

Education & Lifelong Learning

Plan 2022-2027



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Education and Lifelong Learning 2022-2027

Foreword

I am delighted to present the Angus Education Plan 2022-2027.

The Educational and Lifelong Learning Directorate works with other council services and a host of partners to ensure that all of our children, young people and families receive the appropriate care and support they need to progress in their learning. I would like to thank our children and young people, parents and carers, our staff, and all of our partners for their contribution towards ensuring that all of our settings are safe and welcoming places for our children and young people to grow and learn.

Cllr Lynne Devine
Convener Children and Learning Committee



Education and Lifelong Learning Plan 2022-2027

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.

This year we present our plan for 2022-2027. This five-year plan aligns with the Angus Council planning cycle, allowing our Directorate to coordinate improvement with colleagues across the council, our partners and third sector organisations. Our priorities are drawn from the council plan and the national, regional and local context.

The use of the 'logic model' across our three themes, Angus Cares, Angus Learns and Angus Improves, illustrates how we have used national and local data to inform our improvement priorities for 2022-2023. Some of these priorities will span across the following years where appropriate. Other priorities may arise based on our national and local context, or our priorities may change as we conduct our evaluation activity. The inclusion of stretch aims shows what we intend to achieve in the longer term.

Kelly McIntosh

Director of Education and Lifelong Learning

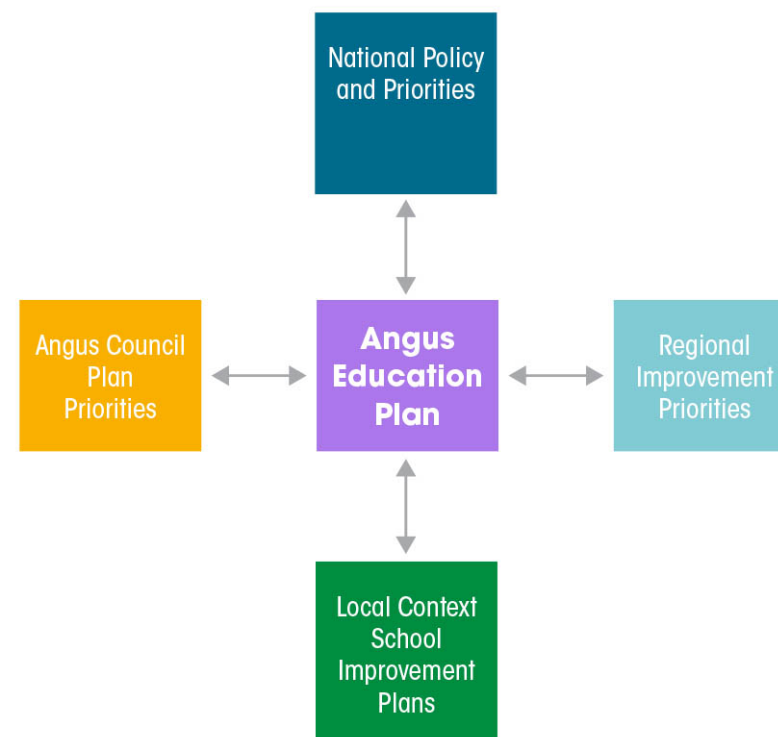
Education and Lifelong Learning Plan 2022-2027

Our Plan

The Education and Lifelong Learning (ELL) Directorate Improvement Plan 2022-2027 is one element in a wider suite of national and local improvement plans. The ELL Directorate plan takes account of both national, regional and local context and is aligned with the Angus Council planning and evaluation cycle.

The ELL Plan:

- drives improvement in national policy including the priorities within Achieving Excellence and Equity- National Improvement Framework, the Scottish Attainment Challenge, The Promise and UNCRC
- drives improvement in our local context, including our corporate priorities, the improvement themes emerging from our schools' Standards and Qualities reports and our analysis of data
- drives collaborative improvement by working across council directorates to ensure that service plans are aligned and our resources are used to ensure best value, including in relation to corporate parenting, child poverty, child protection, whole family support and UNCRC
- drives collaborative improvement by working across the Tay Collaborative and contributing to the priority group workstreams.



National Context

National Policy – The National Improvement Framework

Achieving Excellence and Equity, 2022 National Improvement Framework and Improvement Plan sets out the vision for education in Scotland:

Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;

Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

The key priorities are:

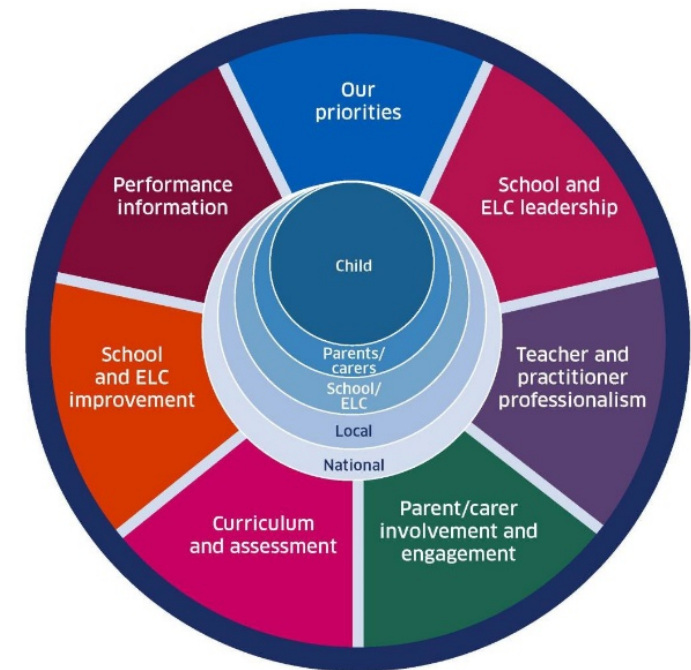
- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people;
- Improvement in attainment, particularly in literacy and numeracy.

National Context

National Policy – The National Improvement Framework

The drivers for improvement are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information



National Context

The Promise Plan 21-24

Work to #KeepThePromise between 2021 and 2030 will be shaped by a series of three Plans, each lasting for three years and outlining the priorities and action across that period. The Plan 21-24 outlines the expectations within the priority of 'a good childhood' to a:

Right to education

Care experienced children and young people will receive all they need to thrive at school;

There will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils;

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early;

Care experienced young people will be actively participating in all subjects and extra-curricular activities in schools;

The formal and informal exclusion of care experienced children from education will end;

Schools will support and ensure care experienced young people go on to genuinely positive destinations, such as further education or employment.



National Context

UNCRC

The UNCRC forms the basis of [Getting it right for every child \(GIRFEC\)](#), the national approach for supporting children. Fulfilling children's rights is also critical to our commitment to [#KeepThePromise](#).

Article 12 – respect for the views of the child
Article 28 – right to education
Article 29 – goals of education
Article 42 – knowledge of rights

The articles listed above are among those most pertinent to how we ensure that in our early learning settings and schools children's rights are considered when any decisions are made.

The ELL directorate works with other directorates and partners to ensure that all articles of the convention are considered.



National Context

Scottish Attainment Challenge

The mission of the Scottish Attainment Challenge is:

to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

In March 2022 a relaunch of the Scottish Attainment Challenge (SAC) saw the publication of a Framework for Recovery and Accelerating Progress along with guidance on [Strategic Equity Funding](#) (SEF), [Pupil Equity Funding](#) (PEF) and [Care Experienced Children and Young People funding](#) (CECYP).

Improving leadership, learning and teaching, the quality of support for families and communities and targeted support for those impacted by poverty remain the key levers to improve outcomes for children and young people.

The framework asks that local authorities set specific core and core plus stretch aims which are both ambitious and achievable. These are included in our logic models and the directorate scorecard.



Our Plan for Improvement

Angus Cares

Angus Cares 2022-2023

National Context	Local Context	Outcomes	22-23 Targets	Stretch aims
1. The Promise Supporting the workforce to become trauma informed, robust tracking of attendance and attainment	1a The promotion of wellbeing is included in the Angus Council Strategy On A Page. Our care experienced children and young people have fewer positive outcomes than those who are not care experienced	1a Improved attendance and achievement for our care experienced children and young people	1a In session 22-23, we will increase the proportion of young people who are looked after at home and attend school more than 80% of the time.	1a By June 2027, we will increase the proportion of all care experienced children and young people who attend school more than 90% of the time.
			1a In session 22-23, all child's plans/IEPs for care experienced learners will include agreed learning pathways and interventions to ensure progress in learning	1a By June 2027, our care experienced school leavers will achieve more positive outcomes.
	1b Having a trauma informed workforce is an Angus Council priority	1b ELL workforce will be trauma informed	1b By June 2023, all ELL staff will complete Modules 1 and 2 of NES Trauma Informed Practice training	1b By June 2027, professional learning requirements will ensure that all new staff are trauma informed, and all key staff are trauma skilled
			1b By June 2023, 100% of key school staff will complete trauma-skilled practice training	

Angus Cares 2022-2023 Continued

National Context	Local Context	Outcomes	22-23 Targets	Stretch aims
<p>2. HWB Improvement in children and young people's health and wellbeing (NIF)</p>	<p>2 Since the start of the COVID-19 pandemic, there has been an increase in reported mental health issues in children and young people, including emotionally based school avoidance (EBSA). Staff training is required</p>	<p>2 Improved knowledge and confidence of school staff to support EBSA and increase engagement of children and young people</p>	<p>2 By June 2023, guidance and training on EBSA provided to pilot school(s)</p>	<p>2 By June 2024, EBSA guidance and training available to all schools</p>
<p>3. UNCRC Placing the human rights and needs of every child and young person at the centre of education (NIF)</p>	<p>3 As at August 2022, 16 schools have Rights Respecting Schools accreditation - 11 bronze, 4 silver and 1 gold</p>	<p>3 Increased number of schools gaining Rights Respecting Schools accreditation</p>	<p>3 By June 2023, an additional 20 schools will have Rights Respecting Schools accreditation</p>	<p>1a By June 2024, all schools will have Rights Respecting Schools accreditation</p>
<p>4. GIRFEC National refresh of GIRFEC policy and practice to be published in Autumn 2022</p>	<p>4 The need for refreshed multi-agency training in Angus was identified in the GIRFEC survey</p>	<p>4 Increased confidence and consistency in use of GIRFEC tools for planning and reviewing outcomes for children and young people</p>	<p>4 By June 2023, revised GIRFEC e-learning module made mandatory for all staff; and a programme of multi-agency training on revised GIRFEC policy and practice developed and delivered to key staff undertaking Named Person role</p>	<p>From August 2023, all new ELL staff will complete mandatory GIRFEC e-learning. Key staff will undertake training in role of Named Person and Lead Professional</p>
<p>5. ASL Action Plan National ASN review and recommendations of 'Support for Learning: All Our Children and All Their Potential'. 32.3% of children and young people in Scotland have an additional support need. ASN measures to be included in NIF by Autumn 2022.</p>	<p>5 Increased level of additional support needs in Angus- Increase in the complexity of needs recorded Increase in number of children requiring out of authority placements Increase in the number of children placed in local resourced schools over past 5 years</p>	<p>5 ASN service reviewed around themes of support, inclusion and equity</p>	<p>5 By June 2023, review of ASN Locality and ASN Specialist Teams completed By June 2024, review of inclusion in schools completed</p>	<p>By June 2027, all recommendations from the ASN Review implemented Improvement in the presence, participation and achievement of children and young people with additional support needs</p>

Our Plan for Improvement

Angus Learns

Angus Learns 2022-2023

National Context	Local Context	Outcomes	22-23 Targets	Stretch aims
<p>1. National Improvement Framework</p> <p>a Placing the human rights and needs of every child and young person at the centre of education</p>	<p>1a The need to build a curriculum suited to recovery and accelerating progress, taking into account relevant learning pathways to education, training and employment</p> <p>1a 1140 hrs model has been in place since August 2020.</p>	<p>1a Develop a toolkit to facilitate a review of school curriculum rationales</p> <p>1a Review the quality of care and learning in early years</p>	<p>1a 8 schools to support the development of curriculum toolkits</p> <p>1a Full review model is designed and initiated</p>	<p>1a By August 2026 all schools will have consulted with stakeholders to create a refreshed curriculum rationale</p> <p>1a By June 2024 the review will be complete</p>
<p>b Improvement in children and young people's health and wellbeing</p>	<p>1b The PSE curriculum has not been reviewed in over a decade</p>	<p>1b In partnership with Education Scotland conduct a review of the Personal and Social Education (PSE) Curriculum</p>	<p>1b By June 2023 an initial review of the P7-S1 PSE curriculum will be complete</p>	<p>1b By August 2026 all aspects of the PSE curriculum will be reviewed, and revised programmes implemented</p>
<p>c Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p>1c Skills in the effective use of data to track progress in learning are variable. HTs have asked for training</p>	<p>1c Develop and deliver a package of 'data literacy' training for school leaders; design and deliver a programme of moderation, progress in learning and tracking and monitoring for most effective use of school data</p>	<p>1c By June 2023 all Head Teachers will have engaged in a programme of data literacy linked to tracking and monitoring to support a more effective use of data</p>	<p>1c By June 2025 all school leaders will be competent in the use of data to support progress in learning for children and young people</p> <p>1c By June 2025 all schools will be able to demonstrate effective use of moderation associated with ACEL data</p>

Angus Learns 2022-2023

National Context	Local Context	Outcomes	22-23 Targets	Stretch aims
d Improvement in skills and sustained, positive school-leaver destinations for all young people	1d Our initial positive destinations data shows that on average 5% of young people do not enter a positive destination	1d In partnership with Dundee and Angus College develop the PACE and RISE pathways for young people in the senior phase 1d In partnership with all Directorates develop Angus Aims – our bespoke mentoring service	1d By June 2023 12 young people will have completed PACE programme 1d By June 2023 the Angus mentoring service for young people will be established in one secondary school	1d All young people who have engaged in PACE/RISE programme will achieve a positive and sustained destination. 1d By June 2027 the Learning pathway for PACE/RISE will be included in the Angus Council Workforce Development 1d By June 2027 a universal mentoring service will be operational in all Angus secondary schools.
e Improvement in attainment, particularly in literacy and numeracy	1e A continued focus on moderation in literacy and numeracy is required to ensure that data is reliable and may be used to predict future attainment	1e Launch and support the use of the Angus Moderation toolkit. Link the moderation with progress in learning meetings and the tracking and monitoring cycle	1e By June 2023 all schools will have engaged with the moderation toolkit	1e By June 2025 all schools will have implemented refreshed approaches to moderation and will report increased levels of confidence in teacher professional judgment data

Our Plan for Improvement

Angus Improves

Angus Improves 2022-2023

National Context	Local Context	Outcomes	22-23 Targets	Stretch aims
<p>1. Framework for Recovery and Accelerating Progress</p> <p>To use education to improve outcomes for children, young people and families impacted by poverty, with a focus on tackling the poverty related attainment gap.</p> <p>Local authorities to set local core stretch aims (1a-d)</p>	<p>1a In 21-22, 81.2% (combined) of children achieved expected CfE level for literacy (80.4%) and numeracy (82.0%).¹</p> <p>In 21-22, 69.8% (combined) of children impacted by poverty achieved expected CfE level for literacy (69.9%) and numeracy (70.2%).²</p>	<p>1a-e Improved attainment for all, including children and young people impacted by poverty.</p>	<p>1a Combined results of 84% for literacy and numeracy overall</p> <p>Combined results of 75% for literacy and numeracy for children impacted by poverty</p>	<p>1a Combined results of 90% for literacy and numeracy</p> <p>Combined results of 85% for literacy and numeracy for children impacted by poverty</p>
	<p>1b In 20-21 87% of school leavers achieved at least 1 award at SCQF level 5.</p>	<p>1b Increase the percentage of young people achieving Grade A-C at SQA National</p>	<p>1b TBC% school leavers achieve at least 1 award at SCQF level 5</p>	<p>1b TBC% school leavers achieving at least 1 award at SCQF level 5</p>

¹ This data is provisional and will be finalised later in 2022.

² As above.

Angus Improves 2022-2023

National Context	Local Context	Outcomes	22-23 Targets	Stretch aims
	1c In 20-21 63.6% of school leavers achieved at least 1 award at SCQF level 6	1c Increase the percentage of young people achieving Grade A-C at SQA National	1c TBC% school leavers achieve at least 1 award at SCQF level 6	1c TBC% school leavers achieving at least 1 award at SCQF level 6
	1d In 20-21 the 16-19 participation measure for Angus was 92.4 %	1d Increase the percentage of young people sustaining a positive destination	1d 16-19 participation measure will be TBC %age	1d 16-19 participation measure will be TBC %age
Local Authorities to set local 'core plus' stretch aims (1e)	1e In 21-22 average attendance at primary school was 92.1%, and at secondary school was 87.7%	1e In partnership with Social Work and the third sector create the role of school engagement officer and conduct 'pilots' in the Brechin and Arbroath North clusters	1e Attendance will increase by an average of 2% across Brechin and Arbroath North clusters	1e Overall attendance will exceed the national average
2. National Improvement Framework Framework for Recovery and Accelerating Progress Local Authorities will continue to promote a culture of leadership at all levels based on the empowerment agenda	2 Head Teachers have identified leadership development as a focus their professional learning related to vision and ambition of SAC	2 All SLT staff to have access to leadership development through the Mudd partnership that builds capacity to support improving outcomes and closing the poverty-related attainment gap	2 30% of HTs to access leadership coaching programme	2 By June 2026 all senior leaders in schools will be involved in our personal and professional leadership programme

Delivering the Plan

Our Directorate Scorecard

The following table sets out Angus Council performance against the national 'stretch aims' set out in the Framework for Recovery and Accelerating Progress. Local authorities are directed to set local stretch aims for four core measures, and for any additional 'core plus' measures. The expectation is that targets identified will address overall attainment for all, SIMD Quintiles 1 and 5, and tackling the poverty related attainment gap. The implementation and impact of our improvement activity will be monitored through action planning at directorate, service and school level. Progress against action plans and our performance measures will be monitored regularly by the Directorate leadership team.

The table below sets out Angus Council performance in 2018-19 as a baseline for future comparison. The year was chosen in recognition of the various impacts Covid-19 has had on reporting areas. Data is presented for 2021-22 where available. Targets have been set for performance in 2022-23 and our stretch aims for 2027.

Scottish Government targets draw specific focus to the attainment gap between SIMD Quintiles 1 and 5. In Angus, children and young people are distributed as follows across the SIMD Quintiles:

	Census 2018 Total	Census 2018 %	Census 2021 Total	Census 2021* %
Quintile 1	1214	7.9	1258	8.3
Quintile 2	2477	16.2	3327	22.0
Quintile 3	4597	30.1	4105	27.1
Quintile 4	3832	25.1	4411	29.1
Quintile 5	3139	20.6	2040	13.5

*The Education Census takes place annually in September.

Core Measures				
Measure	Performance 2018/19	Latest Performance	Target 2022/23	Stretch Aim
1a Percentage achievement of Curriculum for Excellence Levels (literacy and numeracy)	Literacy 79.2% Numeracy 82.4%	Literacy 80.4% Numeracy 82%	84%	90%
1b Proportion of school leavers attaining 1 or more passes at SCQF Level 5 ³	82.5%	87.0%	TBC	TBC
1c Proportion of school leavers attaining 1 or more passes at SCQF Level 6 ⁴	57.4%	63.6%	TBC	TBC
1d Proportion of 16-19 year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland.	90.8%	92.4%	TBC	TBC
1e Percentage attendance at primary school	95.0%	92.1%	Increase by average of 2% across Brechin and Arbroath North Clusters	Exceed national average
1f Percentage attendance at secondary school	90.9%	87.8%	Increase by average of 2% across Brechin and Arbroath North Clusters	Exceed national average

³ Data taken from [Summary Statistics for Attainment and Initial Leaver Destinations, 2022](#).

⁴ As above.

Core Plus Measures			
Measure	Performance 2018/19	Latest Performance	Notes
1ai Percentage achievement of Curriculum for Excellence Levels (literacy and numeracy combined) <i>SIMD Quintile 1</i>	61.5%	55.8%	Our overall targets for the ACEL measures are set out above. The Directorate leadership team will undertake detailed monitoring of local data, including predictions and demographics, to build a full picture of achievement across Angus.
1aii Percentage achievement of Curriculum for Excellence Levels (literacy and numeracy combined) <i>SIMD Quintile 5</i>	82.8%	79.0%	
1aiii Percentage achievement of Curriculum for Excellence Levels <i>Literacy Only</i>	76%	72.0%	
1aiv Percentage achievement of Curriculum for Excellence Levels <i>Numeracy Only</i>	81%	78.0%	
1bi Proportion of school leavers attaining 1 or more passes at SCQF Level 5 <i>SIMD Quintile 1</i>	56.4%	69.9%	Data for these measures is taken from the Summary Statistics for Attainment and Initial Leaver Destinations publications.
1bii Proportion of school leavers attaining 1 or more passes at SCQF Level 5 <i>SIMD Quintile 5</i>	92.5%	94.5%	
1biii Proportion of school leavers attaining 1 or more passes at SCQF Level 6 <i>SIMD Quintile 1</i>	39.09%	37.9%	The latest data available for these measures is from 2020-21.
1biv Proportion of school leavers attaining 1 or more passes at SCQF Level 6 <i>SIMD Quintile 5</i>	76.15%	82.3%	
1ci Percentage of leavers achieving 5 or more awards at SCQF Level 5 (INSIGHT)	61.7%	71.6%	Taken from INSIGHT 'breadth and depth' measures.
1cii Percentage of leavers achieving 3 or more awards at SCQF Level 6 (INSIGHT)	46.4%	55.6%	
1di Proportion of 16-19 year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland <i>SIMD Quintile 1</i>	82.2%	88.7%	Detailed information about participation is available from Skills Development Scotland. We are exploring further improvement for these measures as part of our wider work on the Developing the Young Workforce Strategy. The latest data available is for 2021.
1dii Proportion of 16-19 year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland <i>SIMD Quintile 5</i>	90.8%	93.5%	

Core Plus Measures			
Measure	Performance 2018/19	Latest Performance	Notes
1ei Percentage attendance at primary school <i>Looked After at Home</i>	89.0%	91.3%	Improving the attendance of care experienced children and young people is identified as a key priority in the Angus Cares logic model. Details of our ambitions can be found there.
1eii Percentage attendance at primary school <i>Looked After Away</i>	94.8%	93.8%	
1eiii Percentage attendance at primary school <i>SIMD Quintile 1</i>	92.6%	93.4%	
1eiv Percentage attendance at primary school <i>SIMD Quintile 5</i>	96.2%	97.1%	
1fi Percentage attendance at secondary school <i>Looked After at Home</i>	64.1%	69.1%	
1fii Percentage attendance at secondary school <i>Looked After Away</i>	89.5%	94.2%	
1fiii Percentage attendance at secondary school <i>SIMD Quintile 1</i>	86.2%	89.3%	
1fiv Percentage attendance at secondary school <i>SIMD Quintile 5</i>	92.6%	93.8%	
1gi Percentage of two year olds accessing funded early learning and childcare	9%	12%	
1gii Percentage of three and four year olds accessing funded early learning and childcare	96%	91%	
1hi Percentage of children and young people registered for free school meals (excluding universal provision)	12.9%	16.7%	Universal provision included P1-3 until 2021-22. From January 2022 onwards, all children from P1-5 are entitled to a free school meal. Data is taken from the Healthy Living Lives Survey, which takes place in February each year.
1hii Percentage registered and taking free school meals (excluding universal provision)	74.4%	54.5%	
1hiii Percentage universal provision pupils taking free school meals	73.7%	60.5%	