
NORTH AYRSHIRE COUNCIL

2 November 2021

Cabinet

Title: Education Authority Annual Plan 2021-22

Purpose: To seek approval for the publication of the Education Authority Annual Plan for 2021-22

Recommendation: That Cabinet:

- a) Agrees that the draft Education Authority annual plan for 2021-22 is aligned to the Council Plan priorities and the National Improvement Framework priorities.
- b) Approves the publication of the plan.

1. Executive Summary

- 1.1 The Education Authority Annual Plan sets out how North Ayrshire Council Education Service will deliver the strategic priorities of the National Improvement Framework. In addition, the plan sets out the expected educational benefits of the improvement activities and how success will be measured.
- 1.2 The Education Authority Annual Plan primarily aligns with the Aspiring Communities priority: “Children and Young People experience the best start in life”. This Plan reflects the post covid-19 pandemic context and outlines an ambitious programme for how the Education Service will deliver better outcomes for children and young people in North Ayrshire.

2. Background

- 2.1 The Education (Scotland) Act 2016, which amended the Standards in Scotland's Schools Act 2000, introduced the National Improvement Framework (NIF) for education and includes a requirement on education authorities to produce annual plans and reports in pursuance of the National Improvement Framework priorities. Annual plans and reports should demonstrate progress and set out expected education benefits as well as how success will be measured.
- 2.2 The National Improvement Framework for Scottish Education 2021 was published in December 2020 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.

2.2 The Key priorities set out for 2021 are:

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

2.4 The draft Education Authority annual plan for 2021-22, 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".

2.5 This plan also aligns with North Ayrshire Children's Service's Plan and is underpinned by improvement activity within the Education Service, undertaken through the Scottish Attainment Challenge and Expansion of Early Learning and Childcare, to improve outcomes for children and young people.

2.6 Once approved, the education authority annual plan must be published.

3. Proposals

3.1 It is proposed that Cabinet:

- (a) agrees that the draft Education Authority annual plan for 2021-22 is aligned to the Council Plan priorities and the National Improvement Framework priorities.
- (b) approves the publication of the plan.

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 North Ayrshire’s Education Authority Annual Plan supports North Ayrshire’s Community Wealth Building aspirations through ensuring the service supports young people to become high quality skilled workers who can contribute to the local economy. In addition, initiatives outlined in the Education Authority Annual Plan can provide a range of opportunities to engage with local businesses and employers.

5. Consultation

- 5.1 The content of the Education Authority annual plan for 2021-22 has been agreed across the education service following rigorous self-evaluation 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 with 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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For further information please contact **Andrew McClelland, Head of Service (Education)**, on **01294 324413**.

Background Papers

1 – Appendix 1



EDUCATION

SERVICE PLAN

2021/22



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Introduction

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead and aims to achieve 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 with the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised.

You will see from our plan that we remain focused on providing a high quality education and improving outcomes for our learners. Clearly, some of our plans have been adjusted to take account of the very real ongoing impacts of Covid-19.

The process of arriving at the service level priorities and strategic actions included engagement with 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 housing 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 & EDUCATION DIRECTORATE

Education Service Plan 2021-22



Aspiring Communities

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

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



Priority 1

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

High Level Actions

1. We will create high quality indoor and outdoor learning experiences and 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 ensure our learning estate provides a safe environment in the context of COVID-19.
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.



Priority 2

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

High Level Actions

1. We will redesign and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap, taking into account the added challenges presented by Covid-19.
2. We will maintain a focus on high quality learning, teaching and assessment in our schools, including in-school and remote learning contexts.
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.



Priority 3

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

1. We will further refine our draft Parental Engagement Policy
2. We will build on our well-established programme to support families with their child's learning, considering the additional demands resulting from COVID-19.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.
4. We will develop and implement a clear communications strategy to ensure all stakeholders are kept informed of developments, strategy and policy.



Priority 4

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

High Level Actions

1. We will develop a range of wellbeing supports and advice for staff to ensure they are able to meet the needs of our children and young people.
2. We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19.
3. We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19.
4. We will focus on promoting positive relationships.

Priority 1 Actions

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

High Level Action

We will create high quality indoor and outdoor learning experiences and 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.

What will we do?



1. Deliver major educational new build and refurbishment projects aligned to Scotland's Learning Estate Strategy: Connecting People, Places and Learning". This assures consistency of approach and ensures schools are central to the lives of their community.
 - Lockhart Campus
 - Ardrossan Education and Community Campus
 - Moorpark Primary School
 - New primary school for Irvine East
 - Marress House ELC
 - Complete programme of 41 Early Learning and Childcare (ELC) projects across the estate
2. Utilise the NAC Standard Design Brief for ELC to continue to create consistent high quality learning environments encompassing indoor and outdoor learning and nurturing spaces.
3. Develop an Outdoor Play Strategy to support Early Years Practitioners to provide excellent learning and developmental opportunities.

What will the educational benefits be?



Educational 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.

Access to vibrant and stimulating learning environments.

Digitally connected learning environments

All children across the NAC ELC estate will experience learning in high quality learning environments which have been enhanced to a consistent standard.

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.

How will we measure success?



SMART Outcomes and Measures will allow critical performance indicators to be assessed continually throughout new build projects.

Post Occupancy Evaluations will show the positive impact of new buildings on the learning experience.

The measure of condition and suitability core facts will improve.

Improved Care Inspectorate grades for Standard 5 – Environments.

Use of self-evaluation activity to assess quality impact of changes and improvements – environments audit tool.

Outcome measurements from pilot study for ELC Outdoor Learning Strategy.



High Level Action

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We will ensure our learning estate provides a safe environment in the context of COVID-19.

What will we do? →

1. Regularly update over-arching Education Resilience Plan to ensure we have clear and consistent guidance which ensures the safe continuity of service delivery in our establishments.
2. Develop risk assessments which satisfy the health & safety requirements associated with the pandemic.
3. Prepare individual establishment contingency plans to ensure learning continuity.
4. Build on existing strengths in collaborative partnerships.
5. In partnership with NHS Ayrshire & Arran, implement and update appropriate protocols for COVID-19 outbreak management in establishments.

What will the educational benefits be? →

A robust and comprehensive approach to ensuring educational settings operate in a Covid-safe manner will provide educational continuity for learners whilst minimising disruption to their education and offer reassurance to staff.

Monitoring and evaluation of school contingency plans will give reassurance that establishments have implemented appropriate risk control measures in the current context.

Monitoring and evaluation of generic risk assessments and reviews of site-specific arrangements will demonstrate that our environments are as Covid-safe as possible.

How will we measure success? →

The number of concerns and complaints around health and safety in the context of Covid-19 will remain low.

The number of outbreaks in our educational establishments will remain as low as possible.

Our contingency plans will enable a prompt response to outbreaks and control onward transmission as quickly as possible.

High Level Action

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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.

What will we do? →

1. Provide a range of opportunities to support practitioners at all levels to develop skills in identifying, facilitating, managing & evaluating strategic change.
2. Work collaboratively with ELC funded provider partners to provide high quality professional learning opportunities and leadership development pathways across all ELC practitioners in North Ayrshire

What will the educational benefits be? →

Leadership teams across all establishments will be able to work collaboratively to address and resolve current challenges within their own context, whilst ensuring consistent approaches in line with policy.

Leaders will develop a professional network of support to protect and enhance their wellbeing.

How will we measure success?

Professional learning evaluations completed following each session and at various intervals throughout the academic year will enable the impact of professional learning to be monitored and tracked over time.

Focused conversations will be designed to ensure robust links with session content and leadership development objectives.

Improved grades from Care Inspectorate / Education Scotland in Management and Leadership

Improvement in children's milestone data over time.



Priority 2 Actions

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

High Level Action

We will redesign and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap, taking into account the added challenges presented by Covid-19.

What will we do?



1. Using additionality provided by the Scottish government, Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF) resources, we will further develop 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.
3. Realign existing and additional resource in direct response to challenges presented by the pandemic to maintain a focus on ensuring equity.

What will the educational benefits be?



Scottish Attainment Challenge and Pupil Equity Funding resources will be redirected towards those who would benefit most and in ways which respond to the unique additional challenges presented by the pandemic ensuring we maintain a sharp focus on reducing the poverty-related attainment gap.

By focusing on additional identified groups of children and young people affected most by the current situation (including care experienced) we will ensure that we continue to have maximum impact on improving pupil outcomes.

The provision of additional resources to those who need them most will ensure the curriculum remains as accessible as possible to all.

The significant investment in digital devices and connectivity for those who do not currently have it will improve equity of educational experience and reduce digital exclusion.

How will we measure success?

Attainment outcomes will improve for all learners, including in the key areas of literacy and numeracy, but also in the breadth and depth of senior phase qualifications across the curriculum.

The gap between the attainment outcomes for those living in areas most and least affected by deprivation will reduce.

Attendance levels of children living in areas in the lowest 20% of Scottish Index of Multiple Deprivation (SIMD) will improve.

Average total and complementary tariff points will improve for all leavers, with the pace of improvement accelerating for young people living in areas in the lowest 20% SIMD and for care experienced learners.

Fewer families will report that they have difficulty in accessing digital resources in the home environment. Schools will note improvements in learner engagement in digital learning at home.



High Level Action

We will maintain a focus on high quality learning, teaching and assessment in our schools, including in-school and remote learning contexts.

What will we do?



1. Provide advice and guidance for high quality learning and teaching, including remote learning.
2. Provide advice and guidance on assessment and moderation practices to ensure appropriate progress is measured and evaluated.
3. Develop on-line opportunities for practitioners to collaborate and engage in assessment and moderation activities across stages and curriculum areas.
4. Continue to support practitioners from all sectors through redirecting the work of the Professional Learning Academy, including during any periods of remote learning.
5. Develop high quality, evidence-based approaches to support the attainment of learners within our ASN schools.
6. Develop a range of high quality online/physical resources to support learning at home, including the promotion of the national e-Learning offer.
7. Respond timeously to changes in SQA assessment arrangements and support schools to implement revised practices.

What will the educational benefits be?



Staff will have a shared understanding of expectations across the service and this will ensure the remote learning offer is guided by consistent themes. Learners will benefit from learning experiences which are tailored to meet their individual circumstances and learning differences.

Throughout the recovery and renewal period, there will be a strong focus on moving learning forward.

Learners will benefit from consistent approaches towards moderation and assessment across schools and clusters leading to increased confidence in our teachers' professional judgement and evidence of progress for learners within and between levels.

All staff will continue to have access to high-quality support resources and professional learning opportunities to ensure high quality pedagogical knowledge and practice.

Learners and their families will benefit from quality home learning activities which are evidence-based, thoughtful and engaging.

School staff will be well supported to implement arrangements for SQA qualifications in session 2021-22, including any adjustments made in response to the ongoing situation, to ensure positive outcomes are maximised for learners.

How will we measure success?

Attainment data will show improvements in performance of our children and young people.

All establishments will be assessing progress using the 4 stages model and be confidently tracking and monitoring the progress of learners.

Qualitative evidence will be gathered by establishments and senior managers during Quality Improvement Visits which will focus on learning and teaching, assessment and achievement in the recovery and renewal phase of the pandemic.

The Professional Learning Academy will continue to gather qualitative feedback on the quality and impact of professional learning opportunities in order to inform next steps.

The SQA verification process will confirm that standards have been applied consistently across the service and that learners receive appropriate grades and qualifications.



High Level Action

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.

What will we do?



1. Continue to work with internal partners such as the employability team and external partners such as Skills Development Scotland, Ayrshire College and Ayrshire Chamber of Commerce to ensure we take a collaborative approach to improving post school destinations and participation for all learners, particularly in light of the additional challenges presented by pandemic.
2. Ensure all schools take a rigorous approach to developing and supporting future pathways for school leavers, especially for those with additional support needs.
3. Identify coordinators in secondary schools to support school leadership teams to further develop all aspects of Developing the Young Workforce policies.
4. Introduce a Quality Improvement Officer with responsibility for Care Experienced Children and Young People to lead improvement activity for this specific group.

What will the educational benefits be?



The impact of Covid-19 on school leavers will be minimised, in terms of securing positive destinations.

Our school leavers will have received robust guidance & advice and will be more confident about making post-school choices.

More young people will be offered the option of vocational qualifications that match their post-school aspirations.

Young people with additional support needs and those who are care experienced will have outcomes that are equitable with the wider pupil cohort.

How will we measure success?

Initial and follow up school leaver destinations will return to pre-Covid percentage levels and improve further.

A pan-Ayrshire programme of focussed DYW evaluative visits will measure the impact of our approach in North Ayrshire.

Data from college on school-college programmes will demonstrate the effectiveness of our partnership curriculum offer.

Quantitative & qualitative data from Ayrshire Chamber of Commerce will demonstrate the added value of work placements.

The gap between the attainment and post-school destinations outcomes for care experienced young people and the wider pupil cohort will reduce.

Priority 3 Actions

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 Action

We will launch our revised Parental Engagement Policy

High Level Action

We will build on our well-established programme to support families with their child's learning, considering the additional demands resulting from COVID-19

What will we do?



1. Work collaboratively with school staff and parents at all stages to refine and implement the Parental Engagement Strategy, which reflects the NIF priorities and Scottish Government's Learning Together Goals.
2. Encourage and support collaborative partnerships between practitioners, parents and families

1. Adapt delivery model to enable families to access a range of family learning opportunities offering appropriate sessions from our Programme of Interventions menu.
2. Support learning programmes online and across schools and centres when appropriate. New resources and programmes will be developed to enhance the provision of family learning.

What will the educational benefits be?



There will be a more consistent approach to engaging families in their child's learning and in the life of the school.

Parents and families will be fully supported to be involved in the life and work of their child's school or early learning and childcare setting.

Parents and families will be fully supported to engage in their child's education throughout their learning journey.

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. Learners will be supported at home to achieve and attain.

Families will have opportunities to take part in more programmes leading to accreditation.

Families will feel supported to access online family learning resources opportunities.

How will we measure success?

We will gather evidence both qualitative (views, feedback, evidence of impact from what parents say) and quantitative (data, statistics, satisfaction figures).

We will gather and share evidence of effective practice in parental involvement and engagement from self-evaluation focus groups, surveys and other school and local authority level activities.

Analysis of evaluation information from family learning programme delivery.

Impact statements from consultation events e.g., breakfast blethers/discussion dinners.

Number of families engaging with family learning events will increase.

Completed family evaluations and survey information will demonstrate the impact of this programme.



High Level Action

We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

What will we do?



1. Schools and parents will work collaboratively to set improvement priorities through a variety of approaches including parent focus groups.
2. Implement the revised Devolved School Management (DSM) scheme.
3. Develop a revised Quality Improvement Framework which supports the assurance of high-quality learning (including remote learning) and enhances school empowerment.
4. Strengthen our work to reduce the cost of the school day through a new overarching policy, which combines new approaches in individual schools and across the service, designed to promote equity for all with a maximised approach to participatory budgeting.

What will the educational benefits be?



Schools and their communities will be further empowered to take decisions which will benefit learners.

The new DSM scheme supports excellence and equity ensuring every child and young person has the same opportunity to succeed. It is intended to be fair, placing the needs of all children and young people at the centre and deliver value for money, ensuring that every penny spent is used effectively

Learners will benefit from consistently high quality learning experiences throughout the pandemic, both in school and remote learning contexts.

Learner and parental views will inform the further development of remote learning.

Cost of the school day will be reduced. Equity will be improved.

Participation in budget decisions will ensure local communities have a greater say in how the education budget is invested in their area, according to their needs.

How will we measure success?

Qualitative feedback will be sought from parents and families during Quality Improvement visits.

Regular liaison with Corporate Finance will demonstrate the effective implementation of the DSM scheme.

Monitoring and evaluation of new scheme via DSM Working Group

Feedback from learner groups / local communities will confirm the impact of participatory budgeting on local priorities.

The proportion of our budget invested in participatory budgeting approaches and initiatives to reduce the cost of the school day will increase.



High Level Action

We will develop and implement a clear communications strategy to ensure all stakeholders are kept informed of developments, strategy and policy

What will we do?



1. Provide regular updates in relation to the continuity of education in the pandemic, for Head Teachers and Heads of Centre through meetings and written communication
2. Provide regular briefings for all staff in schools and centres
3. Ensure regular and appropriate communication with parents/carers
4. Consult with stakeholders, as appropriate, to develop plans for recovery, closures, reopening and remote learning and ongoing service delivery

What will the educational benefits be?



Consistency of message through regular direct communication to staff and parents will support authority-wide approaches to provision and limit unnecessary variation across the service.

Staff will hear overarching messages regularly, directly and clearly from the Heads of Service, which will ensure staff are equally well informed about key decisions and actions, regardless of role or work location.

Engaging with parent council chairs and ensuring regular direct communication with parents/carers at key points of policy change or following key decisions, will ensure the parent forum can be involved in and be well-informed about key decisions.

A range of engagement methods with stakeholders will ensure that involvement in the development of plans and priorities remains a key feature of how the service works.

How will we measure success?

The proportion of stakeholders participating in decision making and evaluation of our work will increase.

Statistics showing the number of staff members who read the weekly staff briefings will increase.

Attendance at and feedback from parent council chairs meetings will continue to improve.

Complaints about poor communication will remain at a low level.

Feedback from key stakeholders about the extent of their involvement in key decisions will continue to improve.

Priority 4 Actions

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

High Level Action

We will develop a range of wellbeing supports and advice for staff to ensure they are able to meet the needs of our children and young people

What will we do?



1. Identify and promote a range of available mental health and wellbeing (MHWB) sources.
2. Develop a range of MHWB supports for staff to enable them to better meet their own mental health and wellbeing needs.
3. Further strengthen staff capacity, wellbeing and confidence through a comprehensive programme of professional learning.

What will the educational benefits be?



Staff will have awareness of how to access relevant support and resources to support both their own and children and young people's mental health and wellbeing.

Children and young people will feel confident in approaching staff for advice and support on mental health and wellbeing.

Staff will develop positive MHWB and self-care strategies that will help them feel regulated and able to do their job.

Children and young people will feel co-regulated and supported by staff in schools.

Staff will have a greater understanding of some of the key relational and MHWB approaches and feel empowered to use these with children and young people in schools.

How will we measure success?

Staff confidence and wellbeing surveys will continue to show ongoing improvements

Access to online resources and tools developed for staff will increase, e.g. number of hits on Connecting with mental health and wellbeing GLOW page and Supporting children and young people's mental health during COVID.

Evaluations of professional learning delivered online, e.g. Nurturing North Ayrshire's Recovery units and Looking after yourself unit.

Children and young people's focus groups which explore how well supported they feel and how aware they are of resources and supports.

Wellbeing Plans which reflect the range of wellbeing approaches and resources used to support children and young people





High Level Action

We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19

What will we do?



1. Further develop approaches to tracking and monitoring of children and young people's Health and Wellbeing.
2. Implement a range of approaches and develop structures that support children's resilience, wellbeing, and reduce stigma associated with mental health.
3. Develop processes to ensure those children most at risk from school closures are regularly monitored and supported.
4. Community Mental Health & Wellbeing (CMHWB) Supports and Services Framework to ensure every child and young person is able to access local community services which support and improve their mental health and emotional wellbeing.

What will the educational benefits be?



- Staff will have a greater awareness of the key themes and areas of concern around children and young people's health and wellbeing.
- Strategies and approaches will be put into place to support any key areas of concern that are identified.
- The local authority will invest in support for mental health and wellbeing that are identified as areas of concern through both CMHWB funding and Attainment Challenge funding.
- Children and young people will develop greater resilience and have higher wellbeing both within school and in the wider community.
- Children and young people and staff will speak more openly about mental health and wellbeing and there will be reduced stigma around this subject, particularly in regard to suicide.
- Children and young people who are most at risk during COVID restrictions will be clearly identified, monitored and supported by key staff within schools.
- Children and young people will cope better with the multiple transitions during this period of disruption and recovery.
- Children and young people will be able to access a wide range of school and community supports to meet theirs and their families specific mental health and wellbeing needs.

How will we measure success?

- Local and national health and wellbeing surveys. School feedback on this and local authority themes and data.
- Small samples of school groups completion of recognised measurement and evaluation tools
- Evaluations associated with specific interventions such as the Blues programme, The compassionate and connected classroom and Wellbeing indicator webs.
- Family intervention evaluations associated with Aberlour and Non-violent resistance.
- Tracking tools for child safeguarding and wellbeing including schools' own data.
- "See me" surveys used to monitor children and young people's experience of stigma in schools.



High Level Action

We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19



What will we do?



1. Maintain a strong focus on nurture across all establishments and enhance provision, as appropriate, across primary, secondary & early years establishments.
2. Strengthen the professional capacity of our staff through a comprehensive programme of professional learning in nurturing approaches.
3. Continue to develop nurturing approaches within our specialist nurture provisions to support children who have experienced adversity.

What will the educational benefits be?



NAC Nurturing approach ensures both staff and pupils regain a sense of belonging to the school community during and after COVID 19.

Resilience will be nurtured and built through relational approaches ensuring educational expectations continue to be raised.

Children and Young People will feel safe and be able to engage with their learning.

Professional learning will provide practical approaches to support children and staff's mental health and wellbeing.

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 young people 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.

How will we measure success?

Evaluation tools from Applying Nurture as a whole school approach.

Data from the ongoing use of recognised evaluation tools will demonstrate the positive impact of nurturing approaches in our schools.

Staff evaluations as part of Nurturing North Ayrshire's Recovery units.

Longitudinal attainment and wellbeing data on the impact of nurture groups in primary and secondary.

Focus groups of children and young people on their experience of nurturing approaches in schools and Nurture Group provision.

Embedded nurturing approaches through Nurturing North Ayrshire's Recovery will be evaluated through Senior Manager Quality Assurance support and challenge visits specifically looking at How Good is Our School (version 4) quality indicators 2.4 and 3.1 and through the annual Nurture staff survey.

Quantitative and qualitative measures of counselling.



High Level Action

We will focus on promoting positive relationships.

What will we do?



1. Monitor the impact of the authority level policy for Promoting Positive Relationships.
2. Evaluate the impact of school closures and interruptions to learning on the support we provide our most vulnerable learners.
3. Further develop our approach to teams around children.
4. Develop a pilot service for young people in the early stages of secondary who are challenged in mainstream education

What will the educational benefits be?



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 have a wider range of approaches to support children and young people who have experienced adversity and trauma historically and as a result of lockdown.

Targeted pupils in S1 and S2 will have a setting more conducive to supporting their needs.

How will we measure success?

Evaluations of the impact of the Promoting Positive Relationships policy – staff survey.

Attainment and wellbeing measures for children and young people in secondary bases.

Quality Improvement focus on establishment remote learning will ascertain the quality of the support for our vulnerable learners during lockdown.

A quality assurance programme will gauge the effectiveness of the new Secondary support service to identified pupils.

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