



Education and Lifelong Learning Directorate

Angus Education Report 2021 - 2022

September 2022

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GLOSSARY OF KEY TERMS

Key Term	Meaning	Further Information
ASN	Additional Support Needs	Angus Council Website
ASL Review	Additional Support for Learning Review	Scottish Government Website
AVS	Angus Virtual School	
CAMHS	Child and Adolescent Mental Health Service	
CfE	Curriculum for Excellence	
ELC / EY	Early Learning and Childcare / Early Years	Angus Council Website
ELKLAN	Speech, language and communication courses	
EPS	Educational Psychology Service	
GIRFEC	Getting it Right for Every Child	Angus Council Website
IEP	Individual Education Plan	
PIPS	Performance in Primary Schools	
	The Promise	Angus Council Website
QAMSO	Quality Assurance Moderation Support Officer	
RRS	Rights Respecting Schools	UNICEF Website
RSHP	Relationships Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	Scottish Government Website
SNSA	Scottish National Standardised Assessment	Scottish Government Website
SOLAR	Science of Language and Reading	Research Article
SRS	Sound Reading System	
SYP	Scottish Youth Parliament	SYP Website
TRIC	Tayside Regional Improvement Collaborative	TRIC Website
UNCRC	United Nations Convention on the Rights of the Child	UNICEF Website

Introduction

For session 2021-22, the Education and Lifelong Learning Directorate (ELL) presented a one-year plan.

Our priorities for session 2021-22 were:

- Support and improve the health and wellbeing of our children, young people, families and staff;
- Ensure every child and young person is supported to progress in their learning and close the attainment gap between the most and least disadvantaged;
- Ensure that all of our children and young people attend school full-time safely;
- Improve attainment in literacy and numeracy;
- Improve employability skills and sustained, positive school-leaver destinations for all young people.
- Delivery of Scottish Government – National Digital Strategy including provision of 1:1 devices.

This report details our progress against these priorities across our three themes, Angus Cares, Angus Learns and Angus Improves.

Our performance report contains the measures we believe are integral to effectively tracking our performance and improvement as we look to 2022-23 and plan for improvement in our first five-year cycle.

Kelly McIntosh, Director of Education and Lifelong Learning

Section 1: Progress on our 2021-22 improvement priorities

The Angus Education Plan 2021-22 used logic models to illustrate the priorities against each of our three themes, Angus Cares, Angus Learns and Angus Improves. In order to effectively track performance each of these priorities was assigned a number of 'actions'. The update on our progress towards these actions is written using the HMIE evaluative writing scale where appropriate:

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

1.1 Angus Cares

AEP21-CAR-001 Ensuring that the ELL workforce is trauma informed

In October 2021, information on trauma-informed practice in schools, collected via the care experienced progress meetings, was collated in a report by the Principal Educational Psychologist and informed the structure of Progress in Learning meetings for session 2021-22.

Educational Psychology Service (EPS) deliver training that encourages trauma-informed practice in schools. During 2021-22, 13 sessions were delivered to 197 participants on subjects including brain development, attachment, nurture, self-regulation, bereavement and developmental trauma.

EPS also developed an e-learning module on supporting care experienced children and young people with bereavement, grief and loss, which was available to both Angus Council and Angus Health and Social Care Partnership (AHSCP) staff on Always Learning, and by carers and partners on TURAS, the NHS e-learning platform. 108 staff accessed the training on Always Learning.

EPS and our Additional Support Needs (ASN) service are represented on the corporate Trauma-Informed working group, identifying the level of training required across the Council workforce. In April 2022, EPS developed and submitted a proposal to the corporate group for the delivery of trauma-informed professional learning opportunities.

Next step: Continues into Angus Education Plan 22-23

AEP21-CAR-002 Review inclusion, support and pathways for children and young

people with ASN

ASN staff contribute during school review and validated self-evaluation (VSE) visits. An introduction to the wider review, including a review of how the ASN service supports inclusion, was provided at a meeting of Head Teachers in June 2022.

In March 2022, through the corporate Getting it Right for Every Child (GIRFEC) group, a multi-agency survey was undertaken to ascertain how effective our local child planning processes, including our continuum of need, are. The data shows that most of the respondents report a high level of confidence in the understanding of the role of the Named Person and the Lead Professional. There is a degree of variation in the level of confidence around the role of the Lead Professional in some agencies and bespoke training will be arranged to reflect this. The survey has also helped to identify areas for improvement to be addressed through training such as supporting professional confidence regarding when to put in place a Child's Plan, using GIRFEC tools to good effect in transition planning, ensuring children are involved in co-creating the Child's Plan and using the Co-ordinated Support Plan toolkit.

There is an ongoing audit of Child Plans, chronologies and Individual Education Plans (IEPs) to support moderation of practice in GIRFEC planning and recording across the local authority; identify and share good practice; highlight any development needs; and support staff in their role as Named Person. To ensure the moderation process reflects current practice accurately, the sample size of Child Plans, IEPs and chronologies has been increased. Although still in process, initial findings indicate evidence of good practice in the use of the GIRFEC tools, recording of chronologies and police child concern reports in SEEMIS; and capturing child and parent voice. Findings from the audit will influence the GIRFEC multi-agency training in 2022-23.

A review of our Transition Conference process for young people who will require support into adulthood is on-going, with a specific focus on assessing support and pathways for autistic young people without a cognitive disability.

A review of the pathway for ASN children coming into our early years settings is also on-going as part of a TRIC group in collaboration with our Early Years team.

In August 2021, ASN PEPAS (Physical Education, Physical Activity and Sport), a multi-agency group, was established and a survey developed to review inclusion in the area of health and wellbeing. The results of the questionnaire highlighted 5 key themes. Three focus groups have been established to take work forward in PE development in schools, extra-curricular provision and community provision.

Next step: Continues into Angus Education Plan 22-23

AEP21-CAR-003 Implement Sound Reading System (SRS) with identified schools

The Science of Language and Reading (SOLAR) project delivers three cross-cutting interventions, Sound Reading System (SRS), a reading and spelling pedagogy; ELKLAN (speech, language and communication courses); and Writing across the Curriculum.

In 2021-22 117 Angus teachers were trained in SRS. All respondents to the evaluation noted an increase in learner engagement and confidence, with almost all of respondents noting significant progress in decoding (reading) skills and encoding (spelling) skills.

In measuring the efficacy of SRS, data for three cohorts of children at Muirfield Primary School was compared.

- The test of change class: these children were identified at the end of P1 from P1 PIPS data and received SRS in P2, P3 and P4
- SRS from P2: these children were part of the roll out. All had been taught using a Phonics programme in P1, and then received SRS in P2, P3 and P4
- Pre-SRS class: these children were taught using a Phonics programme in P1 and then a Grammar programme in P2, P3 and P4

End of Primary 1 Performance Indicators in Primary Schools (PIPS) scores were compared with end-of-level judgements at the end of P4. P1 PIPS has an average score of 50. For children scoring between 40 and 44, all of those experiencing SRS had gone on to be secure at the end of First Level, whereas children in the same range in the pre-SRS group had gone on to require significant additional support as they have moved through school.

Pupils scoring less than 40 had shown increased attainment and a significant number are now performing at the level expected with teacher support.

A focus group of pupils from Timmergreens Primary School confidently shared their views about SRS. They articulated how SRS has helped improve their reading, writing and maths.

Next Step: Work is ongoing. Included in service level plan for 22-23.

AEP21-CAR-004 Deliver ELKLAN training programme in identified schools

In 2021-22 51 participants across 11 Early Learning and Childcare (ELC) settings and 9 schools completed ELKLAN speech, language and communication courses (3-5yrs and 5-11yrs) which introduce the Communication Chain and effective strategies and profiling of receptive and expressive language. The involvement of a speech and language

therapist as part of the SOLAR team has been innovative and has added value.

Evaluations showed that the ELKLAN course had enhanced knowledge, with all of the respondents noting their understanding and confidence of receptive and expressive language processes were improved.

The course has facilitated collaboration with the Speech and Language Therapy Service through greater understanding of the nature of a child's difficulty. All practitioners felt able to use the Communication Chain to support specific aspects of receptive and expressive language.

Muirfield Primary School is working towards becoming Scotland's first ELKLAN Communication Friendly Setting and one of their Lead Communication Practitioners is training to become a Let's Talk Tutor, able to deliver courses for parents next session.

Next Step: Work is ongoing. Included in service level plan for 22-23

AEP21-CAR-005 Review and develop dyslexia and dyscalculia guidance

In September 2021, EPS consulted with parents at the Dyslexia Scotland (Angus branch) event.

At the ASN Inclusion Fair in December 2021, school staff were consulted on our dyslexia procedures. Between February and April 2022 service design methodology was adopted to gather the views of teachers and parents. Empathy maps were completed with five class teachers and a journey mapping exercise was carried out with six parents. Emerging themes from these mapping exercises indicate that there is varying familiarity with our dyslexia procedures amongst teaching staff, that there is a reliance on ASN support at all stages of the assessment and identification process, and that there is a need to ensure there is meaningful collaboration with parents throughout the assessment and identification process. EPS has also been working with the SOLAR Project Team to ensure the dyslexia guidance is compatible with the pedagogical approach promoted through SRS.

Next step: Work is ongoing. In service level plan for 22-23

AEP21-CAR-006 Promote the role of the Designated Manager for Looked After Children and associated guidance in all settings

In October 2021² EPS developed a handbook which was shared with all Designated Managers.

An e-learning module has also been developed and will be available on the EPS GLOWBlog along with a link to the handbook at the beginning of the 2022/23 session.

Next step: Action is complete

AEP21-CAR-007 Undertake a programme of progress in learning meetings which prioritise care experienced children and young people

In June 2021 pilot reviews were carried out in the ten primary schools with the highest number of care experienced learners, and interviews were held in August 2021 with a sample of parents/carers from those schools. Following thematic analysis of data from these reviews a working group was established to discuss emerging themes and plan next steps. A report of findings and recommendations from the pilot was shared with corporate parents in March 2022.

A programme of progress in learning meetings which prioritise children and young people who are care experienced is now in place in all our schools. This programme is aligned with our tracking and monitoring and moderation processes.

Next step: Action is complete

AEP21-CAR-008 Support the implementation of UNCRC in our schools

In September 2021, input on 'Children's Rights, ASL Review and The Promise' was provided by Education Scotland via the TRIC and again at the ASN Inclusion Fairs in December 2021 and February 2022.

Input on UNCRC was also provided at a Head Teachers' Meeting in February 2022. At the HT meeting inputs from children and school staff helped to illustrate the implications of children's rights in practice.

The ASN GLOWBlog includes information on UNCRC along with training materials to support the involvement of children and young people with additional support needs and gathering their views. Angus also included two questions on children's rights in the recent health and wellbeing census carried out in all schools.

In August 2022, 16 Angus schools are accredited with Rights Respecting Schools, 11 have achieved bronze awards, four have achieved silver awards and one school has achieved gold.

Case Study

Auchterhouse Primary School registered with the Rights Respecting Schools Awards programme (RRS) in September 2019. The leadership of the Head Teacher and commitment of school staff, learners and their families saw the school achieve their Gold Award in May 2022. They have demonstrated their ability to embed children's rights across the school and ensure that these rights underpin all aspects of school life.

Rights and rights respecting language are embedded in the day-to-day life of the school. There is a strong focus on health and wellbeing and the school has worked hard to create positive relationships which promote an ethos of mutual respect and trust across the learning community. Learners know that the school keeps them safe and supports them to be healthy.

They also understand that "All children should have their rights met

all over the world... but it doesn't always happen." Staff ensure learners learn about rights through the curriculum and current affairs in a variety of ways e.g. school assemblies, cross curricular lessons, international links. Learning is planned "through the lens of rights." Staff make links between rights and Global Goals. Rights are explicit in the School Improvement Plan, the Relationship policy, and are clearly linked to the school's vision, aims and values. Parents and the wider community are informed and involved in learning about children's rights through the school blog, termly school newsletters, village newsletter and social media,

Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all learners to put their suggestions forward and for these to be acted upon. Auchterhouse learners have shared their practice and presented to Angus Head Teachers, as well as raising awareness of their work with Monifieth High School as part of transition work.

The school will continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, and recognising the role of children in helping adults understand problems and develop achievable solutions.

Next Step: Continues in Angus Education Plan 22-23

AEP21-CAR-009 Agree process for Children's Services response to challenges of children's rights legislation

In March 2021, the Scottish Parliament unanimously passed the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill. The Bill incorporates the terms of the UNCRC into the law of Scotland and creates a duty for devolved public authorities (including local authorities) to not act incompatibly with the incorporated rights and requirements of the UNCRC.

Following the passing of the Bill, it was referred to the Supreme Court by the UK Government which was of the view that certain aspects of the Bill were out with the legislative competence of the Scottish Parliament. The case was heard by the Supreme Court in June last year and on 6 October 2021, the UK Supreme Court issued its judgement that four aspects of the Bill were out with the legislative competence of the Scottish Parliament.

The Scottish Government confirmed that it remains committed to incorporating the UNCRC into domestic law to the maximum extent possible.

On 24 May 2022, John Swinney updated Parliament that the Bill will not become law in the form originally passed, and that changes are required. The Bill will go through a formal reconsideration process and

engagement with stakeholders, including children and young people. This will allow for the changes being made to be understood and explained.

In terms of the implications of the legislation, this will not be clear until the legislation is finalised.

Next step: Work is ongoing. In service level plan for 22-23

AEP21-CAR-010 Review and promote Preventing and Managing Exclusion Guidance

In June 2022, part 3 of the national guidance 'Included, Engaged and Involved' was published for consultation for local authorities to be completed by October 2022. A multiagency partnership group is being set up to respond to the consultation and reflect changes in Angus Council guidance.

Next step: Work is ongoing. In service level plan for 22-23

AEP21-CAR-011 Review Attendance Default procedures

In September 2021 training was provided for schools' Senior Leadership Teams on 'Recording Reduced Timetables' and 'Recording ASN' in SEEMIS. Following consultation regarding the use of SEEMIS codes, the procedures have been reviewed and updated for issue at the start of the session 22-23.

Next step: Action is complete

AEP21-CAR-012 Undertake the national Health and Wellbeing Census (P5-S6) in all Angus schools

The Scottish Government's national Health and Wellbeing Census was to be completed by end of March 2022. In December 2021. Briefings were provided to elected members and full support given for implementation of the census in Angus. Key information and the content of each of the surveys used was made available for parents/carers on the Angus Council website. Angus Council added two supplementary questions regarding children and young people's understanding of their rights and how to exercise them. This will help inform ongoing development of UNCRC and RRS in Angus.

The census data is now with Scottish Government for analysis with national results expected by December 2022. In Angus, 70.6% of the school population from P5 to S6 undertook the Health and Wellbeing survey. Results will be available by December 2022 following analysis of local data.

Next step: Work ongoing. In service level plan for 22-23.

AEP21-CAR-013 Implement Connected Tayside; Emotional Health and Wellbeing Strategy

The Connected Tayside strategy was developed following consultation with children, young people and professionals across Tayside. The strategy was successfully launched via an online event in November 2021. Angus Participation Assistants contributed to the event and promoted their animation on the mental health of care experienced young people. The strategy and resources were shared with all Angus Head Teachers, Integrated Children's Services Group, and Angus Mental Health and Wellbeing Network, helping to make links with the NHS Living Life Well Strategy.

The strategy promotes the range of support available from universal to targeted and intensive interventions. In addition to the support to schools provided by the Educational Psychology Service in Angus, funding has enabled Counselling in Schools to continue for children aged 10 years and over. In the last reporting period from January to June 2022, 306 children and young people accessed counselling in Angus schools, totalling 1,344 sessions. The main presenting issue was anxiety. Of the 76 young people who completed counselling in this timeframe, 67 reported improved outcomes.

Community Mental Health funding has also enabled the extension of peer support for children aged 12 to 16 years. Over the past six months, 172 young people have accessed this service 83.3% of teaching staff surveyed, reported that the Young Person's Peer Service was a beneficial addition to the support available to young people. Penumbra peer service also delivered 8 wellbeing workshops in South Angus secondary schools. Attendance at these groups has been good and feedback from young people has been very positive. Workshop topics included: Body Confidence, Anxiety Matters, Stress Management, Bullying and Social Media - all topics chosen by young people during focus groups held in December 2021.

In addition, Togetherall, the online service for young people aged between 16-24 years continues to be promoted in secondary schools across the local authority. Between January and June 2022, 21 young people registered with Togetherall and engaged in self assessments on the platform. The majority of users were females aged 16 and 17 years of age, with the most active month being May 2022. The Community Mental Health funding also helped with the development of a neurodevelopmental portal which will support parents of children aged 5 to 12 years who are awaiting assessment by Child and Adolescent Mental Health Service (CAMHS). 300 families across Tayside participated in the engagement process to influence the design of the portal.

The Scottish Youth Parliament (SYP) has been commissioned by the Scottish Government to carry out an independent evaluation of mental health and wellbeing community support and services for 5–24-year-olds, their parents and carers. This will take place in Angus at the end of August 2022 and will inform future funding of services.

Next step: Work is ongoing. Included in service plan 22-23.

1.2 Angus Learns

AEP21-LRN-001 Additional EYPs to support transition and embed play based pedagogy

12 additional Early Years Practitioners (EYPs) were employed for the 2021-22 session. The EYPs supported successful transitions between the nursery setting and Primary 1, along with providing targeted support for children and further embedding play-based approaches. Based on need, the EYPs were 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.

All 12 participated in a Quality Improvement Practitioner Programme delivered by our Improvement Advisor and supported by an Angus Head Teacher who has undertaken the Scottish Coaching and Leading for Improvement (SCLIP) programme.

On-going improvement projects cover a diverse range of topics including transitions, outdoor play, family engagement and pupil support. Each project involves the EYP working collaboratively with their wider Early Level team.

Evaluations of the programme show that all EYPs understand that quality improvement is a systematic approach and that looking at data over time is crucial for improvement. Almost all EYPs in the programme are now confident in developing and implementing a plan for improvement.

Next step: Work is ongoing. In service level plan for 22-23

AEP21-LRN-002 Launch and provide training in Angus' Play Pedagogy Toolkit: A Guide to Playful Learning and Teaching

The Play Pedagogy toolkit was made available to all settings in August 2021. During 21-22, 4 training sessions for teachers of primary 1 were delivered. The EY team offered additional support to all settings. Teachers from most schools attended at least one of these sessions. Post-training feedback showed that almost all participants had increased confidence in developing a play pedagogy approach in their classrooms.

Next step: Action is complete

AEP21-LRN-003 The majority of schools will participate in The Scottish Book Trust's accreditation programme

The Scottish Book Trust's accreditation programme - The Reading School - will replace The First Minister's Reading Challenge in August 2022. Angus Council was involved in the Reading School pilot and to date, 31 schools

have registered with the programme. Inputs from Education Scotland and Scottish Book Trust were delivered in February and March 2022 to share information regarding Reading Schools and the requirements for accreditation. Key resources and national messages have been shared to support schools in developing approaches to creating a reading culture. Eight schools have now been accredited with the Reading School Award: three at bronze level; four at silver and one gold.

Next Step: Work is ongoing. In service level plan for 22-23

AEP21-LRN-004 Complete a full review of Relationship, Sexual Health and Parenthood (RSHP) education

A review of the RSHP curriculum across all primary and secondary schools has been carried out (including provision for children and young people with additional support needs); and a report reflecting current practice, outlining key recommendations was shared with all schools in December 2021. Recommendations have been discussed at Angus Schools Partnership, secondary Head Teachers' meeting, the secondary Depute Head Teacher network, Pupil Care and Support Curriculum Advisory Group/Subject Network Group and the Health and Wellbeing network. The Health and Wellbeing network and Pupil Care and Support Subject Network Group have identified which recommendations will be priorities for the improvement work they will undertake next session.

Case Study

The RSHP Review highlighted the range of interesting practice in schools. The inclusive and respectful school culture across Angus is a key strength. Children and young people commented positively on school being a place where everyone and their family is accepted for who and what they are.

“We have been taught to respect each other and that everyone is different and special in their own way.” (primary learner)

In addition to making use of the national online resource for RSHP, Brechin High School has created an imaginative approach to exploring relationship themes. Senior learners are randomly allocated a ‘partner’ and work together to make decisions regarding parenting and lifestyle choices. In secondary schools, young people commented on the usefulness of learning about the difference between toxic and positive, mutually respectful relationships. Use of the national online resource in Ladyloan Primary School is also supplemented by other resources, e.g., an animated drama for nine to 13-year-olds following the journey of Lara and her friends on the road to puberty.

Next Step: Action is complete

AEP21-LRN-005 Develop approaches to improve outcomes in literacy

The Literacy Champions Network has been re-established and has met online. There have been opportunities to share good practice in relation to creating a reading culture and approaches to developing writing skills. Big Writing and Talk into Writing strategies were well received, and Literacy Champions reported positively on the opportunity to network with colleagues and share resources.

Next Step: Working is ongoing. In service level plan for 22-23.

AEP21-LRN-006 Develop approaches to improve outcomes in numeracy

The Numeracy Champions network has been re-established supported by the creation of a Numeracy Leaders' Steering Group. The network has provided opportunities to share practice and numeracy curriculum resources. Three schools and one ELC setting have been supported by the Numeracy Staff Tutor in their development of Play Numeracy Pedagogy within Early to First level. The numeracy champions in the schools have shared their good practice via the network meetings across the authority.

Next Step: Work is ongoing. In service level plan for 22-23

AEP21-LRN-007 Audit current practices in relation to reading and numeracy, focusing on first level

Use of milestone and Scottish National Standardised Assessment (SNSA) data was included in Progress in Learning Meetings with

Head Teachers in term three. Requests for support in relation to the developmental

milestones tracker and analysis of SNSA was provided as requested. Both data sets are included in the self-evaluation framework for moderation.

The review of Standards and Quality Reports has provided an overview of the range of current literacy resources and programmes being used across Angus schools. The Quality Assurance and Moderation Support Officer (QAMSO) Literacy subgroup has collected exemplars of moderation of pupil work.

TRIC numeracy audit was completed in January 2022. 84% of respondents were from

Angus. Key strengths and development needs have been identified.

Next Step: Work is ongoing. In service level plan for 22-23

AEP21-LRN-008 Deliver high-quality professional learning aimed at building teacher and practitioner confidence and knowledge within reading and numeracy

Fresh Start is a targeted intervention to promote reading recovery in both primary and secondary schools. 41 practitioners from primary and secondary sectors completed Fresh Start training in May 2022. All participants rated the training as 'very useful' and were able to identify next steps for session 2022-23. Participants also reported increased levels of knowledge of targeted interventions to raise attainment within reading.

Six schools have been visited by the education support officer to review their use of data: collation, analysis and identification of next steps to improve outcomes in literacy and numeracy. There is evidence of effective practice which can be used next session to support other schools.

The QAMSO network has been refreshed and extended to 78 practitioners across Angus. The Literacy subgroup includes 10 experienced QAMSOs with links to the Tayside Regional Improvement Collaborative (TRIC) moderation group and SOLAR Literacy Project. Two TRIC sessions, supported by Education Scotland have focused on literacy moderation.

Four numeracy professional learning sessions were developed with associated support materials. These e-learning modules will be placed on the Numeracy Hub Website which will be relaunched to contain local resources and links to TRIC and national resources. The Hub website will be evaluated and feedback regarding impact will be recorded.

Next Step: Work is ongoing. In service level plan for 22-23

AEP21-LRN-010 Develop our Learning for Sustainability action plan

A secondment opportunity for our Learning for Sustainability Officer was created with Covid recovery funding. An appointment was made in January 2022 but due to staffing requirements in our schools the officer will begin in the role in August 2022.

Next step: Work is ongoing. In service level plan for 22-23.

1.3 Angus Improves

AEP21-IMP-001 Adopt a data driven dialogue approach to self-evaluation and improvement

Most primary schools and a few secondary schools have adopted a data driven dialogue approach to school improvement. Adopting this approach has allowed schools to use a range of data to challenge assumptions about progress and performance at a faculty or whole school level. As a result of this improvement actions are more targeted and school leaders are clearer about the improvements they want to achieve and how they will achieve them.

Schools which have yet to adopt this approach have further developed approaches to self-evaluation for self-improvement. In most of these schools there has been a more effective use of data to inform school improvement planning.

As a directorate we have adopted a data driven approach to self-evaluation and directorate improvement planning. Each service has undertaken rigorous self-evaluation processes and identified improvement priorities and improvement actions at service level and directorate level through the Annual Education Plan. Again, improvement priorities and actions are more focussed and reflect the available resource to support improvement

Next step: Work is ongoing. In service level plan for 22-23

AEP21-IMP-002 Design a programme of review meetings with schools

Our school review programme was impacted by Covid restrictions to visitors in schools. Mitigations eased in the final term allowing 3 school reviews to be undertaken.

The model of review has evolved as a result of on-going evaluation of the process, feedback from school leaders and national policy. School reviews are now based on a validated self-evaluation (VSE) model. Reviews are co-designed with school leaders to ensure that they take account of the school's context and meet the improvement needs of the school.

School reviews were augmented by School Recovery Visits led by Education Scotland. One Secondary school and 4 primary schools were visited by Education Scotland Teams. Visits focused on approaches to recovery, safeguarding children and young people and health and wellbeing. All schools who engaged in these visits received positive feedback and were assured that their approaches to supporting children and young people, staff and school communities during the pandemic were effective and met the needs of their communities

One Education Scotland record of school visit noted:-

'Against the challenging context of the pandemic, the school had continued to achieve progress with the main targets in its school improvement plan. Part of that momentum had been due to the school's effectiveness in identifying a small number of priorities recognised as key to improving its performance; curriculum, learning and teaching; and attainment and achievement. There was a clear and convincing sense of skilful leadership of change, which had helped the school rise to the challenges of the pandemic.' (Educational Scotland, April 2022)

Following a VSE visit to Monifieth High School the Head Teacher presented the refreshed approaches to self-evaluation and school improvement developed during 2021-22, illustrating how the VSE review model was integral to supporting improvement at school level.

Next step: Work is ongoing. In service level plan for 22-23

AEP21-IMP-003 Develop a 2-18 tracking and monitoring tool, initially across a double cluster

An initial design for the early years database has been created including identifying fields that will integrate with the primary database. Amendments to the design will be made at the start of session 2022-23 using feedback from early years practitioners who have been using the TRIC spreadsheet this session.

The primary tracking and monitoring tool has been designed by, and for, Angus Council and incorporates fields to store attendance, attainment, achievement and personal data. This combined with the functionality built into the system will enable tracking, monitoring, reporting and analysis of the data for all pupils to be achieved simply and efficiently. Additional functionality will enable schools to tailor the system to the needs of their own school and provide tracking and monitoring information for their associated secondary school and the local authority. Initial teacher training, including the provision of an introductory user guide, has been carried out for 24 of the 51 primaries, the rest opting to receive their initial training in term one of 2022-23.

Secondary schools focussed on improving the design of their pupil tracking systems to maximise the variety of tracking and analysis functions available to them. New features built into the system this session provide double the number of fields available, categorisation of fields, additional pre-defined queries and an interface to simplify the uploading of SQA data. Training was provided, including the provision of a user guide to support data tracking, monitoring and analysis.

Next Step: Continues into Angus Education Plan 22-23

AEP21-IMP-004

Develop effective moderation across S1-3

The Angus Moderation Steering Group was established to develop a local authority model for moderation.

A moderation self-evaluation framework was developed and piloted in all Brechin and Arbroath West cluster schools in May 2022.

In May 2022 Angus Virtual School (AVS) staff presented the framework and moderation plan at a meeting with secondary Head Teachers and this has been implemented by QAMSOs and senior leadership teams in 6 schools.

A self-evaluation survey was shared and completed by 6 of the 8 secondary schools, giving an overview of teacher confidence in all elements of the moderation cycle. The highest confidence being in planning and the use of learning intentions and success criteria, and the lowest being in learners' involvement in decisions about their learning, and reporting. This will be used as a baseline to support the measurement of improvement in teacher confidence as the moderation workstream progresses.

The Angus QAMSO remit has been refreshed and agreed. Following the introduction of the self-evaluation of the framework and the ongoing moderation work in our schools our QAMSO numbers have increased from 56 to 80. New QAMSOs will benefit from a training programme which has been developed in partnership with Education Scotland

Next Step: Continues into Angus Education Plan 22-23

AEP21-IMP-005 Develop the programme of Head Teacher impact coaches

Seven schools opted into the Head Teacher Impact programme for session 2021-22, five primary schools and two Secondary Schools. All schools who opted into the programme have engaged with their HT impact coach. The programme was structured to last one school session but due to the impact of pandemic participating schools have been unable to fully complete the programme. The programme will be completed in session 2022-23 and will be evaluated and adapted where appropriate.

Next Step: Work is on-going. In service level plan for 22-23

AEP21-IMP-006 and LRN- 009 Launch 'Networking: A Collaborative Approach to Working Together to Improve Practice'

The Collaborative Leadership document has been shared and curriculum networks re-established.

Each network now has confirmed membership and improvement priorities identified for next session. These priorities are directly related to school and local authority improvements. Feedback from Progress in

Learning meetings confirms that almost all Head Teachers use the Professional Review and Development process to explore leadership opportunities for all staff, and class teachers are given opportunities to share their work as 'Champions' with colleagues during collegiate time.

Next Step: Work is ongoing. In service level plan for 22-23

AEP21-IMP-007 Plan a review of our Additional Support Needs service

Self-evaluation activity referenced at CAR-002 is related to this action. Each of the elements of the ASN service will be subject to review in the period August 2022 – May 2024.

Next step: Continues into Angus Education Plan for 22-23

AEP21-IMP- 008 Plan a review of the quality of care and learning in our early years settings

This action was not progressed.

Next step: Continues into Angus Education Plan for 22-23

AEP21-IMP-009 Develop a 2-18 Raising Attainment Strategy

A core planning group for the Angus Raising Achievement Strategy was created. The strategy is framed by policy drivers and reflects the national picture outlined in the National Improvement Framework, the Scottish Attainment Challenge (SAC), 'Framework for Recovery and Accelerating Progress' and key messages within the Tayside Plan for Children, Young People and Families. Our Education Scotland Attainment Advisor is a member of the planning group and outlined the project delivery plan with projected timeline, activities and roles and responsibilities.

Key themes have been identified and an engagement plan, which outlines how key stakeholders will be consulted and will further influence the strategy, has been devised. Work on the strategy will move at pace in session 2022-23 to ensure that it is ready to be used by schools and services in Angus in session 2023-24.

Next step: Work in on-going. In service level plan for 22-23

AEP21-IMP-010 Contribute to the TRIC Digital Learning Strategy

Angus Digital Learning Officers have supported schools to engage with the Cyber Resilience Internet Safety Award (as part of the Digital Schools Award). All staff can access relevant professional learning opportunities through the TRIC Professional Learning Bulletin, the AVS Professional Learning Bulletin and Digital Champions Network. #AngusDigiLearn has been updated and the 'remote' learning offer has now been revised to provide an 'anywhere, anytime' learning model; this includes Cyber resilience resources.

Further development of the Angus Home Learning Portal now provides access guides for parents/carers, resources and curriculum content including digital safety and wellbeing.

School Improvement Plans were scrutinised to identify digital professional learning needs for individual schools. This informed a programme of professional learning and was aligned with the TRIC. Digital Learning Officers responded timeously to requests from schools for bespoke support and/or professional learning. Internet Safety Packs were delivered to all schools in January 2022 as part of the national Internet Safety Day Campaign. A range of apps and software continue to be added to #AngusDigiLearn site.

All primary schools have engaged with the national on-line SNSA portal. A few schools have undertaken professional learning around Data Analysis in order to enhance the use of this digital platform.

Next Step: Continues into Angus Education Plan for 22-23

Section 2 – Performance Report

Education and Lifelong Learning monitors performance across a broad range of attainment and wellbeing-focused measures. Data drives improvement planning from a school level, up to the wider directorate. Our approach to data was highlighted as part of the Best Value Audit of Angus Council (2022):

“Education and Lifelong Learning has well developed performance management arrangements

76. Analysis of the LGBF Children's Services indicators for 2019/20 showed that pupil attainment in Angus was broadly similar to the Scottish average. The council plans to explore the links between local deprivation, attendance and attainment in more depth to drive improvement. Education and Lifelong Learning has detailed performance management arrangements in place.”

A detailed performance report can be found at Appendix 3.

Section 3 Inspection and Review

Education Scotland

In August 2021 Education Scotland took the decision to pause all usual inspection activity within early learning and childcare settings and schools due to the Covid-19 pandemic. In November 2021 inspection activity resumed with schools requiring a return from an earlier inspection were visited. Angus Council did not have any schools in this category.

Between March and May 2022, a series of thematic inspections were undertaken. Forfar Academy, Ferryden Primary and St Thomas' Primary were visited.

HM Inspectors invited schools and settings to talk about their current priorities as they respond to the impact of the pandemic. The focus was on continuity of learning, wellbeing of children, young people and staff and safeguarding and child protection.

Care Inspectorate

There were 16 Care Inspectorate inspections of ELC settings in Angus between May 2021 and the end of July 2022. The report and evaluations are still to be published for one contracted provider. A report has been published for a further contracted provider, however, the evaluations are not being published as this inspection was part of the Care Inspectorate's test for the new ELC Quality Framework. Therefore, evaluations for 14 settings are included in the tables below.

Of these 16 inspections, 5 were inspections of local authority ELC provision. The remaining 11 inspections were of private, voluntary and childminder providers who have a contract with the local authority to deliver funded ELC provision for eligible 2 year olds and 3 and 4 year olds.

Table 1: Evaluations allocated for all inspections (Combined number of local authority and private, voluntary and childminder providers)

Evaluations	Area being inspected			
	Quality of care and support	Quality of environment	Quality of Staffing*	Quality of Management and Leadership**
Unsatisfactory				
Weak	1	1		1
Adequate		1	1	1
Good	7	4	7	6
Very Good	6	8	5	5
Excellent				

* one childminder not assessed for quality of staffing

** one contracted provider not assessed for quality of management and leadership

Table 2: Evaluations for Local Authority ELC settings only

Evaluations	Area being inspected			
	Quality of care and support	Quality of environment	Quality of Staffing	Quality of Management and Leadership
Unsatisfactory				
Weak				
Adequate				
Good	2	1	2	2
Very Good	3	4	3	3
Excellent				

Table 3: Evaluations for Contracted Private, Voluntary and Childminder ELC settings only

Evaluations	Area being inspected			
	Quality of care and support	Quality of environment	Quality of Staffing*	Quality of Management and Leadership**
Unsatisfactory				
Weak	1	1		1
Adequate		1	1	1
Good	5	3	5	4
Very Good	3	4	2	2
Excellent				

* one childminder not assessed for quality of staffing

** one contracted provider not assessed for quality of management and leadership