

Angus Annual Education Report

1 September 2018 – 31 August 2019

Angus Annual Education Plan

1 September 2019 – August 2020



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| | | |
|------------------------|---|---|
| List of Abbreviations: | ELC | Early Learning and Childcare |
| AAEP | Angus Annual Education Plan | |
| AVS | Angus Virtual School - AVS is the local improvement collaborative committed to develop and nurture system leadership in order to improve outcomes for all learners. | BGE Broad General Education |
| ICSP | Integrated Children's Services Plan | CAGs Curriculum Advisory Groups |
| CFE | Curriculum for Excellence | SLT Senior Leadership Team |
| SIMD | Scottish Index of Multiple Deprivation | SPSAs School and Pupil Support Assistants |
| VC | Virtual Comparator | PEF Pupil Equity Fund |
| QI | Quality Indicator | CLPL Career-long Professional Learning |
| QAMSO | Quality Assurance and Moderation Support Officer | CLT Corporate Leadership Team |
| ASN | Additional Support Needs | FAs Foundation Apprenticeships |
| NIF | National Improvement Framework | NQTs Newly Qualified Teachers |
| CLR | Children & Learning Review | SNG Subject Network Group |
| TRIC | Tayside Regional Improvement Collaborative | SLIF School Library Improvement Fund |
| SSR | Supported School Review | CLPL Career-long Professional Learning |
| | | PL Professional Learning |
| | | COSD Cost of the School Day |
| | | PT Principal Teacher |
| | | DHT Depute Head Teachers |
| | | HT Head Teacher |
| | | EYP Early Years Practitioner |

Introduction by the Chief Education Officer

Welcome to our annual Angus Education Report and Plan. We have taken a look back over our progress during last school session and considered where we would like to further improve. It is important that we look broadly at what we have achieved from the improvement in our early learning and childcare provision to the performance of our school leavers. We have responsibilities across a wide learning journey and across a wide variety of need.

Our continued focus has been on enhancing learning – for children, young people, their families and our staff. Our ongoing ask is that we stop using words like ‘academic route’ or ‘vocational learning’ to describe the pathways learners choose to take. Not only does it imply a categorisation of level of importance; it doesn’t accurately describe what we are talking about. As we embed the careers standard across early learning and primary education, we are reminded that our youngsters’ learning journeys start in the early years. Actually earlier than that, which is why we are working with expectant families and developing a parenting strategy. As we work to expand our early learning and childcare provision, we have at the heart of our thinking that effective learning can transform lives and that an approach to lifelong learning will support the development of excellent schools, strong families and healthy communities. We believe that everything is learning.

I am incredibly fortunate to work with an amazing group of colleagues in Angus. The work that they do, around the clock, to ensure that our young people’s experience is as good as it can be, whether that is what is achieved during the school day, through extra-curricular activities and many other elements is unseen by many. We don’t always meet everyone’s expectations, the scale of the challenge can at times overwhelm, but we want the best for our young people, understand our improvement agenda and continue to work hard to make it a reality. This works best where relationships with our partners allows for honest and respectful challenge alongside trust and support.

Thank you for your interest in our work.



Pauline Stephen

Head of Schools and Learning

Section 1:

Angus Annual Education Report

1 September 2018 – 31 August 2019

How well are we doing?

1.1 Early Years

There have been 37 Care Inspectorate inspections of Early Learning and Childcare (ELC) settings in Angus between August 2018 and the end of June 2019. Of these 37 inspections, 18 were inspections of local authority ELC provision. The remaining 19 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.

Gradings from these inspections were positive with 33 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) | 1 | 2 | 2 | 4 |
| Good (4) | 7 | 10 | 7 | 11 |
| Very Good (5) | 22 | 22 | 22 | 17 |
| Excellent (6) | 7 | 3 | 6 | 5 |

This can then be further broken down to show that these grades were allocated as follows..

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 | 1 | 0 | 1 |
| Good (4) | 1 | 3 | 2 | 4 |
| Very Good (5) | 13 | 12 | 13 | 11 |
| Excellent (6) | 4 | 2 | 3 | 2 |

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) | 1 | 1 | 2 | 3 |
| Good (4) | 6 | 7 | 5 | 7 |
| Very Good (5) | 9 | 10 | 9 | 6 |
| Excellent (6) | 3 | 1 | 3 | 3 |

In addition to the above Care Inspectorate inspections, 5 Local authority Early Learning and Childcare settings have been inspected by Education Scotland. The results of these inspections can be viewed within section 1.2.

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.

In preparation for the national expansion of early learning and childcare entitlement to 1140 hours from August 2020, the Angus programme is progressing rapidly. By October 2019, eight construction projects will be completed with a further 16 scheduled for completion between January and July 2020. Proposed changes to staff working arrangements have been developed and will be taken to consultation with trade unions, head teachers and ELC staff by October 2019. The integration of childminders into partnership with the council is continuing and a strategic procurement exercise is being developed for all non-local authority ELC provision, with providers being invited to tender in November 2019. Capital grants have been awarded to 10 private and voluntary providers to support the expansion of their services.

1.2 Education Scotland School Inspections

There have been 4 primary school inspections and one secondary school inspection in Angus in school session 2018/19. The outcomes from the primary and secondary school inspections were positive and reflect our drive towards continuous school improvement within and across the system in Angus. The inspection process validates Angus Schools' sustained focus on high quality learning and teaching as well as developing highly effective approaches to wellbeing and inclusion.

Two models of inspection were undertaken in primary schools in Angus this session. One primary schools experienced the full inspection model and 3 primary schools experienced the short model. Webster's High School engaged with Education Scotland in the full inspection 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 and 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 an 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 |
|----------------------------|--------------|-----------------------------|--|---|---|
| Seaview Primary School | Early Years | Good | Good | Very good | Good |
| | Primary | Good | Good | Very good | Good |
| Webster's High School | Whole School | Good | Good | Very good | Good |

Table 5: Short Inspection Model

| Quality indicator / School | | QI 1.3 Learning, Teaching and Assessment | QI 2.3 Raising attainment & achievement |
|-----------------------------|-------------|--|---|
| Auchterhouse Primary School | Primary | Good | Good |
| Murroes Primary School | Early Years | Very good | Very good |
| | Primary | Very good | Very good |
| Tealing Primary School | Early Years | Satisfactory | Satisfactory |
| | Primary | Satisfactory | Satisfactory |

1.3 Progress against National Improvement Framework (NIF)

This section summarises our progress in relation to the four strategic priorities outlined in the 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.

In terms of school leadership, all our Head Teachers are continuing to meet the Standard for Leadership and Management. This year we have supported the leadership development of our Head Teachers through development sessions led by Angus Virtual School focused on themes such as evaluative writing and data analysis linked to pupil equity fund. Newly appointed and acting head teachers have undertaken a leadership development and induction programme. Evaluations from this have been used to inform the 19/20 programme. The more evaluative focus of Standards and quality reports reflect the positive impact of this professional learning.

In Angus we work hard to enhance teacher professionalism and all of our teachers undertake an annual professional development and review as well as have their professional learning signed off by General Teaching Council Scotland. During session 2018/19 a cohort of twenty Angus practitioners attended training led by Education Scotland staff in assessment and moderation. The equipped practising teachers with the knowledge and skills to become Quality Assurance and Moderation Support Officers (QAMSOs). The majority of QAMSOs have facilitated moderation sessions for colleagues at school or cluster level this year. Three cohort 1 QAMSOs are currently working towards GTCS Professional Recognition for their work in moderation. Development of a QAMSO network across the Tayside Regional Improvement Collaborative will take place in session 2019/20.

>> Case Study

In May, following a successful visit from Sir Ian Wood to Newbigging Primary to see first-hand the impact of the Raising Aspirations in Science Education (RAiSE) programme, The Wood Foundation led filming in two Angus primary schools, Newbigging and Andover, to gather video evidence of this. The science/STEM curriculum development in each setting is being led by an enthusiastic and motivated practitioner who, having completed the Science Leadership Course delivered by the Primary Science Development Officer, has taken forward a bespoke action plan dedicated to the improvement of science/STEM learning.

Interviews from the practitioners leading the developments, their colleagues, the supportive senior leadership teams and the learners themselves, together with footage of children engaging in science and STEM learning, these films will demonstrate how the programme is raising aspirations of our young people, building the confidence of Angus practitioners and how this links to the wider agenda of STEM skills and Developing the Young Workforce.

Once published (due August) the films will provide national recognition for another two excellent Angus practitioners leading the way in STEM.



Priority1: 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 10th June 2019.

Table 6: Primary CFE achievement

| Curriculum Component | Early Level 2018 | Early Level 2019 | First Level 2018 | First Level 2019 | Second Level 2018 | Second Level 2019 |
|----------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|
| Numeracy | 87% | 85% | 79% | 79% | 84% | 79% |
| Reading | 86% | 83% | 82% | 81% | 85% | 84% |
| Writing | 84% | 81% | 76% | 75% | 82% | 78% |
| Listening & Talking | 88% | 86% | 87% | 88% | 89% | 87% |

The AVS has worked with schools to support the development of more robust tracking and monitoring systems. Teachers with roles as Quality Assurance and Support Officers (QAMSOs) will further support more consistent approaches to assessment and moderation. Overall there has been an increased rigour in regard to teacher professional judgement of achievement of a level leading to more accurate reporting of data. A small schools moderation network has worked together to develop a shared understanding of moderation across their settings to support valid and reliable teacher professional judgement.

Newly established head teacher triads, remodelled school reviews and enhanced data collection and analysis are increasing collective responsibility for school improvement and outcomes for children and young people.

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 10th June 2019.

Table 7: Secondary CFE achievement

| Curriculum Component | Early Level 2017 | Early Level 2018 | Third Level 2019 |
|----------------------|------------------|------------------|------------------|
| Numeracy | 94% | 94% | 95% |
| Reading | 96% | 93% | 95% |
| Writing | 94% | 92% | 95% |
| Listening & Talking | 96% | 94% | 95% |

Secondary schools continue to develop more robust processes for tracking through the Broad General Education (BGE). The continued focus of Curriculum Advisory Groups (CAGs) has been assessment and moderation in the BGE leading to more consistency of teacher professional judgements. The focus of the work of the CAGs will continue to be to further develop consistent approaches to assessment and moderation and tracking through the BGE.

When we look at the achievements of Angus school leavers in relation to literacy and numeracy, our performance at level 4 continues to be lower than the virtual comparator and is lower than the National measure for the first time. At level 5 Angus continues to be greater than the National measure, although the gap is closing. The 2018 figures have no 'statistical significance'.

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% |
| 2018 | 87.7% | 89% | 89.1% |

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% |
| 2018 | 67.3% | 65.9% | 67.1% |

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% |
| 2018 | 93.2% | 94.1% | 80.7% | 81.1% |

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% |
| 2018 | 89.4% | 91% | 69.3% | 68.1% |

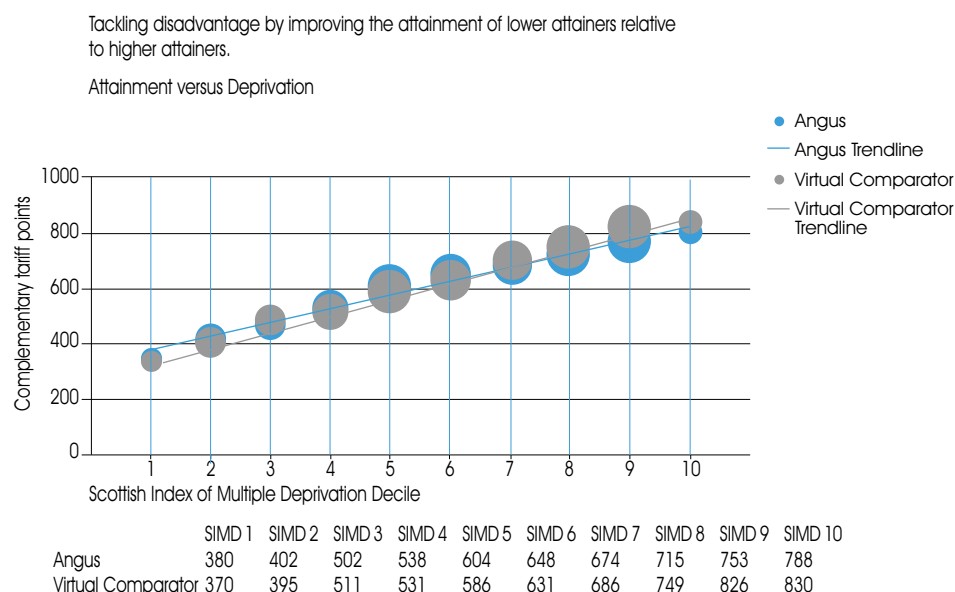
When we look at literacy and numeracy separately we can see performance in literacy at level 4 and at level 5 is lower than the virtual comparator, although this is not 'statistically significant'. Numeracy at level 4 is lower than the virtual comparator. This has statistical significance. Numeracy at level 5 continues to be greater than the virtual comparator, although the gap is closing.

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 2017 to 2018. 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 within datazones 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 1-6 is greater than the virtual comparator, with the exception of decile 3. The performance of young people residing in deciles 7-10 is lower than the virtual comparator. There is no 'statistical significance' for 2018.



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

We monitor school attendance carefully as we recognise that regular attendance at school can positively impact on wellbeing. Whilst primary and secondary school attendance remains relatively stable, this continues to be an area of focus.

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 |
| 2018/19 | 95 | 91 |

School exclusions are a last resort in the management of individual situations. Whereas the number of exclusions from primary schools remain at very low numbers, we have been concerned at the increasing number of exclusions from secondary schools. This session we have reviewed our guidance on school exclusions and provided head teachers with additional training. The Educational Psychology Service have also conducted research into exclusions affecting care experienced young people and have fed back this important work to teachers and social workers.

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 | 2018/19 |
|---|---------|---------|---------|---------|---------|---------|---------|
| Primary | 4 | 4 | 3 | 9 | 8 | 6 | 9 |
| Secondary | 35 | 35 | 32 | 32 | 42 | 45 | 50 |

All of our schools continue to meet national targets in relation to physical education and a growing number of schools are adopting approaches to promoting the benefits of physical activity such as the Daily Mile.

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

For 2017/18 39% of leavers progressed into Higher Education. This is in line with the virtual comparator and lower than the National measure. This maintains what has been an increasing trend in Angus since 2014/2015. 35% of leavers moved into further education. This is greater than both the virtual comparator and the National measure. This figure has been maintained for the last four years. 18% of leavers entered employment. This is lower than both the virtual comparator and the National figure. This is a slight increase on last year and so ends what was a decreasing trend. Partnership work between all secondary schools in collaboration with Dundee and Angus College continues to result in increasing numbers of young people choosing to study courses delivered by Dundee and Angus College as part of their senior phase.

During 2018/19 50 pupils were selected through the recruitment and selection process to participate in the Angus Works full programme. Pupils from all eight secondary schools participated in the programme. In addition to the full programme Mini Angus Works was also introduced. This was a shorter more supported programme specifically targeting looked after young people or those with social, emotional and behavioural needs. Young people were referred to Mini Angus Work from Social Work or from school. 43 young people were referred to the programme, 28 accepted placements, 11 were looked after.

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 |
| 2018 | 95 | 95 | 94.4 |

1.4 Community Learning and Development

The Angus CLD Plan for 2018 to 2021 was published in October 2018. The plan sets out CLD's key priorities, based on implementation and self-evaluation of the first plan, the improvements identified as the result of HMIE inspection and on-going engagement with key partners and stakeholders. It aims to build on successes and challenges and takes account of the changing landscape to illustrate how CLD contributes to the Local Outcome Improvement Plan and locality priorities, and wider ambitions for Angus.

Since publication, work has been progressing around the agreed activity and developments set out in the 2018 to 2021 Plan. The rate of progress has been varied as we begin to gather evidence that CLD across Angus is contributing to local outcomes. Some key areas of work need further developed to ensure that more robust evaluation and monitoring is in place. An annual partner event is taking place on 27th September 2019 to further develop this and an annual progress report will be produced by the end of October 2019.

1.5 Pupil Equity Funding (PEF) Evaluation Year Two

£2.1 million pounds PEF funding was allocated to Angus schools (2018-19), the allocation of which was based on analysis of free school meal entitlement. All but three schools received some allocation of PEF, the sums varying between £1200 and £160,000. Schools followed guidance issued by Scottish Government when making decisions regarding disbursement of PEF monies. Angus schools provided details regarding their PEF interventions via individual school returns.

Intervention Details

46 primary and 7 secondary schools made a PEF return providing details of 212 separate interventions. A numbers of interventions were planned across a cluster (2 clusters). This compares to a return of 104 interventions in 2017-18.

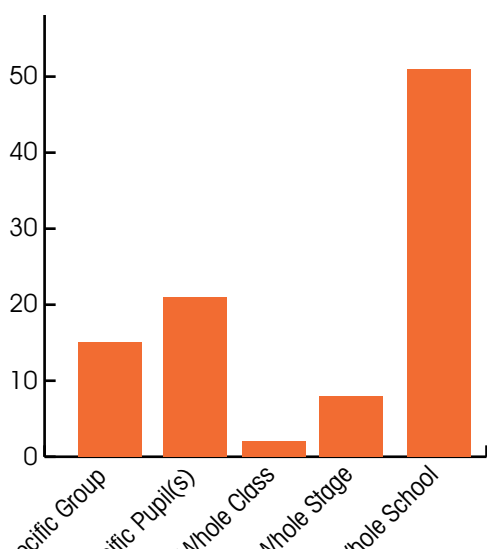
Target Groups

Just over half of all interventions (52%) were targeted at a whole school level. 21% of interventions targeted individual learners and 15% on specific groups of learners.

Examples of the types of groups targeted included:

- Fresh Start P4-7
- PEF lunchtime group
- Learners who need additional support in Literacy/Numeracy
- A range of pupils requiring support and challenge in learning, opportunities to engage in expressive arts, opportunities to experience success
- Pupils with relatively low reading age
- Pupils at risk of missing out
- SIMD 2-4
- Self-selecting pupils (with targeted encouragement)
- Targeted children were identified by SPSAs and SLT from playground duty and staff observations from the classroom. Other children were selected for the group due to them being good role models for others.
- Children were identified for working with New Solutions team through class teacher and SLT discussions. Parents also self-referred after asking for advice or help from SLT
- Class teacher identified children through CfE attainment data
- S1 BOOST pupils
- P2 catch-up learners
- P5 and 6 children identified through whole school tracking
- Multiple groups of 8-10 children ASN and mainstream
- Future Group (building capacity) & Lower SIMD wider achievement
- 'Nessy' group
- Pupils identified as having dyslexia
- Nursery children and their parents and expectant mothers
- Pupils identified with anxiety
- Groups of children from Primary 2
- SIMD / ASN / LAC / Young Carer / FME / Sub 80 Attendance
- Young people struggling to access school
- Pupils identified with mental health concerns but not engaged with CAMHS
- P 7 children who are transitioning to secondary school
- Children identified as requiring support in developing resilience and in social and emotional development

Figure 1: Target Group



Main Drivers

The largest number of interventions had Health and Wellbeing as the main driver (29%). Literacy (22%) Numeracy (10%) and Overall progress (17%) were the other most popular drivers. The increased focus on Health and Wellbeing in 2018-19 contrasts with the greater focus on Literacy/Numeracy in 2017-18.

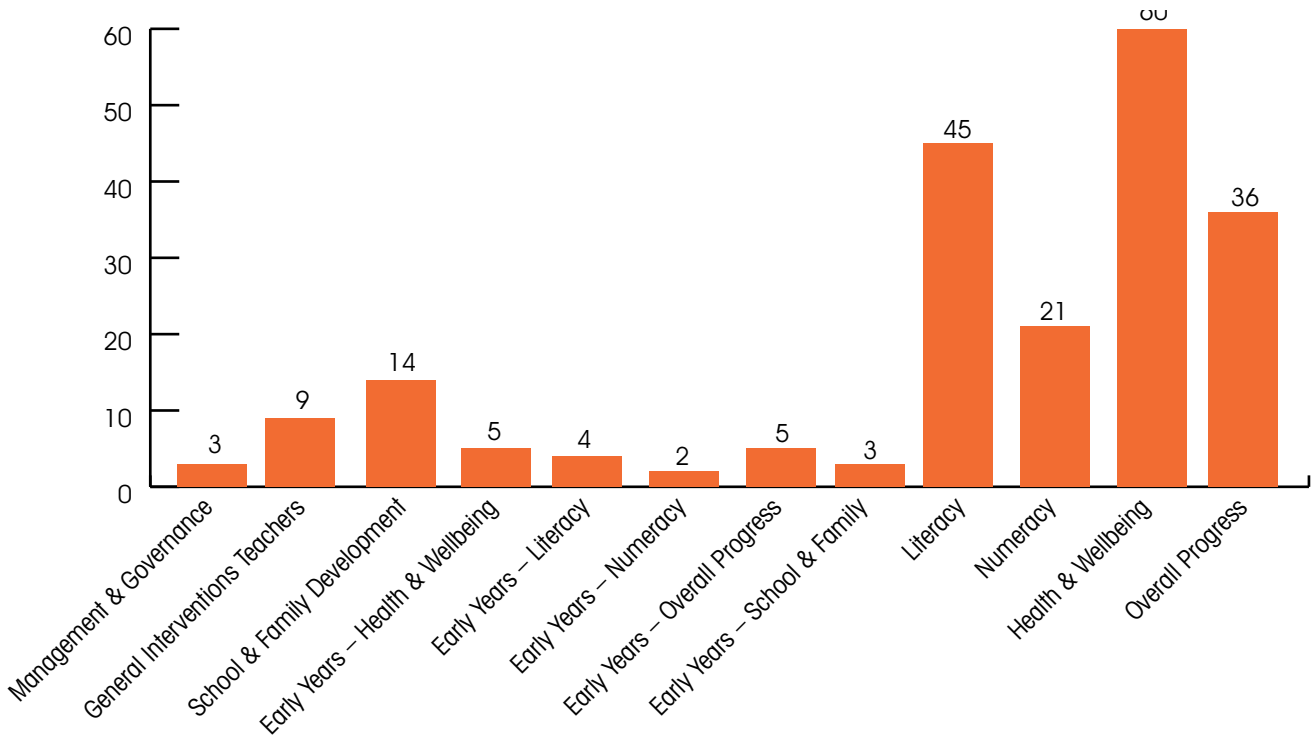


Figure 2: Main drivers

Quality Indicator

As would be expected from above, the two main Quality Indicators used to evaluate the impact of PEF interventions were 3.1: Ensuring wellbeing, equality and inclusion (30%) and 2.3 Learning, teaching and assessment (32%).

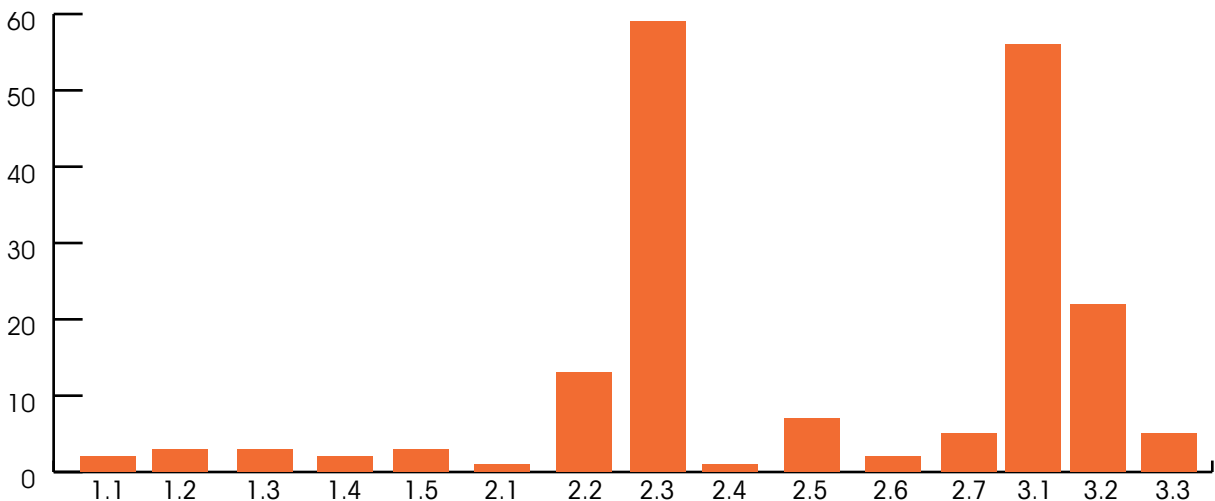
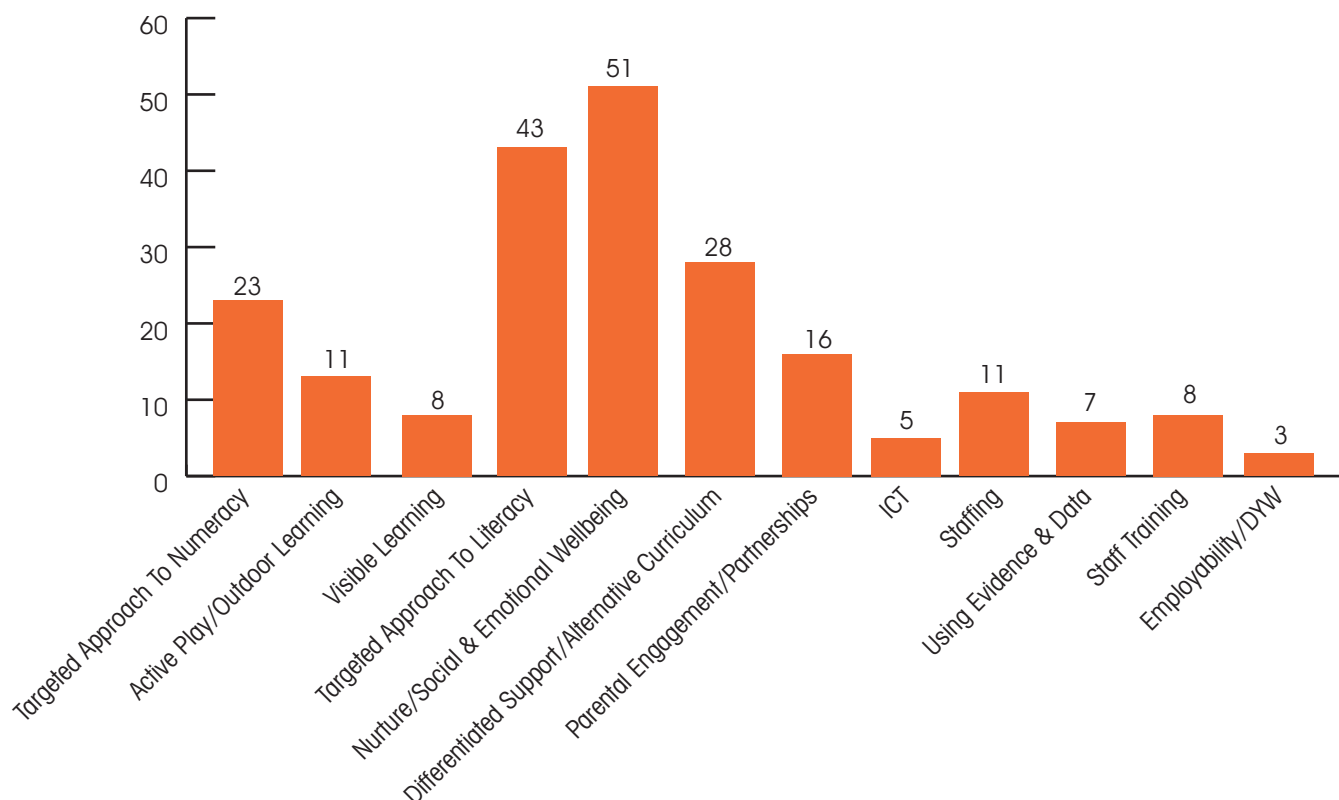


Figure 3: Quality Indicator

Intervention focus

The specific focus of individual interventions reflects the main drivers. It should be noted that the 'targeted approach to Literacy/Numeracy' include digital and non-digital resources. ICT interventions were non-specific. 29 interventions (14%) involved additional staff costs.

Figure 4: Focus of Intervention



Methodology

167 of the 212 interventions (79%) provided details of the methodology used to determine impact. A small number of interventions provided a clear rationale with a well-considered methodology including base line assessment, for example:

- Using the YARK Reading assessment we assessed pupils who would most benefit from a targeted approach to the teaching of Reading Comprehension. These pupils had 2x 45 minutes a week of direct teaching in a small group for 6-8 weeks
- Self-evaluation using Our Nurturing is our School (HNIOS) to allow us to create a baseline for starting. Training for all staff on 6 Principles of Nurture and our vision for supporting pupils by developing relationships with Class teacher
- Reading ability across the school was determined through baseline assessments and approaches were audited through self-evaluation. We determined a need to improve the learning and teaching of reading across the school; the resources we used to support this and the opinions of pupils and parents. Our findings showed that children did not engage with the reading resources as they felt they were outdated and of little interest; a few parents (all of those who responded) agreed. We also found that the school approaches to reading were inconsistent therefore we agreed a coherent, progressive and resourced scheme was required. All children received access to online tools that generated a bespoke reading list which targeted their reading level (determined through assessment and scored as lexiles). Reciprocal reading was developed through procurement of pupil and parent-selected books and assessments, carried out 1:1 by teacher supported the understanding of individual need.

Assessment Evidence

135 returns (64%) made some reference to assessment evidence used to evaluate impact of the PEF evidence. It is not possible, however to comment on the veracity of the assessment evidence used and the reliability of the evaluation. Separate columns were provided for quantitative and qualitative data to be entered separately. It was unclear, however, from many of the returns if a correct distinction had been made, and therefore assessment evidence is shown below in one table.

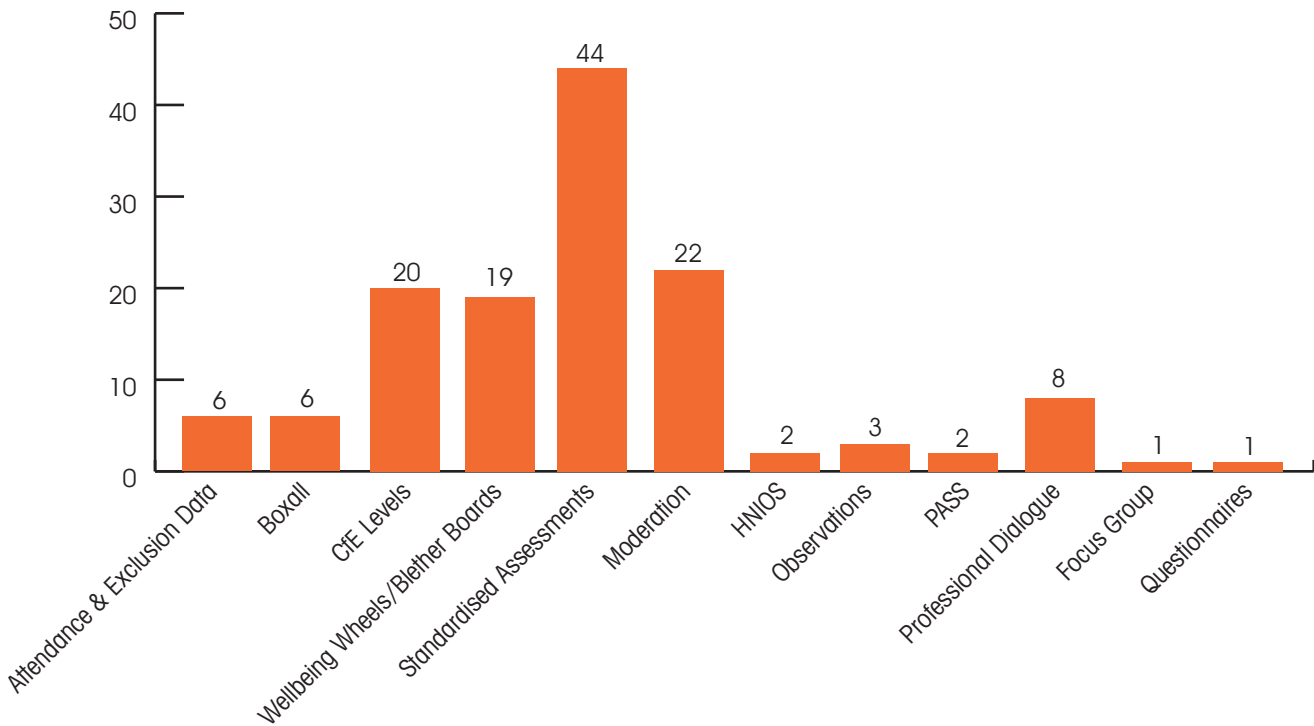


Figure 5: Assessment Evidence

Impact - Improved outcomes

165 returns (78%) provided feedback regarding if an intervention had resulted in an increase/improvement in the following outcomes:

Health and Wellbeing:

- H&WB1: ability to build resilience
- H&WB2: ability to form a secure attachment
- H&WB3: access to mainstream curriculum
- H&WB4: building better relationships between staff and pupils
- H&WB5: building good relationships/friendships between peers
- H&WB6: children feeling safe and nurtured
- H&WB7: children taking more ownership of their play, and their choices
- H&WB8: community engagement
- H&WB9: co-operative behaviour
- H&WB10: empowerment/opportunity to voice thoughts
- H&WB11: fitness levels
- H&WB13: participation in group activities
- H&WB14: positive start/end to the day
- H&WB15: pupil attendance at out of/after school events/activities

- H&WB16: pupils being settled in classrooms
- H&WB17: pupils understanding what is expected of them
- H&WB18: self-regulation skills

Literacy:

- L2: critical reading skills
- L8: handwriting skills
- L9: increased appreciation of literature
- L10: letter sound knowledge
- L11: mark making
- L12: motivation to read
- L13: motivation to write
- L14: phonological awareness
- L15: reading comprehension
- L16: reading fluency
- L17: RWInc level
- L18: spelling
- L20: word reading

Numeracy

- N5: children's confidence and progress with specific learning skills in maths

School and Family Development:

- S&FD5: learning as a family unit/ positive learning opportunities with child
- S&FD6: number of families attending events/increased parental engagement
- S&FD9: parents feel more aware of learning opportunities in everyday activities.
- S&FD10: parents feeling empowered
- S&FD12: parents having the knowledge and confidence to support their child at home with their learning
- S&FD15: parents using strategies/techniques/ideas/activities at home

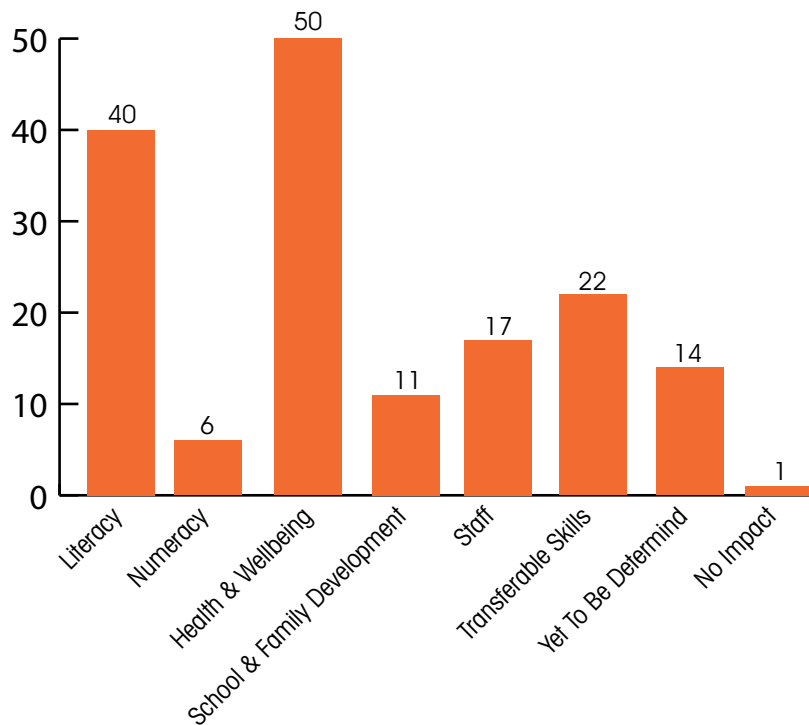
Staff:

- S1: application of restorative approaches in school
- S2: leadership skills
- S3: staff identifying learning needs and focusing interventions to improve those outcomes
- S4: staff knowledge and understanding of relationships between children and their families, and the wider context of the child's life
- S6: strategies being embedded within the setting

Transferable Skills/ Covering More Than One Subject Area:

- TS5: attainment - pupil(s) achieved expected level
- TS7: attainment - pupil(s) achieved National 4
- TS11: engagement in learning/readiness to learn
- TS12: growth mindset/self-belief
- TS13: joy in learning/enthusiasm to participate

Figure 6: Impact



Next Steps

169 of the returns (80%) identified next steps. Only one intervention indicated that the intervention would be discontinued.

Summary

There was a significant increase in the number of reported interventions in 2018-19 compared to 2017-18 as a result of the changes made to collecting PEF data. The continued use of a common template for recording PEF activity will enable schools to identify other schools with either similar interventions or using similar resource, providing the opportunity for collaboration between schools.

149 returns reported a positive outcome as a result of the interventions with particular success addressing issues around Health and wellbeing and Literacy. It is unclear why only 6 out of 23 Numeracy interventions were not reported as showing positive outcomes. However, it is not possible to comment if the evaluation of impact has been sufficiently rigorous to justify the reported positive outcomes. The data recorded would suggest that some schools require further support in evaluating impact of their PEF interventions. The fact the majority of interventions are to be continued into session 2019-2020, however, provides an opportunity to ensure robust and rigorous approaches are incorporated into the evaluation process from the outset. The spreadsheet used to capture the data for 2018-19 will be modified to provide the means by which impact can be measured at different points throughout the year.

1.6 Engagement with Others

The Schools and Learning service continues to engage with a wide range of partners and stakeholders in order to achieve our aims of excellent schools, strong families and healthy communities. Key to the success of our collaborative work are good working relationships with our head teachers and other staff groups. The strength of the Angus Schools Partnership grows. This representative group of head teachers has provided effective support for strategic development over the course of this session. We took part in national work exploring our schools' readiness for empowerment and have enhanced a number of our systems to support the further development of Head Teacher empowerment. A focus of this work has been to further develop approaches to family learning, reduce the cost of the school day and improve parental/carer engagement through locality ASN fora. Some of this work is outlined below in our progress summary.

For session 2019/20 a range of established approaches will be maintained and enhanced to seek views and work in partnership across our system. These include:

Angus Schools Partnership

Angus Head Teachers Meetings

Angus Joint Negotiating Committee

Forums for parental engagement including parent council chairs meetings

Integrated Children's Services Groups

Regional improvement Collaborative Groups

In line with embedded practice specific engagement with children and young people will continue to take place as a core part of improvement projects and Angus' youth engagement strategy.

1.7 End of Session Progress Summary of Annual Education Plan 2018/19

The following table describes progress with the improvement activity set out in the Angus Annual Education Plan 2018/19.

| Priority 1 - Learning & Teaching | |
|--|--|
| Relentless focus on improving learning & teaching in Angus Schools | |
| Task | Update |
| Implement Angus literacy plan in conjunction with adult literacy plan as defined in CLD plan | <p>Some of the actions identified in CLD plan are progressing - literacy and numeracy programmes for adults are delivered in all localities in Angus. Learning activity across Angus is currently being mapped and information being gathered will support learner progression, including how we extend opportunities and increase the learning offer.</p> <p>Various strategies to support writing have been implemented, including sharing good practice from Warddykes Primary; primary writing CLPL delivered in February 2019; a focus on writing with NQTs and individual support for a number of schools.</p> <p>The SQA Subject Implementation Manager for English met with PTs Language and Communication and shared strategies to support improvement with National 5 English. This was followed up on In-Service day by English departments with further work carried out by the SNG in February 2019.</p> <p>Developing a positive reading culture is improving with individual support for a number of schools: sharing practice from Grange Primary reading café; CLPL events from Scottish Book Trust and The Learning Zoo 'Reflective Reading' and self-evaluation with librarians in relation to promoting reading for pleasure. Reading Recovery support is ongoing with more schools following training in November 2018.</p> <p>The S2 boys mentoring SLIF project, in partnership with Angus Active Schools, was successful. The final report was submitted in June 2019.</p> <p>Primary Literacy Leaders were established with steps taken towards a sustainable model of improvement in literacy.</p> |
| Implement RAISE (science) programme year 2 | <p>Progress continues to be made. The Angus Science website is attracting new, as well as returning, users. It provides practical support and guidance for staff, highlights STEM careers and is a useful repository for key national documents.</p> <p>The remaining funding from the Primary Science Teaching Trust has been used to train a second cohort of the Science Leadership Development Programme. Those within Cohort 1 are taking on leadership roles within their own schools, their clusters and for the authority. Science skills progression documents have been produced as has a planning document.</p> <p>Planners for the Broad General Education have also been developed and are due to be published by Education Scotland.</p> <p>Practitioner confidence is continuing to be raised through provision of school support, professional learning and use of the Angus Science website. A network of science coordinators in each school is being developed to whom communications about opportunities and ideas are cascaded.</p> <p>Angus' contribution towards the RAISE programme recognised in end of pilot evaluation conducted by Robert Owen Institute. National recognition for two Angus Science Leaders - practice showcased in Education Scotland case study. Over 400 parents, carers and children attended the recent Angus STEM Festival which was very positively evaluated.</p> |

| | |
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| <p>Review and extend assessment and moderation practice in literacy and numeracy</p> | <p>New cohort of QAMSOs has been identified, and training programme with Education Scotland underway.</p> <p>Level 3 writing moderation has been the focus of two English SNGs and this work has been supported by the writing QAMSO. Pupil materials and assessment grids/rubrics have been moderated. Schools will continued to develop this at department level across Angus. The Language & Communication CAG in April 19 focused on Level 3 Reading moderation.</p> <p>Not all schools were able to release QAMSOs to attend Education Scotland training events. Some cohort 2 QAMSOs have withdrawn from this training due to promotion or change in remit. 3 of the 15 original QAMSOs (cohort 1) are working towards gaining professional recognition in assessment and moderation.</p> |
| <p>Further develop family learning in conjunction with CLD Plan</p> | <p>Key actions identified in CLD plan are still to be progressed: how we extend the delivery of family learning programmes, further develop the family learning offer and exploration of further approaches to family learning.</p> |
| <p>Further outdoor learning through training and guidance with a particular focus on effective pedagogy in early level</p> | <p>Guidance to support practitioners in their development and delivery of outdoor learning has been embedded through further training delivered at ELC network meetings.</p> <p>Training for the first group of ELC practitioners on effective outdoors pedagogy was completed in March 2019 and a learning network has been established. The second group of practitioners started this course in May 2019 and will complete training in March 2020. This supports the increased outdoors practice in Angus ELC settings.</p> |
| <p>Ensure rigorous attainment monitoring and effective implementation of associated action plans</p> | <p>All secondary schools asked to provide details of key measures for January 2019; details of subject specific interventions and details of targeted mentoring. Ongoing review, support and challenge by the central team is embedded in regular practice.</p> |
| <p>Review monitoring and practice arrangements for teachers' professional review and development</p> | <p>The review of professional review and development policies and practices has been initiated. This group includes AVS, Head Teachers, Teacher and trade union representatives. The review is to ensure that current and future practices are consistent with new expectations and practices from General Teaching Council of Scotland (GTCS). GTCS have delayed the release of this guidance. The Angus review will now follow the revised timeline from GTCS. Coaching training for reviewers is planned for 2019/20.</p> |
| <p>Review practices in light of national developments in educational governance such as the Head Teachers' Charter</p> | <p>Empowerment was undertaken in October 2018. This allowed a detailed self-evaluation in relation to empowerment and in particular the themes of Improvement, Curriculum, Staffing and Funding to be undertaken. Feedback from this inspection was detailed within a national report.</p> <p>Feedback from schools and Head Teachers via the Angus School Partnership meetings and locality meetings confirm that there are sufficient permissions within existing practices and policies in the areas of improvement and curriculum. Work is on-going to review primary staffing models with the intention to give head teacher's greater autonomy in relation to primary teacher recruitment. Further work on funding has been delayed until the national Fair Funding working group reports later this session.</p> |

Priority 2 – Learning Environments

Enhance learning environments by delivering Angus Schools for the Future Strategy

| Task | Update |
|--|---|
| Creative conversation to take place across Monifieth cluster | Further informal consultation has been conducted to explore the learning estate in Monifieth |
| Creative conversation to take place across Montrose cluster | We are at the early stages of establishing the feasibility of developing a Learning Town in Montrose. We are being supported in this work by Hubco and have had engagement with Professor Stephen Heppell. A project plan is being developed and further information will be reported to committee at a later date. |
| Creative conversation to take place across Arbroath cluster | Initial discussions regarding Arbroath have taken place in the wider context of the One Public Estate. The discussions are at a very early stage and work will be undertaken to formalise the working group and begin scoping. |

Priority 3 – Early Learning and Child Care

Implement plans to achieve Early Learning and Childcare requirements in preparation for 2020

| Task | Update |
|---|---|
| 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 | <p>The capital expansion is progressing rapidly, with eight construction projects scheduled for completion by October 2019 and a further 16 scheduled for completion between January and July 2020.</p> <p>The reconfiguration of staff working arrangements will be taken to consultation with trade unions, head teachers and ELC staff by October 2019 for implementation early in 2020. Recruitment into vacancies for August 2020 will take place shortly thereafter.</p> <p>The integration of childminders into partnership with the council is continuing and a number of eligible two year olds are already accessing additional funded ELC.</p> <p>Capital grants have been awarded to 10 private and voluntary providers to support the expansion of their services, and all ELC providers in Angus will receive grants early in session 19/20 to support preparation for the expansion.</p> |
| Consider the contents of the National Quality Standard for Early Years and align the Early Years service accordingly | <p>A review and restructure of the central early years team has taken place, with new locality-based teams recruited to support and assure the quality of all funded ELC provision across Angus from August 2020.</p> <p>A strategic procurement exercise is also in development, with a new contract being developed collaboratively with partner providers. The contract opportunity will be advertised in November 2019, with the contract implementation in August 2020 ensuring the new National Standard for funded ELC is being met by all funded providers. Options for enhanced and targeted support to providers from the new central team will be built into the contract, ensuring quality standards are maintained.</p> |

| Priority 4 – Post-School Transition | |
|--|---|
| Develop approaches to support an effective transition for young people on leaving school | |
| Task | Update |
| Work in collaboration with D&A college to develop a strategic partnership agreement which ensures a variety of learning pathways in the senior phase | Angus Council have a partnership agreement with D&A college. This is a 'live' document and is being updated as processes and personnel are agreed/roles are assigned. Young people in S4/5/6 in all of our schools have a choice of learning pathways which include school based learning and college based learning. In a few schools colleagues from D&A college deliver the learning in the school setting. Our senior phase offer now includes almost all Foundation Apprenticeship 'streams'. Where possible young people can opt for the one year model in S6. Work to ensure that an effective system of tracking and monitoring progress of learning at college is being developed in partnership. This will enable early intervention when young people require support. |
| Develop the use of the Careers Education Standard and the new SDS profiling tool in secondary schools | The profiling tool is now live in My World of Work for both primary and secondary schools. Awareness raising sessions were delivered to all secondary schools in March, and primary schools by cluster in May and June. Carnoustie High School and Arbroath High piloted use of the online tool between March and June. For session 2019/20 all secondary schools will begin use of the tool for selected year groups. |
| Evaluate how all secondary schools are working to meet the DYW agenda | DYW thematic reviews have been completed in 6 secondary schools. Montrose Academy and Monifieth High School will be completed in the first term of the new session. All secondary schools are making progress implementing the Career Education Standard and staff have an awareness of the standard. All secondary schools have worked to increase links with employers. Some schools have co-designed and co-delivered units of work with teachers and employers. Alongside Angus Works schools offer bespoke targeted work placements. Skills for Work Coordinator has worked with some schools to support school leavers with work placements. |
| Evaluate year two of the Angus Works programme and further develop the programme for session 2019-20 | Mini Angus Works has been launched and 43 young people were referred to the programme. 24 young people completed supported placements during March 2019. The 'mini' programme will now run alongside the full programme where 50 young people were offered placements. Mini Angus Works is a shorter placement and is aimed at young people with additional support needs and/or are looked after. Young people participating in Mini Angus Works participate in two workshops prior to their placement. |
| Work with SDS to improve the use of the 16+ data hub in all secondary schools | Introductory training was delivered to all secondary schools during their 16+ network meeting with SDS. Schools were advised how they could make use of leaver destination data from 16+ data hub. Follow up individualised sessions planned to support schools. |
| Review and revise the transition guidance (3-18) | Our new 'Transitions for Success' guidance is out for consultation with stakeholders including parents, schools, voluntary organisations and adult services. It is anticipated that final guidance will be issued in October 2019. In addition, P7 to S1 transition will be a priority focus for the ASN service this session. |

| Priority 5 – School Improvement | |
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| Build collaborative expertise within and across schools | |
| Task | Update |
| Develop new approaches to collaborative schools improvement | <p>A launch day for Angus Virtual School identified 8 improvement themes to support collaborative approaches to school improvement. Associated action plans have been completed and Head Teachers have been consulted on these plans. Good progress is being made with all 8 plans. The Virtual School is engaging with individual schools and networks of schools to support improvement priorities. A key focus of all of this work has been to increase capacity at school level.</p> <p>Angus Schools Partnership has been an effective forum to inform the work of the Virtual School and in itself supports collaborative approaches to school improvement.</p> <p>In recognition of the work undertaken in this area the Virtual School has been awarded Excellence in Professional Learning Award by GTC. The strengths noted are as follows:-</p> <ul style="list-style-type: none"> • Quality and consistency of professional learning and engagement with schools • Evidence of collaborative professionalism being effectively developed across the system • Honest and authentic approach – support and challenge delivered effectively • Bottom up, meeting needs approach alongside a relentless focus on national agenda/priorities • Achieved an exceptional level of relational trust with colleagues • Building capacity across the system • Values driven approach – non-judgemental • Responsive and flexible • Effectively talent spotting and developing leadership capacity in others • Aware of own professional values/learning and next steps in learning • HT leadership inspirational |
| Develop and embed the use of Practitioner Enquiry to support CLPL and inform school improvement | <p>Mental health and wellbeing course ran from October 2018 – April 2019. 12 participants from both primary and secondary settings started the course; 5 completed their enquiries. Evaluations were completed by 4 participants, all of whom indicated they found the course very helpful.</p> <p>A second practitioner enquiry course took place with nine teachers from primary and secondary settings between January and June 2019. 5 participants completed the course, and of these 3 completed evaluations, all indicated that they found the course very helpful.</p> <p>For both courses follow-up evaluation will take place individually with participants to measure impact.</p> <p>Working collaboratively with a Schools & Learning Support Officer, input on practitioner enquiry was delivered to 41 probationer teachers early in January 2019. 31 teachers returned questionnaires at the end of the session, with 26 reporting that they found the session helpful (84%). A further twilight session was delivered to 14 probationer teachers at the end of January 2019 with 12 (85%) reporting they found the session helpful.</p> |

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| <p>Develop more effective use of data</p> | <p>Through various engagements with the central team and the development of practitioner enquiry, the effective use of data to inform and evaluate practice remains a focus.</p> |
| <p>Explore alternative staffing models</p> | <p>Options appraisals have been completed with the Primary Staffing Cluster Co-ordinator group. The focus was to identify a staffing model which is efficient and meets the expectations of increased empowerment for schools and head teachers. The view of the group was to further develop a cluster model for the recruitment of teachers. This will be delivered as part of the annual staffing exercise for 2020-21 and will support on-going recruitment of teachers throughout the session. This still needs to be shared with the wider Head Teacher cohort. This model takes account of proposed efficiencies related to teacher numbers to be applied across the</p> |
| <p>Establish and monitor new self-sustaining networks</p> | <p>There has been a refresh of existing networks with a particular focus on Curriculum Advisory Groups (CAGs). The work of CAGs has a greater strategic overview with an emphasis on securing improvements for children and young people. Feedback from CAGs is positive in terms of their productivity and collaborative working.</p> <p>A new improvement network has been introduced for Head Teachers-School Improvement Triads. The provides an opportunity for head teachers to work in trios to share support and challenge each other as part of the school improvement offer for all our primary schools, All School Improvement Triad groups have met and initial feedback is very positive. AVS has been an important role in co-ordinating and facilitating the work within these head teacher groupings.</p> |
| <p>Develop ASN staff competence and confidence through the implementation of learning and development strategy</p> | <p>Following an audit of need, training was provided for all ASN staff on Autism and ADHD. Bespoke training has also been provided to individual schools based on need. Training for trainers in Moving and Handling and a roll out of First Aid training has begun this session.</p> |

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| <p>Support schools to develop effective approaches to parental engagement</p> | <p>Senior Practitioner Parental Engagement role is shared with remits split into landward and coastal schools. Work to support the 'cost of the school day', schools working in partnership with Connect, holiday hunger, engaging parents in school improvement is on-going. GLOW form survey re baseline measure of parental engagement undertaken and information disseminated to schools.</p> <p>COSD Work around the COSD continues to progress. A number of schools are interested in developing this work while enhancing financial inclusion for their families. Some schools have identified and nominated school staff to support this work moving forward. Partnerships are developing including Child Poverty Action Group Scotland (who identify best practice and provide guidance), Welfare Rights and Citizen Advice.</p> <p>We are currently exploring the possibility of hosting an Angus conference/training event on supporting work around COSD; this would be in partnership with CPAGS and partners.</p> <p>Conversation Day 21 school staff participated in a workshop (February 2019) on 'Involving Parents in Improvement Planning' led by Connect. 26 school staff participated in a Learning at Home session provided by Education Scotland. We also hosted two Research Café's; these were delivered to school staff, early years' staff, parent council members and 3rd sector workers. A Conversation Day and Research Café was also offered to practitioners, the work was in partnership with Dundee City and Education Scotland.</p> <p>Holiday Food Programme Funding was secured from Cash for Kids and Angus Council to develop a pilot which would support children and young people to access food in a non-stigmatised way during the holiday period. Further funding of £80,000 has been secured; work with partners to develop this pilot; work is ongoing.</p> <p>Connect 13 Head Teachers participated in a training session (provided by Connect) to support them to include parents when developing their School Improvement Plan.</p> <p>Senior Practitioners meet termly with Parent Council representatives to discuss current issues and share good practice.</p> <p>An event calendar is currently being developed for termly meetings with Parental Engagement Officers, Connect Representative and Parent Council Heads, meetings will have a learning focus led by parents' interests and needs.</p> |
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| Priority 6 – Health & Wellbeing | |
|---|--|
| Improve policy and practice in relation to health and wellbeing | |
| Task | Update |
| Review and revise anti-bullying policy | <p>Steering group formed. Online Survey carried out with Staff, Children and Young People (3-18) parent/carers. Support being provided by Respectme. Survey has been shared with Respectme and will contribute as a base line for the online media campaign being developed in partnership with NSPCC and Respectme.</p> <p>Given the Think Before You Type online anti-bullying campaign, and the need for inclusion of its findings in the revised guidance, a completion date of October 2019 has been agreed.</p> |
| Develop a collaborative approach to support educational engagement of looked after young people in residential care | <p>Person-centred planning approach carried out with stakeholders to identify key actions in June 2018</p> <p>Views of young people in residential care in relation to their experience of education gathered and report prepared for Corporate Parenting Lead Officers' Group (CP LOG)</p> <p>Research project carried out in collaboration with social work colleagues to explore the role of corporate parents in ensuring the inclusion of Looked After young people (including those living in residential care) – school staff, social workers and foster carers have been interviewed and data has been analysed. Two workshops in June 2019 presented findings and consultation with partners regarding emerging themes.</p> <p>Funding secured through Care Experienced Children and Young People fund to provide direct educational psychology support to children's houses in Angus. Provision has been interrupted but recommenced at the beginning of July 2019. A project plan has been agreed and progress reports will be submitted bi-annually.</p> |
| Promote physical activity as a core priority for all | <p>Two Hours/Two Periods of PE</p> <p>The current Healthy Living Survey shows that 2 hours/2 periods of Physical Education is taught to all children and young people in Angus.</p> <p>PE Champions</p> <p>37 primary schools in Angus have a member of staff who has taken on an additional role as a PE Champion. Along with the Visiting Teachers of PE, these 'Champions' are helping support practitioners provide progressive, high quality learning experiences in Physical Education and they are also beginning to lead learning in their own schools. PE Champion Network meetings allow opportunities to share good practice and resources. This support system is proving very successful as practitioners across the authority are developing increasing confidence and competence when planning learning teaching and assessment in Physical Education and help encourage children and young people to lead an active life style.</p> <p>Probationers</p> <p>After a successful CLPL session 'Learning through Physical Education' to all primary probationers, the overwhelming feedback was they now have a better understanding of the value of Physical Education and are more competent to provide quality learning experiences through movement. Further sessions were requested.</p> <p>Early Years</p> <p>A number of EYP's have participated in professional learning around Early Years Physical Development. This training is being delivered in partnership with NHS Occupational Therapy colleagues. The practitioners are now more confident and competent in providing our early learners with experiences in their own setting which develop the building blocks of fundamental movement; essential to enjoy participating in physical activity.</p> |

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| | <p>Transition Discussions are in progress with Monifieth Health Improvement Faculty around improving transition from P7 to S1.</p> <p>PE/PAS Pathways In partnership with Cricket Scotland, five primary schools have benefited from £500 of 'Cricket Factory' equipment. Teachers in these schools have engaged in training and are now more competent in providing quality experiences during Physical Education, which, in turn will hopefully encourage children to join the local cricket club.</p> |
| <p>Evaluate actions undertaken at system and school level to mitigate the impact of child poverty and reduce the cost of the school day</p> | <p>HT support has been provided to help develop understanding of the cost of the school day toolkit and discussion have taken place with parent council representatives. Examples of good practice have been gathered which will inform a more systematic analysis next session.</p> |
| <p>Provide support to schools to improve the quality of individual pupil chronologies</p> | <p>Assessment and Decision making training (which includes Chronologies) has been developed with partner agencies. Biannual Audit is being developed. Chronologies will be part of the focus.</p> <p>SEEMiS Wellbeing Applications and consistent use of Latest Pastoral Notes have been introduced. A user group has been established to look at how the system can be developed further.</p> |

Section 2: Angus Annual Education Plan 1 September 2019 – 31 August 2020

What's next?

2.1 Service Improvement Planning

This section outlines our main improvement activity for 1st September 2019 to 31st August 2020. It does not describe all our activity but highlights those areas where we have identified the need to improve based on our collaborative 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.

The Schools and Learning directorate continue to be 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 and will not be in a position to offer everything, everywhere or perhaps exactly what individuals want, when they want it. 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 team are to work in a way that:

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

We want to ensure that our whole service improvement plan continues to reflect the variety of our services in a holistic way. However we know that the better we get at streamlining our focus for improvement, the more effective we will be in targeting our resources to making the changes that matter most in a way that uses the best of what we currently do to support weaker areas. At the end of school session 2018/19 we undertook an in depth self-evaluation of 4 key areas leading to the development of strategies for improvement:

1 Raising Attainment

Evaluation: Good

Evidence shows that the longer our young people stay in school the more they achieve. National measures show that remaining in school to S5 and S6 has positive results. Further work is required to develop a curriculum which meets the needs of all learners, especially those in S4 who intend to leave school. This is directly related to ensuring that our curriculum is accessible to all and that

attainment for each group of learners, as defined in the national measure 'improving attainment for all', is strong against our comparators.

Attainment in literacy and numeracy throughout the BGE is variable. Further work to ensure schools have a more consistent understanding of 'achieved a level' is required. A method of more effectively tracking progress as young people move through the BGE is being developed.

All of our schools understand how wellbeing contributes to achievement and attainment. We continue to develop effective strategies to ensure that young people facing challenges receive appropriate support.

The curriculum enables most young people to develop the knowledge, skills and attributes required for learning, life and work. As young people progress through their learning pathways these opportunities increase.

Almost all of our learners move into an initial positive destination upon leaving school. We are increasing the number and range pathways in the senior phase. Our partnerships with colleagues in FE and HE and employers enhance this offer. All Angus secondary schools work together to ensure that all young people can access this offer.



2 Closing the poverty-related attainment gap

Evaluation: Good

The National Improvement Framework sets out Scotland’s vision for the future as ‘Excellence for all and equity for children and young people’. There is a need to raise attainment and reduce educational inequity for all children and young people.

Almost all children and young people are benefitting from high quality universal support and are included, engaged and involved in the life of Angus schools. We have a shared understanding of wellbeing and can demonstrate that most of our children and young people feel safe, healthy, nurtured, active, respected, responsible and included. Some of our young people require more flexible learning pathways and we are improving our curricular offer to them.

In Angus, almost all schools have received Pupil Equity Funding and we are getting better at evaluating the use of PEF and evidencing the impact on learning outcomes for some children. Specific interventions in relation to literacy, numeracy and health and wellbeing are beginning to show some improvements for some learners.

Most staff know and use the ‘Continuum of Need’ to respond well to the individual needs of children and young people including those from our most deprived areas, those who are looked after and those with additional support needs.

Almost all of our schools work effectively with parents/carers and other key partners to reduce barriers to learning, minimise the effect of poverty and provide inclusive learning environments.



3 Developing Teacher agency

Evaluation: Good

“Teacher agency is individual and collective efficacy –

The belief and commitment to deliver alone and through collaboration, a measurable, positive impact on learners.”

The majority (66%) of Angus schools are engaging with Visible Learning via OSIRIS, enhancing teachers’ ability to recognise and measure their impact in the classroom. The majority (71%) teachers report that PRD meetings have a positive impact on their professional learning. SSR/CLR and HMIE reports show evidence of a range of leadership opportunities at all levels and a commitment to school improvement.

“All staff are reflective and focused on reviewing and improving their work. Working in pairs and teams, they engage in regular professional dialogue and share their practice.” (Inspection Report – Carlogie Primary School)

“Staff at every level are contributing to school improvement. They are supported to think creatively and have good opportunities to lead aspects of the school’s work

”(Inspection Report Brechin High School)

The growth of Improvement methodology and the adoption of practitioner enquiry allows teachers in Angus to plan, implement and measure improvements in their own contexts. There is an increasing focus on professional dialogue around attainment, particularly in the primary setting, where teachers are engaging in attainment meetings: professional dialogue around data analysis, appropriate interventions and closing the attainment gap. Professional learning for teachers about evaluative writing has been welcomed and feedback reports that teachers understanding of their role in self-evaluation for improvement has increased.



4 Enhancing Systems leadership

Evaluation: Good

System Leadership is defined by (2016) SCEL in the following way: System leaders lead in their own organisations and are able to share their expertise and work jointly with leaders from other areas of the system in order to drive improvement and successful outcomes. System leaders care about and work for the success of other schools as well as their own.

Angus Council is driven by a common vision for the future: Angus is a great place to live, work and visit. This vision underpins the Angus Annual Education Plan, Local Improvement Plan and all School Improvement Plans. It is translated into the ambition to improve outcomes for all children and young people and a common moral purpose 'they are all our bairns'.

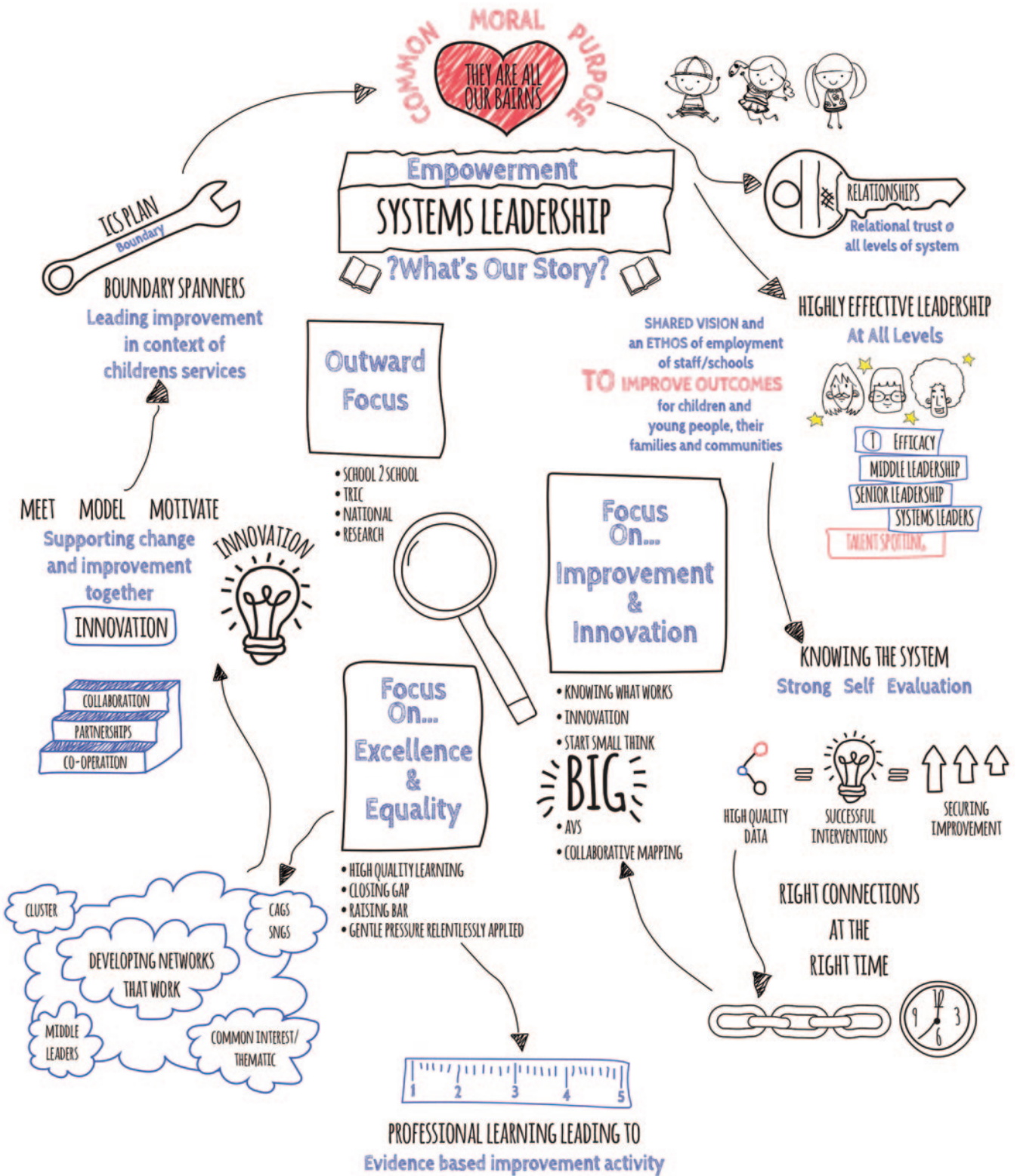
Angus schools are developing a system of networked autonomy: they are supported to implement changes that best meet the needs of their local context whilst also benefiting from working together to share and develop approaches. The implementation of School Improvement Triads has allowed head teachers to be critical friends in a forum where School Improvement is the focus.

There are a wide range of self-sustaining networks including Curriculum Advisory Groups; Subject Network Groups; Literacy Leaders; Language Co-ordinators; Numeracy/PE Champions etc. These networks are allowing teachers to share practices and standards. Within these networks there is a sharp focus on improving pedagogy.

The Angus Virtual School (AVS) has consistently promoted the concept of schools as learning organisations through a range of contexts including: Head teacher development meetings throughout the year. Meetings are collaborative opportunities to share practice and explore themes such as – use and analysis of Pupil Equity Funding, self-evaluation including evaluative writing. Feedback from colleagues validates this approach. A more collaborative approach to School Reviews has been adopted by ensuring that the composition of the review team includes a greater number of school based colleagues.

The virtual school searches for and identifies innovative and excellent practice across Angus schools and connect professionals to share learning. Its aim is to support the Angus schools network to develop strategic exploration rather than faithful implementation of specific techniques. To do this the work of the AVS is informed by a refreshed Angus Schools Partnership. This is a group of 8 primary cluster leaders and two secondary representatives who along with the ASV's Head Teacher Improvement consider school and cluster self-evaluation and continuous improvement.

All newly appointed and Acting Head Teachers in Angus have attended the Leadership Development and Induction Programme (LDIP). The content of the programme was informed by the SCEL, Leading Systems Change course. This group of eight colleagues have all evaluated the course as extremely useful sharing that a positive aspect of the programme was the 'opportunity to speak and network with colleagues who are also new Head Teachers.'



2.2 School Improvement Plans

The three main priority themes arising from individual school improvement plans are:

- 1. Health and Wellbeing**
- 2. Curriculum Leadership**
- 3. Assessment and Moderation**

2.3 Priority Regional Improvement Collaborative Work

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

1. Scaling up the work on Learning and Teaching – with a particular focus on feedback
2. Embedding improvement work in early and first level numeracy and developing approaches to supporting primary to secondary numeracy progression
3. School improvement Systems including cross-authority targeted support for schools who require or request it and increased collaboration across schools to support individual school improvement work
4. School Leadership Development – embedding induction learning for Tayside head teachers and developing middle leadership programmes.
5. Adopting the new substance misuse curriculum guidance as part of core delivery
6. Development of a mental health strategy
7. Development of a parenting strategy
8. Interventions relating to supporting vulnerable groups
9. Enhancing approaches to protecting children?

2.4 Angus Education Plan 2019/20

Our review of our progress, service wide self-evaluation and a consideration of school, regional and national plans has informed our improvement activity for the next school session which will focus on these 6 areas:

Area 1: Raising Attainment

- RA1 Develop approaches to delivering a play-based curriculum
- RA2 Improve approaches to assessment and moderation
- RA3 Develop aspects of curriculum leadership
- RA4 Develop 10 year senior phase plan
- RA5 Contribute to TRIC workstreams
- RA6 Further enhance approaches to supporting health and wellbeing
- RA7 Deliver approaches to supporting school attendance as a result of national guidance, 'Included, Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools'

Area 2: Closing the Poverty-Related Attainment Gap

- CTG1 Deliver effective Learning Festival focused on excellence and equity
- CTG2 Enhance outdoor learning knowledge, skills and experiences
- CTG3 Extend holiday support provision
- CTG4 Further explore actions to reduce the cost of the school day

- CTG5 Enhance practice in relation to school transitions
- CTG6 Further develop links with CLD
- CTG7 Enhanced support (including Educational Psychologist and Inclusion Support Workers) will be put in place to improve education outcomes for children living in residential houses in Angus.

Area 3: Developing Teacher Agency

- TA1 Continuation of Improvement Science Methodology Programme
- TA2 AVS to produce Guidance re Collaborative professionalism in action including Effective Cluster Working and maximising professional learning
- TA3 Scale up Practitioner Enquiry and share practice via “AngusTalks”
- TA4 Provide updated guidance on Professional Review and Development
- TA5 AVS to promote GTCs standards, e.g. all professional learning to be linked to appropriate standard
- TA6 AVS to provide Middle Leadership Development programme (include teacher agency/building staff capacity as a theme)

Area 4: Enhancing Systems Leadership

- SL1 Promote innovative approaches to system leadership
- SL2 Develop ‘Think before you Type’ campaign
- SL3 Support self-evaluation through ‘How Good Is Our’ frameworks
- SL4 Develop role of Head Teacher impact coaches
- SL5 Develop range of review models to support school improvement
- SL7 Develop networks: QAMSOs, 1+2 cluster leads, primary science champions
- SL8 Support digital innovation
- SL9 Full engagement in national and regional reviews, planning and joint work
- SL10 Provision of local support in response to national empowerment documentation
- SL11 Review Angus Devolved Scheme of Management

Area 5: Learning Estate

- LE1 Open Hayshead and St Thomas Campus
- LE2 Open expanded Edzell Primary School
- LE3 Explore the concept of the learning town in Montrose
- LE4 Low cost experimentation of effective use of existing learning environments
- LE5 Review learning estate strategy
- LE6 Identify the potential for the development of secondary provision in Arbroath
- LE7 Explore options for future learning environments in Monifieth
- LE8 Promote active travel to school and consider possibilities for safe walking routes

Area 6: Expanding Early Learning and Childcare

- ELC1 Build two new early learning and childcare centres and extend and enhance other early learning environments
- ELC2 Expand and reconfigure the early years workforce to accommodate the expanded entitlement from August 2020
- ELC3 Develop and implement a strategic procurement exercise for all non-local authority funded ELC provision, including childminders
- ELC4 Collaborate with partner providers to ensure completion of capital grant projects and other preparations for expanded services
- ELC5 Make final plans for the implementation of Funding Follows The Child and the new National Standard across all funded ELC provision in August 2020
- ELC6 Support all funded providers to provide quality ELC provision in readiness for the implementation of quality criteria contained within the new National Standard

2.5 Summary

Our work for the session ahead will take place in a context of significant change for Scottish education. Expectations around the contribution of regional working continues to develop and we predict that we will likely have to adapt and enhance areas of priority in response to changing requirements. Horizon scanning is an important part of our job and we also expect a range of national reviews into specific areas of practice. It is our intention to play a full role in as many of these explorations into Scottish education as possible. It is likely that this will begin with our full engagement in the national review of the implementation of additional support needs legislation. It is important that we take all opportunities open to us to influence national policy and practice with the view of improving learning and educational experiences in Angus.

Doing our work well means that we require to be effective collaborators and work well in partnership with others. As well as a continued investment in our internal relationships within the service and across the council and with our families and communities, we envisage a need to enhance connections with external partners such as the changing offer from Education Scotland. Ultimately our key aim continues to provide the support, challenge and context that positively influences the experiences in our classrooms across Angus. We look forward to working with you to make that happen.

