

Angus Annual Education Report

1 September 2017 – 31 August 2018

Angus Annual Education Plan

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List of Abbreviations:

AAEP	Angus Annual Education Plan	NIF	National Improvement Framework
ASN	Additional Support Needs	NQT	Newly Qualified Teacher
AVS	Angus Virtual School	PEF	Pupil Equity Funding
BGE	Broad General Education	QAMSO	Quality Assessment and Moderation Support Officer
CAG	Curriculum Advisory Group	QI	Quality Indicator
CFE	Curriculum for Excellence	RIC	Regional Improvement Collaborative
CLD	Community Learning and Development	SIMD	Scottish Index of Multiple Deprivation
CLR	Children and Learning Review	SNG	Subject Network Group
DIP	Directorate Improvement Plan	SSR	Supported School Review
ELC	Early Learning and Childcare	TRIC	Tayside Regional Improvement Collaborative
ICSP	Integrated Children's Services Plan	VC	Virtual Comparator
INSIGHT	Benchmarking tool focused on the senior phase (S4 to S6)		

Note:

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.

Feedback/comments about this report and plan can be sent to PEOPLE@angus.gov.uk

Introduction by the Chief Education Officer

Last September we published our first Annual Education Plan following amendments to the Standards in Scotland's Schools Act. Our ambition was to see improvement in outcomes for all children and young people as a result of our efforts. Our improvement activity has been focused on pursuing aspirations for Angus' children and young people as outlined in the National Improvement Framework and we set out a number of measures that would determine how well we were achieving our ambitions. We also shared plans to reduce inequalities of outcome experienced by our children and young people as a result of socio-economic disadvantage.

A year on, our schools are supporting our school leavers to achieve better than our virtual comparator for young people living in deciles 2 and 6 and in line with comparative data for most other deciles other than deciles 9 and 10. Our learners from areas with more deprivation are performing well against their peers. However, our learners from the least deprived areas in Angus are underperforming compared to their peers although we have evidence to suggest this gap is closing.

Section one of this document sets out the evidence of our achievements and progress. I am delighted to be in a position to confirm that good progress has been made. As a reflective and continually improving system, there is still of course work to do and our plans for this coming session are set out in section two. This plan has been developed through careful analysis of individual school improvement plans as well as a consideration of local and national requirements.

Last year The Angus Annual Education Plan was developed in the context of the first ever Tayside Integrated Children's Services Plan. Our collaborative working was further enhanced in January this year when a requirement was introduced to produce a Tayside Regional Improvement Collaborative Plan focused on joint educational efforts. It is important to note that the Angus Annual Education Plan for the coming session 2018/19 was created in this context of increasing collaboration and significant work is underway with Dundee and Perth and Kinross Councils and NHS Tayside to deliver on shared priorities to improve the lives of Tayside's children. In particular, collaborative educational improvement continues to focus on feedback in learning and teaching, numeracy, school leadership, school improvement, the development of a mental health strategy and new substance misuse curriculum guidance. New regional workstreams have also been agreed in the areas of curriculum leadership and building capacity in the effective use of research and evidence. The phase two plan of the Tayside Regional Improvement Collaborative was submitted in September 2018, the Angus Annual Education Plan therefore focuses on specific improvement activity for Angus schools and learning service.

Notable achievements this year include the first full session of the structural changes to the secondary school week and the launch of Angus Schools for the Future Strategy. Work is progressing well on the new builds at Ladyloan and Muirfield in Arbroath and agreement was reached to develop a shared campus for Hayshead and St Thomas schools in the town. Maisondieu Primary in Brechin received national recognition for work on increasing parental engagement and Langlands School in Forfar was named the first ever growth mindset school in Scotland. Year two of Angus Works, our in-house extended work experience programme for young people in the senior phase has built on the success of year one and we have evaluated the first year of our Pupil Equity Funding. Our continued focus on learning and teaching is showing positive impact on learners and is being recognised in school inspections and our work on reducing the cost of the school day has begun and will continue in earnest in the year ahead.

The attainment of our school leavers demonstrates a five year improving trend for both literacy and numeracy achievement at level 5. The gap in achievement between literacy and numeracy evident in previous years narrowed in 2017. There has been a notable improvement in the achievement of the lowest attaining 20% of Angus school leavers against our virtual comparator from 2013 to 2016 although there was a slight dip in that achievement in 2017. However, achievement for this group has always been highest in the Tayside Collaborative over the last 5 years and higher than National performance in four out of the last 5 years. The achievement of the middle attaining 60% of Angus school leavers is slightly more than the virtual comparator and we narrowed the gap with national performance in 2017. Improving the attainment of our highest achieving 20% of leavers remains a focus and achievement of this group in 2017 was in line with the virtual comparator.

We have maintained the improvement in the percentage of our leavers achieving an initial positive destination. In 2017 a higher percentage of our leavers moved on to further education than national data and the percentage of leavers who moved on to higher education was in line with the national picture. In 2017 our percentage of school leavers achieving five or more National 5 awards, five or more Highers and one or more Advanced Higher was greater than our virtual comparator. As our senior phase has developed to provide increasingly flexible learning pathways, we will use the INSIGHT update in September 2018 to conduct a more rigorous and evaluative analysis of our performance in the 2018 exam diet.

Our process of attainment review and the way that we support schools continues to be refined and the creation of the Angus Virtual School on the 1st April this year will provide an innovative approach to improvement as part of our endeavour to continue to improve quality education provision with less resource. The schools and learning service has grown over the course of this session and we now have responsibility for early learning and childcare, community learning and development strategy and school estate. This increased portfolio is reflected in our plan and we have begun the work to come together as a coherent service focused on impact.

Finally, 2018 is the Year of the Young Person and the voice of our young people has been at the heart of our strategic focus this past session. They have made their views clear about changes to the secondary school week and have been actively involved in local discussions about the future of the school estate. Along with a continued positive relationship with Angus' parent councils and wider parental body, proposed changes and the impact of agreed changes have been debated and discussed. In any complex system, there are a range of opinions and views, sometimes opposing, always different. This diversity is welcome and necessary as we move forward together to continue to improve outcomes for all and reduce inequality for some.



Pauline Stephen

Head of Schools and Learning

Section 1: Angus Annual Education Report 1 September 2017 – 31 August 2018

How well are we doing?

1.1 Early Years

Responsibility for all matters relating to early years transferred to the Schools and Learning Service on the 1st April 2018. There have been 27 Care Inspectorate inspections of Early Learning and Childcare (ELC) settings in Angus between August 2017 and the end of June 2018. Of these 27 inspections, 16 were inspections of local authority ELC provision. The remaining 11 inspections were of private and voluntary providers who work in partnership with the local authority in order to deliver funded ELC provision for eligible 2 year olds, 3 and 4 year olds.

Grading from these inspections were very positive with almost all inspections returning grades of good (4) or more for all inspection areas.

Table 1:
 Combined number of local authority and private and voluntary providers receiving the following grades

Area being inspected	Quality of care and support	Quality of environment	Quality of Staffing	Quality of Management and Leadership
Unsatisfactory (1)	0	0	0	0
Weak (2)	0	0	0	0
Adequate (3)	0	0	0	1
Good (4)	11	8	7	13
Very Good (5)	11	18	19	11
Excellent (6)	5	1	1	2

Table 2:
 Local authority ELC settings

Area being inspected	Quality of care and support	Quality of environment	Quality of Staffing	Quality of Management and Leadership
Unsatisfactory (1)	0	0	0	0
Weak (2)	0	0	0	0
Adequate (3)	0	0	0	0
Good (4)	5	5	3	6
Very Good (5)	8	11	12	9
Excellent (6)	3	0	1	1

Table 3: Partner Private and Voluntary ELC settings

Area being inspected	Quality of care and support	Quality of environment	Quality of Staffing	Quality of Management and Leadership
Unsatisfactory (1)	0	0	0	0
Weak (2)	0	0	0	0
Adequate (3)	0	0	0	1
Good (4)	6	3	4	7
Very Good (5)	3	7	7	2
Excellent (6)	2	1	0	1

In addition to the above Care Inspectorate inspections, five local authority Early Learning and Childcare settings have been inspected by Education Scotland. The results of these inspections were very positive and can be viewed in more detail in section 1.3 of this report.

All ELC settings within Angus – local authority and partner provider – are annually asked to submit an anonymised overview of the attainment of developmental milestones for children aged between 48 and 60 months. These developmental milestones are centred upon 7 key developmental areas:

- 1 Speech and language – ability to communicate clearly with adult and peers
- 2 Gross motor skills – has good control of body movements
- 3 Fine motor skills – has good control of fine body movements
- 4 Social development – demonstrates age appropriate social development skills
- 5 Emotional development – demonstrates age appropriate emotional development skills
- 6 Behaviour – demonstrates age appropriate positive behaviour
- 7 Attention – demonstrates an age appropriate attention span

The resulting overview of developmental progress is used to inform and then track any trends so that appropriate positive interventions can be actioned.

1.2 Education Scotland School Inspections

There have been six primary school inspections in Angus this session and one secondary school follow-through inspection. The follow-through inspection at Brechin High saw the formal conclusion of the improvement actions determined at the 2012 school inspection. The outcomes from the primary inspections were very positive and illustrate continued school improvement in Angus.

Two models of inspection were undertaken in primary school in Angus this session. Four primary schools experienced the full inspection model and two primary schools experienced the short model.

The full inspection model runs from the Monday afternoon until the Friday morning within one working school week. The quality indicators (QIs) that inspectors report on in an inspection are:

- QI 1.3 Leadership of change
- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement
- QI 3.1 Ensuring wellbeing, equality and inclusion

A further QI is also chosen by the school. The inspection team does not assign an evaluation using the six-point scale to this QI.

The short model runs from the Monday lunchtime until the Wednesday lunchtime within one working school week. This is a more focussed approach and as such only focuses on two quality indicators. The quality indicators (QIs) that inspectors report on in this inspection are:

- QI 1.1 Self improvement through self-evaluation
- QI 3.2 Raising attainment and achievement

Table 4: Full Inspection Model

Quality indicator / School		QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment & achievement
Burnside	Early Years	Good	Good	Good	Very good
	Primary	Excellent	Very good	Excellent	Very good
Eassie	Primary	Very good	Very good	Good	Very good
Friockheim	Early Years	Good	Good	Good	Good
	Primary	Good	Good	Good	Good
Mattocks	Early Years	Good	Very good	Very good	Very good
	Primary	Good	Very good	Good	Good

Table 5: Short Inspection Model

Quality indicator / School		QI 1.1 Self improvement through self evaluation	QI 3.2 Raising attainment & achievement
Timmergreens	Early Years	Very good	Very good
	Primary	Very good	Good
Woodlands	Early Years	Very good	Very Good
	Primary	Very good	Very good

1.3 Progress against National Improvement Framework (NIF)

This section summarises our good progress in relation to the four strategic priorities outlined in NIF. Improving outcomes for children and young people within an education system that works in close partnership with families and partners requires teachers who are continually learning and strong leadership. All teachers are expected to undertake an annual professional development and review and all our teachers have their professional learning signed off by the General Teaching Council in Scotland. All our Head Teachers are expected to meet the Standard for Leadership and Management.

It is also important that there is consistency in standards within and across schools. Angus has achieved a full complement of Quality Assessment and Moderation Support Officers (QAMSOs) in reading, writing and numeracy from early to third level. Their work has been supported by additional practitioners across all levels for both literacy and numeracy. QAMSOs have supported the improved moderation practices at individual school and cluster level. QAMSOs have also supported the delivery of double cluster professional learning activities. These sessions have focused on:

- The introduction of the moderation cycle and sharing of resources from the national moderation hub
- Use of national benchmarks in literacy and numeracy to support holistic judgements about progress and achievements
- The development of holistic assessments to augment the range of assessment evidence used to support teacher professional judgment
- Implementing agreed core principles to support teachers' understanding about the essential criteria of high quality holistic assessments
- Leading the agreement of expectations relating to moderation to be implemented at school and cluster level.

Improved moderation practices and increased confidence in teacher professional judgements have been realised in almost all primary schools and the majority of secondary schools. In some schools these practices have become fully embedded in learning and teaching practices. This work has been exemplified in the Forfar cluster where schools have been working together to develop holistic assessment in numeracy across all levels. However there has been a particular emphasis on P7 to S1 to support this key point of transition and to develop improved curricular transition. A small schools moderation network has also worked together to develop a shared understanding of moderation across their settings to support valid and reliable teacher professional judgment

Case Study illustrating our focus on Literacy and Teacher Professional Learning:

>> Literacy Case Study – NQT Literacy Training Day

Last session's literacy training day for the Newly Qualified Teachers (NQTs) focussed on literacy across the curriculum. Primary and secondary colleagues gathered for the day in Webster Theatre for a packed programme.

The day opened with a session on the importance of literacy helping NQTs to understand the wider picture around literacy and life chances. New research was shared as well as literacy resources that NQTs might find useful in the classroom. Education Scotland Literacy Officer, Helen Fairlie led on literacy statistics and gave expert advice on how to use literacy benchmarks. NQTs met a variety of partners from across Angus– the NHS with a storytelling project, ANGUSAlive about Bookbug, the Meffan Museum, Arbroath Academy about the First Minister's Reading Challenge and the Royal Literary Fund about The Bridge project. The final session for primary NQTs was support for writing in the primary setting and a look at literacy inter-disciplinary work with secondary NQTs.

The feedback from the day was excellent with comments such as:-

"Interesting information from partners", "really enjoyed seeing how I can make links with literacy in my lessons", "nice to hear several speakers", "brilliant start with lots of useful links", "opened my eyes to what the council is trying to do".

Priority 1: Improvement in attainment, particularly in literacy and numeracy,

In our primary schools our children and young people are expected to progress through three Curriculum for Excellence (CFE) levels:

Early level Ante pre-school to the end of P1

First level P2 to the end of P4.

Second level P5 to the end of P7.

There is a national stretch aim for 85% of children and young people in P1, P4, and P7 to achieve expected standards in literacy and numeracy by June 2019. The figures in the table below are based upon teachers' professional judgement and were gathered on the 11th June 2018.

Table 6: Primary CFE achievement

Curriculum Component	Early Level 2017	Early Level 2018	First Level 2017	First Level 2018	Second Level 2017	Second Level 2018
Numeracy	86%	87%	80%	79%	79%	84%
Reading	84%	86%	82%	82%	84%	85%
Writing	81%	84%	77%	76%	79%	82%
Listening & Talking	88%	88%	87%	87%	88%	89%

The above table clearly shows improvements in performance by the end of primary 1 and primary 7 for both numeracy and literacy organisers of reading, writing and listening and talking. The increased use national benchmarks, a range of approaches to assessment and improved approaches to moderation, including the use of holistic assessment, has increased the confidence and reliability of teacher professional judgements. Improved tracking and monitoring processes, the intelligent use of data by school staff and planned positive interventions to support those children not yet meeting expected standards are also supporting improved attainment in these areas.

Attainment at primary four shows a slight dip in the percentage of children secure at the end of first level in numeracy and writing. Schools will continue to focus upon improving the pace of learning and curricular transitions from stage to stage and at key points of transitions. It is anticipated that attainment will improve through a continued focus on pedagogy, curriculum pathways and tracking and monitoring processes.

Impactful practices exist across our schools. There will be a renewed focus on collaboration and sharing of these practices to ensure a continued relentless focus on improving attainment. The Angus Virtual School will be a key driver in enhancing this collaborative professionalism.

In our secondary schools there is a national stretch aim for 85% young people to have achieved CFE level 3 in literacy and numeracy by 2019. The figures in the table below are based upon teachers' professional judgement and were gathered on the 11th June 2018.

Table 7: Secondary CFE achievement

Curriculum Component	Early Level 2017	Early Level 2018
Numeracy	94%	94%
Reading	94%	92%
Writing	96%	96%
Listening & Talking	93%	94%

Progress has been maintained in numeracy at the end of third level. There has been a slight dip in listening and talking, reading and writing. It is important to note that schools have been focusing on increasing confidence levels in relation to teacher professional judgement.

All secondary schools have improved approaches to moderation in literacy and numeracy. This has been supported through the use of National Benchmarks and the work of QAMSOs. These improved approaches have been underpinned by more developed tracking and monitoring systems.

For session 2017-2018 Curriculum Advisory Groups (CAG) and Subject Network Groups (SNG) were tasked with subject specific curriculum development and moderation for S1 to S3. This work will continue in session 2018-2019.

Case Studies illustrating our focus on Literacy:

>> Arbroath Academy - First Minister's Reading Challenge (FMRC)

Arbroath Academy was selected as one of six secondary schools to pilot the First Minister's Reading Challenge this session. The FMRC aims to establish a culture of reading within every school. With support from the Scottish Book Trust, two pupils, Caitlin Carmichael (S4) and Tom Christison (S2), were selected as FMRC Ambassadors and helped to plan the year ahead.

S1 and S2 pupils engaged with a Reading Programme with many completing Bronze, Silver or Gold. Each level required the pupils to read one, two then three books respectively as well as undertaking activities in the library based around their reading. The activities included writing reviews and author blogs, maintaining reading lists, and keeping a record of their progress of reading on their Reading Cloud accounts.

Scottish Book Week was celebrated with a whole school Drop Everything And Read (DEAR) session when staff read selected short stories. This was followed up on Burns Day when staff read Scottish poetry to their young people. In December an S4 English class took part in a book advent where books, selected by young people, were wrapped up and gifted in each period of English.

Visiting author and illustrator Natalie Russell led a workshop with young people in S2 where they created characters and a children's storybook based on their drawings. This culminated in some inspiring tales and exceptional illustration.

Young people in S1 were treated to a visit from comic book illustrator Tom Foster. Tom provided an entertaining afternoon on how illustrators put their comic pages together then gave the pupils a scenario they had to illustrate themselves.





Scots language author, Matthew Fitt held a workshop with S3 pupils. He spoke about the Scots language and took the pupils through various poems and songs that had been written in Scots. He asked pupils to share their own knowledge of Scots words and phrases from family and friends.

Arbroath Academy plan to build on the reading culture they have created this session as pupils begin to reap the rewards across the curriculum.

>> Brechin High School – Building a Reading Culture

With an Acting Principal Teacher in Cross-Cutting Themes in place, Brechin High School has been focussing on Literacy across the curriculum.

With additional BGE Literacy periods, they have rebranded their reading scheme "Pret a Lire" encouraging pupils to engage in a variety of reading activities as part of a reward scheme. This rebranding is across the school with the placing of inspirational quotes related to reading around the school and library. Staff are modelling reading for pleasure with "I'm currently reading..." signs on classroom doors.

Working with the school librarian, they have held whole year group writing events with the children's author Lari Don and with Dundee University. Young people in S2 participated in a national creative writing live event.

With new resources in place for supporting those struggling with reading, and the use of reading age assessments, along with an investment in a reading recovery programme and a paired reading scheme, it is anticipated that the results will start to show across the curriculum.



Transition has been a key theme as staff have been working with P7 teachers around non-fiction reading and close reading. This involved modelling the teaching of close reading and teaching P7s close reading and other non-fiction type activities. This transition project was published in 'Teaching Scotland' in March.

The Literacy focus will continue next session with plans for a book festival and regular Drop Everything And Read sessions.

➤➤ The Bridge Project – Royal Literary Fund



Five secondary schools this session (Arbroath Academy, Arbroath High School, Monifieth High School, Forfar Academy, Carnoustie High School) have benefited from a series of writing workshops delivered by Geoff Barker, Fellow of the Royal Literary Fund.

A published author, Geoff has a passion for writing and is keen to encourage young people to develop their writing skills. He has delivered a series of free workshops to some of our secondary schools with the purpose of supporting young people in S5/6 with transition from school to university or college. The workshops are aimed at senior students who are less confident with academic writing.

Geoff visits the schools and takes a group of around 15 students over the course of five weeks. He believes the students need to take part in memorable activities to become confident with their writing. He puts young people at ease allowing the writing to flow. The feedback from the students was overwhelmingly positive with comments such as:

"The Biscuit Challenge helped me work out how to structure an argument".

"I found editing interesting as it helped me understand different pieces and how they are structured".

"I think my approach to writing has changed as I now know how to edit my work, through punctuation and writing with clarity".

"I look forward to using the skills I have learnt in my essays at university".

It is hoped that the workshops will continue again next session.

When we look at the achievements of Angus school leavers in relation to literacy and numeracy together, our performance is better than both our Virtual Comparators (VC) and the National picture. The virtual comparator is made up of young people from schools in other local authorities who have similar characteristics to the young people in our schools. This is helpful because it allows a comparison based on young people who are like ours on key variables (gender, deprivation, additional support needs, etc) that are linked to educational outcomes rather than comparison with real schools which may have quite a different profile. The virtual comparator therefore controls, to a large extent, for the background characteristics of young people in our schools and offers a meaningful comparison.

The following tables illustrate literacy and numeracy attainment for national levels 4 and 5.

Table 8: % Literacy and Numeracy at Level 4

Year	Angus	VC	National
2012	80.8%	77.0%	76.7%
2013	84.2%	81.8%	77.9%
2014	85.6%	83.3%	81.2%
2015	89.0%	86.0%	85.8%
2016	90.6%	88.0%	88.0%
2017	90.2%	89.8%	89.2%

Table 9: % Literacy and Numeracy at Level 5

Year	Angus	VC	National
2012	50.3%	51.4%	52.2%
2013	57.8%	57.5%	52.5%
2014	60.2%	57.2%	55.3%
2015	59.8%	57.4%	58.6%
2016	65.7%	61.4%	64.2%
2017	71.6%	65.4%	66.5%

Table 10: % Literacy at Levels 4 and 5

Year	Angus Level 4	VC Level 4	Angus Level 5	VC Level 5
2012	92.6%	91%	66.7%	64.5%
2013	94.3%	93.1%	72.8%	71.7%
2014	94.6%	93.2%	73.4%	71.4%
2015	95.3%	93.6%	74.5%	73.1%
2016	95%	94%	79.3%	76.4%
2017	94.8%	94.7%	81.4%	80%

Table 11: % Numeracy at Levels 4 and 5

Year	Angus Level 4	VC Level 4	Angus Level 5	VC Level 5
2012	81.6%	78.9%	52.9%	55.6%
2013	84.6%	83.4%	60.4%	61.0%
2014	86.3%	84.5%	62.0%	61.2%
2015	89.9%	87.6%	63.5%	61.5%
2016	91.8%	89.8%	68.25	64.6%
2017	90.1%	91.3%	74.4%	68.1%

When we look at literacy and numeracy separately we can see performance in Literacy at level 4 continues to be greater than the Virtual Comparator. However the gap between Angus Council and the Virtual Comparator is closing. Performance in Literacy at level 5 continues to be greater than the Virtual Comparator and shows an improving trend since 2012. Performance in numeracy at level 4 slightly fell below that of the Virtual Comparator in 2017. Performance in numeracy at level 5 moved above the Virtual Comparator in 2014 and shows an increasing trend since then. For 2017 Angus is greater than the Virtual Comparator with 'statistical significance'.

Case Study illustrating our focus on Numeracy:

>> Mathematical Habits of Mind: Angus Maths Conference 2018

Our second Angus Maths Conference took place on Saturday 28th April 2018. Over 60 teachers attended, including 18 invited guests from Dundee and Perth and Kinross Councils, and post-graduate secondary maths students from the University of Dundee. Whilst the overall number of delegates was only slightly greater than last year there was a significant increase in the number of secondary teachers attending. Chris Smith, a teacher of Mathematics in East Ayrshire and Scottish Teacher of the Year 2018, gave an inspirational keynote address on 'E-bay purchases that have made his classroom a better place to be'. Thereafter, nine teachers from two Angus secondary schools and six Angus primary schools shared their practice in a range of workshops. The conference was extremely well received.

'A fantastic event with plenty of ideas to take back to the classroom.'

'A great confidence boost/reassurance about the approaches I am implementing already and can now develop.'

'My notebook is full! Thank you for a great day and opportunities to collaborate with teachers from other authorities.'

'Friendly, informal atmosphere. Fantastic presenters. Seamless booking system.'

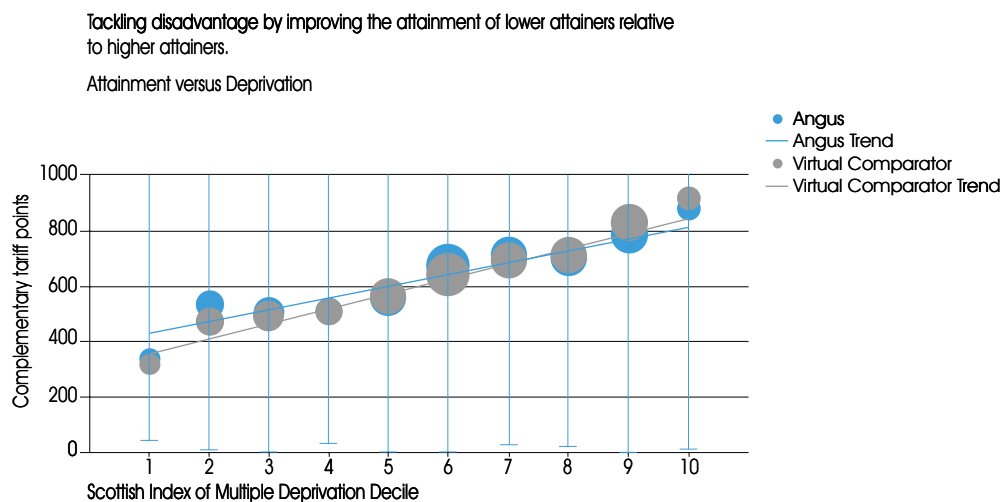
'A chance to talk and reflect with like-minded maths enthusiasts. Reinvigorating just when I was feeling tired – thank you!'



Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people

The following graph displays attainment for Angus compared to our virtual comparator for school session 2016 to 2017. The data is broken down into ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of young people with post codes within data zones identified as being the 10% most deprived in Scotland. Decile 10 refers to those young people with post codes within data zones identified as being the 10% least deprived. The size of the circle is an indicator of the number of young people in each decile.

Graph 1: Attainment versus deprivation Angus and Virtual Comparator



Graph 1 indicates that the performance of young people residing in deciles 2 and 6 is greater than the Virtual Comparator. Whilst the performance of young people living in deciles 9 and 10 is below the virtual comparator, this does not have statistical significance for session 2016-2017.

Priority 3 - Improvement in children and young people's health and wellbeing

In conjunction with the Scottish Government and the Social Research Unit Dartington we undertook the Children's Wellbeing Research Project in 2014. This gave us data directly from children, young people and their families. It told us that we need to focus on three key developmental priorities for Angus' children namely:

- Improving the early social & emotional development of children aged 0-5 years;

Last session staff from the early years team have been trained in, and have delivered, "Incredible Years" and have started the training for the "Five to Thrive" programme. Such programmes focus upon the development of children's social and emotional skills through positive parental engagement. Progress with regards to this will be monitored through the completion of developmental milestones with any trends identified and addressed.

- Improving engagement with school for children aged with 9-16yrs;

In March 2017 we took part in a piece of work with three other local authorities and Education Scotland to explore learner engagement further. 24 schools, 6 of them from Angus participated. A number of strengths were highlighted along with areas for development. Work is planned for this session to undertake an education tour focused on the views of young people to explore the progress made in relation to improving school engagement. School attendance has remained relatively stable over the past six years. The number of exclusions in primary schools has been carefully monitored and is reducing. Further work will take place with secondary schools to continue to seek appropriate alternatives for exclusion and work will continue on reducing the cost of the school day which may have an impact on attendance for some families.

Table 12: Attendance Data

Year	Primary Attendance %	Secondary Attendance %
2012/13	95	90
2013/14	96	93
2014/15	96	93
2015/16	96	92
2016/17	95	92
2017/18	95	91

Table 13: Exclusions Data

Exclusions levels per 1,000 children and young people	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	4	4	3	9	8	6
Secondary	35	35	32	32	42	45

- Preventing the early initiation of substance misuse of children aged 12-16 years.

The work of individual schools and clusters in this area continues. A Tayside-wide curricular resource to support the delivery of consistent and effective substance misuse education is under development and will be implemented this session. This will build on the successful implementation of Tayside guidance on relationships, sexual health and parenting.

Priority 4 - Improvement in employability skills and sustained, positive school leaver destinations for all young people

For 2016/17 40% of our leavers embarked upon a Higher Education course. This is higher than the Virtual Comparator and slightly lower than the National percentage. The percentage of young people moving on to Higher Education has shown an increasing trend since 2014/15.

35% of leavers embarked upon a further education course. This is higher than both the Virtual Comparator and the National percentage. This is similar for the last three years.

17% of leavers entered employment. This is lower than both the Virtual Comparator and the National figure. The percentage of leavers entering employment shows a decreasing trend since 2014/15. This is not the case for the Virtual Comparator or Nationally.

Work is ongoing in collaboration with colleagues in Dundee and Angus College in the design of a senior phase curriculum which provides appropriate learning pathways for all, and ensures that initial destinations are both positive and progressive.

The 'participation measure' allows us to analyse the percentage of our young people not in education, training or employment after they leave school. Since the introduction of this measure, Angus has continued to improve participation rates and reduce the number of young people with a status of 'unconfirmed'.

Table 12: Percentage of leavers achieving an initial positive destination

Year	Angus	VC	National
2012	94.2	90.2	90.1
2013	93.9	92.3	91.7
2014	92.7	93.4	92.5
2015	94.1	93.2	93
2016	95.1	93.5	93.3
2017	94.7	93.9	93.7

An evaluation of the first year of Angus Works, our in-house work experience programme shows that:

37% of young people returned to school the following year (further tracking will be completed once they leave school to check route against leaver destination).

11% of young people left school at the end of year after completing Angus Works and went into employment directly related to their placement.

13% of young people left school and went to college in a course directly related to their work placement.

7% of young people left school and went to college in a course unrelated to their work placement.

32% of young people left school and went to University.

In session 2017-2018 33 young people started the programme. 25 completed placement and work related qualifications, with 8 completing the placement only.

A full evaluation of year two, session 2017-2018 will be completed in September 2018 when information regarding destinations of participants is available.

Changes made to processes following the first full evaluation have resulted in placements for 2018-2019 being offered by Skills Development Scotland and Angus Health and Social Care Partnership in addition to Angus Council. Work done to promote the programme resulted in the number of applicants for session 2018-2019 increasing by 105%.

Case Studies illustrating our focus on Science, Technologies, Engineering and Mathematics

>> Science Leadership Development Programme

The Science Leadership Development Programme is a two year programme aimed at Principal Teachers and aspiring Principal Teachers who have been tasked with developing science in their setting. In year one participants attended eight sessions covering a range of topics, creating a school based action plan which they presented to the group. In year two participants will meet on a termly basis to discuss progress against their action plans, share resources/learning etc. The following comments are drawn from the year one evaluation:

- ***“The course design allowed me to systematically develop a science improvement plan. It equipped me with the knowledge and skills to ensure it was a quality development plan and the ability to implement it within my school setting.”***

- ***“The self-evaluation form allowed me to track and reflect on my own practice which resulted in me being more motivated to develop my personal skills and delivery of STEM. I used a similar model to understand the feelings of other staff with regards to STEM before creating an action plan for the school.”***
- ***“This is one of the best courses I have been on in terms of my professional development. I have become more confident in leading change in my setting.”***

>> Angus STEM Festival

The Angus STEM Festival was a free family event attended by roughly 300 visitors. The STEM Festival offered fantastic science and STEM shows from Aberdeen Science Centre, Dundee Science Centre and Generation Science as well as interactive workshops and stalls presented by local colleges, universities and STEM employers.

The purpose of the Angus STEM Festival was to raise awareness of, and increase interest in, STEM across Angus by highlighting the very real STEM pathways available locally, helping learners and their families identify and make plans towards these positive, future destinations.

When considering the intended outcomes for the festival, ‘raising aspirations and interest in STEM in Angus’, evaluations show the following:

- ***91% of pupils surveyed stated that the Angus STEM Festival has made them more interested in a future career in STEM***
- ***94% of pupils surveyed stated that the Angus STEM Festival had increased their interest in STEM subjects***
- ***94% of pupils surveyed said they would return again next year***
- ***100% of pupils surveyed rated the Festival as ‘Thumbs Ups’***

1.4 Community Learning and Development

The evaluation of the 2015-2018 Community Learning and Development Plan highlighted that most actions had not been overtaken as quantitative data is not available for many of the actions. Workers from the communities team record project plans and provide attendance data and a summary of sessions via a system called ‘cognisoff’. The use of this system is being strengthened. The 2018-2021 CLD Plan will be finalised in Autumn 2018. The on-going evaluation of actions will be facilitated by the regular collection of data by the Senior Practitioner, CLD Planning and Evaluation.



1.5 Pupil Equity Funding Evaluation Year One

A national initiative to provide individual schools with Pupil Equity Funding (PEF) began in April 2017. All but three Angus schools received this finance which is allocated on the basis of free school meals analysis. Schools have summarised the impact of their PEF interventions in their individual school standards and quality reports. There is emerging evidence that some PEF interventions have led to improvements in literacy and numeracy outcomes for some children and young people. Methodologies for identifying improvements in health and wellbeing continue to challenge schools.

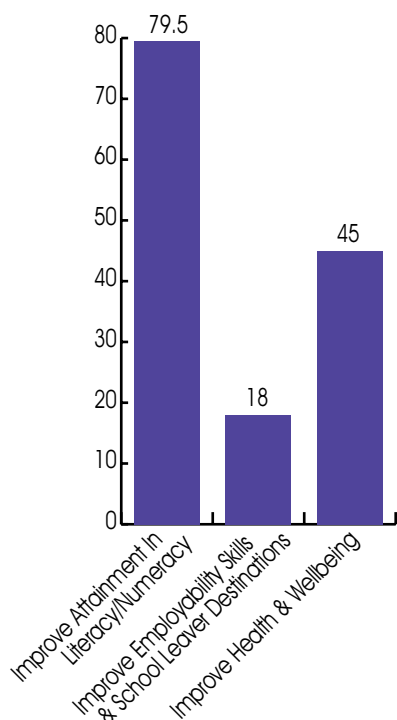
Angus Educational Psychology Service also evaluated the use and impact of 83 interventions across 60% of Angus schools. The majority (79.5%) of interventions reported were individual school interventions. 15.5% were interventions that were jointly implemented within one or more schools, and the remaining 5% were locality interventions.

41 of the 83 interventions were supported by at least one additional, promoted or seconded member of staff and/or from a source out with the local authority. Of these, 46% were supported by additional SPSA hours, 15% by additional teaching hours, 10% by additional EYP hours and 5% by additional ASN staff. Six of the interventions were implemented by employing a resource worker and five schools created promoted posts from within the school's existing teaching staff. Other personnel who supported the implementation of interventions included outdoor learning staff, a yoga specialist, a research scientist specialising in the biology of behaviour, a project lead on Growth Mindset, and a national children's charity.

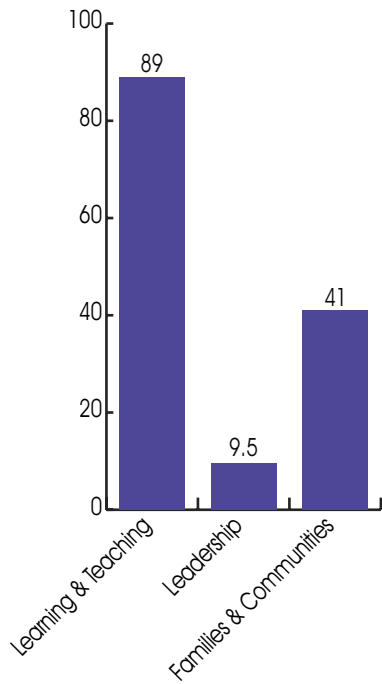
For around 52% of the surveys that were returned, the rationale for implementing specific interventions was clearly linked to initial data/information gathered within the setting. The rationale for the majority of interventions reported (90%) was to effect improvement in an identified area. The remaining 10% were reported as early intervention and/or preventative.

In addition to the above information, Graphs 2 to 4 provide details of the reported interventions in Angus, within the context of Interventions for Equity, which is the initial framework that was developed to support the Scottish Attainment Challenge and PEF.

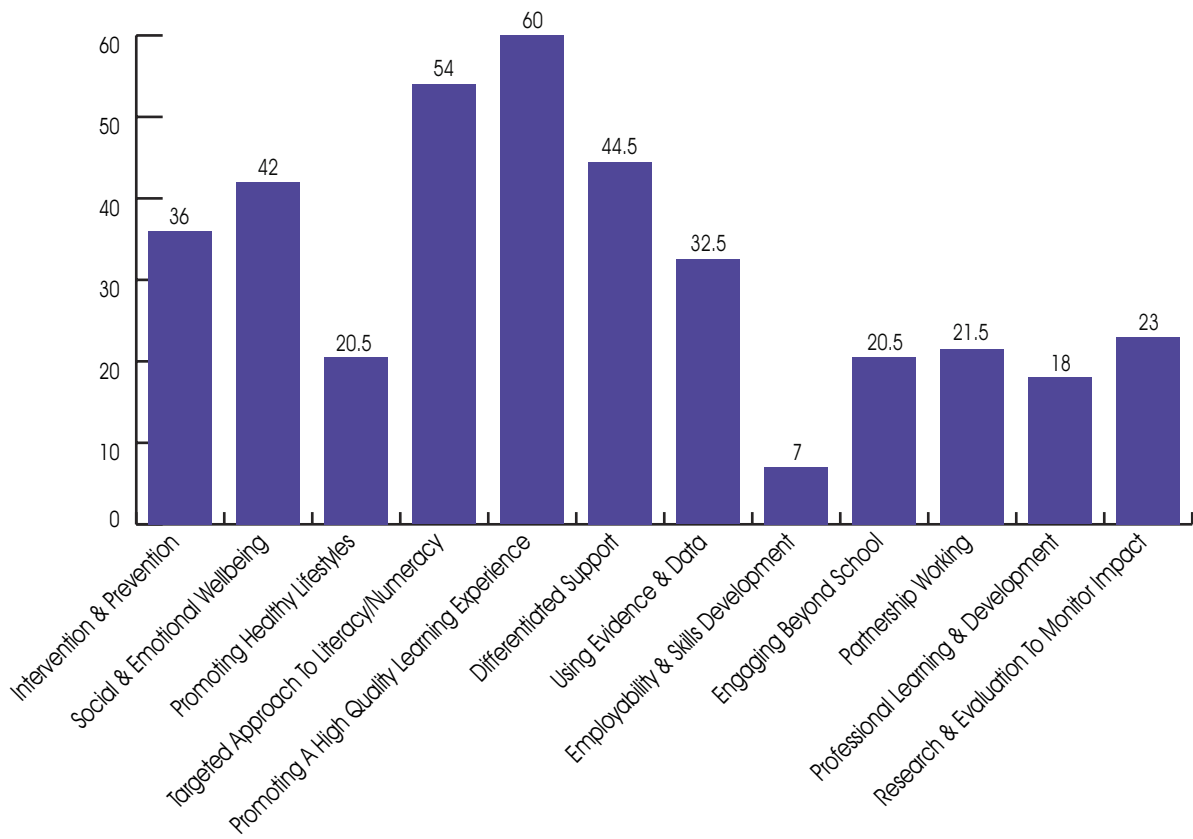
Graph 2: Key Priorities Addressed



Graph 3: Primary Levers for Change



Graph 4: PEF Intervention Focus



Of these 83 interventions, improvements have been demonstrated using quantitative measures for 42 of these (50.5%). Hard data is provided for 24% of the total interventions reported. The impact data for the majority of these interventions relates to improvements made in literacy and/or numeracy (shown for 15 interventions). Other improvements measured using statistical data includes school attendance and attendance at after school and/or Breakfast clubs. A further 38.5% of the 83 interventions describe qualitative measures that have been used to demonstrate the positive impact of their PEF interventions. This means that impact has been measured either quantitatively or qualitatively for 89% of the interventions. 7% of the interventions do not show any impact, with the main reasons for this being that it is too early to measure, or that an intervention has been discontinued due to staffing issues.

In summary, Angus schools are becoming increasingly sophisticated in the development of mechanisms to measure the impact of the PEF resource. Practice has been shared from school to school as part of our ambition to further develop collaborative professionalism. At the end of this first year of PEF it is not possible to identify any trends about the effectiveness of PEF in tackling the poverty related attainment gap. The system of evaluation outlined above will provide a consistent tool for doing this over the coming years. What is apparent is that schools value the availability of PEF to support them in meeting their duties of reducing inequalities and achieving the strategic priorities of the NIF. There is increased focus on this at both school and system level and the feedback provided by schools has been utilised to streamline procedural and administrative arrangements in place to support the use of PEF.

1.6 Survey of Parents, Young People and Staff

Towards the end of school session 2017/18 we asked parents, children and young people and staff to give us feedback about our schools. Listening to and acting on stakeholder views is an important part of our self-evaluation. 1344 parents responded to our request and provided very useful information to help our improvement. 683 children and young people from P5 to S6 took part, as did 307 school staff. The summary presented here shares high level feedback with individual school data having been passed to Head Teachers to inform school level improvement planning. Percentages below indicating agreement are a total of ratings received in the 'mostly agree' and 'strongly agree' categories.

Importantly 94% of parents indicated that our schools were welcoming and friendly places (87% of young people agreed with them) with 91% sharing that their child enjoyed going to school although only 72% of young people indicated that this was the case. 94% staff felt their school was welcoming with 90% indicating that they enjoyed working there. However there is continued work for schools to do in behaviour management with 71% of parents agreeing that behaviour is dealt with appropriately most of time, but only 61% of young people agreeing and 78% of staff reporting that behaviour of young people is good most of the time. Our focus on increasing parental engagement will continue with 77% of parents agreeing that they are encouraged to take an active role in the life of the school whereas 92% of school staff feel that they listen to and act on the concerns of parents and 68% reporting that parents are actively involved in their child's learning.

Individual comments from parents range from very positive feedback about aspects of our schools to the opposite end of the spectrum. Common themes relate to the need for effective communication with parents and between school staff, increased consistency in approach and the need to ensure that staff at the first point of contact in a school are welcoming. Staff agreed with the need to improve communication and positive and negative examples of communication between staff and senior management teams were shared. Staff highlighted the impact of reduced or unavailable human resources. Parents and young people also provided interesting feedback about the range of clubs on offer.

85% of parents responding to our survey intimated that people in the school community were both accepting of each other and treated respectfully. 79% thought they were encouraged to share their opinions. Individual schools require to assess their approaches to the management of bullying with only 59% feeling that this was done appropriately (23% did not know). A review of the schools and learning service anti-bullying policy will take place this session.

93% of parents agreed that their child enjoyed learning at school with 87% reporting that the learning was appropriately challenging. This is contrasted with 85% of young people expressing their enjoyment and 81% feeling lessons were difficult enough to keep them learning. Their views are broadly in line with school staff where 88% believe young people enjoy their learning and 79% feel it is appropriately challenging. 89% of our learners know where to get help if they need it. Comments from young people illustrate the importance of the learning relationships between them and their teacher/s. Schools will continue to focus on how they report progress to parents with 67% of parents agreeing that they receive regular feedback.

71% of staff feel they are encouraged to share learning with colleagues in other schools. Developing increased collaboration remains a focus as will continued investments in the development of school leadership with 73% of staff believing their school is well led.

1.7 End of Session Progress Summary of Annual Education Plan 2017/18

This section sets out the progress made with the improvement actions set out in the Angus Annual Education Plan 2017/18. Almost all actions have been completed with a small number to be concluded early in this new session.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0001 Implement Learning & Teaching Policy, 'The Angus Way'	✓	31-Aug-2018	Jim Hammond	The Angus Way is being embedded in Angus Schools with some schools personalising the approach e.g. 'The Southmuir Way'. Northmuir Primary School's work on learning has been highlighted as good practice on the National Improvement Hub. The continued focus on quality learning, teaching and assessment has been highlighted in recent inspection visits from Education Scotland with evaluations of good and very good in the schools visited.
CLAEP_0002 Support implementation of Visible Learning in self-selected schools	✓	31-Jul-2018	Victoria Smith	Cohort 2 schools undertaking the Visible Learning programme have completed year one of their professional learning. This involves all teachers and early years practitioners. Cohort 1 is embedding their learning from a full session of learning. Cohort 3 is being identified. Links between primary and secondary schools in terms of consistency of practice are being strengthened. Along with Angus' Chief Education Officer, the Head Teachers of Liff and Murroes schools presented their cluster progress in Visible Learning at a national event in November 2017.
CLAEP_0003 Delivery of Schools & Learning programme of numeracy improvement	✓	31-Aug-2018	Carol Lyon	Our focus is on schools where there is a concerning dip in attainment at P4 and, in some but not all cases, a further dip at P7. Four schools from each of the three Tayside authorities will participate in a collaborative project. An Education Scotland grant has funded two short life working groups. The first focused on the production of online, interactive resources which exemplify progression in the use of key mathematical models, demonstrated by Angus practitioners. The second has focused on the use of lesson starters in Science, Technical and Home Economics, to enhance core numeracy skills in S1 and S2 pupils, and is an extension of a successful pilot conducted by Dr Neil Marshall, teacher of science at Webster's HS. The resources produced by these groups will be available to all schools from August 2018. The second Angus Maths Conference took place on Saturday 28th April 2018 and was attended by approximately 70 educators, 10% of whom are secondary teachers or secondary maths students from Dundee University (an increase of 8% on last year). The keynote presentation was given by Chris Smith, a practising secondary maths teacher from East Ayrshire and Scottish Teacher of the Year 2018. Several primary and secondary teachers, including those involved in the working groups described above, shared their practice at a series of workshops. Three of these practitioners have subsequently presented at the annual Scottish Mathematical Council Conference. The conference received very favourable evaluation. Tara Harper, Lecturer in Education, Dundee University, attended along with her students and has commented that she is already seeing impact on practice whilst observing students on school placements.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0004 Delivery of Schools & Learning programme of literacy improvement	✓	31-Aug-2018	Sally Brown	<p>Secondary school librarians supported in a successful bid for funding from Scottish Library and Information Council. Project is focused on a transition project for S2 boys to encourage reading for pleasure. Librarians have been supported in their engagement with "How Good is our School Library?"</p> <p>Schools supported to create and/or moderate coherent progressive pathways for literacy, which take into account the national benchmarks. This has supported consistency in planning and assessment within schools and across clusters.</p> <p>Angus membership to the National Literacy Trust has allowed staff to access high quality literacy resources for use in the classroom. This has supported the work of the new literacy working groups in secondary schools and the further development of a reading culture across Angus.</p> <p>Literacy leaders in primary schools have been identified. This has improved communication of key literacy messages.</p> <p>Reading Recovery Training delivered to representatives from all secondary schools and two primary schools with follow up support regarding assessment and resources.</p> <p>Schools have developed reading and writing strategies and to share effective practice in these areas e.g. The Bridge Project which focuses on academic writing.</p> <p>Angus Literacy Twitter feed established to support promotion of a reading culture. In addition, promotion of Bookbug, 4-4-2- Reading Challenge, World Book Day and the First Minister's Reading Challenge have all supported this improvement.</p> <p>Support for QAMSO double cluster moderation events to develop a shared understanding of standards expected at second, third and fourth level reading and writing. Further work to be completed around this with individual secondary schools at departmental level.</p> <p>Schools have been supported in the implementation of the 1+2 Modern Languages Policy. Family Learning in French has had a positive uptake and a review of Good Practice highlighted the effective and innovative work taking place in Angus. 1+2 continues to be supported by the Pan Tayside Strategy Group.</p>
CLAEP_0005 Implement the Early Reading Toolkit in selected school early year settings	✓	31-Aug-2018	Julie Jamieson	<p>Training has been provided for Primary 1 teachers, Senior Early Years Practitioners and line managers providing the opportunity to reflect against the four key elements of the Early Years Reading Toolkit and consider the development of core reading skills across the Early Level. The training included the latest guidance from Education Scotland from the National Improvement Hub as well as sharing practice from schools.</p> <p>The North Arbroath cluster have utilised self-evaluation, training and shared practice to embed the Early Reading Toolkit across Early Level. They are currently developing a shared baseline assessment as children enter into Primary One. Plans are in place to create an eLearning version of the Reading Toolkit training next session</p>

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0006 Extend project with Speech & Language Therapy to support early language development	✓	31-Aug-2018	Julie Jamieson	Blocks of Word aware training have been provided for three cohorts this session, with staff from across Early level attending from 14 settings, as well as members of the ASN, EAL and central Early years team. Evaluations from staff evaluated all aspects of the course as either good or very good. The training was delivered by Speech and Language therapy and ongoing liaison with the Central Early years team has supported the implementation of the programme. Speech and Language colleagues will support teams in all settings to monitor and assess the impact of the approach on children's vocabulary, Plans are in place to extend the programme further next session and continue to share elements of good practice. We currently have 110 applicants who wish to undertake the training next session.
CLAEP_0007 Delivery of Schools & Learning programme of health and wellbeing improvement	✓	31-May-2018	Alita Spink	All schools are using CFE experiences and outcomes to plan and assess learning in HWB; GIRFEC practice tools are helping schools to evidence progress in this. Plans are in place to provide universal access to free sanitary products in schools from session 2018/19.
CLAEP_0008 Delivery of the Schools & Learning programme of creativity and innovation in STEM	✓	31-Aug-2018	Christine Jackson; Carol Lyon	<p>Following another successful year of Primary Engineer, this time in the Kirremuir cluster, DYW Dundee & Angus has agreed to fund this programme for all Angus primary schools, and to fund the pilot of Secondary Engineer at Arbroath High School. The Angus Science website is now well established. It provides practical support and guidance for staff, highlights STEM careers and is a useful repository for key national documents.</p> <p>With capacity building and sustainability in mind, funding from the Primary Science Teaching Trust has been used to develop a Primary Science Leadership Development Programme. Twenty teachers have participated this session and the programme will be extended next school year.</p> <p>A wide range of partnerships has been formed with external organisations and educational establishments. Many of these partners offered interactive workshops and stalls at the recent Angus STEM Festival, a family event held at Arbroath Academy and funded by DYW Dundee & Angus. Approximately 300 people (aged 4 - adult) attended this event which received very high praise.</p> <p>Based on the successes described above, the Wood Foundation & Scottish Government have confirmed funding for Year 2 of the RAISE programme. The grant will fully fund a Primary Science Development Officer post (1.0FTE) until July 2019.</p> <p>Thirty Nine Angus schools (primary and secondary) have engaged in the Creativity and Innovation activity this session. An event called 'Employable Me' was held at Forfar Community Campus in February 2018. Children and Young People explored creativity and employability skills through the context of the V&A Dundee. Games developers, structural and mechanical engineers and interior designers provided amazing workshop experiences. Feedback from the day confirmed that the children and young people had a rewarding day, had increased their understanding of the skills required to be successful in employment and had been inspired by the inputs from the professionals on the day. Employable Me 2 in May extended this opportunity to the remaining schools committed to this area of work.</p>

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0009 Pilot Angus 'GamesCon'	✓	31-Aug-2018	Stuart Burns	Organisation of this event has been taken over by Mike Crabb of Dundee University.
CLAEP_0010 Support individual school curriculum planning to develop senior phase offer	✓	28-Feb-2018	Jeremy Morris	A number of meetings have taken place between S&L and D&A college culminating in a whole morning joint planning session with D&A focused on College/Service Design. There is a commitment for further engagement and planning towards increased alignment between Angus secondary schools and D&A college with respect to the senior phase offer. Secondary Head Teachers held a curriculum planning session and have committed to further meetings next session to explore a range of senior phase curriculum models. There has been significant engagement with SDS around Foundation Apprenticeships and there is agreement that different delivery models will be considered that might support increased uptake of Foundation Apprenticeships.
CLAEP_0011 Evaluate year one of Future Skills College	✓	28-Feb-2018	Jeremy Morris	Increased uptake for 18-19 (26) compared to 17-18 (10). Child care - 8 Electrical - 4 Plumbing - 8 Joinery - 6 4 Angus schools were offered places for 18-19 an increase of 2 on 17-18.
CLAEP_0012 Evaluate year 1 Angus Works Works	✓	31-Oct-2017	Jeremy Morris	The evaluation of year one of 'Angus Works' is complete as outlined in section 1.3 of the education report 17/18. Year 2 will be evaluated in September 2018.
CLAEP_0013 Extend Angus Works	✓	31-Jul-2018	Jeremy Morris	Work done to promote the programme resulted in the number of applicants for session 2018-2019 increasing by 105%. Successful applicants will start placement week beginning 20th August 2018. Due to low numbers of looked after young people applying, a supported programme for looked after young people has been developed with Alison Fraser (Team Leader DYW) and Social Work. Young people will work towards the SQA Work Placement Unit at the level most suited to their needs.
CLAEP_0014 Support individual school and cluster curriculum planning	✓	28-Feb-2018	Alison Fraser	During session 2017/18 the DYW operational group began to focus on how effectively secondary schools were delivering on the Careers Education Standards. Initial meetings saw schools share good practice. The support of the delivery of CES will remain a focus of this group in session 2018/19. In June 2018 the first thematic DYW review was completed in Webster's High School. All other secondary schools will be reviewed in session 2018/19. This review will focus on the Careers Education Standard.
CLAEP_0015 Develop profiling system focused on skills and career aspirations	✓	31-May-2018	Alison Fraser	SDS have now published their profiling tool. This will be available from Primary 5 but will be used in secondary schools in the first instance. A small working group is reviewing this tool and will work with the team leader DYW to ensure consistency across the local authority. Pilot has been arranged with Carnoustie high School for initial roll out in Angus.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0016 Develop Angus Council package of family learning focused on Literacy, Numeracy, Health & Wellbeing	✓	31-May-2018	Stuart Burns	A definition of family learning in Angus has been agreed. The family learning package has resources for Internet Safety, numeracy and literacy. As this is currently held on GLOW access to parents requires to be explored further. Other topics within HWB will be developed.
CLAEP_0019 Conclude consultation on shared campus for Hayshead and St Thomas Primary Schools	✓	30-Nov-2017	Elaine Hughes	Consultation is complete and been considered at children and learning committee, future action has been agreed and is being progressed.
CLAEP_0020 Prepare proposals for consultation relating to the School Investment Strategy	✓	31-Jan-2018	Elaine Hughes	Proposals for formal consultation have been completed and formal consultations are in progress.
CLAEP_0021 Extend Scottish Parent Teacher Council (SPTC) project with specific schools	✓	30-Jun-2018	Christine Jackson	Those schools who are involved with the SPTC project are engaging well in the work with positive feedback gathered in relation to the structure of the project in supporting meaningful parental engagement. The leadership team at Maisondieu Primary gave an update about their progress at a national event in October and their work has received national recognition. This work has also been highlighted by Education Scotland as an example of good practice. This work has been focused on reading for enjoyment and health and wellbeing and is now being extended to the Brechin cluster.
CLAEP_0022 Create resource for school use at parents' events	✓	31-Aug-2018	Christine Jackson	Information about different types of Parental Engagement, the Parent Forum and the Parent Council has been developed and can be personalised by individual schools with their own contact details
CLAEP_0023 Establish regular Additional Support Needs (ASN) Parent	✓	30-Jun-2018	Sharon Preston	Parent forum meetings in Kirriemuir to be held September 2018. Carnoustie and Forfar meetings to be planned for term one. This builds upon existing ASN forums in operation.
CLAEP_0024 Embed effective curriculum advisory group collaborative working	✓	30-Jun-2018	Jeremy Morris	All of the CAGs have provided evaluative comments and have confirmed that the current arrangements are considered to provide an appropriate environment for effective collaboration. The ability of the CAGs to work effectively has been compromised at times by non attendance. Some CAGs have been more successful in overtaking the key priorities (BGE assessment/moderation) than others. The Subject Network Groups provide an important collegiate network for subject specialists. More robust oversight involving SLT from schools will be considered to ensure closer alignment between CAGs/SNGs and school/authority priorities
CLAEP_0025 Establish Angus School Partnership for Primary School Leaders	✓	30-Jun-2018	Jim Hammond	A refreshed Angus Schools Partnership is now fully operational. This is a cross-sectoral group focussing on supporting collaboration across schools. Good progress has been made in relation to Head Teacher collaborative groupings to be known as Triads and supporting Head Teacher professional Learning. This group has positive and productive links with the Angus Virtual School.
CLAEP_0026 Conduct 'first impressions' review of the configuration of the secondary school week		31-Jan-2018	Kelly McIntosh	The information discussed at committee was received favourably.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0027 Evaluate year one of the 33 period week model	▶	31-Aug-2018	Kelly McIntosh	Focus groups complete and other data gathered. Committee report to be presented in September 2018.
CLAEP_0028 Evaluate attendance and engagement in Angus Extra activities	✓	31-Aug-2018	Kelly McIntosh	Data with regards the full school year attendance at Angus Extra activities and number of activities being offered has been gathered. This will be analysed and summarised as part of the full year evaluation of the secondary school week
CLAEP_0029 Conduct thematic review of provision of personalised support	▶	28-Sep-2018	Alita Spink	This review is being conducted as part of the review of 33 period week and will be included in the Committee Report in September 2018.
CLAEP_0030 Conduct youth consultation event to identify strategic areas of focus and agree engagement methodology	✓	29-Jun-2018	Alita Spink	The Youth Engagement Strategy has been produced and launched 14 June 2018.
CLAEP_0031 Establish a virtual 'youth forum'	▶	31-Aug-2018	Alita Spink	This will be developed through the recently launched Angus Youth Engagement Strategy.
CLAEP_0032 Engage with colleagues in community learning and engagement to ensure a cohesive approach to youth engagement	✓	31-Oct-2017	Alita Spink	In partnership with CLD a youth consultation event was held in early November 2017 to consider an engagement strategy for young people in August.
CLAEP_0033 Scope digital solution for children's engagement in child's plan meeting	▶	31-Aug-2018	Kirsty Lee	Project Group currently being identified; draft questionnaire's for the site in draft form shaped by consultation with parents and young people.
CLAEP_0034 Relaunch dyslexia assessment and intervention processes	✓	30-Jun-2018	Melanie Rice	<p>Training on the relaunched Dyslexia and Inclusive Practice procedures has been provided across three localities (Forfar & Kirriemuir; Arbroath North and West; Carnoustie and Monifieth). Brechin / Montrose locality training was cancelled due to low numbers signing up, but staff from some of these schools attended training in other localities. In total, the 2-session training course was attended by 70 staff from 25 schools. Attendees included school senior managers, class teachers, ASN teachers and school & pupil support assistants.</p> <p>Questionnaires administered before and after training show that, on average, there was a 63% increase in confidence about using the procedures to identify and support learners with dyslexia.</p> <p>At least one additional CLPL opportunity will be offered for session 2018/19 to allow staff who were unable to attend the original sessions to benefit from the training. In addition evaluations will be further scrutinised to tailor follow-up training / support to staff.</p>
CLAEP_0035 Utilise pupil voice to complete guidance in grief, loss and bereavement and launch guidance	✓	30-Nov-2017	Melanie Rice	Comprehensive grief, loss and bereavement guidance has been drafted and shared.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0036 Contribute to the development of Tayside Mental Health Strategy	▶	31-Jul-2019	Audrey Osborne	The next meeting of the Task and Finish Group for developing the Tayside Mental Health Strategy is scheduled to take place on 5 September 2018.
CLAEP_0037 Revise Angus procedures in relation to national guidance: Included, Engaged & Involved Part 2 and revise attendance default guidance	▶	30-Nov-2018	Fiona Robertson	Attendance Default Procedures have been completed and will be considered at a future Committee. Exclusions guidelines are in final draft and currently out for consultation.
CLAEP_0038 Implement aspects of the Angus Autism Strategy to build capacity in Autism skills and awareness	✓	31-Jul-2018	Sharon Preston	Bespoke training in Autism has been delivered to several schools with a training action plan in place to identify need and timescale for next session. The outreach team have visited all secondary schools, all resourced primary schools and some non-resourced schools to audit environments and advise on appropriate strategies, resources and adaptations including the use of visuals. Resource packs have been devised in conjunction with Occupational Therapy in order to support sensory processing difficulties. Six staff successfully completed the PGC in Autism. This is a yearly programme of study in conjunction with Aberdeen University. Three staff have requested to begin the PGD in Autism
CLAEP_0039 Produce ANJCT agreement in relation to incidents of violence and aggression and improve reporting system	▶	31-Dec-2018	Fiona Robertson	Union representatives, Service Leader ASN and Manager ASN (3-18) are finalising draft document for consideration at ANJCT. Due to significant technical barriers, work is still underway on the development of a digital reporting mechanism. The current system is being maintained meantime.
CLAEP_0040 Refresh local GIRFEC guidance	▶	31-Dec-2018	Fiona Robertson	Revised stage intervention will be considered by Angus Integrated Children Services Group (AIGSG) when they next meet. If accepted this will inform and finalise the revised guidance
CLAEP_0041 Roll out of SEEMIS wellbeing application	✓	30-Jun-2018	Fiona Robertson	Identified school staff have been provided with training and the Well-being Application is now live. All schools will begin using it in August. Additional training is being organised to improve staff confidence.
CLAEP_0042 Evaluate Broad General Education tracking and monitoring system in secondary schools	✓	30-Nov-2018	Victoria Gardiner	The new BGE tracking and monitoring system has been adopted in all secondary schools and has produced reports in 7 of these schools. It is working well and schools are collaborating to ensure increased functionality from this programme. Feedback from Head Teachers suggests that staff find this system responsive and more manageable than previous tools.
CLAEP_0043 Primary school leader data group joint work with secondary representatives identifies best practice cluster tracking and monitoring system	✓	28-Feb-2018	Leila Martin	Best practice in tracking and monitoring has been clarified and shared with school leaders.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0044 Assess how well tracking and monitoring is aligned to an understanding of SIMD and informs targeted interventions in Primary	✓	31-Aug-2018	Leila Martin	Data packs include data in relation to SIMD to support the planning of targeted interventions. Training has been provided and monitoring takes place through attainment reviews.
CLAEP_0044(1) Assess how well tracking and monitoring is aligned to an understanding of SIMD and informs targeted interventions in Secondary	✓	31-Aug-2018	Victoria Gardiner	All secondary schools are now using the Pupil Tracking Tool in order to track and monitor the progress of young people. SIMD status and other relevant information provides a full picture of potential barriers to learning and appropriate interventions are in place, enhanced by the Pupil Equity Fund.
CLAEP_0045 Provide primary schools with comparison data packs	✓	30-Sep-2017	Victoria Smith	All primary schools have been provided with comparison data packs and associated training has ensured clarity about best use of the available data.
CLAEP_0046 Focus on school exit measure evaluation	✓	31-Aug-2018	Colin Nicol	Following full release of Insight in February 2018 analysis has been undertaken and will be reported on through a committee report to Children and Learning Committee in April 2018.
CLAEP_0047 Individual school Insight use is improved and more forensic in nature - Provision of support from National Insight Team	✓	31-Mar-2018	Jeremy Morris	All secondary schools have increased engagement of their teaching staff with Insight. Each school had one or more CPD visits from John Hand (Insight Adviser - National Insight Team) Insight data was used to support two Children and Learning Reviews carried out in Arbroath High School and Forfar Academy. Evidence from these visits indicated improved and more forensic use of Insight data. Insight data is used effectively to inform Improvement planning and interventions.
CLAEP_0048 Involve primary school leavers in focused reviews of secondary attainment	✓	31-Oct-2017	Jeremy Morris	This was piloted in Autumn 2017 and reviewed. It was not an effective use of primary school leader time and will not be established as core practice. Primary HTs attended the majority of secondary INSIGHT attainment reviews which was more useful. In addition meetings of locality HTs following the local authority restructuring included an overview of the attainment secondary schools in the locality.
CLAEP_0049 Provide advice about Angus-wide care principles of reporting	✓	31-Dec-2017	Victoria Gardiner	A Short Life Working Group comprising representatives from Primary and Secondary schools was formed to review and update the guidance regarding reporting. The new document has been finalised, ready to be issued to schools.
CLAEP_0050 Support schools to agree reporting systems with their communities	✓	30-Jun-2018	Victoria Gardiner	Work of short life working group completed and document finalised, ready for issue in August.
CLAEP_0051 Agree assessment windows in Angus (and possibly Tayside)		30-Sep-2017	Leila Martin	Scottish National Standardised Assessments are being implemented supported by online and face to face training. Local assessment windows are being implemented in line with well-established practice in Angus. Further exploration for Tayside alignment is planned.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0052 Provide phase 1 training for teachers of P1, P4, P7 and S3	✓	31-Oct-2017	Leila Martin	Phase 1 online training was delivered
CLAEP_0053 Provide phase 2 training for school leaders	✓	31-Jan-2018	Leila Martin	Head Teachers and senior staff from primary and secondary schools attended training in relation to Scottish Standardised National Assessments. The training focussed on the intelligent use of data arising from the assessments at school level. Additional training was provided in June.
CLAEP_0054 Encourage school leader engagement in the Scottish Improvement Leader training	✓	30-Jun-2018	Eileen Jackson	A further three school leaders have been accepted on to Scottish Improvement Leader training as part of our approach to build capacity in the three step model to improvement
CLAEP_0055 Maintain delivery of Into Leadership Programme	✓	30-Jun-2018	Kim Walker	Two HTs enrolled in In Headship Programme. (SCEL). One HT enrolled in Excellence in Headship programme. Two DHTs enrolled in Towards headship programme. HT Leadership Development and Induction programme developed by TRIC for new HTs to begin in September.
CLAEP_0056 Develop middle leadership programme	✓	31-Oct-2017	Kim Walker	A programme for middle leadership has been developed.
CLAEP_0057 Include mentoring approach to middle leadership programme	✓	31-Oct-2017	Kim Walker	Coaching and mentoring support is integral component of middle leadership programme in line with SCEL advice
CLAEP_0058 Include refreshed support about personnel and financial matters in leadership programme	✓	31-Dec-2017	Kim Walker	All head teachers have received updated training in financial management. Support for personnel matters has been provided on a 'as needs' basis.
CLAEP_0059 Embed new HT induction programme	✓	31-Oct-2017	Kim Walker	New head teachers have been successfully inducted into Angus. Our process for induction is being improved as a result of Tay collaboration.
CLAEP_0060 Encourage involvement in national leadership opportunities including SCEL programmes	✓	30-Jun-2018	Kim Walker	6 applicants approved for SCEL Into Headship 18/19 cohort. 2 applicants approved for SCEL In Headship 18/19 cohort
CLAEP_0061 Develop comprehensive training programme for school support staff	✓	30-Jun-2018	Fiona Robertson	Training Calendar has been developed and will be operational from August
CLAEP_0062 Provide specific training in digital learning techniques for teachers	✓	30-Jun-2018	Stuart Burns	Range of courses delivered as twilights and half-day sessions. No further training planned.

Code & Title	Status	Due Date	Assigned To	Latest Note
CLAEP_0063 Deliver calendar of school improvement reviews	✓	30-Jun-2018	Victoria Gardiner; Leila Martin	The calendar of review visits for this session has been completed. All reports have been issued to schools to further support their on-going improvement.
CLAEP_0064 Utilise Education Scotland QI trained colleagues as part of review teams. Train further cohort in Education Scotland QI programme. Scotland QI trained colleagues as part of review teams Train further cohort in Education Scotland QI programme	✓	30-Jun-2018	Jim Hammond	Colleagues trained in cohort 1 have populated teams in school reviews during session 2017-18. Training was provided to a further 12 colleagues in March 2018. It is anticipated these colleagues will be used in school review in session 2018-19. Head Teachers who have received and implemented this training have committed to supporting QI training for other HTs and DHTs in session 2018-19
CLAEP_0065 Provide early years settings with training on improvement planning and quality assurance	✓	30-Jun-2018	Julie Jamieson	All Private and Voluntary Early years settings have received an annual Quality Assurance visit to review strengths and areas for development. Settings have been able to use this feedback to consider priorities for their improvement plan. Quality Assurance and Improvement planning continue to be supported by Local Authority staff at termly Private and Voluntary manager meetings. The Local Authority early years team has given some advice and guidance to school nursery settings and would look to extend this further next session.
CLAEP_0066 Embed effective approaches to Curriculum Rationale and Progression Pathways in early years settings	✓	30-Jun-2018	Julie Jamieson	The Early years manager has created an Elearning module to support staff to use Progression Pathways effectively in planning and assessment. A working group have reviewed the modules in order to ensure it is clear and comprehensive. Following a final revision the training modules will be available in August 2018. The Early years team could further develop approaches to Curriculum Rationale within school nursery settings next session.
CLAEP_0067 Regular monitoring of teaching staffing position	✓	31-Aug-2018	Kim Walker	Primary staffing exercise complete. Cluster HT coordinators actively involved in process.
CLAEP_0068 Further development 'grow our own' approach to teacher training	✓	31-Aug-2018	Kim Walker	2 candidates enrolled in DLITE primary programme with Aberdeen University and 2 students on Learn to Teach primary programme with Dundee University. All are Angus Council employees. Adverts sent out June for recruitment to next cohort starting in January 19. Now to include Angus residents in addition to employees.
CLAEP_0069 Prepare for workforce development in the early years	✓	31-Aug-2018	Julie Jamieson	The work stream has continued to prepare for workforce development in Early Years. A group of Angus Council employees have been accepted to undertake training provided by Dundee and Angus College with a view to being qualified to undertake a position in Early years by August 2020. A number of Angus Council employees who currently hold a suitable qualification will also be offered the opportunity to undertake work placements in Early Years. Recruitment has been carried out for another cohort of Modern Apprentices which will start in August. A briefing session for Local Authority staff was held this week to share the current plans for workforce development. Briefing sessions will also be provided for Private and Voluntary managers in the last week of June.

Section 2: Angus Annual Education Plan 1st September 2018 – 31st August 2019

What's next?

2.1 Genesis of our Plan

This section outlines our main improvement activity for 1st September 2018 to 31st August 2019. It does not outline all of our activity but highlights those areas where we have identified the need to improve based on our self-evaluation. This has been achieved through a 'bottom-up' approach from scrutiny of individual school improvement plans and a 'top-down' analysis of national, regional and local requirements and priorities. The planning landscape is complex. Some identified priorities are being taken forward on a regional basis and are therefore reflected in Tayside integrated children's services or educational regional improvement collaborative plans. What is detailed in Angus' Annual Education Plan is the improvement work we are taking forward on a single authority basis.

Following the recent Council review of management structures, as of the 1st April 2018 the schools and learning service now encompasses early learning, school education and lifelong learning as well as school support services, school estate and additional support needs provision. Early important work has taken place to ensure that the service is clear about our collective vision and agreement reached about how we will go about our work together. We are clear about what we aim to achieve:

- **Excellent Schools**
- **Strong Families**
- **Healthy Communities**

These priorities help us to determine our shared purpose: to embed a language and love of learning that enhances life chances for all.

We recognise that enhancing life chances across the range of people we work with does not look the same in every part of Angus, for every individual, family or community. We also know that we need to make the best use of the resources that we have available to us. It is important that we continue to develop our relationships with children, young people, parents, families, school staff and partners to bridge the gap between needs, wishes, wants and expectations and what professional knowledge, skills, experience and judgement suggests. Our commitments as a schools and learning team are to work in a way that:

1. Understands the point of view of those we work with through an approach we will describe as 'know me, know my journey'
2. Uses 'The Angus Way' (appendix 1) as our guide to promote effective learning
3. Helps people find their individual solution from many solutions

2.2 School Improvement Plans

Individual schools produce a school improvement plan every session. This highlights their planned improvement activity for the session and is produced in consultation with stakeholders. Every year schools also produce a standards and quality report. The schools and learning team supports the development of both of these documents and evaluates them for themes. The three main priority themes arising from individual school improvement plans are:

1. Evidence based approaches to improve learning and teaching
2. Family engagement
3. Improving attainment in writing

2.3 Priority Regional Improvement Collaborative Work

Improvement work is already planned and underway on a regional basis on topics including:

1. Learning and teaching – with a particular focus on feedback
2. Numeracy
3. School improvement Systems
4. School leadership development
5. Curriculum leadership
6. Building capacity in using effective use of research and evidence
7. Substance misuse curriculum guidance
8. Development of a mental health strategy
9. Early years interventions
10. Interventions relating to supporting vulnerable groups
11. Approaches to protecting children

Collaboration is also underway on the topics of literacy, digital learning and developing the young workforce to identify any possible benefits from joint working.

2.4 Angus Educational Improvement Priorities

This section sets out our Angus Annual Education Plan for school session 2018/19.

1. Learning & Teaching

Core Improvement Activity 1	Tasks	Managed by	Assigned to	Timescale
Relentless focus on improving learning & teaching in Angus Schools NIF drivers: Teacher professionalism Assessment of children's progress Parental engagement ICSP Link: Priority 2 Learning & Attainment	Implement Angus literacy plan in conjunction with adult literacy plan as defined in CLD plan	V Gardiner	S Brown T Ryan	April 2019
	Implement RAISE (science) programme year 2	C Lyon	M Richards	April 2019
	Review and extend assessment and moderation practice in literacy and numeracy	L Martin	C Lyon S Brown	October 2018/ April 2019
	Further develop family learning offer in conjunction with CLD Plan	K McIntosh	T Ryan	June 2019
	Further outdoor learning through training and guidance with a particular focus on effective pedagogy in early level	J Jamieson	S Lock	April 2019
	Ensure rigorous attainment monitoring and the effective implementation of associated action plans	P Stephen	Service Leaders	August 2019
	Review monitoring and practice arrangements for teachers' professional review and development	J Hammond	L Martin	February 2019
Review practices in light of national developments in education governance such as the Head Teachers' Charter	P Stephen	Service Leaders Head Teachers	July 2019	

2. Learning Environments

Core Improvement Activity 2	Tasks	Managed by	Assigned to	Timescale
Enhance learning environments by delivering Angus Schools for the Future Strategy	Creative conversation to take place across Monifieth cluster	VJ Smith	E Hughes B Reader	TBC –
	Creative conversation to take place across Montrose cluster	K McIntosh	E Hughes B Reader	TBC –
	Creative conversation to take place about Arbroath secondary provision	A Osborne	E Hughes B Reader	TBC –
NIF Drivers: School improvement Parental engagement				
ICSP Link: Collaborative estates planning				

3. Early Learning And Child Care

Core Improvement Activity 3	Tasks	Managed by	Assigned to	Timescale
Implement plans to achieve Early Learning and Child Care Requirements in preparation for 2020	Plan and implement all workstreams of the Angus Early Years Expansion programme in line with the contents of the Angus Early Years Blueprint for Expansion and the expansion programme plan	VJ Smith	J Aitchison	August 2020
NIF Drivers: Assessment of children's progress Parental engagement School improvement Performance information School improvement	Consider the contents of the National Quality Standard for Early Years and align the Early Years service accordingly	VJ Smith	J Jamieson	March 2019
ICSP Link: Priority 1 Early Years				

4. Post-School Transition

Core Improvement Activity 4	Tasks	Managed by	Assigned to	Timescale
Develop approaches to support an effective transition for young people on leaving school NIF Drivers: School improvement Assessment of children's progress Performance information ICSP Link: Priority 2 Learning & Attainment	Work in collaboration with D&A College to develop a strategic partnership agreement which ensures a variety of learning pathways in the senior phase.	K McIntosh	J Morris	June 2019
	Develop the use of the Careers Education Standard and the new SDS profiling tool in secondary schools	J Morris	A Fraser	June 2019
	Evaluate how all secondary schools are working to meet the DYW agenda	J Morris	A Fraser	June 2019
	Evaluate year two of the Angus Works Programme and further develop the programme for session 2019-2020	K McIntosh	A Fraser	August 2018/June 2019
	Work with SDS to improve the use of the 16+ data hub in all secondary schools	A Fraser	L Gilfillan	December 2018
	Review and revise transition guidance (3-18)	A Osborne	F Robertson	December 2018

5. School Improvement

Core Improvement Activity 5	Tasks	Managed by	Assigned to	Timescale
Build collaborative expertise within and across schools NIF Drivers: School improvement School leadership Teachers' professionalism Performance information Parental engagement ICSP Link: Priority 2 Learning & Attainment	Develop new approaches to collaborative school improvement	J Hammond	L Martin	June 2019
	Develop and embed the use of Practitioner Enquiry to support CLPL and inform school improvement	A Osborne	M Rice	June 2019
	Develop more effective use of data	L Martin	J Morris	April 2019
	Explore alternative staffing models	J Hammond	J Morris K Walker	January 2019
	Establish and monitor new self-sustaining networks	J Hammond	L Martin V Gardiner	June 2019
	Develop ASN staff competence and confidence through the implementation of learning and development strategy	A Osborne	S Preston	June 2019
	Support schools to develop effective approaches to parental engagement	K McIntosh	D Rennie S Breen	June 2019

6. Health And Wellbeing

Core Improvement Activity 6	Tasks	Managed by	Assigned to	Timescale
Improve policy and practice in relation to health and wellbeing NIF Drivers: Assessment of children's progress Performance information Parental engagement School leadership School improvement ICSP Link: Priority 3 Mental Health & Wellbeing Priority 4 Vulnerable groups	Review and revise anti-bullying policy	A Osborne	F Robertson	January 2019
	Develop a collaborative approach to support educational engagement of looked after young people in residential care	A Osborne	M Rice	June 2019
	Promote physical activity as a core priority for all	A Garnett	S Cranston	April 2019
	Evaluate actions undertaken at system and school level to mitigate the impact of child poverty and reduce the cost of the school day	P Stephen	Head Teachers Service Leaders	July 2019
	Provide support to schools to improve the quality of individual pupil chronologies	A Osborne	F Robertson	April 2019

2.5 Summary

This report and plan summarises progress and next steps for the entire schools and learning service. It is important to note that well-embedded approaches to self-evaluation exist across schools to assess progress and develop individual plans to reflect needs. There is an opportunity for this good practice to enhance self-evaluation for continuous improvement across the service. Developing the Angus Annual Education Plan relies on an analysis of many different sources of evidence and a consideration of local, regional and national requirements. Some of this involves horizon scanning to anticipate future demands. As such, it is likely that aspects of this plan may evolve in line with regional and national developments.

Arrangements for speaking with and listening to stakeholders are also well-established. The Angus Schools Partnership, a group of Head Teachers representing our school leaders are actively involved in shaping and informing plans. Their role will grow this session as we consider necessary changes to practice as a result of developing national expectations in relation to Head Teacher empowerment and regional collaboration. Engagement with Angus' teachers continues through our very good collegiate practices with the Teachers' Panel – our trade union representatives, with all relevant changes to practice negotiated formally through our Angus Joint Negotiating Committee for Teachers. Regular arrangements for consulting with parent council chairs will also continue as a forum for sharing information and discussing and debating new ideas. Specific proposals for altering service delivery will continue to be shared with clear opportunities for feedback. This session we also plan to conduct an 'education tour' that provides a forum to consult with young people around how we can collectively improve their engagement with education.

Finally, as we endeavour to achieve our vision of excellent schools, healthy families and strong communities, we need to further consider our approaches to meaningful consultation and engagement with our children and young people, their families and our colleagues who provide services. We aim to improve the clarity around our communication by ensuring we explain our intentions well – whether we are communicating in order to inform, engage or consult. Improving educational outcomes is about improving the whole system and we look forward to another year ahead working in partnership with all those enthusiastic about the impact we can make together in improving outcomes for all.

Appendices: The Angus Way

