



Education and Lifelong Learning Directorate

Annual Education Report 2019 - 2020
and Plan 2020 - 2021

September 2020

Foreword

Cllr Derek Wann, Convener of the Children and Learning Committee	3
---	---

Introduction

Kelly McIntosh, Director of Education and Lifelong Learning	4
--	---

Section 1: Angus Annual Education Report 1 September 2019 – 23 March 2020

1.1 Early Years	6
1.2 Education Scotland School Inspections	9
1.3 Progress against the National Improvement Framework (NIF)	11
1.4 Pupil Equity Funding (PEF) Evaluation Year Three	22
1.5 Community Learning and Development	23
1.6 Education in unprecedented times	25
1.7 Support to children, young people and families	27
1.8 Preparation for re-opening	28
1.9 End of session progress summary of Annual Education Plan 2019-2020	29

Section 2: Angus Annual Education Plan 1 September 2020 – 31 May 2021

Theme 1: Angus Cares	35
Theme 2: Angus Learns	37
Theme 3: Angus Improves	39

Foreword



Derek Wann
Convener Children and Learning Committee

Session 2019-2020 was unique. I would like to commend our families, school staff and partners for their part in ensuring that our children and young people were supported in their learning when our schools were closed.

The move to remote learning saw everyone quickly adapt and develop practice and learn new skills. Our hubs delivered critical childcare for the children of keyworkers, enabling them to continue to contribute to our response to Covid-19.

For session 2020-2021 the experience in school may feel a little different but what remains constant is our work to improve outcomes for children, young people and families.

This annual Education and Lifelong Learning Directorate Report and Plan provides an update for session 2019-2020 and outlines our priorities for 2020-2021. Our focus on wellbeing, inclusion, achievement and lifelong learning is set out under our headline banner of 'Angus Aspires'.

I will continue in my work to support families, school staff and partners to benefit from everything that learning in Angus offers.

Introduction

Welcome to our Annual Education Report and Plan.

The Education and Lifelong Learning Directorate works with families and other partners to ensure that all of our children and young people have the opportunity to achieve. We seek to maximise inclusion and reduce inequalities. Our care and learning offer supports every child and young person to develop the knowledge, skills and attributes which will enable them to make their way in the world. Our determination to recognise the value of all learning is integral to developing pathways to meet the needs of every child. Our purpose is to work together to improve outcomes. We do not seek to define a person's potential; rather we aim that every learner goes on to achieve more than anyone ever thought was possible.

Coupled with this is a determination to build a highly effective workforce with the qualities and skills required to improve outcomes for every child and young person. A workforce equipped to best serve the children and young people of Angus.

Session 2019-2020 ended a little differently than we had planned. Here we report on the progress made until our schools closed. We then report on activity during the school closure and work done to ensure that our schools were ready to welcome our children and young people back in August. Included in the narrative are some examples showcasing practice we think is worth sharing.

Our plan for session 2020-2021 will see us focus on our continued response and recovery to Covid-19 following the extended closure of our schools by:

- Ensuring that all of our children and young people can continue to attend school full-time safely;
- Supporting the health and wellbeing of our children, young people, families and staff;
- Working with our communities to understand and address the wider impacts of Covid-19;
- Ensuring that every child and young person is supported appropriately to progress in their learning.

In Angus we are committed to building a culture of ambition and aspiration so that everyone will be successful in their learning. Our 2020-21 plan is illustrated across three themes –

'Angus Cares', 'Angus Learns' and 'Angus Improves'. Our priorities for this session are the health and wellbeing of all, a focus on the recovery of any 'loss of

learning' in reading, the development of our digital learning offer and the quality of support provided to our care experienced children and young people. We will also continue to prioritise improvement activity through robust self-evaluation of the service, quality professional learning and further enhancing our approaches to systems leadership.

I would like to take this opportunity to thank our children, young people, parents, staff and partners for their support during what has been, and may continue to be, a demanding time. Thanks also to our colleagues across the other Directorates and within the Tay Collaborative. Without their help it simply would not have been possible to continue to support our families and staff and have everything in place for when we were permitted to re-open our schools.

The dedication of our school leaders during this period has provided the greatest example of what it is to truly serve your school community.

Together we will continue to respond and adapt to government guidance as we work to ensure that our schools are not only safe places to be, but are environments in which our children and young people feel supported and are progressing in their learning.

Kelly McIntosh

Director of Education and Lifelong Learning

Section 1

Angus Annual Education Report, 1 September 2019 - 23 March 2020

1.1 Early Years

Between August 2019 and March 2020 there were 17 Care Inspectorate inspections of Early Learning and Childcare (ELC) settings. Twelve were inspections of local authority ELC provision. The remaining 5 inspections were of private and voluntary providers who work in partnership with the local authority in order to deliver funded ELC provision for eligible two, three and four year olds.

Gradings are awarded for four quality indicators (QIs) using a 6-point scale. Gradings from these inspections were positive with no setting receiving a grade of either weak or unsatisfactory.

Table 1: illustrates the grades received for all ELC inspections (local authority and private and voluntary providers), with the figure in brackets showing the percentage of grades received at each level for the relevant quality indicator. Tables 2 and 3 show this information for local authority and private and voluntary separately.

Area being inspected	Quality of care and support	Quality of environment	Quality of Staffing	Quality of Management & Leadership
Unsatisfactory (1)	0	0	0	0
Weak (2)	0	0	0	0
Adequate (3)	1 (5.9%)	1 (5.9%)	1 (5.9%)	2 (11.8%)
Good (4)	4 (23.5%)	5 (29.4%)	3 (17.6%)	6 (35.3%)
Very good (5)	12 (70.6%)	11 (64.7%)	12 (70.6%)	9 (52.9%)
Excellent (6)	0	0	1 (5.9%)	0

Table 2: Local authority ELC settings only

Area being inspected	Quality of care and support	Quality of environment	Quality of Staffing	Quality of Management & Leadership
Unsatisfactory (1)	0	0	0	0
Weak (2)	0	0	0	0
Adequate (3)	0	1 (8.3%)	0	1 (8.3%)
Good (4)	3 (25%)	3 (25%)	2 (16.7%)	4 (33.3%)
Very good (5)	9 (75%)	8 (66.7%)	9 (75%)	7 (58.3%)
Excellent (6)	0	0	1 (8.3%)	0

Table 3: Partner Private and Voluntary ELC settings only

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 (20%)	0	1 (20%)	1 (20%)
Good (4)	1 (20%)	2 (40%)	1 (20%)	2 (40%)
Very good (5)	3 (60%)	3 (60%)	3 (60%)	2 (40%)
Excellent (6)	0	0	0	0

In addition to the above Care Inspectorate inspections, three local authority ELC 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 providers, are asked to track the attainment of developmental milestones for children aged between 48 and 60 months on an annual basis. These developmental milestones cover seven key developmental areas:

- **Speech and language** – ability to communicate clearly with adult and peers
- **Gross motor skills** – has good control of body movements
- **Fine motor skills** – has good control of fine body movements
- **Social development** – demonstrates age appropriate social development skills
- **Emotional development** – demonstrates age appropriate emotional development skills
- **Behaviour** – demonstrates age appropriate positive behaviour
- **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. This year, the annual central collation of this data was suspended due to Covid-19. Nationally reported developmental milestone data will be used to inform service priorities instead.

An initial cohort of 40 P1 teachers attended career long professional learning sessions aimed at developing playful pedagogy in their settings with a particular

emphasis on the use of 'loose parts'. A test of change was led by Early Years managers in two P1 settings. This resulted in improved practitioner confidence in facilitating playful pedagogy and the increased engagement of children in meaningful, open-ended play experiences.

Eight targeted ELC settings participated in bespoke outdoors training. The increased knowledge and understanding of outdoors guidance enabled them to effectively support children's learning outdoors.

Twenty ELC settings attended training on the safe use of fire pits enabling them to increase the opportunities for this experience in settings.

The Early Years Covid-19 guidance provided support for all settings on the development of outdoor learning with relevant online training and support from locality Early Years staff.

In April 2020 we committed to continue with the delivery of the early learning and childcare entitlement of up to 1140 hours. Restrictions to construction meant that our well-planned contingency measures were put in place allowing us to honour the commitment we had made to children, parents and staff for August 2020.

Despite restrictions to on-site activity due to Covid-19, construction of the two new ELC centres continues and it is expected that both buildings will open early in 2021. A further two smaller projects being completed during summer 2021.

We have completed a comprehensive review and expansion of the early years workforce, with over 200 staff recruited in 2020 to join the existing workforce in a range of new working patterns which allow for the maximum of flexibility and choice for families. The Early Years central team has also been restructured and expanded to meet new quality assurance requirements in line with the National Standard.

A strategic procurement exercise was developed throughout 2019, and in early 2020 64 private and voluntary providers and childminders were awarded contracts to deliver funded ELC across Angus from August 2020. This is an increase of 100% on the number of providers who were available prior to the procurement exercise.

Prior to the opening of the procurement process, training and information sessions were delivered to support the needs of providers as they prepared to meet the demands of the National Standard. Angus Council is nominated in two categories in the GO Excellence in Procurement awards – Best Procurement Delivery and Best Procurement Leadership categories- due to the success of this procurement process (www.goawards.co.uk/scotland/finalists).

Capital grants were awarded to 10 private and voluntary providers for the expansion and improvement of their play and learning environments, significantly expanding the availability and quality of funded ELC services.

Whilst the Scottish Government has temporarily suspended the statutory obligation on local authorities to implement the National Standard, in Angus this measure of quality was built into the new contract with partner providers and is therefore in place regardless. Work continues with local authority and partner ELC settings to ensure full commitment to the new standard before formal implementation nationwide.

1.2 Education Scotland School Inspections

Education Scotland operate two inspection models. The full model runs from Monday afternoon until Friday morning within one school week. The quality indicators (QIs) reported on during the full model are:

- 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 and achievement

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

The short model runs from Monday lunchtime and until Wednesday lunchtime within one school week. This is a more focused approach and as such evaluations are provided for only two quality indicators:

- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement

In session 2019-2020 three primary schools were subject of an Education Scotland inspection. Two experienced the full model, and one the short model.

The outcomes were positive and reflect our drive towards continuous school improvement within and across the system in Angus. The inspection process validated our knowledge of our schools.

Tables 4 and 5 show the grades awarded.

Table 4: Full Inspection Model

School	Ages	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
Inverarity Primary School	Early Years	Good	Good	Good	Very Good
	Primary	Good	Good	Good	Good
Southesk Primary School	Early Years	Satisfactory	Good	Good	Good
	Primary	Good	Good	Good	Good

Table 5: Short Inspection Model

School	Ages	QI 2.3 Learning, teaching and assessment	QI 3.2 Raising attainment & achievement
Grange Primary School	Early Years	Excellent	Excellent
	Primary	Excellent	Excellent

Grange Primary School was the subject of a short model inspection in November 2019. The Inspectors decided that all aspects under review merited a grade of 'excellent'. The Inspectors reported that:

'The headteacher and her staff work tirelessly to create a nurturing and inclusive ethos across the school, where everyone feels highly valued. The outstanding sense of teamwork amongst the school community also enables parents and partners to play a key role in supporting the school to continue to succeed.'

As a result of the dedication of leaders and all staff in creating an ethos of nurture and achievement, the inspectors noted consistently high-quality learning and teaching across the nursery and school as well as articulate and creative children who are highly motivated to learn.

The work of the school was captured in an Education Scotland sketch note in order to share the sector leading practices of the school.

https://education.gov.scot/media/qcigd1zf/grange_sn.pdf

1.3 Progress against the National Improvement Framework

The leadership and professional learning capacity of school staff is integral to improving outcomes for children and young people. This has been enhanced this session by the development of Principal Teacher and Depute Head Teacher Networks. These are forums in which improvement priorities and effective practice are shared.

The importance of professional learning is highlighted in the new Professional Review and Development (PRD) Policy which was part of the successful Professional Update revalidation process by the General Teaching Council Scotland (GTCS). The GTCS report highlighted the fact that:

“Angus Council has made positive steps forward in introducing the new PRD approaches and significantly reducing levels of bureaucratic paperwork, providing clear expectations in the new documentation. The staff engaged in the pilot have welcomed the coaching approaches and the professional conversations based on positive working relationships.”

In September 2019 Angus Virtual School (AVS) were awarded the GTCS Excellence in Professional Learning award. This award recognised our commitment to developing high quality professional learning and building a systems leadership approach.

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. The figures in table 6 and 7 are based upon teacher professional judgement and were gathered in June 2019. These figures have not been updated due to the impact of Covid-19 and the national decision not to collect CFE levels this session.

Table 6: Primary CFE achievement by percentage

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

Angus Virtual School has revised attainment data analysis procedures. Head Teachers are supported to triangulate CFE data with Scottish National Standardised Assessment results and the Broad General Education Benchmarking toolkit in order to interrogate more closely the progress they are making regarding improving attainment.

Head Teacher triads are now embedded and promote discussion and scrutiny of attainment data. This forum reflects the systems leadership approach to school improvement.

Discussions between senior leaders and teachers ensure rigorous scrutiny and moderation of children’s progress in literacy and numeracy at both individual, class and whole school level. The majority of teachers are more confident in their ability to analyse data in order to identify next steps in learning and teaching.

Our schools recognise the need to share planned approaches to literacy and numeracy with parents and carers. The majority of schools report an increase in the family learning opportunities they provide.

Angus Virtual School supports collaborative networking through Literacy Leaders and Numeracy Champions. A Numeracy Leaders Course was introduced this session. The sharing of practice and professional learning opportunities has promoted a collective responsibility for improving attainment in literacy and numeracy.

Table 7: Secondary CFE achievement by percentage

Curriculum component	Third Level 2017	Third Level 2018	Third Level 2019
Numeracy	94	94	95
Reading	96	93	95
Writing	94	92	95
Listening & Talking	96	94	95

Secondary schools have robust processes for tracking through the Broad General Education (BGE). Curriculum Advisory Groups (CAGs) have made progress in leading assessment and moderation in the BGE. This has led to more consistency of teacher professional judgement. In March 2020 the focus of the work of the CAGs shifted to the development of home learning and supporting teachers in the sharing of technical expertise and learning resources.

Table 8: Percentage of leavers achieving both literacy and numeracy at Level 4

Year	Angus	Virtual comparator	National
2013	84.2	81.8	77.9
2014	85.6	83.3	81.2
2015	89.0	86.3	85.8
2016	90.6	88.1	88.1
2017	90.2	89.9	89.2
2018	87.7	89.2	89.1
2019	89.1	88.4	89.3

The performance of school leavers at level 4 in 2019 saw Angus move back above the virtual comparator.

Table 9: Percentage of leavers achieving both literacy and numeracy at Level 5

Year	Angus	Virtual comparator	National
2013	57.8	57.5	52.5
2014	60.2	57.2	55.3
2015	59.8	57.7	58.6
2016	65.7	61.7	64.2
2017	71.6	65.8	66.5
2018	67.3	65.8	67.1
2019	65.3	65.2	66.6

The performance of school leavers at level 5 continues the trend of being above the virtual comparator.

Table 10: Percentage of leavers achieving Literacy at Levels 4 and 5

Year	Angus Level 4	Virtual comparator Level 4	Angus Level 5	Virtual comparator Level 5
2013	94.3	93.1	72.8	71.7
2014	94.6	93.2	73.4	71.4
2015	95.3	93.8	74.5	74
2016	95	94.2	79.3	76.6
2017	94.8	94.7	81.4	80.1
2018	93.2	94.2	80.7	81.4
2019	93.3	93.4	83.6	80.7

The percentage of school leavers achieving Literacy at level 5 is 'greater than' the virtual comparator.

Table 11: Percentage of leavers achieving Numeracy at Levels 4 and 5

Year	Angus Level 4	Virtual comparator Level 4	Angus Level 5	Virtual comparator Level 5
2013	84.6	83.4	60.4	61.0
2014	86.3	84.5	62.0	61.2
2015	89.9	88	63.5	61.5
2016	91.8	89.7	68.2	64.7
2017	91	91.4	74.4	68.2
2018	89.4	91	69.3	68
2019	91	91.1	67.1	67.9

Numeracy at level 4 has moved above the virtual comparator for the first time since 2016. Numeracy at level 5 shows decreasing levels since 2017.

Arbroath High School wins the First Minister’s Reading Challenge

Arbroath High School registered to participate in the First Minister’s Reading Challenge (FMRC) in order to raise awareness of the importance of reading across the school community. This programme encourages reading for pleasure strategies and opens access to useful reading culture resources and opportunities.

Led by a Depute Head Teacher and school librarian, the first step was to hold a professional learning session for all staff to promote the FMRC and encourage everyone to see themselves as reading role models for young people. A wide variety of reading for pleasure strategies were introduced involving all members of the school community.

Despite the challenges presented by Covid-19, Arbroath High School was determined not to lose momentum and maintained a focus on whole reading activities. As their young people moved to ‘virtual learning’ the school made every pupil part of an online ‘library team’ providing daily contact with the librarian and access to a multitude of online resources including discussion groups, the ability to ‘post’ about what they were currently reading and exercises in spotting ‘fake news’. Parents were encouraged to follow the school twitter feed in order to access resource links. Young people participated in Twitter ‘read-a-longs’ and a national ‘literacy under lockdown’ survey.

This commitment to reading resulted in Arbroath High School being selected as the winner of the national Reading Inspiration Challenge:

“Arbroath have made great progress with promoting reading for pleasure this year. They made sure that the whole school community felt involved and included, with impressive events involving departments across the school, a weekly reading group for pupils with additional support needs and a new Manga club.”

PRIORITY 2: Closing the attainment gap between the most and least disadvantaged children and young people

Table 12: Attainment v Deprivation – tackling disadvantage by improving the attainment of young people living in comparable neighbourhoods

	1	2	3	4	5	6	7	8	9	10
Angus	316	443	473	466	550	647	683	671	710	766
No. of Young People	23	87	86	106	156	186	158	155	179	60
Virtual comparator	325	431	473	512	541	663	679	752	772	886

Data is shown in 10 deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of young people with post codes within data zones identified as being the 10% most deprived in Scotland. Decile 10 refers to those young people with post codes within data zones identified as being the 10% least deprived. The table shows the average complimentary tariff score for each decile followed by the number of leavers within that decile.

Although the picture is variable only the performance of decile 10 has any ‘statistical significance’. Here our performance is ‘much lower’ than the virtual comparator.

PRIORITY 3: Improvement in children and young people’s health and wellbeing

Regular attendance at school can positively impact on wellbeing and directly contributes to levels of achievement. Primary and secondary school attendance remains relatively stable. The data illustrates attendance until the date of school closure due to Covid-19.

Table 13: Attendance Data

Year	Primary Attendance %	Secondary Attendance %
2013/14	96	93
2014/15	96	93
2015/16	96	92
2016/17	95	92
2017/18	95	91
2018/19	95	91
2019/20	94	91

Our local authority 'Relationships Policy' places positive relationships at the centre of school life. Almost all schools have relationship policies in which the creation of a nurturing, positive school ethos is a priority and restorative approaches are embedded.

School exclusions are a last resort in the management of individual situations. There has been a reduction in exclusions in the secondary sector in 2019-20.

Table 14: Exclusion Data

Exclusions levels per 1,000 children and young people	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	4	3	9	8	6	9	12
Secondary	35	32	32	42	45	50	30

Schools are developing confidence in measuring the impact of health and wellbeing strategies for improvement. The Wellbeing Web has been used with children and also adapted successfully for use with staff.

An Emotional Health and Wellbeing Toolkit was launched last year and 'Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People' has been developed by priority group three of the Tay Collaborative and will be promoted in all Angus schools.

As part of our continuum of support to improve health and wellbeing, increased access to high quality Counselling services will be available for children aged 10 years and over and young people attending secondary school in Angus from November 2020.

Our schools place the values of respect and inclusion at the heart of their ethos by creating environments which foster positive relationships, better behaviour and high expectations for all children and young people. Unfortunately, bullying can still be an issue for children and young people, affecting their health and wellbeing, level of participation, attainment, and inclusion in school life.

In 2019, Angus Council was the first local authority to work in partnership with the NSPCC and respectme (Scotland's Anti-Bullying Service) to develop and deliver a campaign to address online bullying.

A Youth Advisory Group of 16 young people from across Angus secondary schools led the 'Think Before You Type' campaign and held focus groups with young people, parents/carers, and school staff. The group presented their anti-bullying recommendations to our Children and Learning Committee, and then at a special Reception at the Scottish Parliament.

Since then, members of the Youth Advisory Group have been involved in writing the NSPCC report, judged NSPCC's internal awards, and contributed their learning from the campaign to inform a national toolkit for other local authorities and school staff. This toolkit will be launched at a virtual event in November 2020 and will guide others on how to best support youth-led anti-bullying work in their organisations and as such, will be a valuable legacy for the Angus campaign.

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

Table 15: Percentage of leavers achieving an initial positive destination

Year	Angus	Virtual comparator	National
2013	93.9	92.3	91.7
2014	92.7	93.4	92.5
2015	94.2	93.4	93
2016	95.1	93.3	93.3
2017	94.7	94	93.7
2018	95	95	94.4
2019	95.6	94.7	95.1

The percentage of our leavers achieving an initial positive destination remains above comparators.

In 2019 37% of leavers entered Higher Education, this is just below the virtual comparator; 37% entered further education, this is above the virtual comparator and 18% entered employment, this is just below the virtual comparator. This is consistent with performance in Angus over the last five years.

The use of 'My World of Work' to provide information and support decisions related to careers pathways is high, with Angus registrations at 89% compared to 80% nationally.

The Education Directorate continues to work collaboratively with other service areas across the council to develop employability programmes. Angus Works, our in-house work placement programme, is open to all young people in S4-S6. A workshop and support pack for mentors helps ensure that there is equity of support across all placements.

In 2019-20 43 young people undertook a placement within one of 12 service areas within the council. This session also saw the introduction of the SQA Work Placement Unit at level 5.

Mini Angus Works provides a shorter, more supported programme for young people with additional support needs and includes the SQA Work Placement Unit at level 4 award. For session 2019-2020 36 young people were set to undertake

placements across 16 service areas. However Mini Angus-Works was unable to reach its conclusion due to 'lockdown' restrictions.

Regular tracking of young people is carried out in relation to 'intended leaver' dates and pupils at risk of not achieving a positive destination. These are discussed at scheduled Joint Action Team meetings with Skills Development Scotland and the 16+ Team. Plans are agreed to provide appropriate support.

Our partnership with Dundee and Angus College and the opportunities our young people are given to experience learning at college as part of both the Broad General Education and the senior phase is an integral part of our curriculum. Our senior phase offer to young people for session 2020-2021 saw 115 young people opting to study towards a Foundation Apprenticeship. In addition to learning at college we have worked with Dundee and Angus College to host Foundation Apprenticeship courses in two of our schools.

The review of our curricular offer with Dundee and Angus College following the examination results of August 2019 resulted in the development of a National Progression Award (NPA) in Psychology. This new level 6 award gained approval from SQA and is now available to centres throughout Scotland.

A further example of innovation has resulted in the development of new integrated courses in construction. Brechin High School (BHS) worked with local businesses, Skills Development Scotland and Dundee and Angus College to address the skills gap in recruits entering the construction industry. This began with the delivery of the Foundation Apprenticeship in Civil Engineering being delivered on site. Partners then looked at developing approaches suitable for the S3 and S4 curriculum. A project-based course was developed by staff from BHS and Dundee and Angus College.

The course incorporates engagement with employers at key stages of the project and emphasises metaskills alongside technical skills. Evaluations by SDS highlighted increased engagement in learning and a recognition by young people of the relevance of learning across all other subjects in school.

This new course, initiated in Brechin, is now being delivered in many other schools and colleges across Scotland.

Overall, all secondary schools continue to work closely with Dundee and Angus College to ensure that leavers enrol in a course which shows progression from attainment in school. We are also working in partnership with the college to enhance delivery of the Future Skills College course which supports young people

who have an interest in studying towards a specific vocation. This course pairs learning with extended related work placement.

Successful partnerships with local businesses and industry to support the delivery of the curriculum and raise awareness of the skills and experience required further enhance the learning.

In a bid to emphasise the importance of all learning we developed the #everythingislearning series of events. We started with 'what now?' which saw our secondary schools share their curriculum rationale and models. Then 'what's here?' events were scheduled in each locality and saw those who have a part to play in a young person's learning attend, share their offer and listen to the part played by others. These events served to influence the narrative around the value of all learning and a recognition that 'school' is wherever the learning takes place. The events were attended by colleagues from communities, economic development and social work together with employers and representatives from the third sector. The third series of events, 'what next?', designed to look at what learning may look like in Angus across the next decade had to be postponed due to 'lockdown' restrictions.

The achievement of our 'looked after' children and young people

Our looked after children (LAC) are those children and young people most likely to be disadvantaged in multiple ways and who are most at risk of poor outcomes. This group of young people have become looked after because of specific additional vulnerabilities and will have experienced significant instability or challenges in other aspects of their lives which impact uniquely on their attainment levels as a cohort. Our May 2019 leavers included 25 young people who were 'looked after' on the census date in September 2018. Sixteen of these young people were 'looked after away from home' and nine were 'looked after at home'. Our Corporate Parenting Plan pledges that we will help young people who are 'looked after' to achieve their best at school. Information specific to this group of young people was included for the first time in the annual attainment report of April 2019.

Fewer young people who were 'looked after' achieved qualifications in literacy and numeracy. However for the combined measure for literacy and numeracy, achievement increased for both level 4 and level 5 in 2019.

For each of the individual literacy and numeracy levels the attainment of 'looked after' young people improved on that of 2018. For 2019 Angus is above the virtual comparator in literacy at level 5 and numeracy at level 4. There have also been

improvements in literacy at level 4 and numeracy at level 5. Whilst Angus is below the virtual comparator in both of these measures the gap has reduced. Young people who are 'looked after' away from home achieve more than those who are 'looked after' at home.

Fewer young people who are 'looked after' enter an initial positive destination. 87% of young people who are looked after away from home entered an initial positive destination, compared to 56% of young people who are looked after at home.

The percentage of young people who are looked after away from home who move on to either further or higher education is above all comparative measures.

Overall children and young people who are 'looked after at home' achieve less.

For session 2019-2020 the attendance of those who are looked after at home is lower than for any other group. For this group attendance at secondary school is significantly lower.

Our exclusion policy outlines a protocol to be followed should a Head Teacher be considering the exclusion of a child or young person who is looked after. Young people who are looked after at home have a higher rate of exclusion than those who are looked after away from home.

In December 2019 a dedicated review of attainment for looked after young people was held in each secondary school. The proposed schedule of meetings for primary schools did not occur due to school closure.

1.4 Pupil Equity Funding (PEF) Evaluation Year Three

Approximately £2.1 million PEF funding was allocated to Angus schools for session 2019-20. The allocation was based on an analysis of free school meal entitlement. Individual schools received amounts between £2K and £170k. Schools followed guidance issued by Scottish Government and local authority advice when making decisions regarding PEF spend.

Input from our Education Scotland Attainment Advisor (to individual Head Teachers and clusters) provided support and challenge regarding PEF rationale, expenditure and impact due to the closure of schools in March not all meetings were conducted.

Evaluations on PEF interventions are reported through the annual standards and quality reports. Monitoring and analysis of PEF expenditure shows that schools' repertoire of positive interventions has widened to meet the needs of targeted

groups, the main focus of interventions being:

- Literacy
- Numeracy
- Health and Wellbeing

PEF has allowed the majority of schools to recruit additional staff who have provided individual and small group support for learners.

Due to lockdown schools were unable to collect enough data to provide robust evaluation of PEF interventions. Furthermore, the need for schools to respond to the significant change in circumstances because of Covid-19 may well require a shift in priority of school PEF plans. In particular:

1. Addressing health and wellbeing issues
2. Addressing any digital 'gaps' for learners with respect to devices and internet connectivity
3. Recovery focus on literacy and numeracy

1.5 Community Learning and Development

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 but we have been able to gather evidence that community learning and development (CLD) across Angus is contributing to local outcomes.

Over the past year several areas of work have had to be re-prioritised as part of the response to Covid-19 when staff were re-deployed to support a diverse range of different work areas. This has included joint work with Voluntary Action Angus (VAA) to support the 'My Streets' volunteering, telephone help-line, emergency food responses and the key worker childcare hubs. Other areas of work were moved online where possible to enable some support to learners and groups to continue.

A number of CLD Plan activity areas and tasks progressed prior to the pandemic, and continue to do so. The full annual CLD Plan Progress Report and Forward Plan will be presented to the Community Planning Partnership Board in November 2020. Some key areas of progress are described below:

Delivery of youth work activities

The youth work offer for schools has been further developed and there is now a range of school-based youth work programmes that have been presented to secondary schools. These include programmes that focus on emotional wellbeing, resilience, life skills, community safety, and self-esteem. Three schools have programmes starting in 2020.

We have established a youth work recovery partnership to bring together youth work providers in a way that supports delivery of youth work services that mitigate the impact of the Covid-19 crisis on young people and engages/re-engages them in learning opportunities. Fifteen partners from the public and voluntary sector, including schools, are involved with this partnership. As a result of this work a bid has been submitted to Youthlink's youth work recovery fund and a further two project ideas that focus on health and wellbeing will be developed over the coming months.

Although local youth work activities had to stop during lockdown, we have been engaging online with young people through our Angus wide youth work activity. This includes the Young Scot Media Group, LGBT group and a new online Angus wide group we created in response to a suggestion by young people. Much of this work has been about supporting wellbeing as well as offering practical advice and support on issues such as homelessness, benefits and access to mental health support - all raised by young people who were experiencing these issues during lockdown. We have also continued to support our members of the Scottish Youth Parliament (MSYPs).

The young people involved in these online groups have also worked with us to co-design the Angus Youth Awards. These awards have been set up to celebrate those who have made a difference in Angus. Winners will be announced during National Youth Work week.

A group of young people who have been involved in youth work provision have put themselves forward to do the Professional Development Award in Youth Work.

Duke of Edinburgh Award (DofE)

Across Angus a total of 170 DofE awards have been achieved in the last year. Young people have spent 4723 hours on developing a skill and 4723 hours undertaking physical activity. In addition, they have spent 5177 hours carrying out activities as a volunteer. The social value of these hours equates to £22,519.95. We have also now set up a DofE Centre at Panbride for those young people requiring

a greater level of support. Lockdown restrictions meant that many young people were unable to complete the whole award.

To support young people to continue their award, DofE created 'DofE with a Difference'. This aims to support young people to keep working on their Award, including activities they could undertake from home, as well as building in variations for the Expedition section and introduces the Certificate of Achievement for those who complete their Volunteering, Physical and Skills sections.

Further develop the use of participatory budgeting (PB) to involve communities in decisions relating to budgets and resources

Following the success of our first 'Power of Youth' participatory budgeting event in October 2018 a further event was held in 2019. Joint work with the drug and alcohol partnership saw £70,000 allocated to support this. Over 1100 young people voted resulting in a total of 28 new youth work projects being awarded full or part funding.

Develop shared evaluation and reporting arrangements and make better use of performance reports

How we share data and performance information remains a challenge and further work is required to develop our joint reporting arrangements. We were unable to hold our annual partner event in June 2020, instead information is being gathered through discussion with individual partners. A CLD Plan Reference Group has now been established to support this improvement. Education and Lifelong Learning, Communities. Community Planning Partnership and the voluntary sector are represented.

1.6 Education in Unprecedented Times

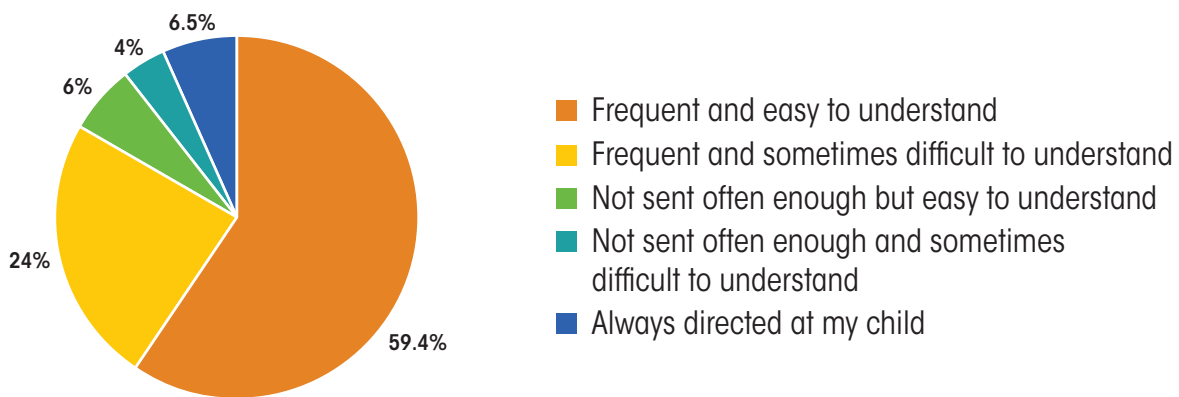
Covid-19 and the delivery of learning at home

As of Monday 23 March 2020 all teachers in Angus moved to a model of delivering learning at home. Teachers used a variety of online platforms, both within and out with GLOW, as well as providing resources for families with no access to a suitable device or internet connection.

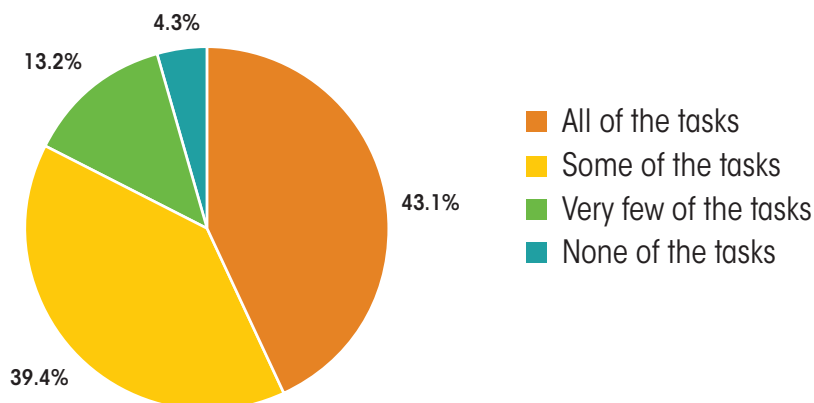
Schools monitored engagement with home learning and offered additional support where required. This included the provision of suitable devices where available.

Responses to a GLOW home learning survey were provided to each school to assist planning for part-time attendance. A selection of the results is shown below:

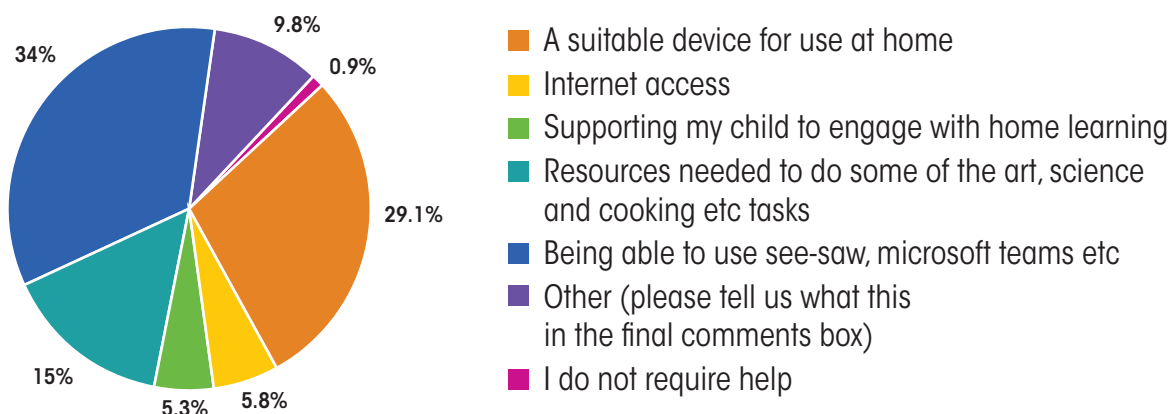
The communication about home-learning was...



I was able to support my child with...



For next session I will need help with...



Children and young people were also asked to evaluate their home learning offer. The survey showed that 62% of secondary learners reported that their experience of home learning was 'good' or 'very good'. For primary school aged children 67% reported that their learning had been 'good' or 'very good'.

In our secondary schools 36% of learners spent an average of two to four hours per day on home learning with 20% spending more than four hours. In primary schools 41% spent one to two hours on learning each day with 34% of children spending two to four hours on their learning.

Feedback from children and young people showed that primary learners were missing time with friends in school. For secondary learners the main challenge was missing interactions with teachers.

1.7 Support to children, young people and families

Liaison between Education and Social Work colleagues ensured provision for our most vulnerable children and young people through attendance at our childcare hubs and with partner providers.

For those who did not attend hubs, schools continued to maintain virtual contact with vulnerable children and young people in an ongoing basis during lockdown. For children with additional support needs, contact was maintained with individual children and families by school staff and the Additional Support Needs (ASN) Locality and Specialist Teams. This included regular contact with parents to offer online learning resources, support and advice in relation to individual needs, as well as signposting to local and national supports.

Resources were provided by our Autism Spectrum Disorder (ASD) team to support the transition to a new stage or school. This included social stories reflecting the current context and Boardmaker signage for those with communication difficulties.

Online teaching sessions were provided by our EAL (English as an additional language) team via GLOW; an Armed Forces Families Support Group run by our Service Family Liaison team provided support and resources for families during lockdown; resources and adapted work for children with sensory impairments was provided by our Visual Impairment and Hearing Impairment teams; and information on free technology and webinars was communicated to schools and families by our Assistive Technology teacher.

In addition, our Educational Psychology Service (ESP) continued to provide consultation to school staff and parents; developed resources for children, young people, parents and schools to help cope during Covid-19 and in recovery planning; as well as attending virtual planning meetings for children and young people including those looked after out with Angus.

Planning and support continued for children and young people in line with our Continuum of Need process. Our multi-agency working will be increasingly important as children and young people return to school and require support. In addition, we will need to continue to meet the needs of those unable to return due to health issues and who are required to continue to learn at home. The provision of AV1 Robots will support children who are too ill to attend school and enable them to continue to access learning and peer interactions.

1.8 Preparation for re-opening

Schools were formally directed to close on 23 March 2020. A small number of our buildings remained operational during this time including 11 primary schools which operated as emergency childcare hubs. Some of our secondary schools also remained open for a period, with Design and Tech colleagues working to provide 'visors' at the request of our colleagues at NHS Tayside.

During the closure period we worked with colleagues in Health and Safety, Facilities Management and Tayside Contracts to ensure our childcare hubs were risk-assessed and provided with all necessary hygiene and safety items for safe operation. During the holiday periods we were grateful to have the support of colleagues from Angus Alive, Communities Directorate, and volunteers from our own service, to ensure childcare hubs continued to run.

Following the announcement of the return to school in August, an Operational Recovery Group was established with representatives from Education, Infrastructure, Transport and Health and Safety. The group worked collaboratively to ensure our schools were 'covid-safe' and ready for the return of staff and children. Our group responded quickly to changing guidance, and we ensured that documentation to support schools was regularly reviewed and updated. Our colleagues in the Transport Team ensured that all entitled children were able to access their school transport from the start of term.

A new pan-Tayside working group was established to ensure a consistent approach to the delivery of our cleaning and school catering services across the three authorities.

With the help of colleagues in the Finance and IT Services a new direct payment process was established to ensure all children eligible to free school meals received financial support during the school closure period. This support was extended to cover holiday periods. We have also used grant funding from the Scottish Government to provide further food and fuel support to families. A further grant fund has enabled us to provide Chromebooks, iPads and mobile connectivity to children and young people who would otherwise be digitally excluded.

Our central teams have adapted quickly to the new way of working. Working remotely has provided us with an opportunity to look objectively at our processes and work at pace to improve and digitise. While not without its challenges, the pandemic has enabled us to get to know colleagues better and work in unexpected ways. These strengthened relationships will enable our operational team to make schools even more efficient as we move into the next session.

In session 2020-21 we will continue to work closely with all our partners in response to latest guidance.

1.9 End of Session Progress Summary of Annual Education Plan 2019-2020

(i) Learning Estate

We have continued to make progress with changes to the Angus Learning Estate. In February 2020 Abbeyview Campus opened. Unique to Angus, Abbeyview is a shared site accommodating Hayshead Primary School and St Thomas RC Primary School. The project was part-funded by Scotland's Schools for the Future Programme.

We have invested around £1.5million in extending Edzell Primary School. Completion has been delayed due to impact of Covid-19. Children and staff are currently housed in a modular classroom unit on site and will be moving back into the extended school during Winter 2020.

We have also been progressing work on the other priorities identified as part of Angus Schools for the Future programme. A high-level commitment to funding works in the Monifieth cluster was made as part of the budget setting process in February 2020. We will also be seeking financial support from Scottish Government to take this forward.

In Montrose we completed an initial programme of engagement with learners, to gather their views on how we 'Re-imagine Montrose.' This culminated in a successful conference for learners in February 2020.

We have also engaged with partners to explore possible tests of change in our existing estate, to make the best use of the resources already available to us.

We have delivered active travel safety workshops for over 300 P7 children. Five schools participated in the 'Walk One Day A Week' activity and a further four schools participated in the 'Park Smarter' campaign. We continue to work with schools to update their travel plans and have responded to requests to set up 'walking bus' or 'park and stride' schemes.

(ii) Raising Attainment

Angus has a full complement of Quality Assurance and Moderation Support Officers (QAMSOs) who are practising teachers and they represent all Curriculum for Excellence levels (Early – Fourth) in literacy and numeracy. All QAMSOs have attended national training provided by Education Scotland and are using their knowledge and skills to support the moderation of children's work in their own school and across other schools.

New guidance will inform future practice and increase confidence and knowledge of using and implementing an effective moderation cycle. Three career long professional learning sessions were delivered (prior to Covid-19 restrictions) each focusing on key elements of the cycle. All sessions were evaluated positively by participants. These sessions are now being created digitally so all staff can access the learning at a time and place of their choosing.

All schools are engaging in a review of their BGE curriculum. An initial 'Creative Conversation' with a group of Head Teachers explored how best to approach this

review, taking cognisance of the empowerment agenda and the needs of individual school contexts. The main outcome of this discussion was the decision to establish a Curriculum Review Group consisting of primary and secondary Head Teachers and staff from our central team. It was agreed that the purpose of the group was to provide curriculum guidance and develop collaborative practices for curriculum leadership at all levels.

(iii) Closing the poverty related attainment gap

Since April 2019, Education and Lifelong Learning has been working with partners across Angus to run a pilot 'Holiday Food and Fun' programme designed to help parents and children when schools are closed for the holidays. The sessions were hosted by a mix of staff from services across Angus Council as well as local volunteers and charitable organisations who gave support and advice on inclusion, volunteering, health, literacy and learning through play.

Throughout the year Welfare Rights Officers provided 18 drop-in sessions giving support and guidance to ensure families were accessing the correct benefits and entitlements. Almost £12K in new benefit applications were received as a result of these sessions.

Since its launch in 2019 the food and fun programme has held in the region of 120 holiday drop-in sessions, provided more than 3,000 food bags and over £36,000 in food only vouchers.

In April 2020 £37,000 of food only supermarket vouchers were posted directly to eligible families for Holiday Food and Fun. This replaced the usual Holiday Food and Fun programme which we had planned to deliver in the April holidays.

Close links have been established with Angus Child Poverty Action Group. A cost of the school day strategy has now been drafted. Most schools have reviewed their practices in order to reduce unnecessary cost. This is something that we will continue to revisit.

(iv) Developing Teacher Agency

In Angus we understand that teacher agency represents the capacity of teachers to act purposefully and constructively to direct their own professional growth and contribute to the growth of their colleagues. To support this 14 teams from across the Education directorate participated in improvement science methodology training, a 100% increase on 2018/19.

All improvement projects demonstrated measurable impact on outcomes for children and young people. Arbroath High School's work for the First Minister's Reading Challenge (mentioned previously in this report) was one of these projects.

The Angus Professional Review and Development policy and procedures have been updated and now align with national guidance. They have been accepted by Angus Joint Negotiating Committee for Teachers (AJNCT) and feedback from professional review and development meetings and a sample staff focus group has been positive. General Teaching Council Scotland (GTCS) have sought permission to include the work of Angus colleagues in the refresh of their Professional Update Handbook.

As part of the Tay Regional Improvement Collaborative practitioner enquiry into effective feedback has been a focus for seven Angus primary schools. This work has led to successful engagement with the University of Dundee and GTCS leading to more staff providing more children with the right feedback, at the right time.

(v) Enhancing systems leadership

Enhancing systems leadership and supporting the empowerment of schools is a key focus of the Education and Lifelong Learning directorate, and in particular the Angus Virtual School. This area of work has six themes:

- Improvement
- Curriculum
- Staffing
- Funding
- Parental and community engagement
- Pupil participation

Developing innovative approaches to systems leadership has continued through the development of Head Teacher Impact coaches. Ten Head Teachers participated in the first iteration. An implementation plan is now developed and will be introduced in session 2020-21.

Digital innovation has provided opportunities to highlight and upscale impactful practices in learning. 'Tiny Teach Meets' have children and young people share their approaches to digital learning. Covid-19 and the introduction of universal home learning provided a unique opportunity to develop our digital learning approach more widely. All schools are now able to support learning remotely. The

appointment of digital learning officers for session 2020-2021 will further develop our digital learning offer to children and young people.

Supporting and developing meaningful networks has been central to our collaborative leadership strategy. Networks include 1+2 Language Coordinators, Learning and Wellbeing Coordinators and Numeracy Champions. Evidence shows that networks are effective ways to share information on approaches to learning and teaching, updates and new resources. New networks were introduced this session including the Depute Head Teachers and Principal Teachers networks.

As part of the Head Teacher Charter and school empowerment agenda a review of the existing Devolved School Management Scheme (DSMS) has commenced. This has included a wide internal consultation process including Head Teachers, school business managers, trade union representatives and finance representatives. Key principles for the new DSMS have been agreed. This work will recommence in session 2020-21.

Section 2

Angus Annual Education Plan 1 September 2020 - 31 May 2021

Session 2020-2021 starts after a prolonged period of school closure. Our children, young people and families have had to alter how they live their everyday lives. Our school leaders and staff are working differently. For now, we must prioritise ensuring that our learning environments are safe and that all associated hygiene measures are in place to combat the transmission of Covid-19.

A focus on the health and wellbeing of all has perhaps never been more important.

Understanding how the pandemic has impacted upon the lives of those within our school communities and the extent of any 'loss of learning' due to the extended period of school closure will allow us to put in place the support necessary to ensure that every child can progress in their learning.

This plan lists our improvement activity under three themes. 'Angus Cares', 'Angus Learns' and 'Angus Improves'. Whilst this is a single agency plan, we will continue to work with colleagues in other service areas and across our regional improvement collaborative to improve outcomes. The plan is not an exhaustive list of all of the improvement activity that will be carried out; it outlines what we believe we can and must achieve this year.

Our annual plan will take us to June 2021, allowing us to develop an evaluation and planning schedule which is in line with our schools.

Theme 1: Angus Cares

A focus upon wellbeing for staff and children will build a culture of care, collective commitment and inclusion to ensure no child misses out.

The Educational Psychology Service (EPS) will support the development and implementation of positive psychology approaches to improve health and wellbeing. Using the results from the staff wellbeing survey, and Compassionate and Connected Community materials, a staff wellbeing module will be delivered to schools. EPS will evaluate the outcomes of the module for schools and report on staff wellbeing needs in Angus schools.

As part of our continuum of support to improve health and wellbeing, increased access to high quality counselling services will be available for children aged 10 years and over and young people attending secondary school in Angus from November 2020. The impact on the emotional health and wellbeing of our young people will be monitored by a newly appointed Tayside Counselling Co-ordinator and reported to Scottish Government.

Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People has been developed by priority group 3 of the Tay Collaborative and will be promoted in all Angus schools, along with the emotional health and wellbeing toolkit.

Most of our learners accessing Forest School have benefitted from wellbeing activities and the majority of these children have visibly presented as more confident and engaged as a result. We will develop a policy for our Angus Forest School, increase the number of ASN staff trained, and enhance the learning environment to ensure accessibility of all.

The ASN Service will work with schools, partners, parents/carers, children and young people to implement the recommendations from the national additional support for learning review, 'All our Children and all their Potential' with the aim of promoting inclusion, improving learner experiences and outcomes, and celebrating the achievements of children and young people with additional support needs.

We want to support our children who are looked after and more closely monitor their progress.

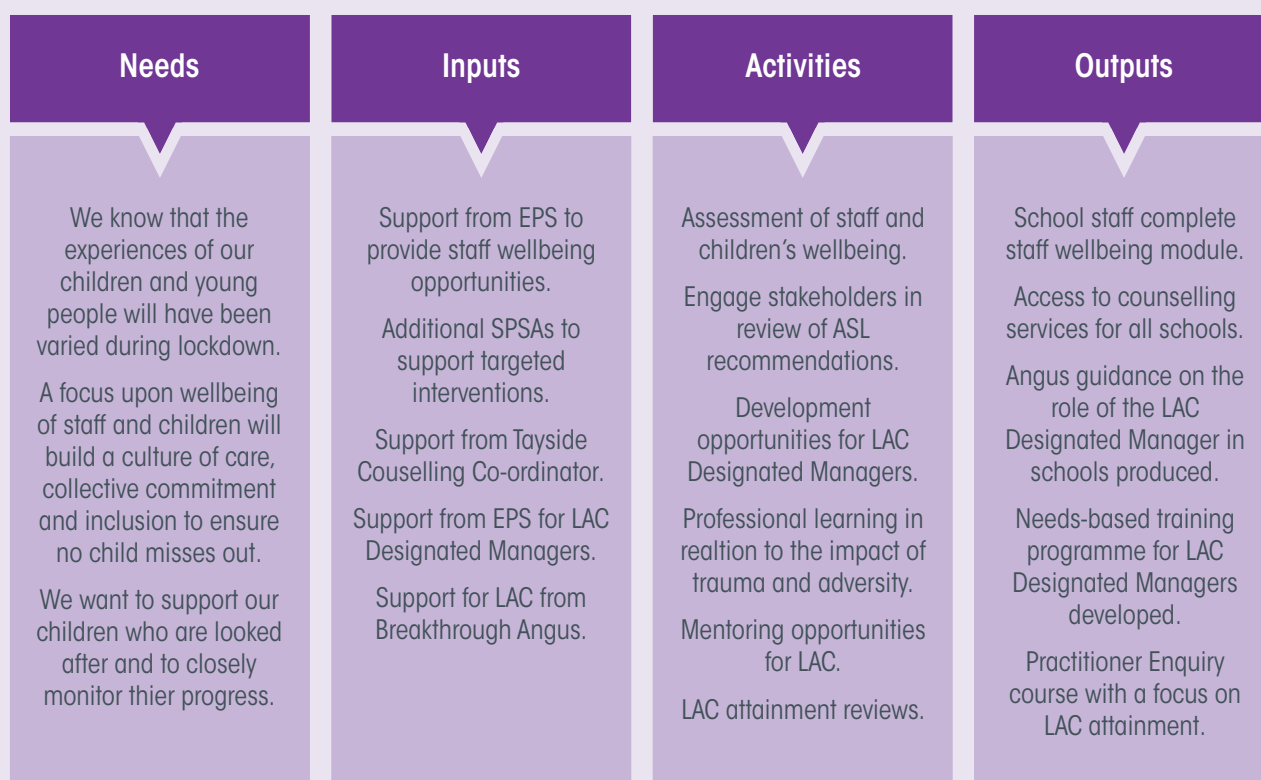
In order to improve outcomes for our looked after children (LAC) in Angus, the Educational Psychology Service will produce and share guidance on the role of

LAC Designated Managers in schools. Based on findings from research carried out during session 2020-21, a programme of training for LAC Designated Managers will also be developed. In addition, a Practitioner Enquiry course with a focus on improving LAC attainment, will be offered from January to June 2021.

'Breakthrough Angus' will deliver mentoring to looked after young people attending two of our secondary schools.

We will work with our colleagues in social work and health in response to 'The Promise'.

For session 2020-2021 we will undertake LAC attainment review in all schools.



Theme 2: Angus Learns

A focus upon reading will build a sense of shared purpose across our schools and communities during the recovery period.

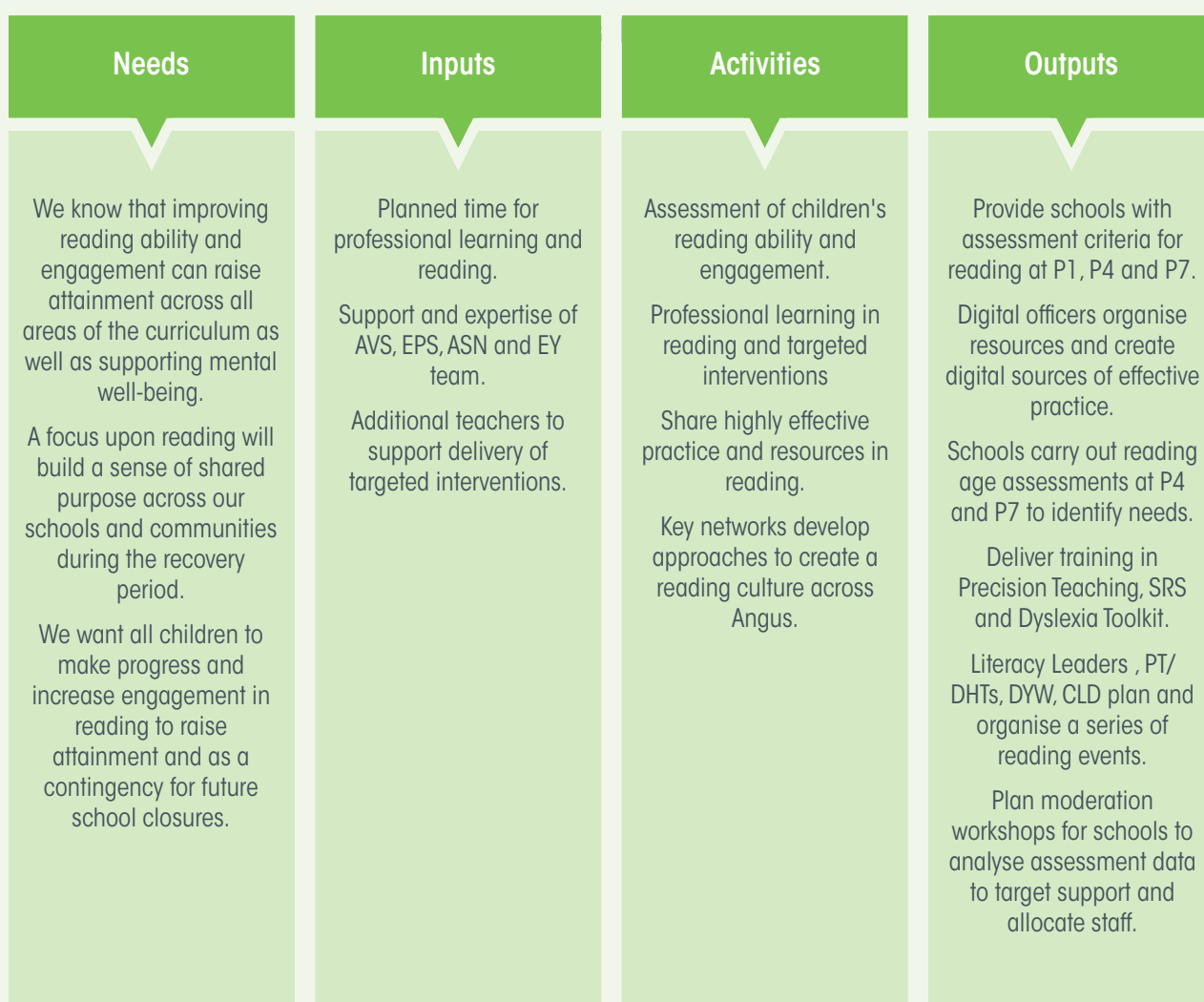
Improving reading ability and engagement allows children to better access the curriculum, improves attainment and has a positive effect on wellbeing. We understand that our children's experiences will have been varied during lockdown and that a widening of the poverty related attainment gap is likely. Research studies show that low reading engagement is associated with low attainment. Attainment rises amongst pupils who report 'sometimes reading for pleasure'. For pupils who often read for pleasure, attainment rises again, and the attainment gap associated with poverty narrows. Research also shows that children and young people who are the most engaged with literacy have better mental wellbeing than their peers who are the least engaged.

Angus Learns aims to improve attainment in reading by promoting reading for pleasure and a strong reading culture across all of Angus. By supporting children and young people to read more often and more widely, our schools will work together to find creative ways of making reading engaging across our communities. Our staff will track children's progress in reading, and we will use targeted interventions to provide support for those who need it. Our Educational Psychologists will provide training for staff in the use of Precision Teaching, an intervention that has already shown positive results in literacy and numeracy in many of our schools. The recovery teachers and support staff will provide schools with the additional capacity they need to deliver Precision Teaching and to increase the capacity to deliver existing interventions such as Fresh Start.

We will also focus on developing practitioner expertise by sharing the work on Sound Reading System (SRS) that has already shown a positive impact in several primary schools as a structured approach to phonics and spelling. The Dyslexia Toolkit is already widely used and will continue to be offered as a training opportunity for new staff to refresh current practice to ensure we are meeting the learning needs of all children and young people. By sharing existing resources and examples of highly effective practice by digital means we aim to increase engagement in reading to raise attainment and as a contingency for future school closures.

This shared focus for improvement will allow us to provide the conditions for school staff to work collaboratively on an area of school improvement. This will build confidence and a sense of collective efficacy at a time when there are

competing pressures and distractions. By modelling the improvement process and providing the tools and support to lead and measure the impact of the improvements in reading, Angus Learns aims to build leadership capacity alongside raising attainment in reading for all.



Theme 3: Angus Improves

Self-evaluation is an integral aspect of our approach to continuous improvement

Rigorous and systematic self-evaluation allows us to determine how we are performing, how we know and to identify what next for the Education and Lifelong Learning Directorate. Our self-evaluation strategy will allow us to analyse existing data, review current work and consult with stakeholders to gain their views on the services we offer. This will allow us to identify priorities for our work over the next three years which will in turn inform the work of our services, schools and settings.

Aspects of support provided by central teams will also be subject to review. These reviews will be designed in collaboration with stakeholders. Two reviews will be designed and implemented this session - the work of the Angus Virtual School and how we provide support for children and young people who are looked after.

Our directorate generates large amounts of data. We will review how effectively we use this data and create a 'dashboard' and a tracking tool which follows each learner on their journey from 2-18.

Achievement data in the Broad General Education is collected annually for all P1, P4, P7 and S3 children. This is based on teacher professional judgment. A continued focus on moderation will ensure increased levels of confidence in teacher judgement

Schools leaders will be supported to develop effective methods of evaluating and evidencing progress in learning and positive impacts for children and young people. This will include work specific to the use of PEF. Innovative approaches to improvement, including Head Teachers impact coaches, will be important in supporting change at school level. This strategy will complement existing strategies, such as Head Teacher triads, in securing school improvement. Leadership of change for senior leaders will be underpinned by high quality professional learning supported through existing networks.

