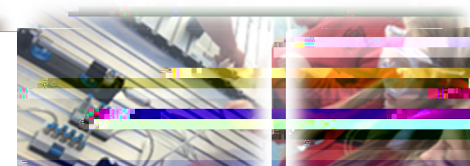


# Argyll and Bute Council Education Service



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Councillor Yvonne McNeilly  
Policy Lead for Education

As Executive Director for Education, I am pleased to add an officer perspective to the Policy Lead for Education's foreword to Argyll and Bute Council's Education Progress and Impact Report for 2022- 2023 and updated Strategic Plan 2022-24. As you will see, the areas of focus align closely with the priorities of the Scottish Attainment Challenge, National Improvement Framework, Education Service Strategy and the Argyll and Bute



Evidence for the Progress and Impact Report is gathered annually through a range of activities designed to provide support and challenge to schools and ELC settings. Evidence for the 2022-23 report has been informed by the following sources:

Performance and questionnaire data, intelligence and review reports on schools and early learning and childcare settings from the Quality Improvement Team, thematic reviews, inspection reports and triannual reports by Education Scotland, reports on Early Learning and Childcare Settings by Care Inspectorate Scotland, school and service Improvement Plans and Standards and Quality Reports, focus groups with children and young people from a number of schools in different contexts across Argyll and Bute and feedback gathered through the Parental Advisory Group (PAG).

The report and updated plan are also informed by:

- [Scottish Government's GIRFEC wellbeing indicators](#)
- [Argyll and Bute Education Service Strategy and Vision '\\_\\_\\_\\_\\_'](#)
- [Argyll and Bute's Community Plan and Single Outcome-2 \( \)0.6 \(a\)6.1 \(nd \)0.5 \(V\)3.3 nTB-2 \(I\)G](#)



We have continued to ensure that diversity of languages and cultures is celebrated and promoted across the authority. This is particularly evident in the work that has been undertaken to promote the Gaelic language in order to ensure that it continues to be given a high profile. Progress in this area has included:

- Bespoke moderation site for Gaelic Medium was created and launched
- Highly successful pilot project in conjunction with Highland Council to pr

We know that health and wellbeing is an important factor in children and young people's success. We have seen the impact that COVID-19 has had on children and young people. As part of the recovery and renewal agenda, there has been a focus on supporting children and young people in maintaining their physical and mental health and wellbeing. Progress and impact in this area includes:

- A successful pilot of a tool to measure health and wellbeing in schools was implemented and evaluated; feedback from this pilot will help to inform an agreed local authority approach. We will use the Planet Youth approach to increase parental and community collaboration in creating protective factors for young people. Engagement in this approach to date has provided us with strong baseline data that is beginning to be used to engage communities in improving wellbeing outcomes for young people. Partnership working within pilot schools has created opportunities for us to focus on the wellbeing of young people.





- In session 2022-23, two nurture teachers were centrally funded in order

Post –pandemic non-attendance continues to be a major issue both locally and nationally. Tables 2 and 3 illustrate attendance statistics as of May 2023 across Argyll and Bute Establishments, our stretch aims for 2022-23 and our progress against meeting the stretch aims at May 2023.

Baseline (June 2021)				
Stretch Aims 2022/23				

Perceived

A significant strategic project involving a wide range of stakeholders has taken place in order to implement a consistent approach to assessment, training and intervention for addressing non-attendance across Argyll and Bute establishments. The Addressing Non-Attendance (ANA) training package has been delivered and implemented in two of our secondary schools to school staff and colleagues from health and social work. Pre and Post training questionnaires demonstrated positive impact in terms of improved staff knowledge. Rollout to our remaining secondary schools is underway and will be concluded by December 2023. A major consultation activity was undertaken in order to gather the views of children/young people, parents/carers and school staff. Findings and emerging themes were shared with colleagues in Argyll and Bute Health and Social

Care Partnership (HSCP) in order to highlight gaps across service provision and in order to promote a more effective strategic response to service planning and delivery. The consultation findings have emphasised the scale and impact of current non-attendance and has helped to promote a shared understanding and responsibility to all services in order to ensure that change is sustainable and to highlight the fact that it can only be addressed through authentic multi-agency working. New guidance and associated training will be launched early in session 2023-24.

In 2022-23, there were 100 exclusion incidents across Argyll and Bute, a significant increase from previous years. Of these incidents, 18 were in the area of the HSCP (18%) and 82 were in the area of the HSCP (82%).

- A successful pilot of a the project Enhancing Literacy Skills for those with Additional Support needs using Technology- ELSAT has shown that this has helped to reduce and remove barriers for children in literacy. The work during the pilot project was shown to increase engagement in education outcomes, improve wellbeing and raise attainment levels in literacy. Children involved in the pilot are now using a range of assistive technology more confidently and independently.
- To ensure appropriate support is in place for all our learners, including those with the most complex needs, we have been working closely with CALM organisation to access training that helps staff understand more complex dysregulated behaviours and how to reduce and prevent those behaviours over time. The training focusses on prevention and a reduction of restrictive responses. A section of the course examines best practice and trauma informed positive behaviour support. Staff who have completed this have provided positive feedback regarding the positive impact that learning from the training is already having on their practice.
- Working to ensure awareness of our sensory service across the authority we have developed a downloadable leaflet outlining the service role to children, parents, staff and agencies. This has defined clear areas of res6.1 (as)e a downloaeod cstacresavfeedbepo[2 7ied a (s)-2 (e)ent te ashorgng the eds of aleedbchildreo6 (t)3.el

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The Scottish Attainment Challenge' mission (SAC) is to achieve equity of educational outcomes, with a particular focus on closing the poverty-related attainment gap. The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas, in order to close the equity gap. In April 2023, an Education Officer took up post in order to play a key role in leading our work in this area, supporting and challenging our schools to ensure a relentless focus on closing the poverty related attainment gap whilst raising the bar for all. In addition, our lead teacher (recovery and renewal) for literacy and numeracy has continued to play a pivotal role in providing both universal and targeted support for schools as they work towards closing the poverty related attainment gap. Both of these posts are funded through Strategic Equity Funding (SEF) which forms part of the Scottish Attainment Challenge and impact is closely monitored.

Attainment Advisors work with authorities to identify





ensuring an aspirational presentation policy which enables all pupils to achieve their potential. Attainment Meetings for all secondary schools have been successfully completed, and the template has proven an effective basis for improving reporting to members on individual school attainment at Area Committee.

Baseline (Aug 2021) SDS Data				
Stretch Aims 2022/23				
Improvement between 2021 and the 2023 stretch aim				
Confirmed SDS Data Aug 2022				
SDS Snapshot Data May 2023				
Progress on Stretch Aim (using snapshot May 23 Aug 22 Data)				

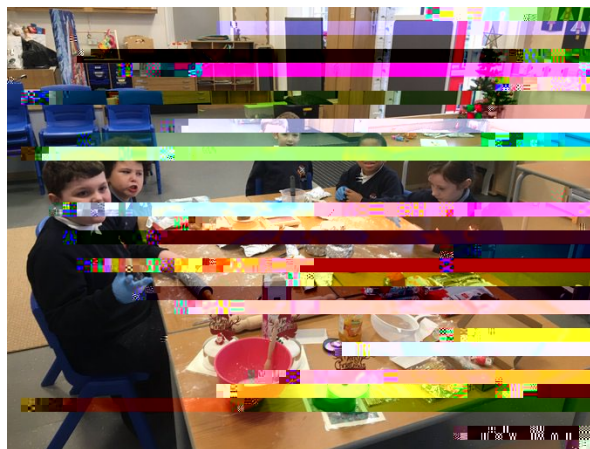
From the above graph, it can be seen that in Argyll and Bute, pupils in SIMD centiles 1 and 2 – the least advantaged young people in the authority – are performing slightly below the VC. However, in both centiles the gap between Argyll and Bute pupils and the VC has reduced since October as a result of the inclusion of wider attainment

Figure 10: Attainment in English (2018/19)

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process. In addition, training was provided for schools on the Broad General Education (BGE) toolkit to enable schools to benchmark their attainment against national comparators. The Education Service has reviewed and improved the process for analysis and evaluation of attainment data. Attainment Meetings with individual secondary

- From session 23/24 all primary schools will submit progress and achievement data 3 times per year for all pupils across all stages from P1-P7.
- Increased intensive support from the central team for schools identified as having low attainment and/or a significant gap between pupils residing in quintile 1 and quintile 5.
- An Education Support Officer (ESO) for Literacy has been appointed and will provide universal and targeted support for schools with a specific focus on closing the poverty related attainment gap. A range of data will be utilised and analysed in order to identify distinct areas of focus. The ESO will play a lead role in refreshing the Argyll and Bute Literacy Strategy.
- All primary schools will engage in authority led moderation activity on the November 2023 Inset day.
- An existing Head Teacher with significant experience in leading strategic change within mathematics and numeracy will work with a target group of schools based on their numeracy attainment, in order to improve pedagogical approaches.
- Continue to develop capacity and support schools with assessment and moderation. All primary schools will undertake moderation training (provided by Authority) in the November inset. We will continue to engage with moderation opportunities through the Northern Alliance.
- Upscale the Early Years delivery model trialled this session to ensure all Excellence and Equity leads support training attainment in literacy and numeracy for our lowest band SIMD children, whilst building capacity of practitioners to support and continue this work in setting.
- Consult on and publish our Strategic Equity Funding Plan 2023-26.
- Support and challenge schools to raise attainment for all pupils and close the poverty related attainment gap, through analysis of data, improved learning, teaching and assessment and effective use of resources (including Pupil Equity and Scottish Attainment Challenge Funding).
- Implement robust PEF framework in order to ensure a more rigorous approach to tracking and monitoring the use and impact of PEF. This will include peer moderation of PEF plans and progress.
- Target literacy, numeracy and wellbeing support towards schools where attainment, particularly of those residing in quintile 1, is low.
- Adopt a more rigorous approach to tracking and monitoring the attainment of pupils within Gaelic Medium Provision.
- Continue to evolve the role of the 'Virtual Head Teacher' in order to ensure that our care experienced children and young people are well supported and are attaining and achieving.



In the senior phase (S4-S6) we have continued to develop approaches to ensuring personalisation and choice in learning for all pupils, and that there is a wide choice of planned pathways for learners which allow them to attain their chosen positive destinations in the adult world. Effective communication and partnership working with Argyll College is supporting the development of a wider choice of pathways for Senior Phase learners. Twenty ne.001 Tc(a-1.6 4Attached ETq0 0 841.9d[(n)6.84)3.6 (o)4.7 (k)-2 (io( )Tj0e.5

Self-evaluation by all secondary schools of Work-Based Vocational Learning and Work Placements has indicated clear improvement priorities for 2023-24, particularly relating to the role of parents/carers and employers in evaluating the impact of work placements, and the tailoring of work placements to individual needs, particularly those of young people with identified protected characteristics which lead to obstacles in accessing employment.

Alongside National Qualifications, Argyll and Bute's secondary schools offer an ever-increasing range of opportunities for wider achievement. Such opportunities develop skills for life and work, broaden young people's range of experience, and are recognised by employers and further and higher education establishments as valuable indicators of young people's attributes and capabilities.

The report by Professor Ken Muir on the next steps for Scottish education, and the associated review of secondary assessment in Scottish education, being led by Professor Louise Hayward, both emphasise the importance of wider achievement for young people, and stress the importance of parity of esteem between such qualifications and more traditionally academic range of qualifications.

The table below summarises Wider Achievement across the authority's secondary schools, which is broken down in more detail by the subsequent graphs.

Level 3 or unlevelled	26	26	100.0%
N4	144	141	97.9%
SCQF 4	146	135	92.5%
SCQF 5	499	376	75.4%
Nat 5	188	168	89.4%
Higher	50	38	76.0%

Wider Achievement awards were gained at SCQF levels 3-7.

- 88% of all entries in Wider Achievement gained an award.

A total of 1151 young people across Argyll and Bute gained a Wider Achievement Award in 2021/22







Chart and tables below indicate attainment of Curriculum for Excellence levels at

Argyll & Bute P1/4/7 Combined						
	69	74	72	[x]	59	
	76	80	80	[x]	69	

- 3% improvement on P1/4/7 between 2021 and 2022.
- 4% improvement in P1/4/7 between 2021 and 2022.

Nationally, the percentage of primary pupils achieving the expected CfE levels in 2021/22 was higher than in 2020/21, with increases generally in the range of two to four percentage points

Nationally, the percentage of primary school pupils achieving the expected CfE levels in 2021/22 was lower than in 2018/19 typically by between less than one percentage point and three percentage points.

Nationally, 71% of P1/4/7 pupils achieved their expected CfE levels in Literacy and in 78% in Numeracy.

Argyll & Bute S3 3rd level or better						
	88	90	84	[x]	[x]	
	95	95	94	[x]	[x]	

For S3 pupils, comparisons cannot be made to 2020/21 as the data was not collected.

Compared to 2018/19:

- S3 Literacy (Third level or better) has remained the same when
- S3 Numeracy (Third level or better) has declined by 5% when

Argyll & Bute S3 Fourth Level						
Literacy	33	48	48	[x]	[x]	
Numeracy	72	54	62	[x]	[x]	

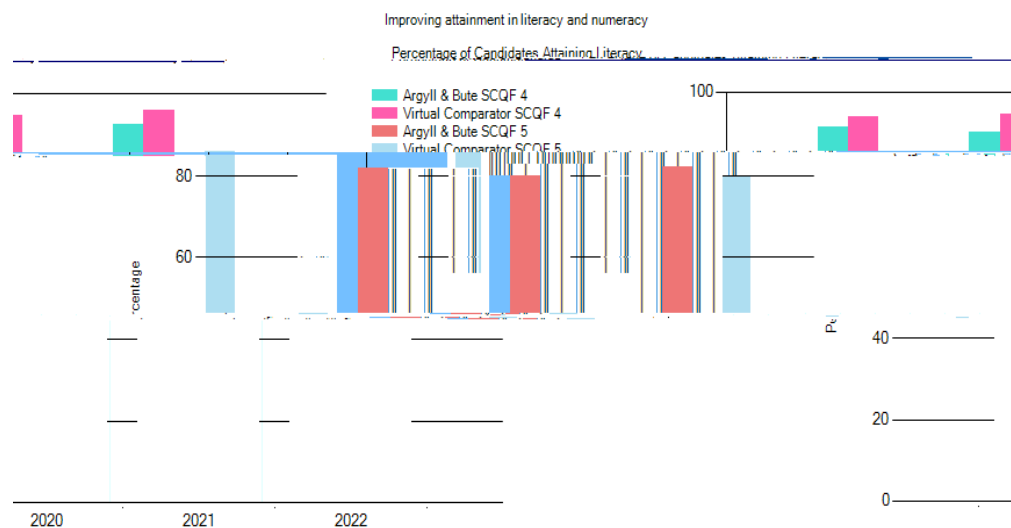
Compared to 2018/19:

- S3 Literacy (Fourth level) has dipped by 2% when
- S3 Numeracy (Fourth level) has reduced by 4% when

Nationally, compared to 2018/19, the percentage of S3 pupils achieving Third Level or better in 2021/22 was lower by between one and two percentage points across all organisers.

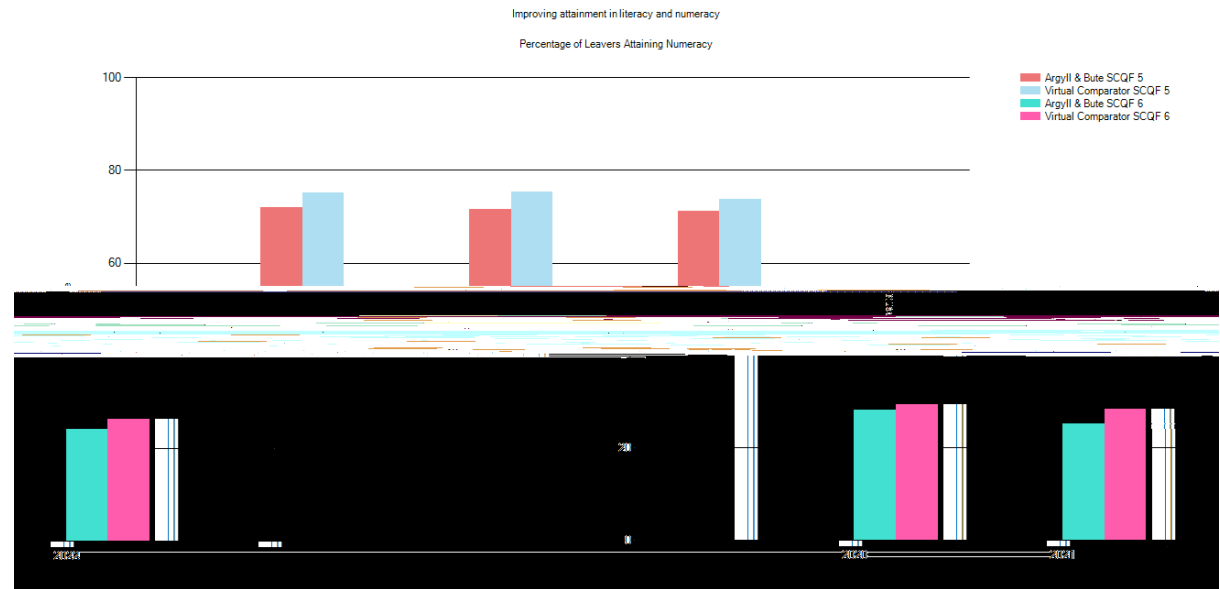
SCQF levels 4 and 5 Literacy and Numeracy are achieved via the passing of National 4 or 5 English or Maths, or through the completion of separate Literacy and Numeracy units at levels 4 and 5 which do not require an examination.

Although attainment in Literacy at both SCQF levels 4 and 5 increased slightly in 2022, they are below Virtual Comparator levels. As part of Attainment Meetings with individual secondary Head Teachers, key steps are being discussed to improve literacy attainment in all secondary schools. Considerations relate to four key principles of raising attainment: a culture of high expectations underpinning aspirational presentation policies within schools; rigorous tracking and monitoring of pupils attainment in literacy at frequent, regular intervals; frameworks of supportive intervention for pupils achieving below their potential in literacy; and high-quality, learner-centred learning and assessment experiences in literacy across the curriculum continuing into the Senior Phase. Of school leavers in 2022, 94.8% achieved Level 4 in Literacy, continuing the upward trend since 2020. The gap with the VC has reduced from 4.2% in 2020 to 0.6% in 2022. 83.7% of leavers achieved Literacy at Level 5, again continuing an increasing trend in attainment. The 1.0% gap to the VC has reduced from 4.3% in 2020.



53.9% of school leavers achieved Level 6 Literacy in 2022. The VC

24.2% of school leavers in 2022 achieved Level 6 in Numeracy, in comparison to the VC figure of 26.3%. The gap to the VC has reduced by 1.3% since 2021.



Care-Experienced young people are supported to achieve to their maximum potential in Literacy and Numeracy, which often involves the overcoming of significant barriers. Targeted one-to-one support for CEYP is provided both within schools and, when necessary, in the settings outwith schools which best suits the young people's needs. The attainment of CEYP is closely tracked to identify those most in danger of not attaining in literacy and numeracy, and personalised interventions follow to support the achievement of awards. As a result, the attainment in Literacy and Numeracy of CEYP is maximised in terms of what they are capable of at this time in their lives.

The February Insight update supplied data relating to CEYP who left school in 2022:

70% of CEYP school leavers achieved Level 4 Literacy.

50% of CEYP school leavers achieved Level 5 Literacy.

20% of CEYP school leavers achieved level 6 Literacy.

70% of CEYP school leavers attained Level 4 Numeracy.

20% of CEYP school leavers attained level 5 Numeracy







- Further development of activities and support to ensure effective moderation of standards in literacy and numeracy to ensure consistency across establishments. All primary schools will undertake literacy moderation training and activities (provided by Authority) in the November inset. We will continue to engage with moderation opportunities through the Northern Alliance.
- Continue to build capability and capacity of senior leaders and teachers in schools in the use of tracking and monitoring tools including Insight, NSA data and the BGE Benchmarking Tool and the ability to interpret data and identify areas of need for individuals and groups of learners.
- Review, update and implement Numeracy and Mathematics and Literacy Strategies and associated guidance.
- Education Support Officer (ESO) for Literacy will provide universal and targeted support for schools with a specific focus on closing the poverty related attainment gap in literacy. A range of data will be utilised and analysed in order to identify distinct areas of focus.
- Learning, Teaching and Assessment framework will be launched, this will inform the refreshed Guided Approaches to Pedagogical Enquiry (GAPE) programme. Schools and settings will be supported to develop staff knowledge and skill in utilising a range of pedagogical approaches to ensure consistently high quality literacy and numeracy experiences for all learners.
- Schools and settings will be support to develop meaningful approaches to outdoor learning with a focus on literacy and numeracy.
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The plan lists the expected outcomes and impact under the National Improvement Framework priorities and demonstrates links to the Argyll and Bute Corporate Plan 2023-2027 and the Education Service Vision and Strategy, 'Our Children, Their Future, which will be refreshed during session 2023-24. It builds on progress made during session 2022-



			<p>for care-experienced children and young people.</p>	
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- Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or







Through partnership working we will promote the development of skills, knowledge and understanding of learners to widen learning opportunities and career pathways for learners.  
We will further enhance our partnership with Developing the Young Workforce (DYW) to ensure all young people have the opportunity and successfully develop the skills for life and work required to attain sustained, positive destinations post-school.

School and ELC leadership	<ul style="list-style-type: none"> <li>Equip young people to secure and sustain positive destinations and achieve success in life.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a broader curriculum offer to augment current opportunities with a range of wider achievement awards and accreditations. This will have a positive impact on leaver destinations through inclusive, skills-based programmes in each secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>A further improvement in school leaver destinations.</li> </ul>	
School and ELC improvement			<ul style="list-style-type: none"> <li>Increased number of partnerships with local businesses and community organisations.</li> </ul>	
Performance information			<ul style="list-style-type: none"> <li>An ethos of high expectations and achievement in every school and service.</li> </ul>	
Curriculum and assessment	<ul style="list-style-type: none"> <li>Ensure high quality partnership working and community engagement.</li> <li>Raise educational attainment and achievement for all.</li> <li>Use performance information to secure improvement for children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>We will improve outcomes for our children and young people by: Improving educational attainment, achievement and outcomes for young people within Argyll and Bute to Scotland's upper-quartile.</li> <li>Educational Attainment and Wider Achievement – Developing the use of all the available data and intelligence on each of our educational establishments to focus on and drive improvement, achieving our stretch aims (goals to improve opportunities and outcomes for young people) as agreed with the Scottish Government.</li> </ul>	<ul style="list-style-type: none"> <li>A skilled and confident workforce.</li> <li>An increase in the number of pupils, school leavers and adults with well-developed</li> </ul>	









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ASL	Additional Support for Learning	HMIE	His Majesty's Inspectorate of Education
ASN	Additional Support Needs	LAC	Looked After Children and Young People
Aifl	Assessment is for Learning	NIF	National Improvement Framework
BGE	Broad General Education	NPF	National Performance Framework
BWG	Education Service Budget Working	NSA	National Standardised Assessments
CEYP	Care Experienced Young People	OCTNE	Our Children, Their Nurturing Education
CfE	Curriculum for Excellence	PATHS	Promoting Alternative Thinking Strategies
CLD	Community Learning and Development	PEF	Pupil Equity Funding
CLPL	Career Long Professional Learning	PSE	Personal and Social Education
COSLA	Convention of Scottish Local Authorities	SAC	Scottish Attainment Challenge
DSM	Devolved School Management	SCQF	Scottish Credit Qualifications Framework