



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be  Overall Council of the Year 2017

Education and Youth Employment

Q4 Performance Review

2017/18

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Focus. Passion. Inspiration.



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1. Update on actions from last meeting in November 2017

	Action	Progress
1.	Investigate the possibility of offering the flu jab for staff.	Progress to date: letters for reclaiming the cost of 2017/18 flu inoculations were issued, although uptake was low. To raise the profile of the free flu jab in 2018/19, Education will work in partnership with Occupational Health to deliver the service at a number of locations. Further investigation will be carried out over the Summer holidays.
2.	More presentations to elected Members on wider achievements could be provided.	Presentations and briefing sessions took place in February around the progress and impact of Scottish Attainment Challenge and Pupil Equity Funding on the poverty-related attainment gap as well as the Early Learning and Childcare Expansion Programme. Additional presentations of a range of topics, including wider achievement, will be arranged for after the summer break.
3.	Andrew to discuss North Ayrshire News (NAN) articles.	Newsletters for key projects such as the Scottish Attainment Challenge and the Early Learning and Childcare Expansion are produced regularly and circulated around elected members, staff and partners. Further work still to be done to improve the directorate's use of North Ayrshire News.
4.	Provide Elma with the Getting it Right For Every Child (GIRFEC) Newsletters	This action has been completed.
5.	Proxy measures to be provided to cabinet as a hard copy on 12 December 2017.	This action has been completed.

2. Our Priorities

Education and Youth Employment

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

Strategic Priorities 2015-18 (2018 Refresh)

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

Service Priorities 2015-18 (2018 Refresh)

- Embed and extend nurturing approaches to promote inclusion across all education establishments.
- Within the framework of the inclusion strategy, ensure effective support for children and young families.
- Further strengthen and embed existing high-quality approaches to ensure we are Getting It Right For Every Child (GIRFEC).
- Encourage and support active collaboration and engagement with parents, including child's learning.
- Further extend and develop approaches to support the well-being of our children, staff, parents and carers in partnership other agencies.

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum in the Broad General Education (BGE) and Senior Phase.
- Support and strengthen the professional capacity of staff.

- Broaden and extend our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.
- Further refine our approaches to the use of data and research to inform effective teaching and learning, including benchmarking 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.
- Analyse Employee Engagement Survey and develop and implements improvement plan.

- Raise attainment and achievement throughout the Broad General Education (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 qualification and awards at all levels.
- Integrate a range of persona and wider achievement options into learning programmes to enhance the skills and qualifications of learners.

- Strengthen partnership links and collaborative arrangements with the Further Education and Higher Education 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.
- Further develop our approaches to ensure our young people leave school with the skills employers need.
- Develop our young workforce by introducing national career and work experience standards.
- Work with key partners to develop and introduce modern apprenticeship programmes for our young people.

3. Directorate Priorities

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

1.1 Key Highlights

- Developments in nurture and nurturing approaches
- Success of partnership working of schools and the Family Learning Team in engaging parents in their children's learning
- Development of schools' counselling service

1.2 Priority Update

Nurture

The primary nurture group strand has been successfully expanded to 20 nurture groups, with very positive evaluation for 95 finishers, showing significant improvements in social and emotional skills. Our secondary nurture group targeted intervention is providing support for 117 young people in 7 nurture groups and initial scoping involving collecting qualitative information shows very positive impact for young people to date. Our early years nurture intervention is now established in nine early years settings and initial scoping is showing that this is already making a substantial difference for the young people who are targeted. Our whole school nurture and restorative approaches training is progressing well and there is evidence in many schools in the authorities of culture shift, and there is very promising evidence of more nurturing and inclusive practice developing, as a result of universal and targeted work.

Inclusion

Both the Inclusion Policy and Standard Circular for inclusion have been updated and implemented. We continue to work towards achieving the promises of the Children's Services Plan and the pledges of the Fair for All strategy.

Children and Young People (Scotland) Act 2014

Full implementation of the Young People Act has been further delayed. Nevertheless, the directorate continues to maintain a strong focus on GIRFEC (Getting it Right For Every Child) and continues to support and promote the use of Child's Plans. The Named Person Service is now well established and requests for assistance are being generated and actioned in all establishments. The service continues to provide relevant training and support for schools in support of information sharing.

Family Learning

The appointment of additional Family Learning Workers has had a very positive impact on the Family Learning Team's ability to respond to the demand for increased delivery of family learning programmes in all schools in Quartiles 1 and 2 (the most deprived areas). So far this session the Family Learning Team has engaged with 2782 families which is an increase in participation of 22% from this point last year.

Our partnership with the Centre for Excellence for Looked After Children in Scotland (CELCIS) in co-delivering the secondary school 'Parents in Partnership' Programme has led to increased and

sustained parental engagement and parent-led groups. Collaboration with NAC's 1+2 and the Scottish Centre for Information on Language Teaching (SCILT) in delivering the highly successful 'Wee Famille' project has resulted in almost 40% of families in the pilot school learning French together for 7 weeks.

The 'Read, Write, Count' initiative provided a platform to work in partnership with 25 schools in Quartiles 1 & 2 to issue Read Write Count resources bags and provide follow-up sessions for families of P2 and P3 children on how to support learning at home. This is an increase of 12 schools from Quartiles 1&2 engaging with the Family Learning Team compared to last year, and represents our engagement with 401 families of P2 and P3 children. Almost all of the impact statements from parents/carers are share positive views on enjoying the opportunity to learn alongside their child and how this has developed their own confidence.

Mental and Emotional Wellbeing

Place2be is well established in 6 targeted schools. Over 2000 individual and group counselling sessions took place over the last academic session. All schools have reported a positive impact on learners' social and emotional wellbeing. Secondary counsellors are now available in all our secondary schools. Counselling services have been expanded to include all secondary schools through the introduction of 9 counsellors. Over 100 pupils have been supported with their mental and emotional wellbeing through the counselling service. Analysis of evaluations to date shows that this service is having a positive impact on wellbeing. Our communities have been affected by tragic loss of life this year. Our approach to working in partnership has supported our response to these very challenging circumstances. The school counselling service, educational psychology, HSCP and Police Scotland are working together to support our communities and individuals affected.

A wide range of resources has been sourced or developed to support staff in delivering mental and emotional wellbeing in schools, these include; Playback Ice, Kit bag, Mindfulness, support for Change and Loss, as well as a suite of electronic resources for staff and learners being included in our new Connecting With Mental Health Glow page. A full programme of in-house training is in place to support staff with the use of these resources. To date, over 500 practitioners have benefited from this training.

High Quality Learning Environments

Refurbishment programmes in Kilwinning Academy, Irvine Royal Academy and Auchendarvie Academy are enhancing the learning environment for our young people. The completion of Largs Campus in March 2018 marks the introduction of new state of the art learning and leisure facilities for communities on the North Coast. Capital projects have been approved for Moorpark Primary School, Annick Primary School and new builds at Montgomery Park (primary) and Stevenston (ASN school). All of these projects are delivered in partnership with PMI and external partners and are ensuring that our school estate has positive learning environments which are supporting our children and young people to be the best they can be.

1.3 Key Areas of Focus for the next six months

- Implementation of plans resulting in the review of the Educational Resource Bases in St Mark's and Hayocks as well as the Outreach Service
- Development in partnership with HSCP and NHS Public Health of a Mental Health Strategy

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

2.1. Key Highlights

- An extremely positive inspection of the work of the department in leading the Scottish Attainment Challenge and supporting head teachers with Pupil Equity Funding
- Learning and Teaching strategy complete with complementary strategies underway; all underpinned by high-quality professional learning
- During August – December 2017 the Professional Learning Academy had training and interventions taking place in all Quartile 1 and 2 establishments involving 129 staff and 1,385 learners
- Robust and data-rich reviews of the quality of learning, teaching and assessment in all establishments

2.2. Priority Update

The initial learning and teaching strategy was completely revised and the new format has now been presented to the Learning, Teaching and Assessment Board for approval and comments. Both the Early and First Level numeracy frameworks are complete and training has been successfully implemented in all establishments: the Early Level Framework has been further strengthened by the inclusion of SketchNotes which will provide additional support and guidance for staff. These will be launched in August 2018. The Second Level framework is now underway. Both the literacy and numeracy strategies will complement this work and are in their early stages. These strategies will reflect the pedagogical approaches being shared by the Professional Learning Academy and further training will be developed in order to respond to demand from all establishments.

Curriculum reviews have been extended to include Early Level, Broad General Education (BGE) and Senior Phase. The number of reviews has been reduced this year as a result of other inspection and evaluation activity across the service. The Quality Improvement Framework is fully embedded and continues to provide extremely high-quality and robust data around the quality of learning, teaching and assessment within establishments. The data gathered from these reviews is collated and high level messages shared with leadership teams across all schools and establishments. This intelligence is used to shape establishment Improvement Plans and the continuous professional learning available to staff through the Scottish Attainment Challenge, as well as the work of the service more broadly: the quality improvement workshops designed and led by the senior team are an example of this data-led approach to continuous professional learning. The evaluation of Senior Phase recommended no further action at this stage and a further, more detailed review is planned for early in session 2018-19.

The Professional Learning Academy have completed their first block of interventions, training and twilight training sessions for establishments and is nearing the end of the second block (due for completion in June 2018). Data and impact analysis is available for all sessions. Significant impacts have been seen in the approach to supporting reading comprehension, developing vocabulary and engagement with narrative. Interventions such as Number Sense have also seen significant impacts in attainment at the Early and First Levels. The robust, consistent and thorough approach to professional learning as developed by the Learning Academy has been praised by Education

Scotland during the recent inspection. All quartile 1 and 2 schools have completed the 'Leadership in Literacy' training which had a focus on developing writing skills. Currently these schools are now involved in the 'Leadership in Numeracy' programme. Practitioners engage in training delivered by the Professional Learning Academy team and then return to their establishments and work closely with the most vulnerable learners to raise attainment and achievement. The practitioners also support staff within their establishment and share their knowledge and expertise.

A range of leadership opportunities are available to develop leadership capacity at all levels. This ranges from professional learning opportunities available for students, those at Post Graduate Diploma in Education level and probationer teachers, through to those holding or aspiring to middle and senior leadership posts. A range of new and specialist leadership opportunities is also being offered this year through the Scottish Attainment Challenge, Professional Learning Academy work stream for Leadership and coaching development. A new Hands-on Headship programme has been introduced this year to offer practical professional development to those new to post.

In preparation for the new academic session and the fourth year of the Scottish Attainment Challenge, the team within the Professional Learning Academy have devised a broader and even more comprehensive training programme for teachers, early years practitioners and classroom assistants. There are 18 different interventions on offer including a year-long programme of training focusing on Visible Learning: an important approach in improving pedagogical practice across both the primary and secondary sectors. With 55 different twilight training sessions on offer, establishments will be able to specifically tailor their professional learning to the needs of their staff and learners. In response to concerns about attainment at the First Level the team have created a training programme for teachers allocated to Primary 1 classrooms for session 2018/19. This will be delivered in early June 2018 once staff have been allocated their new classes. All establishments will be provided with specific advice and guidance around the Primary 1 numeracy and maths curriculum and the most effective pedagogical approaches which underpin this. This will be complemented by ongoing support from the Professional Learning Academy.

The South West Educational Improvement Collaborative has been set up and a range of workstream areas have been included in the first year of the plan. All workstreams include mechanisms to maximise the levels of collaboration across schools and the constituent local authorities.

2.3. Key Areas of Focus for the next six months

- A broader range of training and interventions will be offered by the Professional Learning Academy will be available to all establishments
- North Ayrshire will become a leading centre for Reading Recovery with the first two cohorts of staff beginning training in August 2018
- Deeper collaboration with the South West Educational Improvement Collaborative will be underway
- A more detailed and in-depth review of the Senior Phase arrangements within all secondary schools is scheduled for 2018-19

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

3.1 Key Highlights

- Approaches to self-evaluation have been strengthened through further development of the Directorate's Quality Improvement Framework and revision of school improvement planning processes based on consultation with school leadership teams.
- Performance in school inspections by Education Scotland continues to be very positive.
- Design & implementation of robust internal Attainment Challenge self-evaluation processes to drive forward Service activity and interventions, which are closing the poverty related attainment gap.
- Utilisation of Lean Six Sigma continuous improvement methodology to drive internal process improvements and design from within the central support team.
- Embedding of data literacy framework and development of an increased range of opportunities to strengthen school leadership team and practitioner capacity to interrogated and manipulate data in planning for improvement.

3.2 Priority Update

Self-evaluation and performance have been further embedded throughout our schools and central support teams through a range of initiatives throughout 2017-18. This is primarily demonstrated through the Directorate's Quality Improvement Framework, which ensures consistent and robust approaches are adopted in gathering evidence and evaluating impact to secure performance improvement. The Quality Improvement Framework is a key driver in structuring professional dialogue between school leadership teams and senior officers to support on-going evaluation as well as planning, implementation and measurement of performance improvements outlined in annual School Improvement Plans. Senior officers have continued to play a central role through regular school quality Improvement visits, which have a key focus on planning for improvement and targeting identified areas for improvement through revisited action points.

Planning processes have also been reviewed and a new, simplified template to combine school improvement planning with plans for pupil equity funding will be in operation for session 2018-19. Likewise, the format of the Standards and Quality Report has been adjusted based on head teacher feedback and a revised template will be used from 2018-19.

A new Assessment and Moderation framework has now been finalised following consultation with school leadership and is undergoing review by the Directorate's recently established Learning, Teaching and Assessment Board. This board has been commissioned with a specific focus on enhancing evaluation of quality of learning and teaching in schools, assessment and moderation as well as driving forward initiatives and interventions in identified authority wide areas for school improvement.

The Directorate has continued to maintain quarterly senior officer evaluation sessions to support the Directorate to identify key strengths and areas for further improvement in our central support team. During this reporting period the Directorate has linked this self-evaluation to a commitment to use of Quality Management in Education 2 (QMIE2) as an overarching framework to further strengthen evaluation practice. A key principle of the Directorate's QMIE2 activity is obtaining feedback from key stakeholders to drive self-evaluation and performance improvement. Initial evidence gathered for QMIE2 *QI 1.1: Improvements in performance, QI 2.1: Impact on children, young people and*

families, and QI 9.4: *Leadership of Change* has directly supported enhancement in processes in strategic planning for improvement across the Service.

Self-evaluation and performance improvement are also further demonstrated in our central resources & infrastructure team's utilisation of Lean Six Sigma methodology to increase internal process efficiency and consequently improve customer experience. This was achieved through establishing 3 in-service Lean Six Sigma working groups to review and improve internal processes for *Class Structures & Staffing*, *Maternity Leave* and *Timesheets*.

Self-evaluation and performance improvement are also evidenced in collaborative working across a range of North Ayrshire services in the early years sector through involvement in Scottish Government's Children and Young People's Improvement Collaborative. This has enabled early years professional to establish four local quality principles and a range of test-of-change improvement projects to enhance the quality of *Nurturing Places*, *Children's Learning*, *Environment* and *Community*.

Approaches to self-evaluation have also been strengthened in keys areas of Service transformation through design, development and implementation of an annual local authority Attainment Challenge self-evaluation framework which enables the Attainment Challenge Programme Board to have a sharpened focus on measuring and evaluating impact of activity, monitoring of effective outcome realisation as well as evaluating project governance and strategic planning.

Implementation of the Directorate's developed data literacy framework has continued to embed practitioner and school leadership use of data to drive improvement and intervention planning. This has been primarily achieved through provision of a range of resources, tools, support networks and training sessions for practitioners and school leaders at varying stages of data literacy development in our establishments. Consultation with stakeholders has informed the Directorate's current exploration into a data visualisation solutions which will enable education establishments to more effectively interrogate and manipulate data as part of planning for improvement.

The Directorate has also remained committed to addressing employee engagement survey identified areas for improvement, many of which are mirrored across other Services, relating to workload, staffing levels, pay / job grades, recognition and communication. The Directorate has committed to cascading survey findings to line managers in order to identify appropriate actions in specified improvement areas for each relevant team.

In response to issues identified surrounding bureaucracy and workload by school based staff, the Directorate has committed to revising the Learning & Teaching Strategy and Assessment & Moderation Strategy to include guidance to address workload concerns.

3.4. Key Areas of Focus for the next six months

- The Directorate of Education & Youth Employment will review and revise the Learning & Teaching Strategy.
- Continue to strengthen approaches to self-evaluation in the early years sector aligned to expansion to the increase in free early years entitlement from 600 hours to 1140 hours by 2020.
- Further develop our approaches to quality assurance and improvement with a specific focus on sustainability as the potential impact of National strategies impacting on the role of local authorities in Quality Improvement.
- The quality improvement framework will be revised to reflect changes in service structure whilst ensuring a high level of ongoing support and challenge for establishments.

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

4.1 Key Highlights

- Attainment in Literacy and Numeracy is on a steadily increasing path and the poverty-related attainment gap in Literacy and Numeracy has considerably decreased.
- Reading – Attainment for all Learners has increased and there has been a significant reduction in the gap in P7 and S3
- Writing – Attainment for most learners has increased, only P1 learner performance has dipped slightly. The gap has reduced in P7 and significantly reduced in S3
- Listening and talking – Attainment of all learners has increased. The gap has reduced for P1 and P7 and has significantly reduced in S3
- Exclusions remain below the national average with the exclusion of pupils in SIMD deciles 1 and 2 well below the national average

4.2 Priority Update

In early years, there has been a steady increase over time in the proportion of children meeting their developmental milestones at the point at which they start school from 2014 to 2017 rising from 69% in 2014 to 77% in 2017.

Curriculum for Excellence data gathered from 2016 and 2017 demonstrates that we are making strong progress in closing the poverty related attainment gap. Raising attainment in numeracy remains broadly in line with the national average at primary stages and teacher professional judgement data shows that there is an improving trend overall in numeracy attainment levels with the greatest gains being the proportion of pupils achieving first level at P4, with notable gains for the percentage attaining second level by P7. This also shows that there is evidence of a reduction in the poverty related attainment gap when comparing the attainment of children and young people from [Scottish Index of Multiple Deprivation](#) (SIMD) deciles 1 and 2 and deciles 9 and 10 in every measure. When comparing the progress of pupils in SIMD deciles 1 and 2 compared to those in SIMD deciles 3 to 10, we are narrowing the poverty related attainment gap at almost all of the main stages. The gap has widened slightly for those achieving first level at P4 and this will be the focus of developments in the coming period.

Attainment in literacy has increased at P1, P4, P7 and S3, from 2015 to 2017, for reading, writing and listening and talking. In reading, the attainment gap between those children and young people in SIMD deciles 1 and 2 and those in deciles 9 and 10 has reduced at all stages, except P4. In writing, the attainment gap between those children and young people in SIMD deciles 1 and 2 and those in deciles 9 and 10 has reduced at all stages. Writing attainment, and in particular the attainment of writing in P1 continues to be a focus for improvement. In listening and talking, the attainment gap between those children and young people in SIMD deciles 1 and 2 and those in deciles 9 and 10 has reduced at all of the main stages, except P1. From a total of 12 main measures across literacy, the authority has narrowed the gap in 10 of those from 2016 to 2017.

Attainment in numeracy remains broadly in line with the national average at primary stages but slightly below in S3. Teacher judgements show that there is an improving trend in overall numeracy attainment levels, with the greatest gains being the number of children achieving first level at P4. In numeracy, teacher judgements show that there is evidence of a narrowing of the poverty related attainment gap when comparing SIMD deciles 1 and 2 with deciles 9 and 10 in every measure. When comparing the progress of children and young people in SIMD deciles 1 and 2, compared to

those in SIMD deciles 3 to 10, we are closing the gaps at almost every level. Children in SIMD deciles 1 and 2 have maintained progress over the course of two years in P1 and have improved at all other levels with the largest increase being seen for those who are secure in second level for numeracy. In 2017, the percentage of young people achieving fourth level by the end of S3 compared well to the national average across both literacy and numeracy.

Measures put in place to gauge progress in health and wellbeing include the early years developmental milestones and also [Pupil Attitudes to Self and School](#) (PASS). Targeted measures are in place to measure the effectiveness of specific interventions such as nurture projects. A baseline has been established using PASS with P4 to P7 pupils and the initial results show a positive overall picture, with all measures showing between 80% and 90% for high or moderate satisfaction levels. Individual schools have begun the process of analysing the PASS responses to inform future curricular changes for health and wellbeing, as well as future planning of additional targeted interventions.

Attendance rates overall in both primary and secondary sectors broadly mirror the national picture. Although there has been a slight decline in attendance rates over the last three years in both primary and secondary, where the gap between the most and least deprived has widened, this is mirrored by the national trend, and the gap for North Ayrshire Council remains lower than the national gap. We have recently launched our attendance strategy and initial analysis of the data demonstrates that this has already had a positive impact.

Overall, exclusions remain below the national average with the exclusion of pupils in SIMD deciles 1 and 2 well below the national average. Exclusions have decreased over the past 3 years in secondary and the gaps between exclusions for pupils living in SIMD deciles 1 and 2, compared to those living in other deciles but remains well below the national average.

Our approach to the collection and analysis of data continues to strengthen, and data is used effectively to inform interventions at both authority and school level. The data literacy workstream has brought coherence and consistency through a clear data literacy framework. This framework lays out the approach to associated staff training and the work of data coaches in all establishments. Analysis of the attainment gaps has taken place and there is a shared understanding of the poverty related gaps. Headteachers and staff welcome, and are making increasing use of, the data packs provided by the local authority and the support and challenge offered by central officers and data coaches to support the use of data to inform improvement.

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. Four thematic workshops have taken place and have been extremely well attended by Heads of establishments. The programme of support workshops for Heads, 'Hands-on Headship', has started with the first session taking place in January and subsequent sessions planned up until September 2018. These have been positively received and this is evident through the high numbers booking places. The first two sessions were evaluated extremely positively with all participants rating them as very professional relevant and effective.

The initial evaluation of the Senior Phase curriculum within all secondary establishments has taken place. All schools had appropriate curriculums in place and a further, more detailed review is now scheduled for early in session 2018-19.

All secondary schools are annually updated on the wider achievement courses that are being delivered across the authority and review and amend their offer accordingly. Data is collated on

nationally recognised achievements where appropriate and shared. A wider achievement awareness event is held to give teachers and partners the opportunity to find out more information on options that are available and to network with others. Contact with other Authorities and Ayrshire College has been made to share information and to compare and contrast delivery models. Where appropriate, Scottish Qualification Authority (SQA) courses are being introduced to support some wider achievement options.

Attainment Challenge activity and Pupil Equity Funding spending have been a key focus of our work to reduce the poverty related attainment gap. Our data is showing positive progress in reducing this gap, in terms of Curriculum for Excellence attainment levels.

Reviews have taken place twice throughout the session on the implementation and impact of Pupil Equity Funding. Processes are in place to monitor and report on progress at school level as part of the Quality Improvement Framework. Head Teachers report to being more confident in measuring the impact of interventions and there are significant links between the work of the Attainment Challenge and the choices Heads are making in spending their Pupil Equity Funding. Examples of this can be seen through the Nurture work, mental health and wellbeing and the Professional Learning Academy.

4.4 Key Areas of Focus for the next six months

- An increased focus on the poverty related attainment gap which is evident at the Primary 4 stage through targeted programmes delivered by the Professional Learning Academy and support for schools in the Early and First Level curriculum.
- Continue to develop our approaches to measuring improvement and evaluating progress in health and wellbeing.
- Introduction of a data visualisation tool to enable establishments to use their data in increasingly bespoke and sophisticated ways.

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

5.1 Key Highlights

- Schools are offering a broader range of vocational options to their pupils
- Our Activity Agreement programme has been fully evaluated & refreshed ensuring that our most vulnerable school leavers have suitable post-school provision
- In partnership with HE institutions we have ensured that those in our most disadvantaged areas have increased access to degree level study on leaving school

5.2 Priority Update

A strategic plan between the Council and Ayrshire College is under development which will ensure that the partnership is delivering the best outcomes for all our learners.

We have worked in partnership with Ayrshire Chamber to increase the number & range of work placements for young people with Additional Support Needs. Training has been delivered to employers.

Schools have improved partnership working with employers. There are increased levels of curriculum input from businesses together with support on the development of employability skills

All secondary schools and some primary schools have used the national Career Education Standard to evaluate practice.

In partnership with the Developing Young Workforce (DYW) regional steering group a set of guidelines for employer activity in school been completed.

Youth employment activity in North Ayrshire is co-ordinated through Local Employability Partnership (LEP) and education remains an active member of this group.

Following evaluation of our in-house pre-apprenticeship programme, we have been collaborating with Council business team and Ayrshire Chamber to expand to the private sector.

5.4 Key Areas of Focus for the next six months

- Ensuring that school leavers – summer 2018 have the necessary support to move into a positive destination
- Further develop the work with private sector employers to implement a pre-apprenticeship programme for senior pupils
- Continue to link vocational activity in schools more closely with Labour Market Information to include specific targeted developments e.g. Early Years expansion
- Complete our joint strategy document with Ayrshire College & carry out an evaluation of the partnership to inform activity for the coming year

Key Transformation Projects

➤ Early Learning and Childcare Expansion Programme

Through the creation of a programme board to deal specifically with the Early Years and Childcare Expansion programme, plans are being implemented in the following areas: workforce planning; consultation & engagement; infrastructure; quality & curriculum; service delivery; out of school care. The Programme Board received approval from Scottish Government for the proposed programme of delivery. Pilot programmes for extended hours are currently underway at Loudon Montgomery Early Years Class and Glencairn Early Years Class. The Board has also engaged with parents and carers through a roadshow of briefing sessions across the authority.

➤ Children Services Improvement Board (CSIB)

The board established a number of workstreams which were tasked with delivering more effective and efficient support services for all children and young people. Due to completion of a number of the board's workstreams and identification of a continued need for an integrated holistic approach to the delivery of children's services this Board has been reconfigured. This Board focuses on supporting implementation of remaining aspects of the Children & Young People (Scotland) Act 2014, North Ayrshire's Children's Services Plan and any other relevant strategies with a focus on delivering children's service improvements and consequently better outcomes for children and young people.

➤ Scottish Attainment Challenge (SAC)

North Ayrshire Council is one of nine local authorities to receive Scottish Government Attainment Challenge funding to drive forward improvements in educational outcomes in Scotland's most deprived communities by closing the poverty-related attainment gap for children and young people. The purpose of the Attainment Challenge Programme Board (ACPB) is to govern, support and challenge the work of the six workstream groups which deliver the outputs of the North Ayrshire Attainment Challenge project. These workstreams are: Nurture; Mental Health and Wellbeing; Professional Learning Academy; Family Learning; Leadership Development; and Data Analysis. The recent inspection of North Ayrshire Council by Education Scotland and Audit Scotland on our work to reduce the poverty-related attainment gap through the Scottish Attainment Challenge and Pupil Equity Funding was extremely positive. Several areas of good practice will be highlighted in the inspection report, which is due to be published in the coming weeks.

4. Directorate Performance Indicators

4.1 Council Plan Performance Indicators Summary

The table below demonstrates a high level view of the progress made towards the Council Plan priorities.

There are 5 indicators linking to Priority 3 in the Council Plan connected to educational achievement and school leavers destinations.

- **E&S_P_B01** % of children achieving their developmental milestones at the time the child starts primary school
- **E&YE_PI_D02** % of leavers attaining literacy at National 5 (SCQF Level 5)
- **E&YE_PI_D04** % of leavers attaining numeracy at National 5 (SCQF Level 5)
- **E&YE_PI_D06** % gap in attainment of Looked After Children
- **SOL_CHN11** % of school leavers entering positive destinations

Raising attainment and achievement of all North Ayrshire learners from Early Years to the school leaving stages has been continuously challenged and improved over the last 5 years and this is reflected in **most indicators of attainment and achievement showing increasing trends over the entire period**. The focus on Literacy, Numeracy, Health and Wellbeing has been promoted through innovative learning and teaching approaches, family engagement, nurture and inclusion strategies and developing professional capacity and leadership.

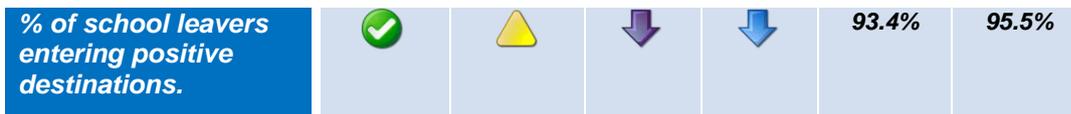
The effect of such comprehensive strategies are expected to produce sustainable long-term positive impacts on our learners and their life-improving opportunities. Therefore, our targets are set in an aspirational spirit, supported by previous trends. We are monitoring both long-term and short-term trends on all our indicators to detect any major deviations from targets and/or previous performance.

Council Plan Performance Summary– As at Q4 2017/18						
Priority	No of Indicators					
3 – Ensuring people have the right skills for learning, life and work.	5	1	3	n/a	1	n/a

4.2 Council Plan Performance Indicators – Red and Amber Status

The table below shows the progress of the performance indicator which is slightly adrift / significantly adrift of target.

Description	Q4 2016/17	Q4 2017/18	Short Term Trend	Long Term Trend	Current Value	Current Target
	Status	Status				
% of leavers attaining numeracy at National 5 (SCQF Level 5).					66.83%	70%
% gap in attainment of Looked After Children.					86.2%	84%



- **E&YE_PI_D04** % of leavers attaining numeracy at National 5 (SCQF Level 5)

There was a slight dip in performance in this indicator in 2017 compared to 2016 exam diet but the 5-year trend is still an increasing one. As our targets are aspirational and adjusted annually to take into account the most recent past performance, any slippage in performance compared to a previous year will fall short of the target.

Annual variations in performance can have random causes related to the structure and of the leavers cohort (if there are more pupils leaving at the end of S4 they are less likely to attain Numeracy at level 5), the school presentation policies as well as individual pupils' abilities. A 1 percentage point decrease in performance translates in less than 15 school leavers in each year attaining Numeracy at a lower SCQF level than the equivalent of a National 5 award. Performance in 2017 is the second highest performance ever recorded for a similar type of award in North Ayrshire.

- **E&YE_PI_D06** % gap in attainment of Looked After Children

There was a slight dip in performance in this indicator in 2017 compared to 2016 exam diet but the 5-year trend is still an improving one. The attainment % gap of a Looked After school leaver compared to the average North Ayrshire school leaver is more likely to be subject to short term random variations due to the small number of the Looked After segment in the total annual school leaver cohort. On the average, there are between 35 and 55 school leavers every year who were Looked After at any point during the latest school session. The overall attainment of each of these young people has a much stronger impact on the entire group than one school leaver in the entire 1500 annual cohort at authority level.

The total tariff score of an average Looked After school leaver from North Ayrshire remains 17% higher than the total tariff score of the average Looked After school leaver in Scotland. Similarly, the percentage gap in attainment for Looked After school leavers is much smaller in North Ayrshire than at national level (86% compared to 102%). The long-term trend of this indicator is also an improving one.

- **SOL_CHN11** % of school leavers entering positive destinations

After a few years of rapidly improving performance in the positive school leaver destinations indicator in North Ayrshire (the 2015 performance recorded 96% was one of the highest in Scotland), the value of this indicator has been adrift of trend and target for the second year running. As this is still in line with National performance, it has immediately triggered the performance monitoring concerns over medium to long term trends and is now being investigated as a priority area for improvement for the service.

4.3 Directorate Plan Performance Indicators Summary

The table below demonstrates a high level view of the progress made towards the Directorate's strategic priorities.

The primary focus of Education and Youth Employment Directorate remains raising attainment and achievement of all learners and improving development and success opportunities for young people in North Ayrshire. As part of the national Scottish Attainment Challenge strategy, this focus has been served by more comprehensive strategies including enhancing opportunities for professional development for our school staff, new support strategies for family learning and active intervention for improving mental health and wellbeing of our young people in all educational establishments. All these strategies are supported by a service-wide new approach to data awareness, data literacy and data-based decision-making.

As in the case of Council Plan indicators, our Directorate Plan performance indicator targets are set in an aspirational spirit, supported by previous trends. We are monitoring both long-term and short-term trends on all our indicators to detect any major deviations from targets and/or previous performance.

Directorate Plan Performance Summary– As at Q4 2017/18						
Priority	No of Indicators					
1 – We are reducing inequalities and delivering improved outcomes for children and young people.	2	1	n/a	1	n/a	n/a
2 – High quality learning and teaching is taking place in all our establishments.	2	2	n/a	n/a	n/a	n/a
3 – Self-evaluation and performance improvement are embedded throughout our schools and central support teams.	3	n/a	n/a	2	n/a	1
4 – Levels of attainment and achievement are improving for all learners.	4	2	n/a	n/a	n/a	n/a
5 – High numbers of our young people are entering positive and sustained post-school destinations.	3	1	2	n/a	n/a	n/a
Total PI Indicators	12	6	2	3	n/a	1

4.4 Directorate Plan Performance Indicators – Red and Amber Status

The table below shows the progress of the performance indicator which is slightly adrift / significantly adrift of target.

Description	Q4 2016/17	Q4 2017/18	Short Term Trend	Long Term Trend	Current Value	Current Target
	Status	Status				
Average total tariff score of the lowest 20% attainment cohort.					174	189
% of Leavers attaining numeracy at National 5 (SCQF Level 5).					66.83%	70%
% of school leavers entering positive destinations.					93.4%	95.5%
% of non-teaching staff who have had a					67.5%	98%

PPD in the last twelve months.						
% of teaching staff who have had a PRD in the last twelve months.					69%	98%

- **Average total tariff score of the lowest 20% attainment cohort.**

Although the value of the indicator for the average total tariff score of the lowest attaining 20% of the school leaver cohort has been lower in 2017 than in the last two years, it remains above national performance and is closely related to the reduction in the average number of courses taken by S4 pupils. By encouraging our learners to stay in school beyond their minimum school leaving age and diversifying the curricular choices for each subsequent year they remain in school there is a strong expectation that this is only a temporary slippage in performance of the “lowest attaining 20%” of our young people. The aim is to reduce the gap between the top and bottom achievers so that all young people get a fair opportunity for success at the time they leave school. The current structure of the tariff scale devised by the Scottish Government Insight benchmarking tool has been criticised for a certain bias toward valuing more the graded (academic) courses and awards and not recognising fully the value of vocational qualifications at the same SCQF level. A new – alternative – tariff scale is currently being tested and it is hoped that its use will correct this identified bias.

% of Leavers attaining numeracy at National 5 (SCQF Level 5).

Please see comments above – indicator **E&YE_PI_D04**

% of school leavers entering positive destinations.

Please see comments above – indicator **SOL_CHN11**

% of non-teaching staff who have had a PPD in the last twelve months.

The cycle of completing PPD reviews is aligned to academic sessions and as such, is still underway. The directorate is on track to achieve our target for PPD by the end of June 2018.

% of teaching staff who have had a PRD in the last twelve months.

The cycle of completing PRD meetings is aligned to academic sessions and as such, is still underway. The directorate is on track to achieve our target for PRD by the end of June 2018.

4.5 **LGBF Indicators – Priorities**

The table below demonstrates a high level view of the Directorate’s progress made towards the LGBF priorities.

The Directorate uses all LGBF indicators (with the exception of SOL_CHN11 % school leavers in positive destinations and SOL_CORP06a Sickness Absence days per teacher) as Data Only indicators. This is because LGBF indicators are either:

- outwith the control of Directorate actions or ability to collect the information (e.g. Participation rate of 16-19 year olds or % Adults satisfied with local schools)

- it is unclear if the direction of travel is indicative of positive or negative performance (cost per pupil indicators)
- are calculated according to a different methodology than the one used in national practice in education performance benchmarking (S6 leavers as opposed to the Insight school leavers annual cohort)
- are newly introduced this year

The general short and long-term trends of LGBF school attainment indicators for 2017 is consistently improving, in some cases to a significant extent compared to previous year performance, over the past 5 years and compared to national performance.

These are annual indicators and the latest available data is from 2016/17 exam results. 2017/2018 exam result data will be available in February 2019.

LGBF Indicators 2016/17						
Service Area	No of Indicators					
Children Services	21	1	1	0	9	8

4.6 LGBF Indicators – Red and Amber Status

The table below shows the progress of the performance indicator which is slightly adrift / significantly adrift of target.

Description	2015/15	2016/17	Short Term Trend	Long Term Trend	Current Value	Current Target
	Status	Status				
% of school leavers entering positive destinations					93.4%	95.5%

Please see comments above for Directorate Plan indicator SOL_CHN11

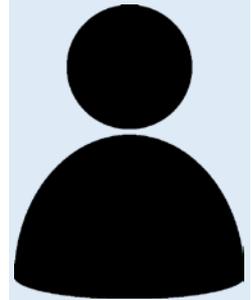
5. Quarter 4 Summary Sheet

Education and Youth Employment Directorate

2017/18



School Leavers from North Ayrshire are outperforming pupils from similar areas of socio-economic deprivation (in all SIMD deciles)



65.6% of young people are choosing to stay on in school until the end of S6 (highest rate recorded in the past 10 years)

100%

% of participants in parenting programmes report an increase in their levels of interaction with their children



81.6% of school leavers attaining Literacy at Level 5 or better



School exclusion rates have dropped consistently over the last 5 years and are better than National performance

90.3%



Participation rate of 16 to 19-year-olds in education, employment or training in 2016/17

Looked After children from North Ayrshire schools are achieving better than Looked after children elsewhere



6. Employees

6.1 Sickness Data

The figure at March 2018 is 5.43 days which is below the target of six days. This demonstrates a positive trend of reducing absence. Absences are effectively managed across the Directorate and staff are supported to get back to work as soon as they are able. 57% of staff have had no absence over the last year.

6.2 Other Employee Information

The Employee Engagement Survey opened on the 25 September 2017 and the response rate was 25%, equating to 655 responses from 2565 employees. This is 5.9% lower than the response rate in 2015 which was 31.4%. The Council wide response rate for 2017 was 35.5%, this is 2% lower than the response rate for 2015.

The top three response rates were; Senior Managers at 100%, Psychological Services at 92.3% and Headquarters Staff at 68.2%. Therefore, responses from school establishments will be a focus for the next survey.

Education and Youth Employment employee engagement level is 69.6%, a slight decrease of 0.9% since the 2015 survey which was 70.5% and an overall increase of 16.1% since the initial survey in 2012, when the engagement level was 53.5%. In comparison to the Council wide engagement level which is 71.2%, Education and Youth Employment are only 1.3% lower in the engagement level.

The main areas of strength identified through the responses to specific statements and the additional comments on 'One good thing about working in the Council' were; Clarity of Job, Team Working, Staff Values and Leadership and Participation.

The main areas of improvement identified are; Workload, Staffing Levels, Pay/Job Grade and Recognition, Communication. These improvement areas mirror those of the Council as a whole.

The detailed findings will now be cascaded to Line Managers who will work with employees to identify appropriate actions which will help their specific improvement areas.

7. External Evaluations

Education Scotland carried out 3 inspections in our schools in the period between 1 January 2018 and March 2018. The evaluations were as follows:

Primary

Establishment	Date of inspection published	Leadership of Change	Learning, Teaching and Assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion
Corsehill Primary School	6 March 2018	Excellent	Very Good	Very Good	Excellent

Early Years Class

Establishment	Date of inspection	Leadership of change	Learning, Teaching and Assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion
Corsehill Primary Nursery Class	6 March 2018	Very Good	Very Good	Very Good	Very Good

Schools – Inspected with ‘new approaches to inspection’ criteria

Establishment	Date of inspection published	Self-evaluation for self-improvement	Raising attainment and achievement
Kilwinning Academy	27 February 2018	Good	Good
Annick Primary School	24 April 2018	Very Good	Good

The Care Inspectorate visited a number of our Early Years establishments. The evaluations from these visits are as follows:

Establishment	Date of inspection	Quality of care and support	Quality of environment	Quality of staffing	Quality of management and leadership
Skelmorlie Early Years Class	22 March 2018	Very Good	Not assessed	Very Good	Not assessed
Cumrae Early Years Class	19 March 2018	Very Good	Good	Not assessed	Not assessed
Castlepark Early Years Centre	21 February 2018	Very Good	Not assessed	Not assessed	Very Good
Moorpark Early Years Class	30 January 2018	Very Good	Not assessed	Very Good	Not assessed
St Peter's Early Years Class	13 December 2017	Good	Good	Not assessed	Not assessed
Winton Early Years Class	24 November 2017	Very Good	Not assessed	Very Good	Not assessed