bodies will be inclusive and diverse employers	<ul style="list-style-type: none"> • Schools will build capacity in-house to broaden their curricular offer to pupils.

- To ensure equity of opportunity we will work with the college to address other priorities in Developing Young Workforce ie STEM, inequalities.
- Support and strengthen the professional Capacity of staff to support Equality work.

Education and Youth Employment is committed to fulfilling its statutory duty when developing policies and delivering our services. The Council has a framework in place for carrying out Equality Impact Assessments (EIAs) to ensure that there is no discrimination against any of the different groups (under the protected characteristics) within the community and that equality is promoted. It is important that Equality Impact Assessments are carried out in the early development stages of a new policy or procedure.

By carrying out EIAs when developing policies, we will:

- Improve the quality of services by making sure they are suitable and accessible to everyone.
- Identify any possible discrimination which may exist and means of overcoming these.
- Help to develop good practice and achieve best value.
- Promote equal opportunities and good relations between groups.

Education and Youth Employment has completed EIAs relating to:

- ASN and Early Years Provision at Annick Primary School
- Reduce payments to parent councils
- Remove supported study budgets from secondary schools
- Remove secondary school determined to succeed (DTS) budgets
- Review of school technician services
- Cease payments for supervisory meals in all schools
- Phase 1 music service redesign including increased music charges by 10% and introduce for S3
- Reduce school non payroll budgets
- Revisit the management structure of all primary schools
- Review resource allocation formula for primary and secondary schools
- Review staff mix within Early Years Service
- Review allocation of support teachers across all service areas
- Review central staffing team

11. Workforce Planning

Education and Youth Employment is committed to ensuring it has workforce fit for the future when developing plans to deliver our services.

The *Our Future Workforce* guide outlines what workforce planning is, the current workforce, our priorities for the future and a high level overview of financial and external factors which will impact the Council. The guide is complemented with a case study, our six step methodology and quick reference articles, in topics such as Vacancy Management, Voluntary Early Release, Redeployment and Workforce Management. Topics will continue to be evolved that support Directorates to shape our workforce of the future.

This provides a simple toolkit which helps managers to ensure that resources are deployed in the best possible way to support the delivery of excellent and innovate services.

As part of Workforce Planning we will:

- analyse Council priorities and likely projects, and expected areas of demand and growth;
- undertake a review of structures to deal with budgetary pressures and increasing demand;
- align staffing resources and skills to ensure fit with likely areas of future demand
- ensure that training and development is targeted towards new and developing areas and expected skills gaps
- support health and wellbeing
- address findings of the 2017 Employee Engagement Survey

12. Delivery

Details of the 2018 actions and associated performance indicators and risks are shown below.

Key:
Action Note: enter the links to the Strategic Priorities using the following key.
 SP1: Growing our economy, increasing employment and regenerating towns.
 SP2: Working together to develop stronger communities
 SP3: Ensuring people have the right skills for learning, life and work
 SP4: Supporting all of our people to stay safe, healthy and active
 SP5: Protecting and enhancing the environment for future generations.
 Enablers.

Strategic Priorities	Indicator Ref.	Indicator Description	Actuals			Benchmark	Targets		
			15/16 (data from 14/15)	16/17 (data from 15/16)	17/18 (data from 16/17)		17/18 (data from 16/17)	18/19 (data from 17/18)	19/20 (data from 18/19)
SP3	E&YE_PI_D02	% of leavers attaining SCQF Level 5 in Literacy.	74.1%	79.4%	81.6%	72.6%	82%	85.5%	89%
SP3	E&YE_PI_D04	% of leavers attaining SCQF Level 5 in Numeracy.	64.9%	68.5%	66.8%	62.4%	70%	73%	76%
SP3	E&S_P_A07	Average total tariff score of the highest 20% attainment cohort.	1719	1779	1785	1832	1780	1802	1842
SP3	E&S_P_A06	Average total tariff score of the middle 60% cohort.	756	786	805	820	802	876	906
SP3	E&S_P_A05	Average total tariff score of the lowest 20% attainment cohort.	186	161	174	182	189	210	262

SP3	E&S_P_A08	Average total tariff score of pupils living in SIMD 30% most deprived areas.	665	660	697	634	718	728	N/A
SP3	SOL_CHN11	% of school leavers in a positive destination.	94.5%	94.1%	93.4%	92.3%	95.1%	95.4%	95.7%
SP3	E&S_P_B04	% of participants (on completing parenting programmes) who report a positive impact.	N/A	81%	74%	N/A	82%	85%	N/A
Enabler	E&S_P_D01	% of non-teaching staff who have had a PPD in the last twelve months.	85%	76%	67.5%	N/A	98%	98%	98%
Enabler	E&S_P_D02	% of teaching staff who have had a PRD in the last twelve months.	95%	89%	69%	98%	98%	98%	98%
Enabler	E&S_P_D03	Employee Engagement Level.	65.6%	N/A	69.9%	69.6%	73%	N/A	N/A

Strategic Priorities	Action Description	What success will look like	Lead Service	Linked to Risk
SP3	Embed and extend nurturing approaches to promote inclusion across all education establishments.	All our children and young people are receiving the highest standards of teaching and learning caring, supportive and nurturing learning environments.	Inclusion	1,4,5
SP3	Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young families.	All our children and young people are aspiring to achieve their full potential, giving them the basis to achieve their full potential.	Inclusion	1,4,5
SP3	Ensure effective implementation of Children and Young People (Scotland) Act 2014.	As part of a shared approach with partners, the service is supporting wellbeing effectively, meeting the needs of vulnerable children and young people, facilitating them to reach their full potential.	Inclusion	1,4,5
SP3	Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners	Our schools are building stronger links with parents and are effective in supporting parental engagement and family learning.	Inclusion	1,2
SP3	Develop a range of strategies to support the mental and emotional wellbeing of our children and young people.	Our schools are effectively promoting the (mental) health and wellbeing of children and young people and of all those in the educational communities to which they belong.	Inclusion	1,4
SP3	Ensure we develop and deliver an effective early years' service	The service will provide flexible learning and blended model of childcare provision in high quality learning environments.	Inclusion	1,2,3,5,6

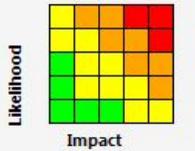
SP3	Develop and implement a strategic vision for learning and teaching for all our learners.	Our staff share the clear vision for high quality learning and teaching and use it to underpin their practice.	Andrew McClelland	2,6
SP3	Evaluate and enhance our curriculum from early level to Senior Phase.	Our curriculum is innovative and creative and provides a range of learning pathways to meet the needs and aspirations of all our learners	Andrew McClelland	1,2,5,6
SP3	Support and strengthen the professional capacity of staff.	Our school leaders are improving teaching and learning through their influence on staff, pupil motivation and commitment.	Andrew McClelland	6
SP3	Design and implement a framework to ensure we develop high quality leaders of learning.	Our schools and early years centres are well led. Distributive leadership is evident and staff are leaders of learning in their classrooms, leading to improved outcomes for children and young people.	Andrew McClelland	6
SP3	Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.	Our schools have robust systems in place for monitoring and evaluation which is providing clear evidence on what works well, and what can be improved further.	Andrew McClelland	6
SP3	Further refine 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.	Performance information and research is being widely used to inform improvements in quality of teaching and learning , and to enhance pupil outcomes	Andrew McClelland	6
SP3	Further develop reporting of management information, to inform policy and practice, and to meet the requirements of the National Improvement Framework.	Robust information is being reported to relevant stakeholders in line with National Improvement Framework.	Andrew McClelland	

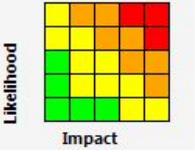
SP3	Raise attainment and achievement throughout the BGE and Senior Phase, through innovative approaches to learning and teaching.	Improved attainment and achievement.	Andrew McClelland	5
SP3	Further develop a Senior Phase curriculum that blends different types of learning and provide a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.	Our secondary schools are offering appropriate opportunities and advice for young people to achieve qualifications at the highest level of which they are capable.	Andrew McClelland	5
SP3	Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of all learners.	Children and young people have opportunities to participate and achieve in a wider range of activities.	Andrew McClelland	
SP3	Maintain a specific focus on reducing the poverty-related attainment gap and maximise the learning potential of specific groups of learners, including LAC.	Improved attainment for all and measurable reduction in poverty-related attainment gap.	Andrew McClelland	5
SP3	Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.	A range of programmes are being delivered through these partnerships, enabling school leavers to secure a positive post school destination.	Andrew McClelland	1
SP3	Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.	Young people with additional support needs are consistently progressing to positive and sustained destinations.	Caroline Amos	5
SP3	Ensure young people leave school with the skills employers need.	Improved attainment, better participation measure statistics and improved feedback from employers.	Andrew McClelland	1,2

SP3	Work towards embedding national career and work placement standards.	Curricular programmes and plans will integrate employment themes throughout primary and secondary schools.	Andrew McClelland	1
SP3	Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.	Improved range and uptake of apprenticeship opportunities.	Andrew McClelland	1, 6
Enabler	Develop and implement plans to respond to employee engagement and stress surveys.	Employee engagement continues to improve and there is a positive impact on the reduction in reported stress levels.	Andrew McClelland/ Caroline Amos	
Enabler	Manage and deliver the modernisation of the school estate to improve the environment that supports the learning and teaching for children and young people.	The school estate is fit for the 21 st Century.	Andrew McClelland	3

Appendix A – Risks

Risk Code & Title	E&YE_1819_R01: Partnership Working	Current Risk Matrix
Risk	Many of our partners continue to experience financial and funding pressures. This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education and Youth Employment. The delivery of the requirements of new legislation, with key partners, to ensure we 'Get it Right for Every Child'.	
Consequence	The risk to the service relates to the service not realising the benefits achieved through effective partnership working.	Current Risk Score Impact x Likelihood
Current Controls	Partnership working and programmes are being delivered across communities and schools involving closer service integration across a wider range of programmes.	9
Linked Actions		
Linked Actions Code & Title	Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector. Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.	

Risk Code & Title	E&YE_1819_R02: Children and Young People Act 2014 / Early Learning & Childcare	Current Risk Matrix
Risk	The Children & Young People (Scotland) Act 2014 became law on the 27th of March, 2014 and contains a number of changes to how children and young people in Scotland will be cared for. These changes will come into force in Scotland over the next few years and will have significant implications for the service.	
Consequence	If the service fails to deliver the duties stipulated in the Act we will be unable to offer enhanced opportunities and support for children and young people and increased levels of flexibility to support the needs of parents.	Current Risk Score Impact x Likelihood
Current Controls	Education and Youth Employment have developed proposals to support the implementation of 1140 hours Early Learning and Childcare for 3-5 year olds and entitled 2 year olds This will allow delivery of 1140 hours ELC in North Ayrshire within the associated time frame. The service is also working closely with PMI to examine likely requirements for extensions/renovations to early years establishments and continues to train and recruit child minders and day carers. A pilot for the Named Person Service has been established to support children and young people.	12
Linked Actions		
Linked Actions Code & Title	<p>Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.</p> <p>Ensure effective implementation of Children & Young People (Scotland) Act 2014.</p> <p>Ensure we develop and deliver an effective early years' service which will provide flexible learning and a blended model of childcare provision.</p>	

Risk Code & Title	E&YE_1819_R03: Reducing Attainment Gap	Current Risk Matrix
Risk	The service is committed to addressing the educational attainment gap on the basis that educational outcomes are a strong determinant of later life chances. By giving our young people the best skills for life, learning and work, a route will be provided through which we can aim to improve social mobility, reduce poverty and enable our young people and communities to reach their potential.	
Consequence	If we are not successful in reducing the educational attainment gap for young people who reside in North Ayrshire's more deprived areas, they will continue to experience limited opportunities to secure a positive post-school destination and limited expectations of their life chances.	Current Risk Score Impact x Likelihood
Current Controls	The service continues to provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.	12
Linked Actions		
Linked Actions Code & Title	Maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including LAC. Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.	

Risk Code & Title	E&YE_1819_R04: Leadership Capacity	Current Risk Matrix
Risk	As part of our approach to ensuring high quality learning and teaching is taking place in our schools, the service is supporting leadership development for education practitioners in North Ayrshire. The key risk is that we fail to develop effective leaders for our schools and that teachers in leadership roles will not be as effective in leading their teams, initiating and managing change effectively and in developing leadership capacity in others (school leadership). This risk is potentially greater with a smaller headquarters team supporting quality improvement.	
Consequence	We have only limited success in ensuring high quality teaching and learning is taking place in our schools and the professional capacity of our teachers is not being fully realised.	Current Risk Score Impact x Likelihood
Current Controls	We are providing a range of accredited training opportunities aimed at developing school leaders as agents of transformational change. We are delivering high quality CPD via the Learning Academy.	9
Linked Actions		
Linked Actions Code & Title	Support and strengthen the professional capacity of staff. Design and implement a framework to ensure we develop high quality leaders of learning.	