

Angus Annual Education Plan

1 September 2017 – 31 August 2018



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List of Abbreviations:

AAEP	Angus Annual Education Plan
DIP	Directorate Improvement Plan
ICSP	Integrated Children's Services Plan
CFE	Curriculum for Excellence
SIMD	Scottish Index of Multiple Deprivation
VC	Virtual Comparator
QI	Quality Improvement
QIO	Quality Improvement Officer
SLSO	Schools & Learning Support Officer
ASN	Additional Support Needs
NIF	National Improvement Framework
CLR	Children & Learning Review
SSR	Supported School Review

Introduction by the Chief Education Officer

The Standards in Scotland's Schools Act (2000, amended 2016) requires Scottish local authorities to prepare and publish an Annual Education Plan and Report. This document is the first Angus Annual Education Plan (AAEP) in response to this updated legislation. The plan covers the period of 1st September 2017 to 31st August 2018. A report on the progress made with regards to this plan will be published in August 2018.

Importantly, this AAEP was prepared in conjunction with the self-evaluation of Angus' 51 primary schools and 8 secondary schools and in full consideration of the priorities already set out in the Children and Learning Directorate Improvement Plan (2016/19) and the Tayside Integrated Children Service's Plan (2017). Our improvement actions reflect our responsibility to the provision of an educational experience that contributes to Angus Council's commitment to children and young people; to help them grow safely and happily.

The AAEP sets out the improvement actions we plan to undertake over school session 2017/18. The AAEP also outlines the actions we plan to take in order to meet the requirements of the National Improvement Framework for Scottish education. It also sets out the educational benefits we believe will result from our collective efforts and actions. These actions will be delivered with a view to reducing inequalities of outcome experienced by children and young people as a result of socio-economic disadvantage. The AAEP highlights our plans for engagement with our stakeholders in the consideration of key strategic decisions and includes our strategy for parental involvement.

Section 1 of this Plan sets out our improvement activity for the session ahead. Section 2 highlights how we will evaluate our progress. The appendices describe our context for improvement and illustrate our progress so far. In summary, this plan highlights what we are continuing to do to improve the learning experience for our children and young people; how we will ensure our children are treated fairly within a system that values teachers and school staff, and is well led with robust systems for monitoring progress and targeting interventions. This plan is for all of our children and young people in Angus.

Pauline Stephen

Head of Schools and Learning

Section 1: Our Context for Improvement

This section outlines our main improvement activity for 1st September 2017 to 31st August 2018. It does not outline all our activity but highlights those areas where we have identified the need to improve based on our collaborative self-evaluation.

Improvement Theme 1: Learning, Teaching & Curriculum

Our aim: To improve the quality of learning and teaching to raise attainment and achievement.

Each school has a rationale for their curriculum that explains what they want for their children and what they are going to do to achieve it. Teachers know what effective learning and teaching looks like and consistently deliver high quality learning experiences.

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Relentless focus on improving learning & teaching in Angus Schools	Implement Learning & Teaching Policy, 'The Angus Way' (appendix 2)	Head of Schools and Learning	Head Teachers	Learning and teaching progress evident in school quality and standards reports	Aug 2018
	Support implementation of Visible Learning in self-selected schools	Service Manager (Primary)	QIO (Primary)	Cohort 1 schools complete year 2	July 2018
				Cohort 2 schools complete year 1	July 2018
Identify cohort 3	March 2018				
Improve mathematics and numeracy learning and teaching	Delivery of Schools & Learning programme of numeracy improvement	QIO (Primary)	SLSO (numeracy)	Monitoring numeracy achievement at CFE levels and in Senior Phase	Aug 2018
Aug 2018					

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
	Improve English and literacy learning and teaching: Delivery of Schools & Learning programme of literacy improvement	QIO (Secondary)	SLSO (literacy)		Aug 2018
	Implement the Early Reading Toolkit in selected school early year settings.	Service Manager (Early Years)	PT Early Years		Aug 2018
	Extend project with Speech & Language therapy to support early language development	Service Manager (Early Years)	PT Early Years		Aug 2018
	Improve Health & Wellbeing learning and teaching: Delivery of Schools & Learning programme of health and wellbeing improvement	Principal Officer (Additional Support Needs)	SLSO (Health & Wellbeing)	Use of National Benchmarks (HWB) to evidence learner progress and support teacher professional judgement	May 2018
	Improve creativity and innovation skill development: Delivery of the Schools & Learning programme of creativity and innovation in STEM	Service Manager (Primary)	SLSOs (Numeracy & Creative Learning)	Influence the number of Angus' young people choosing a career in the STEM subjects	Event evaluation
	Pilot Angus 'GamesCon'	Pilot Angus 'GamesCon'	SLSO (Digital Learning)	Event evaluation	Aug 2018
Further enhance the Secondary Senior Phase to offer flexible learning pathways	Dundee & Angus College and Skills Development Scotland to develop senior phase offer Support individual school curriculum planning Evaluate year one of Future Skills College	Service Manager (Secondary)	QIO (Secondary)	All secondary schools have comprehensive and flexible curriculum plan in place	Feb 2018
	Evaluate year 1 Angus Works Extend Angus Works	Service Manager (Secondary)	QIO (Secondary)	Complete evaluation Enhanced offer in place	Oct 2017 July 2018
Support delivery of Careers Education Standards	Support individual school and cluster curriculum planning Develop profiling system focused on skills and career aspirations	QIO (Secondary)	SLSO (employability & skills)	Evident in all secondary schools curriculum planning Evident in the majority of primary schools curriculum planning	Feb 2018 May 2018

Improvement Theme 2: Partnership & Involvement

Our aim: To improve the culture and ethos of our schools by focusing on the importance of relationships and encouraging collaborative practices.

Engagement with children and young people is meaningful and informs school and broader service improvements and partnership with families is embedded in the life of our schools. Staff trust each other and collaborate to improve outcomes.

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Introduce digital approaches to family learning and engagement	Develop Angus Council package of family learning focused on Literacy, Numeracy, Health and Wellbeing	Service Manager (Secondary)	SLSO (digital learning)	Health & Wellbeing package established	Oct 2017
			SLSO (numeracy)	Numeracy package established	Feb 2018
			SLSO (health & wellbeing) SLSO (literacy) Child Protection Officer	Literacy package established	May 2018
Consultation in relation to School Investment Strategy with children, young people, families and partners	Conclude consultation on shared campus for Hayshead and St Thomas Primary Schools	Head of Corporate Quality & Performance	Service Manager (Performance)	Present findings to Children and Learning committee for decision-making	Nov 2017
	Prepare proposals for consultation relating to the School Investment Strategy	Head of Corporate Quality & Performance	Service Manager (Performance)	Present findings to Children and Learning committee for decision-making	Sept 2017
Improve parental involvement in school improvement planning and school based interventions	Extend Scottish Parent Teacher council (SPTC) project with specific schools	Service Manager – Primary	SLSO (Creative Learning)	Increase number of participating schools	June 2018
	Create resource for school use at parents' events	Service Manager (Primary)	SLSOs (Health & Wellbeing & Creative Learning)	Assess school to family relationships through an evaluation of the Angus Deal	Aug 2018
Improve communication with families of children with additional support needs	Establish regular Additional Support Needs (ASN) Parent Service Manager (Additional Support Needs)	Forum in each locality or cluster Service Manager (Additional Support Needs)	SLSO (ASN)	Establish operational ASN parent forums Evaluation of impact on parental involvement	June 2018
Improve teacher collaborative practices	Embed effective curriculum advisory group collaborative working	Service Manager (Secondary)	QIO (Secondary)	Centrally agreed timetable and agendas Focused plans on planning, moderation and assessment in the Broad General Education	June 2018
	Establish Angus School Partnership for Primary School Leaders	Service Manager (Primary)	QIO (Primary)	Increased collaboration between primary schools	June 2018

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Evaluate changes to the secondary school week and Angus Extra	Conduct 'first impressions' review of the configuration of the secondary school week	Head of Schools and Learning	Secondary Manager (Secondary)	Seek & report on young people, parent, staff and partners first impressions on the configuration of the 33 period week	Jan 2018
	Evaluate year one of the 33 period week model	Head of Schools and Learning	Secondary Manager (Secondary)	Seek & report on young people, parent, staff and partners views on the configuration of the 33 period week	Aug 2018
				Seek & report on young people, parent, staff and partners views on the outcomes of the 33 period week	Aug 2018
	Evaluate attendance and engagement in Angus Extra activities	Head of Schools and Learning	Secondary Manager (Secondary)	Report on activity take up and engagement	Aug 2018
Conduct thematic review of provision of personalised support	Principal Officer (ASN)	SLSOs (Health & Wellbeing & Creative Learning)	Complete analysis of effectiveness of personalised support including PCS support and connections with restorative & nurture work	June 2018	
Improve young people's engagement in strategic issues	Conduct youth consultation event to identify strategic areas of focus and agree engagement methodology	Service Manager (Additional Support Needs)	SLSOs (Health & Wellbeing & Creative Learning)	Youth engagement in event from each school cluster Plan of engagement established Plan for celebration of 2018, Year of the Young Person	Oct 2017
	Establish a virtual 'youth forum'	Service Manager (Additional Support Needs)	SLSOs (Health & Wellbeing & Creative Learning)	Electronic forum for youth engagement established	Nov 2017
				Evaluation of social media metrics	Aug 2018
	Engage with colleagues in community learning and engagement to ensure a cohesive approach to youth engagement	Service Manager (Additional Support Needs)	SLSOs (Health & Wellbeing & Creative Learning)	CLD involvement in youth engagement event	Oct 2017
Scope digital solution for children's engagement in child's plan meeting	Service Manager (Additional Support Needs)	Principal Planning Officer	Digital engagement tool identified and piloted	Aug 2018	

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Improve school-based interventions in relation to specific barriers to learning	Relaunch dyslexia assessment and intervention processes	Service Manager (Additional Support Needs)	Depute Principal Educational Psychologist	Processes established at individual school level	June 2018
	Utilise pupil voice to complete guidance in grief, loss and bereavement and launch guidance	Service Manager (Additional Support Needs)	Depute Principal Educational Psychologist	Complete comprehensive guidance Input to school leaders on managing issues in relation to grief, loss and bereavement	Sept 2017 Nov 2017
	Contribute to the development of Tayside mental health strategy	Head of Schools and Learning	Service Manager (Additional Support Needs)	Tayside strategy reflects the needs of Angus' children and young people	July 2018
	Revise Angus procedures in relation to national guidance: Included, Engaged & Involved Part 2 and revise attendance default guidance	Service Manager (Additional Support Needs)	Principal Officer (ASN)	Refreshed guidance produced and shared with school leaders	Jan 2018
	Implement aspects of the Angus Autism Strategy to build capacity in Autism skills and awareness	Service Manager (Additional Support Needs)	SLSO (ASN)	Maintain Autism postgraduate training programme Build identified Autism specialist capacity in each locality Develop approach to creating autism friendly environments	July 2018
	Produce AJNCT agreement in relation to incidents of violence and aggression and improve reporting system	Service Managers (ASN & Performance)	Principal Officer (ASN)	Digitalised reporting system in place Complete AJNCT agreement endorsed by management and union sides	Oct 2017 Oct 2017
	Ensure compliance with adjustments with GIRFEC and named person requirements	Refresh local GIRFEC guidance	Service Manager (ASN)	Principal Officer (ASN)	Complete guidance review and shared with all school leaders and named persons in secondary schools
	Roll out of SEEMIS wellbeing application	Service Manager (ASN)	Principal Officer (ASN)	Roll out to all schools	June 2018

Improvement Theme 3: Data and Assessment

Our aim: To use data effectively to improve individual and systemic outcomes.

Teachers know how to measure the impact of their teaching and make reliable judgements about the learning progress of children. The use of standardised assessment is carefully planned and well-understood and is seen as complementary to teacher professional judgement. Assessment strategies in each school outline why, what and how they assess and how this is shared

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Ensure school tracking & monitoring systems are fit for purpose	Evaluate Broad General Education tracking and monitoring system in secondary schools	Service Managers (Primary & Secondary)	QIOs (Primary & Secondary)	Secondary evaluation informs primary development	Nov 2017
	Primary school leader data group joint work with secondary representatives identifies best practice cluster tracking and monitoring system	Service Managers (Primary & Secondary)	QIOs (Primary & Secondary)	System shared with all school leaders Each school cluster has agreed system	Nov 2017 Feb 2018
	Assess how well tracking and monitoring is aligned to an understanding of SIMD and informs targeted interventions	Service Managers (Primary & Secondary)	QIOs (Primary & Secondary)	Review as part of QIO quality assurance visits and SSRs/CLRs Report on how well schools are implementing 'Assess, Intervene & Evaluate' aspect of 'The Angus Way'	June 2018 Aug 2018
	Provide primary schools with comparison data packs	Service Manager (Primary)	QIO (Primary)	Evidence of effective use of data packs evident in individual school QI processes	Sept 2017
Improve secondary attainment monitoring	Focus on school exit measure evaluation	Head of Schools and Learning	Service Manager (Quality)	Reviewed reporting move to school leaver reporting	Aug 2018
	Individual school Insight use is improved and more forensic in nature - Provision of support from national Insight team	Service manager (Secondary)	QIOs (Secondary)	Each secondary school can demonstrate clear evidence of use of Insight data to support improvement planning.	March 2018
	Involve primary school leaders in focused reviews of secondary attainment	Service manager (Secondary)	QIOs (Secondary)	Primary School Leaders have better understanding of cluster secondary attainment	Oct 2017

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Improve reporting arrangements to young people and their families	Provide advice about Angus-wide core principles of reporting	Service Manager (Secondary)	QIOs (primary & Secondary)	Advice in use by schools as stimulus for discussion with their communities	Dec 2017
	Support schools to agree reporting systems with their communities	Service Manager (Secondary)	QIOs (primary & Secondary)	Each school has a reporting plan agreed with their community	June 2018
Effective implementation of Scottish Standardised Assessments	Agree assessment windows in Angus (and possibly Tayside)	Service Manager (Primary)	QIO (Primary)	Assessment windows are established and known and adhered to by all schools	Sept 2017
	Provide phase 1 training for teachers of P1, P4, P7 and S3	Service Manager (Primary)	QIO (Primary)	Teacher attendance at and evaluation of training	Oct 2017
	Provide phase 2 training for school leaders	Service Manager (Primary)	QIO (Primary)	School leader attendance at training	Jan 2018

Improvement Theme 4: System Development

Our aim: To embed support and challenge in systems for improving our schools.

We invest in our staff group to enhance the service that we deliver. We actively talent spot and provide professional learning opportunities to build the capacity of our team. A focus on leadership impacts on improved outcomes for children and young people. Our processes are streamlined and digital by default.

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Build capacity in the three step model to improvement	Encourage school leader engagement in the Scottish Improvement Leader training	Service Manager (Early Years)	Early Years Collaborative Programme Manager	Regular Angus participation in training	June 2018
Improve leadership, teacher and support staff development	Maintain delivery of Into Leadership programme	Service Managers (Primary, Secondary & ASN)	SLSO (Workforce Development)	Regular attendance at modules of Into Leadership	June 2018

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
	Develop middle leadership programme	Service Managers (Primary, Secondary & ASN)	SLSO (Workforce Development)	New DHTs and PTs participate in mandatory elements of middle leadership programme	Oct 2017
	Include mentoring approach to middle leadership programme	Service Managers (Primary & Secondary)	SLSO (Workforce Development)	Refreshed programme in place	Oct 2017
	Include refreshed support about personnel and financial matters in leadership programme	Service Managers (Primary & Secondary)	SLSO (Workforce Development)	Refreshed programme in place	Dec 2017
	Embed new HT induction programme	Service Managers (Primary & Secondary)	SLSO (Workforce Development)	All new HTs participate in the programme	Oct 2017
	Encourage involvement in national leadership opportunities including SCEL programmes	Service Managers (Primary & Secondary)	SLSO (Workforce Development)	Individuals identified and attend	June 2018
	Develop comprehensive training programme for school support staff	Service Manager (Additional Support Needs)	Principal Officer (ASN)	Training programme in place Take up monitored Module evaluation undertaken	June 2018
	Provide specific training in digital learning techniques for teachers	Service Manager (Primary)	SLSO (digital learning)	Training programme in place Take up monitored Module evaluation undertaken	June 2018

Improvement Activity	Tasks	Managed by	Assigned to	Measure	Timescale
Ensure effective school/early year provider improvement support and challenge	Deliver calendar of school improvement reviews	Head of Schools and Learning	QIO team	Completed CLRs in identified secondary schools Completed SSRs in identified primary schools Completed Cluster review in transition in one school cluster Targeted school improvement activity in identified schools	June 2018 June 2018 June 2018 June 2018
	Utilise Education Scotland QI trained colleagues as part of review teams Train further cohort in Education Scotland QI programme	Head of Schools and Learning	QIO team	QI cohort 1 colleagues included in every school review 12 further colleagues trained in QI programme	June 2018 Sept 2017
	Provide early years settings with training on improvement planning and quality assurance.	Service Manager (early Years)	PT Early Years	Improved self-evaluation processes in early years settings	June 2018
	Embed effective approaches to Curriculum Rationale and Progression Pathways in early years settings	Service Manager (early Years)	PT Early Years	Improved curriculum rationales in early years settings	June 2018
	Regular monitoring of teacher staffing position	Head of Schools and Learning	Service Managers (Primary, Secondary & ASN)	Monthly analysis completed, specific issues identified and followed up	Aug 2018
Ensure effective staff recruitment and retention	Further development 'grow our own' approached to teacher training	Service Managers (Primary & Secondary)	SLSO (Workforce Development) Participate in year 2 DLITE primary teacher training programme at Aberdeen University Participate in year 2 'Learn to Teach' primary teacher training programme at Dundee University Participate in year 1 DLITE secondary teacher training programme at Dundee University Engage in Routes into Teaching programme at Dundee University	Aug 2018	
	Prepare for workforce development in the early years	Service Manager (Early Years)	PT Early Years	Workforce strategy operational	Aug 2018

Section 2

Scrutiny, Consultation & Outcomes

Like School Improvement Plans, it is envisaged that the AAEP will be a working document. Our improvement themes will constitute our shared agenda for head teacher meetings and engagement with partners:

1. Learning, Teaching and Assessment
2. Partnership and Involvement
3. Data and Assessment
4. System Development

It is through these shared improvement themes that we will identify how well we are reducing inequalities of outcomes and addressing the NIF priorities.

Our progress in these areas will be subject to ongoing scrutiny at Children and Learning Committee. A full report on our progress will be presented to Committee in August 2018. A mid-session report will be brought to Committee in January 2018.

From the actions outlined in section 3 we expect the actions to lead to improvements in outcomes for children and young people. We expect the benefits of our efforts to include improved attendance and engagement in school leading to better attainment and increased health and wellbeing. How well we are achieving this will be assessed through the following measures:

- Attendance at school
- Post-school positive destinations
- Post-school participation measure for 16-25 year olds
- Senior phase performance at all SIMD levels
- Achievement of CFE levels performance in primary schools for numeracy and literacy
- Moderation of teacher professional judgement of CFE levels in numeracy and literacy
- Targeted support for children experiencing disadvantage
- Staying on rates in secondary schools
- School inspections rated good or better for leadership of change
- School inspections rated good or better for learning, teaching and assessment
- School inspections rated good or better for raising attainment and achievement
- All teachers undertaking an annual professional development and review
- All teachers within annual cohort having professional learning signed off by GTCS
- All Head Teachers continuing to meet the Standard for Leadership and Management
- Schools working with partners to develop family learning programmes
- Schools who report positive findings in school self-evaluation on raising attainment and achievement and progress with the priorities set out in the National Improvement Framework.
- Increased parental involvement in school improvement planning and implementation.

Appendix 1: Our Context for Improvement

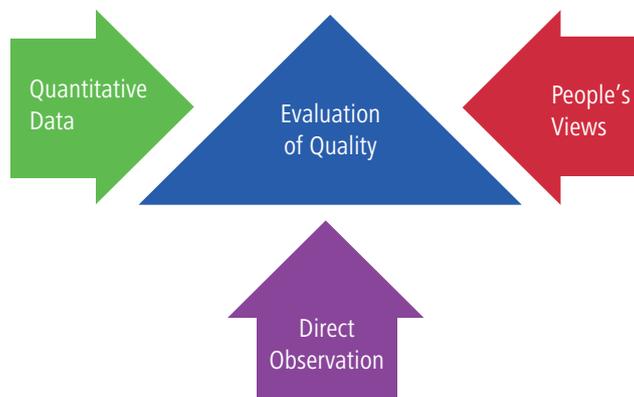
Individual School Self-Evaluation

All Angus schools have established systems for ongoing self-evaluation. These systems ensure that school staff know their school well through effective self-evaluation (looking inwards), learn from what happens elsewhere to challenge their own thinking (looking outwards) and explore what the future might hold (looking forwards). Schools use the documents *How Good Is Our School?* (4th edition) and *How Good is Our Early Learning and Child Care* to provide the framework for this process.

This allows schools to analyse their work to know:

- How are we doing?
- How do we know?
- What are we going to do now?

Schools triangulate the data they gather through the established process illustrated



Quantitative Data

Schools collect a wide range of quantitative data including information about attainment, achievement and attendance. Staff understand this data and analyse it to identify emerging issues and plan for specific interventions.

People's Views

Staff, children and young people, parents/carers, partners and other stakeholders have regular opportunities to share their views about the school.

Direct Observation

Direct observations of practice take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences.

Improvement Planning

This process of self-evaluation supports schools to develop their annual school improvement plan (SIP). Angus schools work hard to ensure that they are clear about the intended impact of their planned actions as this will help them to know how well they have achieved what they set out to do. Schools endeavour to prioritise a small number of actions in order that these are achievable in the time available across the school session for improvement activity. Schools may be at the early stage of exploring an improvement activity,

are embedding it or are in the final stages of evaluating how well they have done. Angus schools write their SIP in whatever format best suits their context and needs but the expectation is that these will be short, clear, and concise and easily readable. Every school publishes an annual standards and quality report that states how well they have achieved their improvement actions. These reports along with the self-evaluation cycle help inform the content of the AAEP. The summary in appendix 1 outlines the annual self-evaluation cycle for schools and the education authority.

Angus Education Authority engages in a number of approaches with schools to support and scrutinise improvement activity. These approaches are outlined in our Support and Challenge Guidance for schools and include informal and more formal mechanisms to ensure Angus schools are meeting their legislative duties:

"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential", and;

"...to secure improvement in the quality of school education ... with a view to raising standards of education."

National Drivers

A number of national policy drivers continue to inform the work of Angus Schools: Curriculum for Excellence; Developing the Young Workforce; Getting it Right for Every Child; The Scottish Attainment Challenge. School staff are knowledgeable about these overarching policies and they influence all aspects of school life.

In December 2016, the second National Improvement Framework (NIF) for Scottish Education was published. The AAEP demonstrates Angus Council's commitment to the four strategic priorities of the NIF:

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

In April 2017, the Scottish Government made available a sum of money direct to Scottish schools as part of the national initiative to improve attainment and close the poverty-related attainment gap. This is called the Pupil Equity Fund. Finance has been provided to schools on the basis of free school meals. Angus schools have been awarded a total of £2,113,000. Three Angus schools have received no finance, with the largest award to an Angus school being £159,600. This Pupil Equity Fund will be provided for the next three years.

Individual schools have established action plans for spending this budget that include clear improvement measures. The monitoring of approaches to the use and impact of this finance has been incorporated into quality assurance processes for Angus schools. This is a new area of responsibility for our Head Teachers and Angus Council and we will provide appropriate support and ensure that spend in this area represents best value and ultimately improves outcomes for our children and young people.

The Scottish Government produced a paper called 'Next Steps' in June 2017 in response to their consultation about education governance. The paper outlines some significant changes for the delivery of education in Scotland. As well as committing to the provision of enhanced responsibilities for head teachers, regional improvement collaboratives will be established. Alongside this paper, a further consultation has been launched to seek views on how schools are funded. Clarity about the future of Scottish education is likely to develop over the course of this school session. Angus school leaders and officers will ensure that they are informed about these changes and our approach to leadership development will continue to build the resilience our system needs to adapt to the changing educational landscape.

Local Drivers

On the 1st April 2017 Angus Council published its Integrated Children's Services Plan (ICSP). For the first time this plan was produced in collaboration with Dundee City and Perth and Kinross Councils and NHS Tayside. It represents the vision and plans for improvement activity for children's services across Tayside and has five priorities:

1. Our children will have the best start in life, they will be cared for in nurturing environments and ready to learn

2. Our children, young people and their families will be meaningfully engaged with schools and will develop positive relationships which contribute to an effective learning environment
3. Our children and young people will be physically, mentally and emotionally healthy
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people
5. Our children and young people will be safe and protected from harm at home, school and in the community

In addition, Angus Council's Children and Learning Directorate Improvement Plan (DIP) 2016/19 sets out our actions to deliver on the following three priorities:

1. Raise the achievement and attainment of all our children and young people
2. Provide positive, nurturing and inclusive environments to support learning and development
3. Ensure that our ambitions and our resources are fully aligned

The DIP summarises what success will look like in these areas and sets measurable targets to assess progress. The AAEP does not seek to duplicate any of the actions detailed in either the ICSP or the DIP. The AAEP emphasises the role of our schools in improving service delivery related to these priorities.

Reduced Bureaucracy

Angus schools strive to improve outcomes for our children. They are also committed to doing so in a way that minimises bureaucracy and ensures that the development of systems and processes impact positively on the learning experience. Angus schools are expected to reduce bureaucracy by:

1. The culture and ethos of schools are developed through a focus on streamlining bureaucratic processes and developing collaborative practices which support staff with the successful management of workload. This will be achieved by:
 - Ensuring professional dialogue and consultation takes place in relation to tackling bureaucracy
 - Sharing programmes, systems and processes within and across schools to reduce workload
 - Ensuring that managers listen to the views of staff and make serious attempts to reduce bureaucracy
2. The high quality learning and teaching in Angus schools focuses on progression and is enhanced by effective systems and processes. This will be achieved by:
 - Effective planning and recording of assessment that promotes quality learning and teaching
 - School working time agreements ensure that appropriate time has been allocated to planning, recording of assessment, reporting and school evaluation of improvements in learning and teaching
 - Efficient and streamlined systems for planning, moderation and assessment
3. Ensuring data gathering and analysis processes are manageable, relevant and streamlined. This will be achieved by:
 - Considering that tracking and monitoring requirements are manageable within the 35 hour working week
 - Clear, shared understanding about the expectations around data gathering and analysis
 - Building in planned reviews of systems and processes into the school calendar with a focus of managing workload and tackling bureaucracy.

All Angus Schools are required to have a Teacher Negotiating Consultative Group (Secondary) or School Consultative Group (Primary) to address the actions outlined above. Reducing bureaucracy is an agenda item at Council wide level at our Angus Joint Negotiating Committee for Teachers.

Consultation in the Production of this Plan

Head Teachers engaged in scrutiny of a draft of the AAEP in June 2017. The AAEP was considered in conjunction with school improvement plans which were subject to peer scrutiny. The draft plan was also highlighted at the Angus Joint Negotiating Committee for Teachers in May 2017. The plan will be shared at the Parent Council representatives meeting planned for October 2017.

Strategy for Parental Involvement

All Angus schools attempt to establish a parent council drawn from the wider parent forum. School leaders share developing plans and policies with this group in order to ensure that families are both involved and can influence school improvement. That means that parent councils have a focus on discussing learning, teaching and curriculum as well as administrative and fundraising issues. Some Angus schools have also been working with the Scottish Parent Teacher Council to develop more active approaches to involving families and communities in leading aspects of school improvement. Individual schools are developing and extending approaches to family learning with their community.

At authority level there is an opportunity for parent council representatives to come together twice a year to discuss shared issues and inform education authority plans and strategic direction. In addition specific input and training is offered to parents. We are currently exploring how to enhance this through the use of digital technology. Consultation events for families and communities are also set up when required on specific issues.

Appendix 2 - Our Progress So Far

There are many different ways to assess progress across our schools. In this plan we have evaluated how well we are doing in relation to the NIF priorities.

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 12th June 2017.

Curriculum Component	Early Level – P1	First Level – P2	Second Level – P7
Numeracy	86%	80%	79%
Reading	84%	82%	84%
Writing	81%	77%	79%
Listening & Talking	88%	87%	88%

Whilst the percentage of children achieving a level remains fairly consistent in listening and talking and reading, work is ongoing to address the decline in numeracy achievement from P1 to P7. Schools are also focusing on children’s achievement in writing to raise standards.

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 12th June 2017.

Curriculum Component	Third Level
Numeracy	94%
Reading	96%
Writing	94%
Listening & Talking	96%

The data for S3 suggests that young people are achieving better than national expectations. Work is ongoing in both primary and secondary schools to ensure effective moderation of teacher professional judgement. This is supported by our engagement in national work with Education Scotland to ensure effective moderation of teacher assessment. In December 2017 our CFE data will be published along with the other 31 local authorities and this will provide an opportunity to evaluate our performance on a national basis.

When we look at the achievements of Angus school leavers in relation to literacy and numeracy, our performance is better than both our Virtual Comparators (VC) and the National picture. The following tables illustrate this for national levels 4 and 5.

% 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%

% 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%

When we look at literacy and numeracy separately we can see that there is an established improving trend for both literacy and numeracy. However, there are differences in attainment between literacy and numeracy. The gap is closing at Level 4 but persists at Level 5. We will continue to have a focus on numeracy attainment.

% 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%

% 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%

Priority 2:

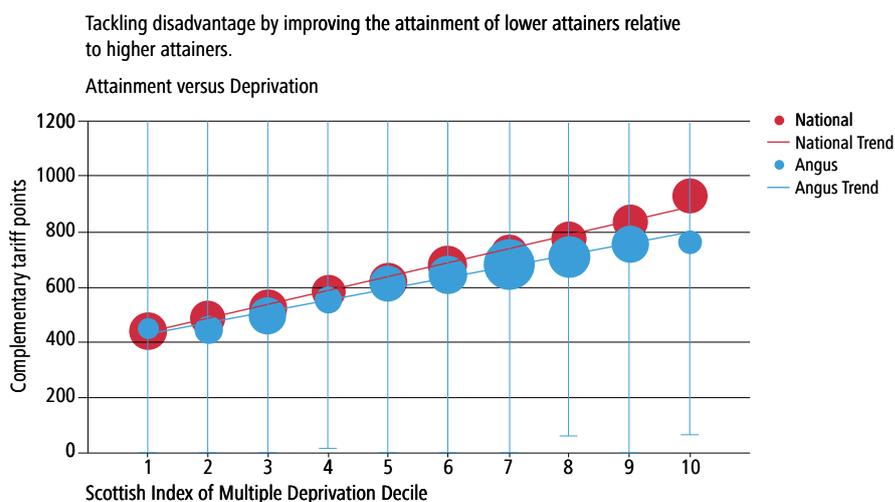
Closing the attainment gap between the most and least disadvantaged children and young people

At the end of S4 our lowest and middle attaining groups are achieving better than their virtual and national comparators. Our schools are clearly working in an inclusive way to reduce the attainment gap for the young people in these cohorts. Our highest attaining 20% are achieving less well than our virtual comparator. We need to continue to work with our schools to review the quality of passes young people are achieving in National Qualifications. Our schools are also reviewing the degree of pace and challenge provided in the Broad General Education to prepare our young people for the demands of the Senior Phase.

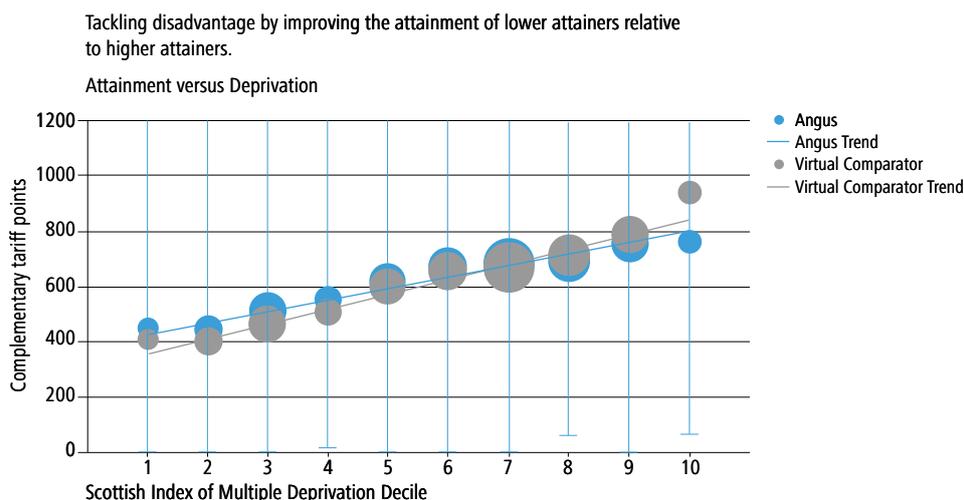
The pattern of achievement for S5 and S6 is similar to that in S4. Our lowest and middle attaining cohorts are attaining better than their virtual and national comparators. For the highest attaining cohort we are doing slightly less well than the virtual comparator and national data. Our schools will continue to give attention to how they are challenging and stretching our most able young people in order to achieve an increased proportion of passes at higher grades.

The following graphs display attainment for Angus compared to our virtual comparator and nationally for school session 2016 to 2017. The data is broken down in to 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 in the top 10% of the most affluent datazones. The size of the circle is an indicator of the number of young people in each decile.

Graph 1



Graph 2



Graph 1 indicates that our schools are supporting our young people to achieve in line with national for decile 1. However, our performance is below national across other deciles particularly for the higher deciles. Graph 2 indicates our schools are supporting our young people to achieve better than VC across the lower deciles. However, as with the comparison with national, our performance is below VC at the highest deciles. Our schools are giving increased attention to developing more diverse learning pathways in the senior phase. These will provide improved opportunities for all our young people to achieve as highly as possible and to further develop skills for learning, life and work.

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 which has enhanced our decision making through the Community Planning Partnership. 7,280 children and young people aged from eight to sixteen years (94% of all children and young people aged 8-16y in Angus) undertook a questionnaire within schools and 604 parents/carers of children from birth to eight years (a statistically representative sample) completed a face to face interview in September 2014. The results of the questionnaires and interviews provided high quality data on the wellbeing of children and young people in Angus.

The information provided by children and their parents 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;
- Improving engagement with school for children aged with 9-16yrs;
- Preventing the early initiation of substance misuse of children aged 12-16 years.

Clusters of schools have been delivering interventions and conducting small tests of change to increase school engagement and support the prevention of substance misuse in partnership with other agencies. 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 took part.

The key aim of this work was to answer the following questions which are based on the learning and engagement theme from QI 2.3 in How Good is Our School? 4:

- How appropriately challenging are learners' experiences?
- How well matched is learning to the needs and interests of children and young people?
- How effectively is digital technology used by children and young people to support and enhance their learning?
- How do children and young people take increasing responsibility as they become more independent in their learning?
- To what extent do children and young people understand the purpose of their learning?

The findings of this work showed the following strengths:

Overall, most children and young people observed are motivated and engaged in their learning. There is a positive atmosphere in schools with good nurturing relationships evident between staff and children and young people. In almost all classes, children and young people are well behaved and show consideration for others. Where children and young people find this challenging, teachers deploy a variety of strategies to ensure positive outcomes for learners.

In a few classes, children and young people are engaged in higher order thinking through more open-ended tasks. They work very well and independently in groups and their work is appropriately challenging. A few children and young people speak confidently about their learning and know their strengths and next steps. In a few classes, learners are given the opportunity to create new knowledge and explore ideas, demonstrating their understanding within certain tasks. These learners also consider mistakes to be a positive part of the learning process.

In the majority of primary classes tasks enable children to explore and investigate their learning. They are often self-directed and in a few classes learners are comfortable in taking risks in their learning.

Formative assessment strategies are used in most classes with learning intentions and success criteria being used in most classes to ensure children and young people understand the purpose of lessons and how learners could be successful. In a few classes, children contributed towards developing success criteria. In a few classes, regular learning conversations take place to highlight where children and young people are progressing well and what they need to do to improve.

In almost all classes, teachers adapt and modify their activities in order to support the needs of individual pupils within their class. In most classes, children articulate their learning well and are able to make

connections with prior learning and identify next steps. In a few classes children work at a brisk pace, whilst being given sufficient time to consider, discuss and make sense of their learning.

In the best examples, children and young people are engaging in appropriately challenging activities, enabling the development of higher order thinking skills. Children and young people can see the purpose behind their learning and make relevant links to skills for learning, life and work.

In almost all schools, targeted support is being provided in adapted spaces supported by teachers and support staff. The leadership teams reported that these targeted supports are impacting positively on the ability of learners to re-engage in their learning.

In most of the schools visited, learners have access to digital technology. In a few classes technology is used effectively to support learning.

In the classes where digital technology is used learners have increased responsibility for their own learning and develop their confidence and make links to real life contexts. Personalisation and choice is encouraged through the use of different technologies. There are a few good examples of digital technology being used to enhance learning within literacy and numeracy.

Where learning with digital technology is most effective and engaging, the activities are well planned, progressive and pupils are challenged in their own thinking and not simply reliant on answers from digital technology.

In a few classes, children and young people are real leaders of learning with digital technology. In one school, digital technology is being used effectively to facilitate family learning opportunities. There is scope to share this further.

In most schools, approaches such as co-operative learning are being used to encourage responsibility and include all learners in the learning process. In a few schools, the learners are able to articulate a variety of strategies they may use when faced with challenge.

In most classes, the purpose of the learning activity is shared and successful outcomes are discussed with learners. Attempts are made in most classes to ensure the learning is relevant and purposeful.

In a few classes, discussions take place to support the learners in recognising the relevance of their learning to life and work, and important connections are made across learning.

In a few classes, the climate is conducive to and allows the children to articulate and use the language of learning appropriate to their age and stage. They can articulate why they are learning and the benefits of their learning.

Points for Action were identified as:

There are too few opportunities for children and young people to collaborate with others, explain their ideas and be more active participants in their learning.

Schools should consider how they support learners to understand progress and next steps, for example by increasing effective plenary discussions.

Too many lessons are teacher led and directed at the whole class. Best practice in encouraging learners to take increasing responsibility for their learning, through exercising choice and engaging in higher order thinking should be shared across schools.

A few young people report that they feel the quality, depth and frequency of learner conversations could be improved to further support and challenge them to meet agreed targets.

Teachers need to continue to develop assessment approaches to inform and plan for differentiated learning. Too many children and young people complete the same work at the same pace. This limits the opportunity for appropriate challenge for most children and young people.

Developing the use of effective questioning to increase learners' engagement and to enable higher order thinking.

Innovative use of learning environments to provide increased opportunities for children and young people to use and apply learning in a range of contexts.

Across the four authorities, there is scope to improve the strategic planning of curricular transition which will allow staff to share rich information about achievement of levels and learner pathways. This will avoid

unnecessary repetition of learning from P7 into S1, and create curriculum pathways that challenge the most able pupils and support others who need additional help to progress.

There are too few opportunities for children and young people to participate regularly in high quality digital learning as part of their everyday tasks and activities.

Increasing the opportunities learners have to collaborate with each other in the effective use of digital technology and use digital learning to nurture individual talent and develop independence in their learning.

In a few examples, poor connectivity hindered learning with digital technology.

The range of opportunities learners have to engage in peer-assisted learning activities which develop an increasing responsibility for their learning.

The use of effective feedback and its impact upon learners' progress.

There is scope to develop consistent and progressive approaches to a shared language of learning within and across clusters to ensure that all children and young people are active participants in their learning. There are too few effective opportunities to share and reflect on learning and skills development with children and young people.

The impact of effectively sharing learning intentions and co-creating success criteria upon the outcomes for learners.

How the learning process offers opportunities for learners to make connections between the learning which takes place within and out with the classroom.

The use of learning environments to encourage learners to take increasing responsibility for their learning, to lead the learning and become increasingly aware of their own progress and development.

There is scope to enable learners to more effectively link the purpose of their learning to prior and subsequent learning, as well as to 'real life' examples of how they could apply their learning. Most children and young people report that conversations about learning take place. However, they also reported that impact was variable in terms of how these conversations identified strengths and focused on targets to improve.

Priority 4:

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

There has been a further improvement in the percentage of our leavers achieving an initial positive destination. This year's percentage is our highest on record. Schools are working closely with partner organisations to identify those at risk of missing out to ensure that personalised transition plans are in place. Staying on in school education beyond S4 can support improved destinations.

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

On leaving school most of our young people enrol in Further or Higher Education. A greater proportion of our young people move on to Further Education than is the case for VC or National. Our schools are also working closely with Dundee and Angus College to support our young people to progress to college courses which build upon their school achievements.

Appendix 4 - The Angus Way

