
NORTH AYRSHIRE COUNCIL

27 August 2019

Cabinet

Title: Education Authority Annual Plan 2019-20

Purpose: To outline the detail of and seek approval for the publication of the Education Authority Annual Plan for 2019-20.

Recommendation: That Cabinet:

- a) agrees the content of the plan;
- b) approves the publication of the plan and subsequent submission to Scottish Ministers.

1. Executive Summary

- 1.1 The Education Authority Annual Plan takes into account the national strategic context for Scottish Education 2019 and sets out how North Ayrshire Council will deliver against the strategic priorities of the National Improvement Framework (NIF). The plan also sets out the expected educational benefits of the improvement activities and how success will be measured.
- 1.2 The Education Authority Annual Plan will put in place and support the Aspiring Communities priority of the Council Plan Delivery Plan: “Children and young people experience the best start in life”.

2. Background

- 2.1 The Education (Scotland) Act 2016 amended the Standards in Scotland’s Schools Act 2000 to introduce the National Improvement Framework (NIF) for education and to include new requirements on education authorities to produce annual plans and reports in pursuance of the National Improvement Framework priorities.
- 2.2 The National Improvement Framework for Scottish Education 2019 was published in December 2018 and set out the Scottish Government’s vision for Scotland’s children and young people’s progress in learning through excellence and equity. All schools and education authorities have developed annual plans which focus on delivering:
 - excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, and the right range of skills, qualifications and achievements to allow them to succeed;
 - achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

- 2.3 The 2019 NIF key priorities are:
1. improvement in attainment, particularly in literacy and numeracy;
 2. closing the attainment gap between the most and least disadvantaged children;
 3. improvement in children and young people's health and wellbeing;
 4. improvement in employability skills and sustained, positive school leaver destinations for all young people.
- 2.4 Education authorities have to be able to demonstrate how they have sought, and continue to seek, to deliver against the strategic priorities of the NIF. The plan must also set out what the expected educational benefits will be of the improvement activities included in the plan and how success will be measured.
- 2.5 The draft Education Authority annual plan for 2019-20, attached at Appendix 1, sets out our local priorities in the format and context of North Ayrshire Council Plan 2019-24. In particular, but not exclusively, this annual plan will operationalise and support the Aspiring Communities priority of the Council Plan Delivery Plan: "Children and young people experience the best start in life".
- 2.6 The draft Education Authority annual plan for 2019-20 is also linked to the following local plans:
- Scottish Attainment Challenge annual plan
 - the Expansion of Early Learning and Childcare
 - the Children's Services Plan
- 2.7 In accordance with the duties of the 2016 Act and the empowerment of schools agenda, School Improvement Plans are created on the basis of self-evaluation of specific strengths and improvement needs at school level. These plans must take account of the Education Authority plan, ensuring alignment of priorities from school plans to the education authority plan, and also to the Council Plan right through to the National Improvement Framework.
- 2.8 Once approved, the education authority annual plan must be published and a copy must be sent to Scottish Ministers as soon as reasonably practicable thereafter.

3. Proposals

- 3.1 It is proposed that Cabinet (a) agrees that the draft Education Authority annual plan for 2019-20 is aligned to the Council Plan priorities and the National Improvement Framework priorities and consequently (b) approves the publication of the plan, including submission to Scottish Ministers.

4. Implications/Socio-economic Duty

Financial

4.1 None.

Human Resources

4.2 None.

Legal

4.3 The production of an Education Authority annual plan is a requirement under the Education (Scotland) Act 2016.

Equality/Socio-economic

4.4 The Education Authority annual plan sets out specific improvement actions designed to improve educational outcomes for all, but also to reduce the impact of poverty on educational attainment.

Environmental and Sustainability

4.5 None.

Key Priorities

4.6 Aspiring Communities priority: “Children and young people experience the best start in life”.

Community Wealth Building

4.7 None.

5. Consultation

5.1 The content of the Education Authority annual plan for 2019-20 has been agreed across the education service following rigorous self-evaluation in schools and across the service of the progress towards the previous year’s plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

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Background Papers

National Improvement Framework and Improvement Plan 2019



Education Authority

Annual Improvement Plan 2019-20



Introduction

The Education Annual Improvement Plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The content of this plan has been agreed across the education service following rigorous self-evaluation in establishments and across the service of the progress towards the previous year's plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

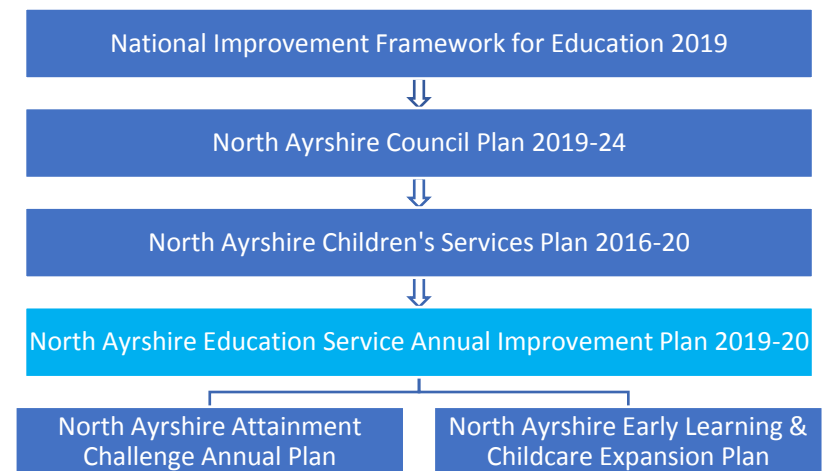
National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:



COMMUNITIES DIRECTORATE: EDUCATION

COUNCIL PLAN 2019-24

Delivery Plan 2019-20

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

Education Authority Annual Plan 2019-20 – Priority 1 Actions

Service Strategic Priority:	We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18
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High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
<ul style="list-style-type: none"> We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate. 	<ol style="list-style-type: none"> By October 2019 we will be delivering the 1140 expanded hours in 15 local authority establishments and are on course to meet the requirements in all of our establishments by August 2020. Utilise the NAC Standard Design Brief (2018) to continue to create high quality learning environments encompassing indoor and outdoor learning and nurturing spaces. Develop an Outdoor Play Strategy to support Early Years Practitioners in providing excellent learning and development opportunities. Deliver continuous professional development in Early Years to ensure excellent learning and development experiences for toddlers and young children using the indoor and outdoor environments. 	<ul style="list-style-type: none"> Early Learning and Childcare (ELC) settings will offer effective learning and teaching in stimulating and innovative environments. Regular sustained physical Activity will be promoted, giving opportunities for physical development, strength and co-ordination. Environments will support toddlers and young children's development in emotional well-being. ELC settings will provide internal and external spaces for children to use and develop risk management skills as well as improve their confidence, self-esteem and imagination. ELC settings will be at the heart of our communities and will be welcoming places where people can be engaged and involved in their children's learning and development. Children will be able to explore and develop with moveable, natural and stimulating resources that encourage imaginative, creative learning and play. ELC environments will be calm and inspire curiosity, wonder and excitement for play and learning. 	<ul style="list-style-type: none"> Post occupancy review will show improved outcomes. Improved Care Inspectorate grades for Standard 5 – Environments. Use of self-evaluation activity (audit tool) to assess impact of changes and improvements – environments audit tool.

High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
<ul style="list-style-type: none"> We will build strong collaborative partnerships to ensure we deliver a high-quality education service for our children and families. 	<ol style="list-style-type: none"> Contribute to the South West Education Improvement Collaborative (SWEIC) Closing the Gap Workstream to promote effective collaboration across schools and educational authorities to ensure our focusing on the poverty related attainment gap is at the centre of our work. Establish a North Ayrshire Broad General Education (BGE) Science, Technology, Engineering and Maths (STEM) Strategy Team through which our work on the national Raising Aspirations in Science Education (RAISE) programme will be incorporated and a North Ayrshire STEM framework will be devised. Opportunities for a network of practitioners to forge strong, working partnerships across schools, neighbouring authorities, businesses, Universities and organisations will be promoted. Provide training for teachers and Early Years Practitioners in the effective delivery of the 1+2 national agenda. 	<ul style="list-style-type: none"> Shared evidence-based approaches will increase attainment for learners, with a focus on narrowing the poverty-related attainment gap. Learners will receive consistent, high quality approaches to STEM, specifically in relation to Mathematics. The skills-based framework will enable pupils to engage in a progressive experience, specifically at the primary-secondary transition point. A consistent, equitable and highly effective interdisciplinary approach to STEM learning will benefit learners' outcomes. Pupils' STEM experiences will ignite a passion and desire to pursue STEM careers. Learners will benefit from well trained, confident practitioners teaching stimulating programmes with learners' own confidence in languages increasing as a result. 	<ul style="list-style-type: none"> Data, which will evaluate the impact of specific interventions, will demonstrate the positive impact on children's attainment and achievement. A breadth of qualitative and quantitative data will be used to measure success with reference to the 2018 baseline and STEM survey of need in North Ayrshire. A sample of data from pre and post training will be collated to evaluate impact, including impact statements on pupil outcomes attributed directly to practitioners' CLPL.
<ul style="list-style-type: none"> We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families. 	<ol style="list-style-type: none"> Implement a revised leadership development framework to increase opportunities and support for practitioners at all levels to develop leadership skills. Establish a network of coaches & appropriate training opportunities to facilitate capacity building and establish a coaching culture. Provide a range of opportunities to support practitioners at all levels to develop skills in identifying, facilitating, managing & evaluating strategic change. 	<ul style="list-style-type: none"> Leadership capacity will be increased at all levels and will support our schools and centres in closing the attainment gap for children within in the most deprived areas. Through developing opportunities to engage in coaching and facilitation, we will support our schools to be self-sufficient in designing and supporting leadership development experiences targeting specific needs within each school. 	<ul style="list-style-type: none"> Analysis of evaluations and Head Teacher focus group discussions will show a positive impact of this approach. Review of self-evaluation tool to analyse progress in meeting the Standards for Leadership & Management and the Standard for Headship. Record of Professional Recognition achieved and evidence from good practice visits across our schools.

Education Authority Annual Plan 2019-20 – Priority 2 Actions

Service Strategic Priority:	We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
NIF Priority:	<ul style="list-style-type: none"> • improvement in attainment, particularly in literacy and numeracy; • closing the attainment gap between the most and least disadvantaged children; • improvement in employability skills and sustained, positive school leaver destinations for all young people.

High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
<ul style="list-style-type: none"> • We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap. 	<ol style="list-style-type: none"> 1. Through the use of Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF) resources, we will provide a targeted approach to professional learning programmes which have a specific focus on strengthening practitioner approaches to reducing the poverty related attainment gap in education establishments. 2. Work with identified partners to provide increased opportunities for care experienced young people & other identified learners who are experiencing significant barriers to learning to achieve and attain to their full potential. 	<ul style="list-style-type: none"> • Care experienced young people & other identified young people who are experiencing significant barriers to learning will have enhanced supports to attain and achieve their full potential and secure a positive post-school destination. • Learners living in North Ayrshire's areas of highest deprivation will have increased supports to attain and achieve their full potential and secure a positive post-school destination. • Attainment levels in literacy & numeracy will increase for learners living in North Ayrshire's areas of highest deprivation. 	<ul style="list-style-type: none"> • Analysis of attainment & achievement levels in literacy and numeracy. • Improvement in positive destination data of learners living in North Ayrshire's areas of highest deprivation. • A reduction in the poverty related attainment gap in literacy & numeracy.
<ul style="list-style-type: none"> • We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools. 	<ol style="list-style-type: none"> 1. Launch revised learning and teaching strategy along with frameworks and initiatives to support numeracy and literacy learning across all establishments. 2. Continue to support practitioners from all sectors through the work of the Professional Learning Academy in 	<ul style="list-style-type: none"> • Learners will benefit from consistent, high-quality, research based pedagogical approaches leading to increased educational attainment. • Learners will benefit from quality experiences and approaches in literacy and numeracy which are evidence-based 	<ul style="list-style-type: none"> • Data from targeted interventions will show the impact of interventions on children's progress. • Attainment data will show improvements in performance in the classroom • Qualitative evidence will be gathered by both establishments and the Senior

High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
	literacy, numeracy and pedagogical practice. 3. Develop high quality, evidence-based approaches to support the attainment of learners within our ASN schools.	<ul style="list-style-type: none"> Learners within ASN schools benefit from learning experiences and approaches which are research-based. 	Managers during quality improvement visits
<ul style="list-style-type: none"> We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations. 	1. Support schools to ensure that all secondary classroom teachers understand all routes to employment and that each of those routes is valued equally. 2. Work in partnership with DYW regional group to ensure that employers are willing to offer placements and/or employment to young people with ASN. 3. Support schools to use the national standards in Career Education, Work placement and 3.3(HGIOS4) to self-evaluate their practice & identify next steps	<ul style="list-style-type: none"> Pupils will have a curriculum that meets their needs and takes account of their post-school aspirations. Pupils will participate in meaningful activity with employers, leading to higher levels of confidence. They will have higher aspirations for their futures. Schools will continue to improve their strategies for supporting pupils to develop their skills for learning, life and work & preparation for life after school 	<ul style="list-style-type: none"> The % of our initial school leavers moving into a positive destination will increase, as will the % sustaining those (SLDR & Participation Measure). The % of ASN initial school leavers moving into a positive destination will increase, as will the % sustaining those (SLDR & Participation Measure). QI visits, DYW focussed visit, schools' own self evaluations and HMle inspection reports. Will demonstrate the positive impact of these actions.

Education Authority Annual Plan 2019-20 – Priority 3 Actions

Service Strategic Priority: We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.			
High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
<ul style="list-style-type: none"> We will implement a refreshed Parental Engagement Policy across the education service. 	<ol style="list-style-type: none"> Work collaboratively with school staff and parents at all stages to develop and implement a new Parental Engagement Strategy, which reflects the NIF priorities and Scottish Government's Learning Together Goals. 	<ul style="list-style-type: none"> There will be a more consistent approach to engaging families in their child's learning and in the life of the school. 	<ul style="list-style-type: none"> National Parental Involvement and Engagement Census and an evaluation of the policy will show the positive impact of interventions.
<ul style="list-style-type: none"> We will build on our well-established programme to support families with their child's learning 	<ol style="list-style-type: none"> Continue to deliver and extend the range of family learning opportunities available using our Programmes of Intervention menus. Establish a Family Learning Network within the authority to share good practice, build capacity and ensure sustainability with a variety of partners The Family Learning Team will establish strong links and relationships with schools, families, communities, parent / family volunteers and relevant partners to enhance the provision of family learning 	<ul style="list-style-type: none"> Families will further enhance their knowledge, confidence and understanding in how to support their children's learning at home and in school. Schools will have increased capacity to engage families in supporting their children's learning, leading to sustainability of family learning. Learners will be supported at home to achieve and attain. 	<ul style="list-style-type: none"> Analysis of evaluation information from family learning programme delivery Impact statements from consultation events e.g. breakfast blethers/discussion dinners % increase in families attending family learning events National Parental Involvement and Engagement Census
<ul style="list-style-type: none"> We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools. 	<ol style="list-style-type: none"> School and parents will work collaboratively to set improvement priorities through a variety of approaches including parent focus groups. Conduct a full review of Devolved School Management (DSM) scheme. 	<ul style="list-style-type: none"> Schools and their communities will be further empowered to take decisions which will benefit learners. 	<ul style="list-style-type: none"> Analysis of 1.5(HGIOS4), management of resources to promote equity. Quality Improvement Framework visits and feedback obtained from identified partners. Increase in fund allocated through participatory budgeting

High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
	<div>3. Implement a fully revised Quality Improvement Framework which enhances school empowerment.</div> <div>4. Further enhance participatory budgeting approaches in education establishments.</div>		

Education Authority Annual Plan 2019-20 – Priority 4 Actions

Service Strategic Priority: We will work with all young people to build their resilience, supporting their mental health and physical wellbeing.			
NIF Priority: <ul style="list-style-type: none"> improvement in children and young people's health and wellbeing 			
High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
<ul style="list-style-type: none"> We will develop a comprehensive approach to supporting mental health in partnership with other agencies. 	<ol style="list-style-type: none"> Identify good practice and areas of development through an audit of Health and Wellbeing (HWB) practice (particularly supports for mental health) across primary and secondary schools and share this. Strengthen staff capacity, wellbeing and confidence through a comprehensive programme of professional learning including Safe Talk, Applied Suicide Intervention Skills Training (ASSIST), Mental Health First Aid (MHFA). Improve approaches to tracking and monitoring of children and young people's HWB. Implement a range of approaches and develop structures that support children's resilience, wellbeing, and reduce stigma associated with mental health. 	<ul style="list-style-type: none"> Schools will have a greater range of approaches to support mental health Staff will have greater confidence in supporting children and young people's mental health and will recognise when they require support and identify the best supports for them Staff will be able to create children's plans that outline more specific targets around mental health and will be able to track the progress of health and wellbeing skills more effectively Children and young people, staff, parents and partners will talk more openly about mental health and will seek support when needed Children and young people will develop greater resilience and have more social and emotional skills to manage challenging situations Mental health approaches will be embedded in school improvement plans 	<ul style="list-style-type: none"> Quality assurance visits will find that there is more personalised support for children and young people with mental health difficulties (2.4) and schools will have supported children and staff more appropriately (3.1, 1.5) Attendance and exclusion data will have improved Baseline measures will demonstrate greater staff confidence in supporting mental health over time HWB measures such as PASS data, Stirling children's wellbeing scale, Warwick Edinburgh mental wellbeing scale will improve over time Positive evaluations of professional learning and children and young people's see me, safe talk training Children and young people seek out support when needed from counsellors, pastoral support, external supports Referrals to CAMHS and other external supports are more appropriate

High Level Actions	What will we do?	What will the educational benefits be?	How will we measure success?
<ul style="list-style-type: none"> We will continue to extend our nurturing approaches and access to counselling in our schools. 	<ol style="list-style-type: none"> Maintain a strong focus on nurture across all establishments and enhance provision across primary, secondary & early years establishments. Strengthen the professional capacity of our staff through a comprehensive programme of professional learning in nurturing approaches. Continue to develop nurturing approaches within our specialist nurture provisions to support for children who have experienced adversity. We will continue to deliver counselling through all our secondary schools and extend access to ASN schools and the Extended Outreach service. 	<ul style="list-style-type: none"> Our children and young people will have their emotional needs met and be supported to improve their attainment and achievement. Every child will be valued and there will be a climate of mutual respect in all our establishments. All children will develop the social skills they need in order to maximise the benefits of education and to interact positively with each other. Staff will develop a deeper understanding of the emotional support that YP require and how to respond to such needs. Children and young people who need a targeted intervention in terms of nurture or counselling will be supported to progress in their education 	<ul style="list-style-type: none"> Embedded nurturing approaches will be evaluated through Senior Manager Quality Assurance support and challenge visits specifically looking at 2.4 and 3.1 and through the annual Nurture staff survey Quantitative measures for targeted interventions (Strengths and Difficulty Questionnaire, Boxall, Stirling Scale) Use questionnaires to measure the impact of universal and targeted nurture approaches. Quantitative and qualitative measures of counselling
<ul style="list-style-type: none"> We will focus on promoting positive relationships. 	<ol style="list-style-type: none"> Develop, Implement and evaluate an authority level policy for Promoting Positive Relationships. Pilot the 'The Compassionate and Connected Classroom and Community' (CCCC) in North Ayrshire Transform the way we support in partnership our most vulnerable learners and enhance our approach to teams around children. 	<ul style="list-style-type: none"> All staff will have greater confidence in delivering an authoritative, nurturing approach Schools will have up to date policies in place, that will support children and young people to receive a consistently nurturing experience and will support their attainment and achievement Staff will develop greater confidence and skills and will have a wider range of approaches to support children and young people who have experienced adversity and trauma 	<ul style="list-style-type: none"> Exclusion figures Staff Survey Training evaluations Young person's survey Pre and Post evaluations of The Compassionate and Connected Classroom and Community including baseline questionnaires and Stirling Wellbeing Scale Reviews of child's plans and an evaluation of the effectiveness of teams around children will demonstrate improved outcomes.