



Education and Lifelong Learning Directorate

Angus Annual Education Report 2020 - 2021 and Plan 2021 - 2022

September 2021

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Cllr Ron Sturrock

Convener of Children & Learning Committee

Foreword

Throughout session 2020-2021 our families and school staff continued to respond and adapt to government and public health guidance to ensure that our settings remained safe and welcoming for our children and young people. Although day to day life in school may have looked and felt a little different, everyone worked together to focus on wellbeing and progress in learning. Whilst working in this very different environment our schools continued to work to improve outcomes.

I would like to thank our children and young people, parents, school staff and all of the partners who helped ensure that our families were supported throughout this very unusual year. I would also like to give a special mention to everyone involved in delivering on our commitment of 1140 hours of childcare, our secondary staff for their work around the alternative certification model and the numerous partners who helped make our 'Get into Summer' campaign such a success. I would also like to recognise the work of everyone involved in ensuring that our children and young people continued to receive access to high quality learning and support at times when they were required to work from home.

This Angus Annual Education Report and Plan provides an update for session 2020-2021 and outlines our priorities for 2021-2022.

Introduction

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.

For session 2020-2021, we presented a one-year plan in response to COVID-19 and the needs of our children, young people and staff at that time. Although all of our settings opened in August 2020 the restrictions meant that schools looked and felt very different. The efforts of our school operations team, school staff and children and young people saw us keep case numbers low. Self-isolation requirements meant that on occasion we had to redeploy staff to keep settings open. Our children and young people coped admirably with the changes. Throughout the session everyone continued to respond and adapt to each new guidance document, always with the focus on the wellbeing of children, young people and staff. I must commend our local trade union representatives for their work in ensuring that safety and staffing guidance was accepted and adopted swiftly. I would also like to thank our colleagues across the council who helped ensure that we got the technical aspects of risk assessment, ventilation and effective communication right.

In January 2021, the majority of our children and young people were again asked to work from home. All of our schools remained open for the children of key workers. In February children in our early learning settings and those in P1-3 returned to school. Our secondary schools invited in limited numbers of young people in the senior phase to complete practical work essential for national qualifications. In March we welcomed back P4-7 and our secondary schools ensured that every young person had some time in school each week. After the spring holiday all of our schools resumed on a full-time basis. The planning and daily management undertaken by our school leaders for each iteration of this process allowed children and young people to safely attend when required, whilst also ensuring that our remote learning offer supported those learning at home.

It is important to remember that the circumstances of the last year have also meant that our staff and learners have learned new skills. Being forced to move to learning online saw us all master various meeting and sharing platforms. Some of the things that were in our plans for what education might look like over the next ten years happened in one. New professional networks emerged allowing resources and practice to be shared. Rethinking how we could most effectively operate opened up new opportunities.

We must not underestimate the leadership shown by our Head Teachers or the commitment of all our staff. Our children, young people and parents showed incredible patience and support. I would like to thank every member of our school communities for their part in this truly collective effort.

This report illustrates some of the work carried out in session 2020-2021 and shows our progress against our three themes, Angus Cares, Angus Learns and Angus Improves. Included in the narrative are some examples showcasing practice we feel is worth sharing. Restrictions meant that we could not achieve everything we had planned.

For session 2021-2022 we again present a one-year plan. Our priorities are drawn from national and local data, including the collation of priorities identified by each of our schools in their own standards and qualities reports. The last year has seen the release of some important publications. The Promise Plan 21-24 and the related Change Programme One; the anticipated incorporation of the United Nations Convention on the Rights of the Child into Scottish Law; Support for Learning: All Our Children and All Their Potential and Additional Support for Learning Action Plan and Scotland's CfE – Into the Future are some of the reports considered when developing our priorities for 2021-22.

Across each of the three themes the use of the 'logic model' illustrates how we have used national and local data to inform our improvement priorities for 2021-2022. The Education and Lifelong Learning Directorate will work to progress these improvement priorities throughout the session.

Kelly McIntosh
Director of Education and Lifelong Learning

Section 1

Angus Annual Education Report, 1 September 2020 – 12 August 2021

1.1 Early Years

Delivering on our commitment of up to 1140 hours

The increased entitlement of 1140 hours was implemented in full in August 2020 as planned, a year ahead of the national implementation date which had been revised by Scottish Government in response to COVID-19. Children and families in Angus are accessing a range of flexible options in local authority provision and through our funded Early Learning and Childcare (ELC) framework of partner providers and childminders. The framework began in August 2020 and remains open for any prospective provider of funded ELC. In June 2021, there were 60 providers on the framework who were providing 32% of all funded ELC in Angus.

Throughout the year we saw some early years settings cease to trade. Our Early Years team ensured that families received support and children were offered alternative settings.

Funded early learning and childcare is also available to eligible parents and carers of two-year-olds. In addition to the previous criteria for eligibility, 1140 hours of funded early learning and childcare can now be accessed for the child of a care experienced parent/carer. "Care experienced" relates to parents/carers who have been looked after or looked after and accommodated by the local authority at any stage in their life, no matter how short.

Table 1 shows uptake of the new entitlement as at the final week of April 2021:

Table 1 Uptake (Hours)	Eligible Two-Year Olds		Three to Five Year Olds	
	Local Authority	Partners	Local Authority	Partners
Fewer than 600	1	20	21	96
600 to 899	2	7	89	54
900 to 1139	0	19	95	121
1140	10	27	1,344	402
Total number	13	73	1549	673

Of the 2,308 children accessing funded ELC in April 2021, 6% were choosing to use less than the previous entitlement of 600 hours, with 94% accessing some form of increased hours and 77% accessing the maximum entitlement of 1140 hours.

To deliver the increased entitlement, the size of the Angus ELC workforce was more than doubled in a major recruitment exercise spanning most of 2020, complemented by a workforce review which sought to reconfigure the existing

workforce through consultation. Around 450 senior practitioners, practitioners and assistants began their new jobs in Angus schools and ELCCs in August 2020.

The career pathway has been opened up for those who are interested in working in ELC due to a change to the essential criteria for Early Years Assistant posts. This allows new staff to progress through their qualification after commencing their employment with the council. Through partnerships with Dundee and Angus College, the Universities of Aberdeen and Dundee and the Tayside Regional Improvement Collaborative, a clear workforce pathway from Foundation Apprenticeship through to degree level qualification has been created.

Two new Early Learning and Childcare Centres were completed in Forfar and Carnoustie along with an extensive programme of school extensions and alterations. The ELCCs were opened in January and February 2021. This completed the delivery of a £14.5m programme.

Eight of the ten capital grants awarded to partner providers as part of the expansion programme have now been paid in full and the projects have been completed, including two significantly expanded private nurseries in Brechin and a range of indoor and outdoor improvements at settings in Arbroath and Montrose. The final grant project, which is the construction of a new build nursery in Letham, has now received planning permission and is expected to be completed and opened early in 2022.

Inspection activity

Between August 2020 and March 2021 all inspection activity within Early Learning and Childcare was paused due to the COVID-19 pandemic.

Early Years COVID-19 guidance was shared with settings in a timely manner allowing managers and parents to ensure the safety of children and staff. Continued visits and virtual support from the central Early Years Team, along with the promotion of Care Inspectorate tools and assessment criteria, ensured this guidance was adhered to manageably in each setting. The Care Inspectorate focused their work on ensuring that settings complied with this guidance.

Financial support for childcare providers

In August 2020, the Transitional Support Fund was allocated to support childcare providers in the private, voluntary, and not for profit sectors including out of school care providers, to fund mitigations and COVID-19 regulations. In Angus a total of 48 single payment grants were awarded ranging from £3 500 - £8 000.

In January 2021, the Temporary Restrictions Fund was allocated to support childcare providers who were only permitted to operate for vulnerable or key worker children. This was intended to help mitigate the reduction in income resulting from operating below capacity and ensuring these settings could remain open. In

Angus a total of 78 grants were awarded over the period from January to March 2021.

Table 2 shows a breakdown of both grant allocations:

Table 2	Private	Voluntary	Out of School
TSF Grant	13	20	15
TSF Round 1 (Jan)	12	7	9
TSF Round 2 (Feb)	11	11	11
TSF Round 3 (Mar)	4	0	13

Progress in learning and development

All local authority and partner ELC settings within Angus continued to track the attainment of developmental milestones for children aged between 48 and 60 months. The developmental milestones cover seven key 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 track any trends so that appropriate positive interventions may be actioned. A trend within language development and social skills/attention milestones has been identified through this analysis. Data is showing that the majority of settings have children who are not meeting milestones linked to these outcomes, this will be a focus for improvement in session 2021-22.

Data has also been used to inform the allocation of twelve additional Early Years Practitioners using education recovery funding for the 2021-22 session. They will support successful transitions between the nursery setting and Primary 1, along with providing targeted support for children and further embedding play-based approaches. A range of data will be gathered to measure the impact of the targeted interventions that are undertaken.

Solihull Approach Foundation training was delivered, focussing on developing practitioners' understanding of children's holistic development and the impact that the environment and relationships can have on children's cognitive development. Between December 2020 and June 2021, 124 practitioners across Angus engaged in Foundation Training.

In January 2021, two 'Solihull in Practice' sessions were delivered. These provided newly trained practitioners with the opportunity to reflect upon their use of the Solihull Approach and to share with colleagues the impact the training has had. Trained staff also began sharing with parents the universal offer of the Solihull Parenting Course. This is consistent with the approach being undertaken by health visitors.

Angus Learns aimed to improve attainment in reading by promoting reading for pleasure along with developing a strong reading culture. To support these improvement aims, the majority of ELC staff attended professional learning in 'Literacy Rich Environments' and 'Literacy Rich Environments Outdoors'. Staff also attended 'Literacy and Realising the Ambition' inputs. Staff evaluations showed an increase in staff knowledge and confidence when considering high quality interactions and learning environments.

Most ELC settings have staff trained in 'Digging Deeper', Angus Council's bespoke outdoors training which equips staff to deliver high quality ELC outdoors. Outdoor learning will be a focus of quality assurance visits in Session 2021-2022 to ensure that children are engaged in high quality teaching and learning outdoors.

The Nurture Team continued to support 'Cosy Corner and Social Skills' interventions across all ELC settings. Virtual training was delivered to support settings to provide effective interventions. Nurture Principles training has now been delivered to the majority of ELC settings and is core training for all ELC staff. These Nurture Principles are included in the Early Years COVID guidance and support ELC staff to evaluate their practice along with the introduction of a reflective tool focusing on the 6 Nurture Principles.

Our Excellence in Equity Leads, whose role is to contribute to the national policy aspirations of working to close the poverty related gap, have continued to work within Warddykes Primary School, Ladyloan Primary School and Hayshead Primary School. Their work has focused on supporting children's transition to P1 alongside engaging in targeted support within speech and language interventions and for children with English as an additional language. They have supported the 'Learning Together' programme, literacy interventions and given 1-2-1 support to parents.

The Family Nurture Support Team continued to support early intervention for parents across Angus through the delivery of online courses. These include 5 to Thrive and Incredible Years. The Triple P Parenting Programme (PPP) continued along with one-to-one support for parents. The Family Nurture Support Team also developed a monthly newsletter for parents and carers focusing on practical tips and ideas to help raise happy, confident children.

By 30 June 2021, a total of 45 childcare providers in Angus had registered with the new Scottish Milk & Healthy Snack Scheme (SMHSS). Payments for the provision of the milk and healthy snack items commenced in August 2021.

Angus Council is participating in the national deferral pilot which allows parents who live in Angus the automatic right to an additional year of funded ELC. 183 requests, 90 for children with a date of birth between mid-August and December and 93 with a January or February date of birth, were received for children to access an additional year of ELC through this pilot for August 2021-22.

1.2 Progress against the National Improvement Framework

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

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

Early level: Age 3 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 3 are based upon teacher professional judgement and were most recently gathered in June 2021. Due to COVID-19, data was not collected in 2020.

Table 3:

Curriculum Component	Early Level 2018	Early Level 2019	Early Level 2020	Early Level 2021	First Level 2018	First Level 2019	First Level 2020	First Level 2021	Second Level 2018	Second Level 2019	Second Level 2020	Second Level 2021
Numeracy	87	85	*	83	79	79	*	75	84	79	*	77
Reading	86	83	*	81	82	81	*	77	85	84	*	83
Writing	84	81	*	79	76	75	*	69	82	78	*	78
Listening & Talking	88	86	*	85	87	88	*	85	89	87	*	88

*No data collected in 2020

CFE data in relation to third level (secondary school) was not collected in 2020 or 2021.

The data shows that for the children in P1 (early level) in 2018 and so in P4 (first level) in 2021 there was a decrease in the percentage achieving the level in each of the four measures. The differential from P4-P7, as shown in the data for P4 (first level) in 2018 and so in P7 (second level) in 2021, shows that levels of achievement are maintained with the exception of numeracy.

Progression in learning in numeracy and a focus on the transition from early to first level will be a focus of improvement activity throughout session 2021-22.

The 2020-2021 plan included a focus on literacy and in particular reading. Schools continued to track progress in reading and there was a focus on reading for pleasure.

Grange Primary School First Minister's Reading Challenge Winners – Reading Journey Award 2021

Grange PS decided that in an effort to overcome some of the challenges faced as a result of the pandemic, they would ensure that reading for pleasure was a focus for everyone. Building on their already well-established reading for pleasure culture, they decided to enter the First Minister's Reading Challenge 2021.



The First Minister's Reading Challenge aims to help children and young people between the ages of 5 and 18 to read widely, explore a range of books and develop a lasting love of reading. Everyone at Grange PS wanted to share their passion for reading and by continuing to encourage this culture they wanted to help make a positive impact on learning and wellbeing during lockdown, despite school closure and the isolation that might come with that.

The challenge required them to:

- Create and embed a reading culture
- Build relationships around reading
- Celebrate reading journeys
- Showcase the great work they were doing to encourage reading



They successfully achieved The Reading Journey Award. This work was led by the learners for the entire school community, and along with the dedication and commitment of staff, their work was recognised as being particularly innovative and inclusive as well as being fun and bringing both challenge and enjoyment to everyone involved. This award celebrates the progress they made as a school, the steps they took to read more for pleasure over the course of last session, and the positive impact it had on learners, their families, and staff.

Achievement of our school leavers

Due to all SQA examinations being cancelled in 2020, and grades awarded solely based on teacher professional judgement, attainment data for the years up to and including 2019 are derived from different awarding approaches than 2020. Any comparison of attainment should only be made with full consideration and recognition of each of these different approaches. Comparison against the virtual comparator for session 2019-2020 is not reliable given that the final decision was made to award grades based solely on teacher professional judgment.

Data showing the achievements of our school leavers may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated.

Destinations figures may reflect both choices made by pupils, as well as the opportunities available to them upon leaving school. The availability of particular opportunities (e.g employment opportunities) may have been directly affected by the COVID-19 pandemic, while options available to school leavers may also have been affected by the impact of the approach to certification in 2020 on attainment levels.

Table 4: 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	90.2	89.1
2018	87.7	89.2	89.1
2019	89.1	88.5	89.3
2020	89.1	87.9	89.6

Table 5: 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	65.7	66.5
2018	67.3	66	67.1
2019	65.3	65.6	66.6
2020	67.7	64.7	68.5

Table 6: 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	94.9	81.4	80.2
2018	93.2	94.2	80.7	81
2019	93.3	93.3	83.6	80.7
2020	91.9	92.6	82.5	78.5

Table 7: 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	91.6	74.4	68.3
2018	89.4	91	69.3	68.1
2019	91	91	67.1	67.7
2020	92.7	90.3	70	67.7

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

Table 8: 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	405	461	393	464	571	622	643	785	728	827
No. of Young People	22	53	67	88	151	188	121	151	187	39
Virtual comparator	320	438	462	472	561	642	696	751	783	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 postcodes within data zones identified as being the 10% most deprived in Scotland. Decile 10 refers to those young people with postcodes within data zones identified as being the 10% least deprived. The table shows the average complementary tariff score for each decile followed by the number of leavers within that decile.

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. In session 2020-21 additional codes were used to record absence due to the requirement to isolate.

Table 9: 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
2020/21	96	92

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.

Exclusion is a last resort in the management of individual situations.

Table 10: 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	2020/21
Primary	4	3	9	8	6	9	12	6
Secondary	35	32	32	42	45	50	30	18

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

Table 11: 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	94.1	93.7
2018	95	95	94.4
2019	95.6	94.7	95.1
2020	93.7	93	93.4

In 2020, 38.5% of leavers entered Higher Education, an increase of 1.5 percentage points when compared with 2019. 36.6% entered further education, in line with 2019 and 15.9% entered employment. The percentage entering employment is more than 2 percentage points lower than in 2019 and likely representative of the availability of opportunity due to COVID-19.

Dundee and Angus College provided a blend of in-person and online learning for senior phase pupils in line with Scottish Government guidance. Virtual work placements and engagement with employers replaced in-person experiences to support pupils in exploring different career options and pathways in line with appropriate safety mitigations. These offers were mostly created and offered by the larger organisations including Robertson Construction, Balfour Beattie, KMPG, HSBC. Angus Council also created two virtual work-based learning opportunities.

A limited number of physical work placements were able to take place over the year. These meaningful placements were for targeted young people offering them the opportunity to gain experience of the world of work and to develop their skills in a working environment aligned with their career aspirations and goals.

A cohort of 12 young people from two schools took part in a very targeted work-based learning project. Transition to Trades is a positive pathway into construction and is offered by Alexanders Community Trust for those in S3-S5. The 6-week course allowed those attending to develop their skills and qualities and gain industry recognised qualifications including COSHH and First Aid.

Tackling Child Poverty government funding allowed Dundee & Angus College to offer various approaches to re-engagement. The Find Your Futures (FYF) project supported young people by offering flexible packages designed to build confidence and skills as they seek to move on to their next destination.

The ELL Directorate are leading the council response to the Young Person's

Guarantee and our wider employability strategy. In June 2021 a group including staff from various council directorates and colleagues from Skills Development Scotland, Dundee and Angus College and the DYW regional group participated in a series of service design sessions. This work will be continued through our Local Employability Partnership (LEP).

The progress in learning and achievement of our care experienced 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. Young people who are looked after away from home achieve more than those who are looked after at home.

Our May 2020 leavers included 28 young people who were 'looked after' on the census date in September 2019. 17 of these young people were 'looked after away from home' and 11 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.

Fewer young people who were 'looked after' achieved qualifications in literacy and numeracy. For the combined measure for literacy and numeracy, achievement again increased for both level 4 and level 5 in 2020.

89.3% of our care experienced young people entered an initial positive destination, moving Angus above the virtual comparator. All of our young people who were looked after away from home entered an initial positive destination, compared with 72.7% of young people who were looked after at home.

For session 2020-21 the attendance of those who were looked after away from home was 94%. Those who were looked after at home attended school less, with attendance at secondary school 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.

The 2020-21 education plan included attainment meetings specifically to review the progress in learning of our care experienced children. Due to restrictions these meetings commenced in June 2021 and were carried out in ten primary schools. Review questions focused on the needs of, and support given to, individual children during session 2020-21. The total number of children discussed across the ten schools was 67.

The meetings also focused on how schools monitored the progress of care experienced children, how school improvement planning took account of the needs of care experienced children, how schools promote positive relationships, resilience and trauma informed practices and relationships with colleagues in social work and health.

A calendar of progress in learning meetings will form part of our overall raising attainment strategy as referenced in 'Angus Improves' for 2021-2022. All progress in learning meetings will focus on the progress of our care experience children and young people before moving on to look at other groups relevant to the context of the individual school.

1.3 Pupil Equity Funding (PEF) – Evaluation Year Four

Angus Council received £2.1 million of Pupil Equity Funding for the academic session 2020-2021. All schools targeted efforts to mitigate the impact on the mental and physical health and wellbeing of children and young people and ensuring the provision of high-quality learning and teaching in a blended learning environment. This included maintaining the impetus on ensuring equity through improving outcomes for learners impacted by poverty. In some cases, PEF was used to continue with interventions from the previous year. Many PEF plans and spending decisions were amended in response to the immediate challenges of responding to the consequences and impact of COVID-19 on children, young people and the wider school community. The need for flexibility in the use of PEF was recognised in updated guidance published by the Scottish Government in September 2020.

Across Angus, a total of 150 PEF interventions were reported, approximately half being whole school, and half targeted at individuals, groups, cohorts or year groups. The main drivers for interventions were health and wellbeing, literacy and numeracy. Where health and wellbeing was identified as the main driver, in most schools pupil equity funding allowed additional staff to support interventions in nurture/social and emotional wellbeing. Of the 37 reported literacy and 20 numeracy interventions, the main focus of PEF spend was staff training together with the use of programmes (both as targeted and whole school resources). Additional staffing, both in teachers (including temporary PT PEF posts), School and Pupil Support Assistants (SPSAs) were used to support the implementation of literacy and numeracy programmes.

For session 2021-22 the use of quality improvement methodology to better understand, analyse and communicate impact will be a key driver, as will the continued collaboration between the Angus Virtual School and the Education Scotland Attainment Advisor. The local authority will continue to work in partnership with children, young people, families and wider stakeholders to recover from COVID-19 and to plan and prepare for the next iteration of the Scottish Attainment Challenge.

The use of the data driven dialogue methodology will provide an effective

technique for managing local authority discussions on PEF and maintaining the focus on equity. This method will support Headteachers to report with data-based facts and trends of performance indicators, which will help to inform planning and evaluation of the impact of PEF.

PEF Case Study Ladyloan Primary School – curriculum design

<p>Target group(s) – Rationale/ what data was used to determine.</p>	<p>This school improvement work developed from a project targeting a group of P6/7 boys who were disengaged in class learning and required support to develop social/emotional skills. A curriculum was created to address this need and provided opportunities for personal development and achievement through activities such as martial arts; bike maintenance and craft work. The success of this project highlighted the need to look at the school curriculum. Given that 46.50% of Ladyloan's pupils live in the 20% most deprived data zones, to what extent was the curriculum providing all pupils with the same opportunities for personal development and achievement? Data from Angus Alive suggested that personal achievement opportunities were limited with a narrow focus on sport. Feedback from teachers reinforced this data. The focus on previous School Improvement Plans was on core literacy and numeracy. It was agreed that widening of the curriculum to provide all learners with opportunities for personal achievement was the next key priority for Ladyloan PS.</p>
<p>Intended outcome(s)</p>	<ul style="list-style-type: none">•Curriculum overhaul to provide opportunities for personal achievement•Allow learners to explore and identify interests•Articulate and capture skills and achievements to identify progress and future learning pathways•Link skills and achievements with the world of work
<p>Description of Intervention (Methodology/what data/evidence was collected)</p>	<p>Whole staff review of curriculum using QI 2.2. SIP created in consultation with the school community. Refreshed rationale informed by the four contexts for learning and the unique features and challenges of the local context, e.g. SIMD data; geography; culture. Drivers created from the perspective of a Ladyloan child. New curriculum also shaped by the talents and interests of all staff, including SPSAs.</p> <p>PEF allowed for the purchase of new resources, e.g. equipment and materials as well as two additional SPSAs (to allow for more out of school visits). A programme of class certificates was created: flexible and with no time limits. Community visits enhanced by a partnership pack to make clear expectations and intended learning outcomes. A variety of learning experiences were undertaken, including:</p> <ul style="list-style-type: none">• P3 – bell ringing; marine champions (National Award)

	<ul style="list-style-type: none"> • P4 – building of a chicken coop with support from The Men's Shed • P6 – wildlife garden • P7 – litter picks; conversion of bike shed into community supermarket
Impact measures	<ul style="list-style-type: none"> • Increased engagement in learning at all stages • Ability of children to identify skills and interests <p>* NB data collection has been interrupted/overtaken by COVID 19 and school closure</p>
Impact evaluation	<ul style="list-style-type: none"> • Increased engagement in learning • Increased positive reputation of the school in the community – feedback from partners • Increased sense of job satisfaction from staff • Increased parental engagement – enjoyment of involvement in learning activities
Lessons learned	<ul style="list-style-type: none"> • Need to maintain the focus in order to keep the curriculum “live” and progressive • Engaging the personal talents of all staff has allowed for increased creativity and an imaginative response to curriculum planning • Children need more support and practice to identify and articulate skills developed
Future priorities/plans	<ul style="list-style-type: none"> • Development of profiling and use of My World of Work • Reinforce DYW links – ensure staff have knowledge and understanding of world of work

1.4 Remote Learning

Throughout session 2020-2021 almost all children and young people experienced periods of learning at home. For most this was due to the decision to delay the re-opening of schools following the Christmas holiday and the subsequent guidance on a phased return. The [National Overview of Practice in Remote Learning](#) outlined the work undertaken to ensure the quality of our remote learning offer. The approach in Angus Council (below) is cited as an example of good practice.

Angus Council Case Study On Remote Learning

Angus Council has taken a collaborative approach to quality assuring the effectiveness of remote learning, building on existing quality improvement approaches and system leadership through the Angus Virtual School (AVS). Primary headteachers meet regularly in 'triads', and more recently secondary leaders in 'quads', in order to discuss, share and peer-review educational provision. Meetings are facilitated by AVS officers to ensure a level of consistency within quality assurance and appropriate levels of support and challenge. Since August 2020, these groupings have continued to meet in these well-established forums, to discuss and peer review the quality of remote learning.

"AVS officers have developed a bespoke planning and monitoring framework to accompany the local authority refreshed remote learning guidance. This framework is helping school leaders and staff to measure quantitative and qualitative information in relation to remote learning, focusing on high-quality remote teaching, targeted support for individual learners, and wider strategies to promote and sustain learners' motivation and engagement.

School leaders discuss, evaluate and share practice on their school's approaches to remote learning using the framework. AVS officers ask that school leaders provide examples of remote learning and associated data/assessment information to allow for an evidence-based discussion about improvement. For example, headteachers regularly review pre-recorded lessons or join live lessons and provide constructive feedback to teachers on what went well and what could improve. AVS officers' comment that this process has helped particularly to ensure consistency of approach across the local authority, as these regular sessions allow for moderation of standards and expectations for remote learning. Headteachers report that this approach is enabling the sharing of issues and approaches which is helping to improve consistency."

A Digital Learning Officer (DLO) resource of 1.2 FTE was established in October 2020 and used to provide professional learning in digital tools and pedagogy to support teachers in the provision of effective remote learning. The Digital Portal, #AngusDigiLearns, was established to enable teachers to access high quality professional learning and digital resources. The DLO Team developed an Angus Home Learning Portal to enable parents and carers to support their children when learning at home and worked with schools to implement and evaluate remote learning offers.

Our specialist Additional Support Needs (ASN) team supported remote learning for individual children and young people as well as group learning when appropriate. Angus Educational Psychology Service provided support to parents and carers through a dedicated phonenumber starting early February 2021 and continued until the 30 June 2021. During this time the service received 22 calls from 21 parents, with some recurring issues such as anxiety (including the return to school following lockdown), social interaction, progress with learning, home learning (including

online learning) and sleep. Parents/carers who received follow-up information by e-mail reported that they found the service helpful and would use it again.

For the very small number of children and young people who were shielding throughout the last academic year, regular communication between school and home and additional learning resources as well as virtual meetings with key staff including Pupil Care and Support teachers, ASN teachers and specialist ASN staff, were provided as appropriate to individual needs.

1.5 The Alternative Certification Model

Throughout the session adherence to health and safety protocols and guidance on the requirement to self-isolate resulted in aspects of national courses being delivered differently and a reduction in face-to-face learning.

Following announcements from the Deputy First Minister in October 2020 and 8 December 2020, the entire 2021 National Qualifications examination diet was cancelled and replaced with an Alternative Certification Model (ACM). The ACM was based on teacher and lecturer judgements supported by assessment resources and a programme of quality assurance. Following SQA guidance, staff were tasked with awarding provisional grades for each learner for each course at National 5, Higher and Advanced Higher for 2021 based on 'a holistic review of a candidate's performance as indicated by assessment evidence'.

All Angus teachers delivering national qualifications completed the relevant SQA subject-specific courses on assessment and moderation. Curriculum Advisory Groups (CAGs) consisting of Principal Teachers moderated the assessments being used to ensure they met the national standard. CAGs coordinated groups of staff to moderate the sampling of assessment evidence from each school following internal verification. Principal Teachers analysed provisional results for their subject compared to their performance data for the three years prior to 2020 to consider the provisional results for each subject and review the assessment evidence of learners.

Our SQA Coordinator network supported this work. Additional quality assurance meetings with Secondary Head Teachers and Senior Leadership Teams were built into the Angus ACM model to ensure that all schools were applying the same standards and meeting the expectations of the ACM. A final review of each school's provisional grades was undertaken before they were submitted. A key element of the Angus ACM was to ensure effective communication with learners and parents/carers regarding progress in learning and the final provisional grade. The approach taken across Angus was commended both by SQA and HMI.

1.6 Support to children, young people and families

Discretionary Grant

Angus schools benefitted from the allocation of £75 000 Scottish Government Discretionary Grant Funding. Of this, £27 105 was spent on supermarket vouchers to enable families to access food in a dignified manner and provide financial support due to the pandemic. The remainder of the grant was used by schools to provide outdoor clothing and equipment for their learners.

Test and Protect Funding

Angus schools benefitted from the allocation of £75,000 Scottish Government Test and Protect Funding to support children and families in crisis due to the pandemic. Allocations were spent on items such as food provision, clothing and breakfast clubs.

'Get into Summer'

Angus Council received £335,000 Scottish Government funding to support the implementation of the 'Summer Offer for Children and Young People,' also known as the 'Get into Summer' programme.



This provided the opportunity to work with a wide range of partners offering a variety of activities including access to food for targeted groups of children, young people, and parents/carers; along with universal opportunities for all children and young people to support recovery from the COVID-19 Pandemic.

In total 47 providers received funding to provide a free 'Get into Summer' offer for children and families across Angus.

Partners collaborated in new and innovative ways to provide a wide range of Health and Wellbeing activities, including sports and creative activities. The programme included food, free travel, engagement with the community and some targeted provision catering for the needs of children and young people aged 0-18, including those with additional support needs.

Access to support agencies such as Welfare Rights, Scottish Fire and Rescue Service and Police Scotland was included in the programme. Local food hubs provided lunches co-ordinated by the staff and volunteers supporting the projects. The access to free transport saw over 5000 journeys being taken. This removed barriers to participation in the 'Get into Summer' events and allowed families to explore the whole Angus offer.

In total we were able to provide 1,782 Get into Summer sessions with over 15000 children and 3000 adults



participating. All partners involved in the project carried out consultations with stakeholders. Their opinions and needs helped to shape each individual offer.

Table 12 outlines the numbers projected to benefit from the programme and the actual uptake.

	Projected	Actual
Partners engaged in 'Get into Summer'	41	47
Number of children expected to benefit	8,000	15,750
Number of Adults Expected benefit	2,500	3,433
Offers of employment	23	52
Offer of volunteering	103	123

Providers reported that there will be legacy benefits to 'Get into Summer'. New relationships were developed and will now be nurtured and maintained to support the development of future provision and continued access to support agencies.

Feedback was gathered and captured the voice of participants. A sample of their comments are noted below.

"Thank you so much we have just moved into homeless accommodation and money is tight, these trips allowed me to spend some quality time with my child. I would never have been able to afford to do this." (Mum)

Truly 'magic moment' today when one of our most vulnerable children who attended the Summer Club, was the 'teacher' in our new life skills kitchen. Had a 'wee cry' (of sheer joy) when I got back to my office. Makes it all worthwhile! (Head Teacher)

"My child was at their dad's for the first half of the summer, I have no money and was upset the second half of the summer with me wouldn't be fun but this programme has allowed us to do stuff together I would never have been able to pay for. I don't know why I'm crying, things have just been hard, thank you so much." (Mum)

"I was so excited to go on the train, I have never been on a train before, it was great fun" (Child/ Young Person)

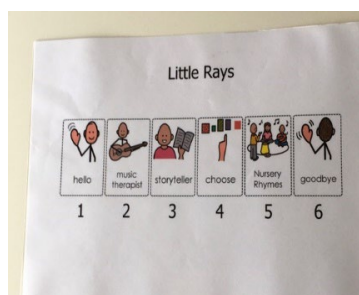
"Being in the house all the time has been rubbish. This has been great to get out meet people and play music.... really good for my mental health" (Child/Young Person)

Little Rays was one of the organisations who benefitted from the 'Get into Summer' funding:

Little Rays

Little Rays is an online learning group for children with additional support needs. The group meets online every week. The group is structured and follows a consistent routine however is easily adaptable to meet individual support needs.

The group is supported by a Total Communication Approach e.g. utilising Makaton, Visuals and Objects of Reference.



Little Rays is supported by a multi-agency team using musical input and multi-sensory stories to encourage the active participation of the children and families.

The children attending the group are from across Angus and range in age (1 - 8yrs) and stage within their development. The group supports children with a wide range of additional support needs. The original intended outcome for Little Rays was to provide a safe and inclusive online learning platform for children with complex ASNs who were shielding as a result of COVID. 🌈☀️

Throughout the year, it has developed into a child-led learning programme supported by parents as partners and collaborative working with a multiagency team. For almost all of the children, there has been visible development in aspects including the spoken word, visual recognition, understanding of routine, choosing skills and confident social interaction. There has been 100% participation by the children and their parents.

The Get into Summer funding paid for staff and Music Sensory Boxes which were delivered to all of the Little Rays to utilise within the sessions.

The **Active Schools** team supports schools to develop their extended curriculum with a variety of sports and physical activity opportunities at lunch times and after school, as well as offering wider opportunities to take part in a range of inter school competitions and events. Partnerships are developed with local clubs and community organisations to ensure pathways for participation extend beyond school and into the local communities. The support extends to recruiting and training external volunteers to support school activities and the team also works with children and young people of primary and secondary ages to develop leadership skills.

During 2020-2021, much of the regular sports and physical activity opportunity was suspended. The Active Schools team offered support to schools during the school day, with key interventions around resilience, leadership skills, and general mental and physical health and wellbeing. The team also engaged in partnerships to tackle issues such as food poverty and social isolation/disconnect during school holiday periods.

1.7 Support Services

The Directorate's central Support Service contributed to the delivery of the actions identified in the AAEP 2020-2021 and played a key role in supporting the continued delivery of education throughout the pandemic. Throughout 2020-2021 the following reports were presented.

The service worked with partners across the Council, other local authorities and external agencies to shape the practical arrangements for safe school operations. This included:

- Development of robust COVID-19 risk assessments and guidance;
- Development of new processes for providing essential hygiene and PPE to schools;
- Delivering a responsive school meal service;
- Development of guidance and practical interventions to support good ventilation in schools;
- Working with NHS Tayside colleagues to respond appropriately to cases of COVID-19 in Angus schools;
- Working with trade union and professional association representatives.

The service also contributed to the provision of essential support to children, young people and families during the pandemic including:

- Development of process to enable free school meals provision to be delivered to eligible children throughout the pandemic, even during periods of school closure;
- Development of processes to enable 'pandemic support payments' to be made to eligible families during the past year;
- Coordinating the delivery of almost 3000 chrome books, iPads and MiFi internet connections to children at risk of digital exclusion.

The service also continued to progress 'business as usual' alongside the response and recovery activities detailed above. This included:

- In December 2020 a bid for funding to replace Monifieth High School was approved by Scottish Government's Learning Estate Investment Programme. An initial consultation investigating the opportunities for the new Monifieth Learning Campus ran from 23 March 2021 until 21 April 2021;
- The first phase of the Angus Schools for the Future Programme concluded in 2020-2021 with the completion of a £1.5m extension at Edzell Primary School. Construction was delayed due to the pandemic and children were welcomed back to the newly extended school in January 2021. The capacity

of the school has been increased by 60, with extensive refurbishment of internal areas. The completion of works at Edzell formally concluded the Brechin Rural Schools project;

- Two new Early Learning and Childcare Centres were completed in Forfar and Carnoustie along with an extensive programme of school extensions and alterations. This completed delivery of a £14.5m programme enabling Angus Council to deliver the expanded offer of 1140 hours of early learning and childcare to all eligible children;
- Delivery of an automated digital process for school transport applications;
- Launching several other digital projects which will shape how we engage with parents / carers in future years and enable our school offices to become even more efficient;
- Review of the Home to School Transport Policy.

1.8 Theme 1: Angus Cares

The 2020-2021 plan had a focus on the wellbeing of our children, young people and staff.

Using the results from the staff wellbeing survey, our Educational Psychology Service (EPS) developed an online, self-study, wellbeing module, based on the Compassionate and Connected Community Professional Learning Resource. This was made available to all schools from October 2020. 18 schools have now completed the module. Feedback from participants shows that most indicated that they had gained new knowledge, skills and/or awareness about how to support their own wellbeing.

Schools have been provided with a summary of the aspects of the module that staff felt were applicable to their own wellbeing, and the changes staff thought could be made to improve wellbeing in their school.

Based on the survey feedback, EPS will identify 2 schools to participate in action research to identify next steps as part of an Education Scotland National Enquiry Project.

Two courses of 'Positive Psychology for Foster Carers' were run between January and May 2021. Each course consisted of 3 sessions and focused on understanding and applying positive psychology to improve the wellbeing of the carers and the children in their care. 15 carers attended in total, and 7 evaluation questionnaires were received. All responses indicated increased knowledge of positive psychology theory and approaches, and all indicated they were able to apply this to their caring role to improve wellbeing.

Five organisations were appointed to provide counselling services in Angus schools. Despite an unavoidable delay with regards to full implementation due to COVID-19 and lockdown, all schools in Angus now have access to a qualified counsellor for children aged 10 years and over. By the end of June 2021, 155 children and

young people had engaged with counselling across Angus schools and, of a total of 503 one-to-one engagements that were offered, 439 took place. A high quality and robust evaluation methodology has been developed and will be reported on a quarterly basis for the duration of the programme. A multi-disciplinary steering group has been set up in Angus to oversee the ongoing implementation and evaluation of counselling in schools.

In addition, a digital mental health service (Togetherall) has been available since December 2020 to support all 16-24 year olds in Angus. By August 2021, 40 Angus young people have used the service to access peer to peer support, online self-assessments and self-help courses. Work is ongoing to promote and maximise the use of this service.

Our learners at Forest School continue to benefit from the positive health and wellbeing ethos the sessions promote. Our handbook is available to schools/parents and contains our Angus Forest School policy and practice for children with additional support needs. The referral process in place identifies the needs of the child and Forest School sessions are planned around each individual's targets and delivered in line with current COVID guidance. We now have a robust evaluation process in place, allowing parents and school staff to regularly engage in the progress and experiences of their learner.

Two additional members of staff will undertake Forest School training. Work is ongoing to ensure that our outdoor spaces are accessible to all learners, with an aim to increase our capacity for more Forest School sessions.

EPS produced a guidance handbook to improve understanding of the role and responsibilities of the Designated Manager (DM). Consultation on draft guidance took place with DMs and with members of the Corporate Parenting Lead Officers Group. The Promise (Independent Care Review, 2020) was considered when developing the guidance.

Over two virtual training events held in November 2020, designated managers learned of the findings from the EPS research project exploring the experiences of DMs in Angus; and participated in consultative workshops for the development and production of the DM handbook. Almost all DMs in attendance at the virtual event reported increased clarity around the legislative and procedural elements of the DM role; increased awareness and understanding of their role in practice (core tasks); and increased awareness of the DM self-evaluation tool. The DM handbook has now been issued to all Designated Managers.

Two practitioner enquiry sessions took place in January and February 2021. Due to uncertainty about the return date for secondary school pupils after lockdown it was agreed that the course would be postponed for school participants until September 2021.

The Educational Psychology Service has continued to support Inclusion support workers with these enquiries. Projects involved case studies relating to supporting

writing development in school and engaging with pupils who are currently not attending school.

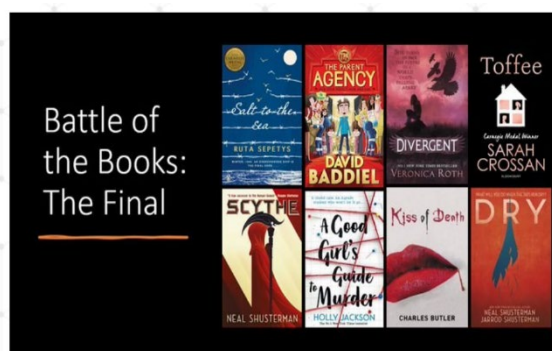
1.8 Theme 2: Angus Learns

All schools continued to track children's progress in reading during the period of lockdown. Achievement of Curriculum for Excellence Levels (ACEL) data suggests children at P7 continue to perform at similar levels in reading as those pre-COVID. This progress was not maintained at P1 and Primary P4. All primary school improvement plans for session 2021-2022 have a common stretch aim '**By June 2022, 100% of learners will have recovered from any learning deficit as a result of the impact of Covid-19 i.e. all learners will have achieved or exceeded predicted attainment**'.

5 schools participated in the Reading Schools pilot, one school achieved the Bronze level award (AHS). 17 schools have registered to participate in the Reading Schools programme session in 2021-2022. Grange primary school won a category in the First Minister's Reading Challenge, Forfar Academy were commended in a different category. This builds upon Arbroath High School's success in this award last year.

FORFAR ACADEMY – First Minister's Reading Challenge Commended – Reading Inspiration Award 2021

Forfar Academy received a commendation for Reading Inspiration in the First Ministers' Reading Challenge Awards scheme. The project focused on addressing the dip in enthusiasm in reading for pleasure often noted in the transition of keen readers in P7 into secondary school. This target group were able to borrow library books from Forfar Academy while they were still in P7 and shared online book reviews with the librarian whom they had met during transition visits to the 'big' school. The group's obvious liking for reading continued to be celebrated and developed once they started first year. Activities included: pupil led library displays; an opportunity to interact with an author; non-fiction week; quizzes and games; a 'Battle of the Books' Event and an online book group. The combined effect of these and other initiatives was that instead of any decrease in the number of pupils expressing a liking for reading for pleasure, there was a 47% increase by the end of the project. The hope is that this success can be upscaled as an approach to all cluster primary schools with S1 pupils acting as Reading Ambassadors during P7 transition activities.



Literacy leads have been identified in Angus linking with the national literacy network.

Reading for pleasure was a key component of the Remote Learning offer in Angus.

All secondary school librarians used online strategies to promote reading for pleasure e.g. online book study group.

Schools used a range of interventions to target support for individuals and groups of children. This included approaches such as precision teaching and SRS (Sound Reading System).

An online version of the EPS Precision Teaching training course was developed and offered to schools. Almost half of Angus schools now have staff trained in Precision Teaching. Almost all participants who responded to an online survey rated the training highly and reported that they felt confident about implementing Precision Teaching in their setting.

Work to support literacy included a test of change using Sound Reading System (SRS), a carefully constructed linguistic phonic programme which supports teachers to fully understand the structure of the writing system. All of the children involved in the test of change made progress in the skills required for reading and spelling. Specifically, SRS ensures that learners develop the skills (advanced blending, segmenting, sound processing and alphabet code knowledge) required to read and spell competently. Importantly, learners are able to recognise and articulate their successes and progress in literacy. Based on the success of the test of change, COVID recovery funding is being used to expand SRS across schools. Doing so will build capacity to overcome barriers to learning in literacy and develop good language and communication skills by making the link with speech and language processes clearer.

The aim of the Angus Science of Language and Reading (SOLAR) Project is to significantly and sustainably increase teacher agency and close the attainment gap by ensuring equality in literacy practice for all pupils.

Professional learning opportunities in relation to dyslexia will continue to be provided to staff to ensure improved teacher understanding of how to assess, identify and support learners with specific learning needs.

A Head Teacher Development Day focused on the use of big data and small data for Head Teachers. This was further supported by the introduction of refreshed approaches to reviewing data and self-evaluation evidence to inform standards and quality reports and school improvement plans.

1.8 Theme 3: Angus Improves

There has been a review of self-evaluation processes and use of performance data. This review has taken account of Performance Led Council (PLED) processes and the forthcoming Best Value Audit. Systematic and rigorous plans have now been developed across the Directorate to promote a 2-18 approach to improvement. This has included the introduction of a 'Data Driven Dialogue' approach. This provides school leaders and central teams with a common framework to identify relevant data and key actions for improvement planning and has realised improvements to Standards and Quality Reports and School Improvement Plans. Some Head Teachers report increased confidence and expertise in this area.

A review of the Angus Virtual School was concluded in May 2021. Head Teachers were introduced to the review through a video presentation led by Leila Martin, Head Teacher (AVS). The presentation outlined the breadth and scope of AVS work and achievements. All Angus Head Teachers were invited to complete an online survey in order to give feedback on the work of the AVS. The review generated a number of recommendations all of which have been adopted and will be implemented next session.

In response to a second lockdown, due to rising COVID-19 cases nationally, and a requirement for all schools to again deliver a remote learning offer, a review of remote learning was undertaken in April 2021. This highlighted improvements in digital pedagogy and engagement of children and young people.

The review into how we provide support for children and young people who are looked after did not progress throughout the session as planned. This work was started in June 21 with 'progress in learning' meetings being held in 10 primary schools.

In line with the implementation of a Performance Led Council programme a review of the Directorate's use of PENTANA was undertaken and super users identified. There is now a revised data set for the Directorate to monitor, evaluate and report against. There is a commitment that all Directorate and Service improvement plans will be monitored and evaluated in PENTANA.

A review of tracking and monitoring of achievement and attainment has been initiated. This review will continue next session and will form part of the Annual Education Plan.

Curriculum Advisory Groups, which represent faculties across all Secondary Schools, played a pivotal role in the success of the Angus Alternative Certification Model, particularly with regard to moderation of assessment tools and evidence of attainment for young people. This model was required a part of the alternative arrangements for the SQA examination diet this session.

A suite of professional learning resources was developed and delivered focusing on the learning, teaching and assessment cycle in the broad general education

(BGE). The Quality Assurance, Moderation and Support Officers (QAMSO) network was re-established.

Education Scotland Attainment Advisor, Karen Pryde, provided a range of professional learning opportunities for school leaders. These sessions took leaders through the design, implementation, and evaluation of PEF Funded interventions.

Nine school leaders and senior leaders completed Head Teacher Impact Coaching professional learning to support a systems leadership approach to school improvement. This approach was delivered by Mark Burns, author of *The Learning Imperative*, and supported by AVS. A bespoke programme and resources are now developed, and work will start with 9 school leadership teams in the new session.

Head Teacher Development Days were hosted virtually. These professional learning opportunities were supported by a 'flipped learning' approach with the expectation that delegates engage in professional reading and research prior to the meeting. Sessions have been evaluated positively and feedback has helped shape and inform future sessions. Other network such as Angus Schools Partnership and the Depute and Principal Teacher networks have also continued to run. A Networking and Leadership Guidance document has been developed. This guidance outlines expectations, roles and responsibilities of the Network/Leadership opportunities which exist across Angus. This is aligned to the refreshed GTC Standards and supports the ongoing drive to promote system leadership. On-going engagement in national leadership opportunities including Education Scotland Professional learning and leadership programmes e.g. Into Headship, Excellence in Headship and Evolving Systems Thinking training programmes will continue to be promoted.

Section 2

Angus Annual Education Plan September 2021 – August 2022

Session 2021-2022 started with our settings continuing to follow guidance on safety and hygiene. Mitigations remain in place in relation to cleaning, visitors, certain activities and contact tracing. School continues to look and feel a little different.

Although our focus remains health and wellbeing we are determined to work towards our agreed aim - **'By June 2022, 100% of learners will have recovered from any learning deficit as a result of the impact of Covid-19 i.e. all learners will have achieved or exceeded predicted attainment'**.

This plan lists our planned improvement activity. It begins with a list of the work to be progressed by our support services and then outlines the priorities included in our three themes, Angus Cares, Angus Learns and Angus Improves.

Support Services

In addition to the work undertaken to support our settings the Support Services Team will also take forward the following actions in 2021-22:

- Delivery of a replacement platform for Online School Payments.
- Delivery of Universal Free Schools Meals for P4s (by August 2021); P5s (by January 2022) and P6/7s (by August 2022).
- Delivery of digital processes for Education Services.
- Review and evaluate the current school meal service and develop a strategic plan to improve uptake.
- Embed the 'Performance Led' approach into the team and develop a Directorate-wide performance monitoring approach.

Theme 1: ANGUS CARES

There are a number of national drivers which will impact on our work locally over the current session and coming years including the United Nations Convention on the Rights of the Child (UNCRC), The Promise, GIRFEC refresh, and the Additional Support for Learning (ASL) Action Plan arising from the national review report 'Support for Learning: All our children and all their potential'.

The UNCRC is in the process of being incorporated into Scots Law, making children's rights fundamental to decision-making in Scotland. There are 54 articles and 4 general principles which are:

1. The convention is **without discrimination** and applies to everyone
2. The **best interest of the child** is the top priority
3. We must ensure that **children survive and develop**
4. We must **respect the views of the child** in all matters affecting them

Respecting rights and improving wellbeing should be at the heart of all we do but there will now be a legal imperative to respect, protect and fulfil children's

rights and we will be open to legal challenge where this is found not to be the case.

The UNCRC is also the foundation of GIRFEC, our national and local approach to improving outcomes for children and young people. A national refresh of GIRFEC policy and practice is underway and we will have to deliver on this locally, ensuring that children and young people are central to decision making about their own lives.

As we respond to the impact of the pandemic, improving the wellbeing of our children and young people will continue by undertaking the national Health and Wellbeing Census for all learners P5-S6; launching 'Connected Tayside: An emotional health and wellbeing strategy'; promoting universal and targeted interventions through our own Continuum of Need; and ensuring the continuation of mental health and wellbeing funded supports and services including counselling in schools. Last but by no means least, we will continue to promote and support staff health and wellbeing.

In addition, and following the findings of the Independent Care Review, we are also committed to delivering on The Promise and to providing a care system with love and nurture at its heart. The responsibility also lies with Education, to ensure that children and young people who are on the edges of care or care experienced, are fully participating and achieving positive outcomes. By supporting Designated Managers in our schools, undertaking progress in learning reviews, and ensuring a workforce that is more trauma-informed, we will be focusing on doing just that.

Addressing the poverty related attainment gap means addressing child poverty and inequalities, which are now even more prevalent as a result of the pandemic. We will use evidence-based interventions such as Sound Reading System and Precision Teaching to reduce the barriers to literacy and numeracy development through a universal offer for all learners.

Finally, the national ASL Action Plan will continue to be a key driver, ensuring that we address the perceived gap between our vision and best hopes for children and young people with additional support needs and their lived experiences. We need to listen more, increase participation of those who are under-represented and insist on co-production of solutions to promote inclusion and remove or reduce barriers to progress. We will do this by reviewing inclusion, support and pathways for children and young people with additional support needs.

Although challenging, collectively these national drivers provide an exciting opportunity to effect whole system change locally and improve outcomes for all children, young people and families in Angus.

Logic Model- Angus Cares

SITUATION NATIONALLY	SITUATION LOCALLY	ACTIVITIES	INPUTS	OUTCOMES
Improve attainment in literacy and numeracy	In all areas of literacy, and in P1 and P4, there is a general downward trend of 2-6 percentage points	<p>Use evidence-based interventions to improve literacy and numeracy</p> <p>Implement Sound Reading System with identified schools</p> <p>Deliver Elklan training programme to identified settings</p> <p>Review and develop Dyslexia and Dyscalculia guidance</p>	<p>The SOLAR Project Team will work collaboratively with participating schools and partners in the delivery of SRS and Elklan training.</p> <p>Educational Psychology Service will provide input and support schools to implement the guidance.</p>	<p>Improved teacher understanding of the link between speech and language processes and literacy development</p> <p>Improved teacher understanding of barriers to literacy and numeracy development in learners</p> <p>Improved attainment in literacy</p>
Ensure that every child and young person is supported to progress in their learning and close the attainment gap between the most and least disadvantaged	<p>Attainment of children looked after at home is lower than others of the same age</p> <p>Schools need to be aware of and prepared</p>	<p>Programme of progress in learning reviews which prioritise care experienced children and young people</p> <p>Promote role of Designated Managers and guidance in schools</p> <p>Support implementation of UNCRC</p>	<p>Progress in learning meetings undertaken by Service Leaders; HTs; AVS; EPS</p> <p>Support provided to schools by EPS</p> <p>In collaboration with Education Scotland and Tayside Regional Improvement</p>	<p>Improved attendance, engagement and support re. attainment of care experienced learners</p> <p>All CYP aware of their rights and how to exercise them, as evidenced through H&WB Census</p>

	for UNCRC enactment	Agree process for Children's Services response to challenges of children's rights legislation.	<p>Collaborative, sessions will be delivered to HTs and support services on the implications of UNCRC and Children's Rights, the ASL Review and The Promise</p> <p>HT Development session will focus on our commitment and approach to UNCRC implementation. Use of UNCRC Toolkit will be promoted with schools</p> <p>Multi-agency audit of Child's Plans</p>	<p>Increase in schools registered with the Rights Respecting Schools programme</p> <p>Increase in registered schools achieving bronze and silver awards</p> <p>CYP views evident in all Child's Plans/ IEPs</p>
Ensure that all of our children and young people attend school full-time safely	<p>Pre-COVID, number of exclusions had increased (inc. ASN and LAC)</p> <p>Pre-COVID, number of V&A incidents had increased</p> <p>Number of CYP on reduced hours</p>	<p>Review inclusion, support and pathways for CYP with ASNs</p> <p>Survey schools re. learners on reduced hours; flexi-schooling; flexible learning</p> <p>Review and promote Preventing and Managing Exclusion Guidance</p> <p>Review Attendance Default procedures</p>	<p>ASN Service will work collaboratively with schools to develop a robust review process</p> <p>Consultation will be undertaken through the SRS HT meetings and ASN/ Secondary DHT Forum</p>	<p>Improved attendance, inclusion, access and engagement of all learners</p> <p>Reduced number of exclusions</p> <p>Increased understanding of and response to challenging behaviour</p> <p>Reduced number of V&A incidents</p> <p>Limited use of reduced hours timetables and all use of</p>

	timetables has increased	Provide CLPL on trauma-informed practice	Planning and delivery will be taken forward by the Corporate Trauma informed practice working group/ EPS	reduced hours timetables to work towards full time learning after a maximum of 4 weeks Increase in the number of staff who have completed trauma informed practice training
Support and improve the health and wellbeing of our children, young people, families and staff	Negative impact of COVID-19 pandemic on the emotional health and wellbeing of children and young people	Undertake national Health and Wellbeing Census (P5-S6) in all Angus schools Implement Connected Tayside; Emotional Health and Wellbeing Strategy	Information and survey instructions from Scottish Government will be provided to all schools and the process supported by in-school co-ordinators, Service Leaders; and Operations Manager Performance Analyst AVS; ASN; EY; Schools; Partnership services	Targeted interventions will be informed by local and regional data Increased awareness and use of implementation framework

Theme 2: Angus Learns

In line with the key priorities in the National Improvement Framework, Angus Learns will focus on improvements in attainment, particularly in literacy and numeracy, alongside continuing to focus on closing the poverty related attainment gap.

Within Early Learning and Childcare 12 additional Early Years Practitioners (EYPs) are being employed on a temporary contract across 12 identified schools for the 2021-22 session using COVID Recovery funding. The EYPs will support successful transitions between the nursery setting and Primary 1, along with providing targeted support for children and further embedding play-based approaches. Both quantitative and qualitative data along with improvement methodology will measure the impact of the targeted interventions that are undertaken. The EYPs will be placed within Andover Primary, Burnside Primary, Carlogie Primary, Grange Primary, Hayshead Primary, Inverbrothock Primary, Ladyloan Primary, Langlands Primary, Lochside Primary, Seaview Primary, Southmuir Primary and Strathmore Primary.

Within Curriculum for Excellence Early Level, play pedagogy will remain an improvement focus. Angus' Play Pedagogy Toolkit: A Guide to Playful Learning and Teaching will be introduced and is designed to guide staff when considering how best to support the learning and development of the children in Primary 1 within a play pedagogy approach, along with developing ways in which this can support learning. Training opportunities will be offered to all P1 practitioners.

Angus Learns remains committed to building a culture of reading for learners and their communities. Research proves that reading for pleasure has positive impacts on learners' attainment across the curriculum, supporting wellbeing, critical thinking, creativity, empathy and resilience. To support this and to further build on the success of 2020-21, Angus schools will continue to engage with The Scottish Book Trust's Reading Schools. The majority of Angus schools will participate in this accreditation programme and will be supported by Angus Virtual School to work within the Reading Schools Framework which includes key areas crucial to building and sustaining a whole school reading culture.

Relationships, Sexual Health and Parenting (RSHP) is a key element of the Health and Wellbeing area of Curriculum for Excellence. The aim is to ensure that learners develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing.

A review of RSHP education is underway to evaluate the quality of this aspect of the curriculum in all Angus schools. The review will also provide an opportunity to exchange ideas and practice regarding RSHP Education and identify any support/professional learning needs required to improve the learning experience for our children and young people.

In line with Curriculum for Excellence: Scottish Government response to OECD Review; Angus Learns will begin the process of exploring the next phase of development of Curriculum for Excellence. Angus Virtual School will facilitate creative conversations linked to key themes such as curriculum planning with a focus on Literacy and Numeracy. These conversations will consider how we in Angus can better help learners consolidate a common base of knowledge, skills and attitudes by the end of Broad General Education, alongside supporting progress through the Senior Phase. The appointment of two seconded Education Officers (1.0FTE), funded by Scottish Government monies and two (0.2FTE) Education Officers funded by the Enhancing Professional Learning in STEM Grant from Education Scotland will develop approaches to improvement within numeracy and literacy across Angus.

The actions and outcomes within Angus Learns will continue to build upon a system leadership approach. At its most mature, systems leadership will go beyond Headteachers and senior leaders and include other leaders and teachers in schools – going deeper and wider. This will be achieved through re-establishing and strengthening the wide variety of networks across Angus. Participating in these networks will enable network members, senior leadership teams, school staff and wider staff teams to lead, inform and guide school and local authority improvement. It will involve working together collaboratively and strengthening partnerships to improve practice by drawing upon what is working well. The network will promote improvement by exploring innovative ways of working at school, authority, Tayside Regional Improvement Collaborative (TRIC) and national levels. This will directly support priorities outlined within the Angus Annual Education Plan (AAEP) and National Improvement Framework (NIF). Participating in these networks will facilitate professional development opportunities linked to individual leadership skills alongside building capacity across the system both at school and authority level.

Angus Learns will focus on improvements within Learning for Sustainability through the lens of outdoor learning. Learning for Sustainability is part of Curriculum for Excellence and all learners are therefore entitled to experience this cross-curricular approach to learning. As part of this entitlement, outdoor learning should be a regular, progressive, curriculum-led experience for all learners. A key strategic recommendation from the Learning for Sustainability – Vision 2030 action plan outlines that all school buildings, grounds and policies should support learning for sustainability. Angus Learns will facilitate a review of approaches to outdoor learning and learning for sustainability within our schools.

Logic Model- Angus Learns

SITUATION NATIONALLY	SITUATION LOCALLY	ACTIVITIES	INPUTS	OUTCOMES
<p>Improve attainment in literacy and numeracy</p> <p>Ensure every child and young person is supported to progress in their learning and close the attainment gap between the most and least disadvantaged</p> <p>Ensure that all of our children and young people attend school full-time safely</p> <p>Support and improve the health</p>	<p>S&Q Report analysis shows 25% of the identified priorities relate to literacy and language.</p> <p>31 schools (primary and secondary) have registered for the Reading Schools Accreditation Award.</p> <p>In all areas of literacy and in P1 and P4 there is a general downward trend (2-6 percentage points).</p> <p>P7 has remained stable across all aspects of literacy.</p>	<p>Audit current practices in relation to reading and numeracy within the BGE, focusing on first level.</p> <p>Deliver high-quality professional learning aimed at building teacher and practitioner confidence and knowledge within reading and numeracy.</p> <p>Develop approaches to improvement within numeracy and literacy across Angus.</p> <p>Implement guidance to support the implementation of a play pedagogy approach across CFE Early Level.</p>	<p>Provide support and expertise to schools from AVS, EYs, ASN, EPS, TRIT Literacy/Numeracy Leads, seconded Education Officers and Angus' NIF Improvement Officer.</p> <p>Scottish Book Trust to work alongside schools in the Reading Schools accreditation programme to build and sustain a reading culture.</p> <p>Early Years Practitioners to support the effective delivery of play pedagogy in 12 identified schools, targeting improvements in reading and numeracy within Early Level.</p> <p>Key Networks will support improvement within numeracy and literacy across both our primary and secondary schools.</p>	<p>Increased use of milestone and SNSA data for early and first level to inform planned improvement activity.</p> <p>Increased levels of knowledge within the system of effective targeted interventions to raise attainment within reading and numeracy.</p> <p>Increased levels of knowledge in using the play pedagogy approach to support learning and development within Early Level.</p> <p>Networks will be re-established and will meet regularly. There will be increased opportunities to share good practice and inform curricular and</p>

<p>and wellbeing of our children, young people, families and staff</p>	<p>In mathematics and numeracy there is a downward trend between 3 and 6 percentage points in P1, P4 and P7.</p> <p>The RSHP curriculum requires to be reviewed</p>	<p>Implement guidance to support self-sustaining curricular networks.</p> <p>Review approaches to learning and teaching of RSHP curriculum</p>	<p>Design a review process involving school staff and young people.</p> <p>Conduct the review in every secondary school and a selection of primary schools</p>	<p>pedagogical improvements across the system.</p> <p>Learning and teaching of RSHP will reflect current issues. A consistent approach will be evident across our schools.</p>
	<p>Most primary school settings in Angus plan for outdoor learning in the early years and for some curricular areas with a few planning for every curricular area.</p> <p>Almost all secondary schools in Angus plan for outdoor learning for</p>	<p>Review approaches to outdoor learning and learning for sustainability.</p>	<p>Additional resource for outdoor learning to be identified through the review process.</p> <p>Use of additional funding through Scottish Government to support outdoor learning approaches and learning for sustainability.</p>	<p>An implementation plan will be established incorporating learner entitlements and a universal offer of outdoor learning.</p>

	<p>some curricular areas with a minority planning for all curricular areas.</p> <p>Most schools would like to benefit from a universal outdoor learning offer that makes best use of school grounds</p>			
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Theme 3: Angus Improves

Effective self-evaluation provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school, across a cluster or across our local authority. Effective self-evaluation is an ongoing process. We will continually reflect and evaluate our work and use the evidence from these activities to plan future improvement. Knowing ourselves and our system well will allow interventions and resource to be targeted, based not on assumptions, but on what the data suggests. The process of engaging in a data driven dialogue approach to self-evaluation will further support work in this area, as well as informing actions for future strategic plans.

A data driven dialogue approach to self-evaluation and improvement will be adopted at school, service and directorate level. Individual service plans and the Angus Annual Education Plan have been informed by early iterations of this approach and provide a helpful framework for supporting a cohesive and collaborative 2-18 approach to school and service improvement.

This will support a one council approach to improvement and ensure Education and Lifelong Learning work towards continuous improvement and Best Value principles. We are committed to a Performance Led Council (PLED) approach, use of Pentana as a monitoring and reporting tool and planned improvement through our Angus Annual Education Plan and the Council Plan.

A review of Angus Virtual School was completed last session as part of the Angus Improves theme. The review was a positive endorsement of the role AVS play in supporting and influencing improvement across our schools and the directorate. It highlighted the need to refresh the support and challenge offer in secondary schools in particular, as well as a more rigorous approach to monitoring children and young people's progress in learning. A programme of quality improvement visits to schools will be planned. The structure and approach of the visits will be co-designed with Head Teachers.

An important element of our data driven approach is the ability to track a child's progress from when they enter our settings at age 2 until they move onto their first positive destination. To that end the development of refreshed and comprehensive tracking and monitoring processes, which support a 2-18 approach, will be developed within a double cluster with a view, in time, to extending to all schools.

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. There is a need to build upon the success achieved by the Curriculum Advisory Groups (CAGs) in developing and implementing a

robust Alternative Certification Model for Senior Phase SQA assessments last session. This demonstrated the power and effectiveness of the CAGs. There is now a need to focus on moderation in S1-3 to ensure pace and challenge within courses and increase confidence in teacher professional judgement for end of level data.

Innovative approaches to improvement, including Head Teachers impact coaches, will be important in supporting change at school level. This will complement existing strategies, such as Head Teacher triads, in securing school improvement. The effective use of networks, such as DHT/ PT networks and Literacy network and the use of curricular champions in the primary sector will be further enhanced by new guidance developed by AVS: *Networking: A Collaborative Approach to Working Together to Improve Practice*. This will highlight the importance of, and provide clarity, on how this way of working can secure the necessary improvements at school and individual class level.

Planned improvement activity also includes a review of our ASN Service and a review of the quality of care and learning in our early years' settings. During session 2021-2022 we will work with stakeholders to fully plan these reviews.

Logic Model- Angus Improves

SITUATION NATIONALLY	SITUATION LOCALLY	ACTIVITIES	INPUTS	OUTCOMES
<p>Improve attainment in literacy and numeracy</p> <p>Ensure every child and young person is supported to progress in their learning and close the attainment gap between the most and least disadvantaged</p> <p>Ensure that all of our children and young people attend school full-time safely</p> <p>Support and improve the</p>	<p>Self-evaluation is an integral part of a Performance Led Council. Approaches to ensure a cohesive 2-18 service are not yet fully developed</p> <p>Almost all schools have effective approaches to self-evaluation. There is limited evidence that this is improving outcomes</p> <p>Evaluations demonstrate a need to build upon success in the ACM of moderation in the senior phase</p>	<p>Implement refreshed self-evaluation and strategic planning processes with a clear focus on improving outcomes for children and young people</p> <p>Develop a 2-18 raising attainment strategy</p> <p>Audit current approaches in relation to tracking and monitoring systems</p> <p>Implement refreshed approaches to monitoring progress of achievement and attainment with all schools and ELC settings</p>	<p>Dedicated time for Performance Led Council Programme and full implementation of Pentana.</p> <p>Directorate self-evaluation sessions focused on the implementation of data driven dialogue</p> <p>Working group with school leaders and central based staff to develop raising attainment strategy</p> <p>Input from ES Attainment Advisor Steering group to scope project, agree timeline and research options</p>	<p>Senior leaders will effectively guide and manage the strategic direction and pace of change</p> <p>Consistent approaches of recording impact of strategic plans are established</p> <p>There will be a shared understanding of strategies and approaches to raise attainment and sustain improvement across all our schools</p> <p>Inform the development of a future 2-18 tracking and monitoring system</p>

<p>health and wellbeing of our children, young people, families and staff</p> <p>Improve employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>and extend this to S1-3</p> <p>Almost all schools have systems for tracking and monitoring attainment. There is not a consistent approach which supports the accurate analysis of data across the system</p> <p>As workload and bureaucracy increase there is a need to ensure all planning, monitoring and tracking is manageable and relevant</p>	<p>Review approaches to assessment and moderation in BGE with particular focus on S1-3</p> <p>Develop key networks and systems leadership approaches to support to school improvement</p>	<p>Co-design progress and achievement engagements across all services 2-18</p> <p>Planned engagement sessions with school leaders, AVS and Service Leaders</p> <p>Use of QAMSO networks to support moderation, including digital solutions. Focus in CAGS and HT dev days</p> <p>Head Teacher impact coaches working with 9 schools</p> <p>Network and collaborative guidance issued to all schools</p> <p>3 seconded staff to support development of networks and network champions</p>	<p>Increased levels of support and challenge for schools and settings</p> <p>Increased clarity of the Angus approach to tracking and monitoring progress in learning</p> <p>ACEL data will be more robust and reliable</p> <p>There will be a shared understanding of progress with and across identified stages of learning</p> <p>Schools involved in HT impact coaching will have shared clarity of their school as a learning organisation</p> <p>Increased opportunities to support systems leadership approach to school improvement</p>
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<p>Delivery of Scottish Government – National Digital Strategy including provision of 1:1 devices</p>	<p>On-going development of the TRIC Digital Strategy and implementation of the Digital Action Plan</p>	<p>Contribute to the TRIC Digital Strategy</p> <p>Work with colleagues in IT to plan for the roll out of digital devices</p>	<p>DLOs, Support Services and IT will agree and progress actions in the plan</p> <p>DLOs will provide a programme of training for staff</p> <p>DLOs will further develop Angus digital portals</p>	<p>Build on current practice and expertise in effective learning and teaching</p> <p>Increased training opportunities for staff</p> <p>Curriculum review of senior phase courses and a future digital offer</p>
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