



Education and Lifelong Learning Directorate

Angus Education Report 2022 - 2023

September 2023

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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	
EBSA	Emotionally-based school avoidance	
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 Programme	
PIPS	Performance in Primary Schools	
	The Promise	Angus Council Website
PSE	Personal and Social Education	
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
SDS	Skills Development Scotland	https://www.skillsdevelopmentscotland.co.uk/
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

The priorities for education in Scotland as detailed in the National Improvement Framework 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.

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

Kelly McIntosh, Director of Education and Lifelong Learning

Section 1: Progress on our 2022-23 improvement priorities

The Angus Education Plan 2022-23 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%

In some updates we are unable to disclose all numbers and percentages due to the information being potentially identifiable.

Angus Education Plan 2022-27 – update report for 2022-2023

1. Angus Cares

AEP Action	We will improve attendance and achievement for our care-experienced children and young people		
National Driver	The Promise	Linked Local Outcome(s)	Wellbeing
Progress Update	<p>In session 2022-23, we will increase the proportion of young people who are looked after at home and attend school more than 80% of the time.</p> <p>The proportion of primary school children looked after at home and attending school more than 80% of the time has increased from 81.2% in 2021-22 to 92.9% in 2022-23. The proportion of secondary school-aged young people looked after at home and attending school more than 80% of the time has decreased from 37.0% (10 young people) in 2021-22 to 26.1% (7 young people) in 2022-23. More detailed analysis of attendance data is available in the Performance Report at Appendix 3.</p> <p>In February 2023 School Engagement Officers began working in Arbroath North and Brechin. Their remit includes targeted work with care-experienced children. A total of 40 children and young people engaged with this service in 2022-23. Initial data shows that average attendance for all children receiving this focused support has improved.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p> <p>In session 2022-23, all Child's Plans/Individualised Educational Programmes (IEP) for care-experienced learners will include agreed learning pathways and interventions to ensure progress in learning</p> <p>Between August and October 2022 an audit of IEPs, Child's Plans and chronologies was carried out. Less than half included information relating to learning pathways and interventions.</p> <p>Areas for improvement include the need for information of any evaluation of support and interventions; and planned progression in learning to be included.</p>		

	<p>The IEP guidance is currently under review. Specific reference to the inclusion of information relating to how effective support and intervention has been and the next steps in learning will be highlighted. Child's Plan guidance will be reviewed during the 2023-24 session. The quality assurance of Child's Plans and IEPs will continue on an ongoing basis.</p> <p>Next Step: Work is ongoing. Included in service level plan for 2023-24</p>
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AEP Action	We will ensure the ELL workforce is trauma informed		
National Driver	The Promise	Linked Local Outcome(s)	Wellbeing
Progress Update	<p>By June 2023, all ELL staff will complete Modules 1 and 2 of NES Trauma Informed Practice training By the end of session 2022-23, most staff had completed NES Trauma Skilled Modules 1 and 2. All settings have provided timescales for completion of the modules by the remainder of staff in session 2023-24.</p> <p>Prior to starting the modules, the majority of staff completed a pre-training questionnaire, with an average baseline score of 5.9 (out of a possible 10) in terms of the extent to which participants thought their practice was trauma informed. Almost all staff who completed this questionnaire stated that they welcomed the opportunity to complete learning in relation to trauma informed practice. Post-training questionnaires show that almost all staff found the modules useful with an average score of 8.1 given to represent the extent to which practice is now deemed to be trauma informed.</p> <p>Next step: Continues into Angus Education Plan 2023-24</p> <p>By June 2023, 100% of key school staff will complete trauma-skilled practice training All Educational Psychologists (EPs) completed training in relation to the Neurosequential Model in Education (NME) and the majority of EPs completed a 3-day training course on Developmental Trauma and Adverse Childhood Experiences (ACEs). All EPs have reported an increase in confidence in their understanding of supporting trauma informed practice and are applying their learning to their casework. The Educational Psychology Service (EPS) will now develop and deliver a training package based on this learning, and aspects of Education Scotland's 'Keeping Trauma in Mind' course, to deliver professional learning to key school staff during session 2023-24.</p>		

	Next Step: Continues into Angus Education Plan 2023-24		
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AEP Action	We will improve the knowledge and confidence of school staff to support emotionally based school avoidance (EBSA) and increase engagement of children and young people.		
National Driver	National Improvement Framework - Health & Wellbeing	Linked Local Outcome(s)	Wellbeing
Progress Update	<p>By June 2023, guidance and training on EBSA provided to pilot schools. Two secondary schools, Monifieth High School and Brechin High School, continue to be part of the Emotionally Based School Avoidance (EBSA) pilot.</p> <p>Between October 2022 and March 2023, nine young people and seven members of staff (senior management and Pupil Care and Support) were consulted about the content and structure of proposed guidance. Based on feedback from consultees, guidance in relation to EBSA has been drafted and training to accompany the draft guidance has been developed and shared with the EPS team. Training dates in June 2023 were offered to pilot schools but it was requested that this be moved to early in session 2023-24. Most EPs have completed an on-line course delivered by EBSA Horizons.</p> <p>Evaluation data shows that all who have completed the course feel confident when involved in EBSA casework.</p> <p>Next Step: Work is ongoing. Included in service level plan for 2023-24</p>		

AEP Action	We will increase the number of schools gaining Rights Respecting Schools accreditation.		
National Driver	UNCRC	Linked Local Outcome(s)	Wellbeing
Progress Update	<p>By June 2023, an additional 20 schools will have RRS accreditation. In August 2022 16 schools had Rights Respecting Schools accreditation; 11 bronze, four silver and one gold.</p>		

	<p>All Angus schools are now registered with the RRSA programme. Our target of 20 additional schools achieving RRS accreditation in 2022-23 has been achieved. As at June 2023, 39 schools have achieved bronze accreditation, five silver accreditation and one gold accreditation.</p> <p>Next Step: Work is ongoing. Included in service level plan for 2023-24</p>		
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AEP Action	We will increase confidence and consistency in use of GIRFEC tools for planning and reviewing outcomes for children and young people.		
National Driver	GIRFEC - National refresh of policy and practice	Linked Local Outcome(s)	Wellbeing
Progress Update	<p>By June 2023, a revised GIRFEC e-learning module will be mandatory for all staff; and a programme of multi-agency training on revised GIRFEC policy and practice developed and delivered to key staff undertaking the role of Named Person.</p> <p>In June 2023 a whole day multi-agency training pilot was delivered to Children and Families, Education and Health professionals from the Brechin/Montrose and Arbroath localities. The training focused on the role of the Named Person and was based on GIRFEC refresh materials and feedback from consultation with multi-agency practitioners in June 2022. The training provided a refresh on use of the Continuum of Need, GIRFEC materials and resources through applied case studies exploring assessment and decision-making. The session also offered strategies on how to capture children and young people's views and support them to participate actively in the planning process. Feedback from the pilot will inform further training in session 2023-24.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>		

AEP Action	We will review the ASN service around themes of support, inclusion and equity.		
National Driver	Recommendations of 'Support for Learning: All Our Children and All Their Potential'	Linked Local Outcome(s)	Inclusive Culture
Progress Update	By June 2023, review of ASN Locality and ASN Specialist Teams completed.		

In September 2022 an initial meeting with key stakeholders was held. The context, scope and expectations of the review were discussed, and forward planning agreed. Sub-groups were established to plan consultation with parents/carers; children and young people; education staff; and partners. The results of questionnaires and focus groups will inform improvement of the ASN services as well as the next phase of the review which will focus on inclusion in schools from August 2023.

In January 2023 all settings received a questionnaire for staff. The majority of settings submitted responses. An analysis of the responses identified staffing; nature of and access to support from the ASN Locality and Specialist Teams; and information about the ASN Service as areas for improvement. Two focus groups, with representation from all sectors, met to discuss these themes further and identify key actions.

In May 2023 a questionnaire was sent to all School and Pupil Support Assistants (SPSAs). The majority of SPSAs responded, with responses from almost all settings. Less than half of SPSAs who responded had direct involvement with the ASN Locality or Specialist Teams. Of those, the majority rated this involvement as positive. The follow up focus group highlighted the need for more information about specific training opportunities for SPSAs and clarity about the different roles within the ASN teams.

In March 2023 a questionnaire was sent to parents/carers of children and young people with additional support needs who had direct experience of the ASN Locality Team and/or ASN Specialist Teams. Very few responses were received. In respect of both teams, the majority of respondents felt that staff understood their child's needs. The majority of respondents felt that specialist staff understood their child's needs, supported their child's inclusion in school or helped their child access the curriculum. The follow up focus group with parents/carers highlighted that more information on the different roles of staff within the ASN Service and how to access these would be helpful.

In December 2022 a questionnaire for children and young people was devised in consultation with a sub-group including members of the Scottish Youth Parliament, ASN teachers and school senior leaders. The questionnaire was based on the How Good Is Our School? learner participation resource and adaptations were made to ensure accessibility for all learners. The questionnaire was carried out by school and ASN staff with all identified children and young people with additional support needs who receive direct support from members of the ASN Locality or Specialist Teams. All identified children and young people submitted responses.

Almost all of children and young people were happy with their relationship with ASN staff; almost all were happy with the ASN support they receive for their learning; the majority were happy with the support which helped them make friends and feel included; most felt that ASN staff helped them to become independent and prepare them for growing up; most felt that ASN staff treated them as an individual; and almost all were happy with the knowledge ASN staff used to help them.

In June 2023, partners who work closely with our ASN teams were invited to complete a questionnaire. The majority responded. The analysis of responses showed that almost all found partnership working with the ASN Service to be positive and that partnership working led to better outcomes for children and young people through sharing of information, shared understanding of needs, and more cohesive planning and support. Areas for improvement included access to increased resources, clarity of roles within teams, contact details, and accessible information. Earlier involvement and planning, specifically in relation to transitions was also identified.

Summary

The themes emerging from the data collected in 2022-23 include:

- Clarification and better communication on the roles and responsibilities of the different ASN Teams
- Options to ensure a more effective service delivery model and ongoing evaluation of this service
- Streamlining access to support, resources and information
- Further professional learning opportunities at universal, early help, targeted and intensive levels
- Communication and collaboration with parents/carers

In order to ensure that the views of as many stakeholders as possible are included, additional efforts will be made to engage more parents in the next phase of the review.

Next Step: Continues into Angus Education Plan 2023-24

2. Angus Learns

AEP Action	We will develop a toolkit to facilitate a review of school curriculum rationales		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>8 schools to support the development of curriculum toolkits.</p> <p>The first phase of a curriculum review is complete. In partnership with the University of Dundee the research focussed upon the lived experience of the curriculum through the lens' of children, teachers and parents.</p> <p>In September 2022 more than 50 teachers, from both the primary and secondary sectors, participated in individual interviews.</p> <p>In January 2023 all parents/carers were invited to complete a questionnaire. Also in January 2023 focus groups involving children and young people from across a range of stages were held.</p> <p>Dundee University will provide their final report in the first term of session 2023-24. This report will inform the ongoing development of the Angus Curriculum toolkit. This research project ran concurrently with other workstreams supporting the refresh of curricula within Angus schools.</p> <p>As part of a review of the secondary curriculum, senior leaders from all secondary schools and colleagues from Dundee and Angus College have worked together. The initial meeting resulted in the development of a consortium arrangement for the delivery of Advanced Higher courses. This will commence in August 2023 and will reduce inefficiencies due to low up-take courses and address equity of provision between schools.</p> <p>In January and February 2023, in collaboration with Education Scotland, two sessions were held with Head Teachers to reflect on the purpose of the curriculum and allowed the sharing of ongoing work at school level.</p> <p>Further work to develop the curriculum continued through engagement with the national discussion and professional learning activities with senior leaders from all secondary schools. This phase of the review focussed</p>		

	<p>on defining learner entitlements. The outcomes of this initial work, together with a focus on building racial literacy and the recommendations published in Target 2030 will inform the next stage of this work.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>
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AEP Action	We will review the quality of care and learning in early years		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>Full review model is designed and initiated.</p> <p>In addition to ongoing evaluative work undertaken by senior staff in settings, central early years staff undertake a programme of review of the quality of care and learning in the early years. All ELC settings are committed to a plan of Continuous Professional Development (CPD) focussed on tracking our EY milestones.</p> <p>Between January and May 2023 a review of staffing structures was conducted. As a result the role of Lead Senior Early Years Practitioner (LSEYP) has been introduced in all ELC settings which provide extended hours and those with 40 children or more, with the exception of stand-alone ELC settings. This role is intended to support the school management team in the operational management of the setting and provides additional career pathways for Early Years (EY) staff.</p> <p>The review of the central team led to a number of minor changes in remit for individual members of staff. The line management of both the Family Nurture Support team and Nurture team leaders now sits with the Senior EY manager to ensure greater clarity of communication. To support partnership working across the central team, there will be additional planned opportunities to meet and for locality teams to collaborate. Managers of ELC settings identified a need for clarity in the allocation of targeted support and the roles and responsibilities of the central team. The ELC Line Manager handbook has been edited to provide this information.</p> <p>Having completed the review of the early years staffing structures the second phase of the EY service review will evaluate the effectiveness of the delivery models offered to children and families in Angus.</p> <p>Next Step: Work is ongoing. Included in service level plan for 2023-24</p>		

AEP Action	We will conduct a review of the Personal and Social Education (PSE) Curriculum, in partnership with Education Scotland		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Wellbeing
Progress Update	<p>By June 2023 an initial review of the P7-S1 PSE curriculum will be complete.</p> <p>In May 2023, staff from almost all schools; and representatives from Education Scotland and NHS Tayside attended an event to review the PSE Curriculum. Curriculum leads from each school cluster shared their current PSE programmes and worked together to agree a more consistent and progressive learning pathway for all P7 and S1 learners. This has resulted in a clear plan for each cluster based on core expectations of the PSE curriculum whilst taking into consideration the specific needs of learners in the eight different clusters. All clusters identified next steps to improve the transition in PSE for all P7 – S1 learners. This work builds on the comprehensive evaluation of Relationships, Sexual Health & Parenting Education conducted in session 2020-21.</p> <p>Next Step: Included in service level plan for 2023-24</p>		

AEP Action	We will improve data literacy for school leaders		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>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>A comprehensive package of data literacy professional learning has been developed and delivered following a baseline survey and Head Teacher (HT) Development sessions to establish levels of confidence in the effective use of data to inform self-evaluation. The results showed that most HTs requested support to improve their ability to use data effectively. Triad meetings and Progress in Learning (PiL) meetings further informed the identification of schools requiring targeted support. An action plan was created to identify next steps.</p> <p>Most primary schools have engaged with this professional learning opportunity and in a few schools sessions have then been delivered to class teachers in line with our approaches to tracking and monitoring. A suite of resources has been collated drawing on exemplars from various schools. This has resulted in the creation of a</p>		

	Data Literacy Sketchnote which captures the key messages and provides reflective questions to support schools in self-evaluation.		
	Next Step: Included in service level plan for 2023-24		

AEP Action	We will develop the PACE and RISE pathways for young people in the senior phase, in partnership with Dundee and Angus College		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Strong Partnerships
Progress Update	<p>By June 2023 12 young people will have completed PACE programme.</p> <p>Due to difficulty recruiting staff to support the programme the timescales for the development of the PACE/RISE programme were re-aligned. The programme will now commence in August 2023 and will be known as LEAP. The programme has been developed in partnership with Dundee and Angus College. Staff have now been recruited to support the delivery of this learner pathway. Twelve young people have been allocated a place on this course and will start in August 2023</p> <p>Next Step: Action is complete</p>		

AEP Action	We will develop our bespoke mentoring service - Angus Aims - in partnership with all directorates		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Strong Partnerships
Progress Update	<p>By June 2023 the Angus mentoring service for young people will be established in one secondary school.</p> <p>The Angus Aims model requires that the mentors come from within the Angus Council workforce. This action was not progressed in session 2022-23.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>		

AEP Action	We will launch and support the use of the Angus Moderation Toolkit, linking it to progress in learning meetings and the tracking and monitoring cycle		
National Driver	National Improvement Framework	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>By June 2023 all schools will have engaged in the moderation toolkit.</p> <p>The Angus Moderation Toolkit was launched in May 2022. Almost all schools have engaged with the Toolkit and used it to evaluate progress with moderation and the identification of next steps. A network of Quality Assurance Moderation Support Officers (QAMSOs) is now well established, with almost all of schools represented. QAMSOs have supported schools and subject departments to increase confidence in almost all aspects of moderation.</p> <p>Work on moderation has resulted in more secure teacher professional judgements regarding learners' progress. Head Teachers have supported school staff to engage with our approach to pupil tracking and monitoring to ensure that increased confidence leads to more accurate tracking and monitoring of progress in learning and attainment.</p> <p>Termly PiL meetings were conducted with all Head Teachers in which moderation and the cycle of tracking and monitoring were discussed. All clusters received training on our approach to pupil tracking and monitoring with follow up sessions for individual schools as required.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>		

3. Angus Improves

AEP Action	We will improve attainment for all, including children and young people impacted by poverty		
National Driver	Framework for Recovery and Accelerating Progress	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>Our core stretch aims for 2022/23 were: Achievement of Curriculum for Excellence Levels – P1/4/7 Literacy: 78.2% Achievement of Curriculum for Excellence Levels – P1/4/7 Numeracy: 84.0%</p> <p>June 2023 tracking data indicates that we have improved in Numeracy and across all three measures of Literacy. There remains a gap between the attainment of children who receive school clothing grant and/or free school meals and their peers. Fully validated literacy and numeracy data, including a breakdown for children living in the least and most deprived areas will be available in December 2023. This data will be reported to Children and Learning Committee in April 2024.</p> <p>In 2022-23 all primary schools developed the use of pupil tracking data, enabling robust moderation at Progress in Learning meetings. This approach allows the exploration of interventions at a local level to support children to achieve the expected levels of literacy and numeracy.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>		

AEP Action	We will increase the percentage of young people achieving Grade A-C at SQA National		
National Driver	Framework for Recovery and Accelerating Progress	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>Our core stretch aims for session 22/23 were: Percentage of school leavers achieving at least one A-C award in SQA National level 5 courses: 88% Percentage of school leavers achieving at least one A-C award in SQA National level 6 courses: 65%</p>		

	<p>A full picture of leaver attainment will be available via Insight in February 2024 and will be reported to Children and Learning Committee in April 2024.</p> <p>From 2023-24 this core stretch aim will be revised to incorporate all SCQF qualifications, as outlined in the updated Framework for Recovery and Accelerating Progress.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>
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AEP Action	We will increase the percentage of young people sustaining a positive destination.		
National Driver	Framework for Recovery and Accelerating Progress	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>Our core stretch aim for 2022-23 was: Annual Participation Measure (16-19 year olds): 94.2%</p> <p>The annual participation measure for 16-19 year olds is a partnership measure which requires a multi-agency approach to ensure that improvements are achieved. Targeted and intensive work is ongoing to ensure improved outcomes for this cohort. A young people's participation group, a subgroup of the Local Employability Partnership, has been established. It is chaired by Skills Development Scotland (SDS) and includes membership from Angus Council Skills and Employability team, Angus Council DYW and 16+ teams, Dundee and Angus College and the third sector. Actions include effective performance management, targeted interventions for identified groups and increasing provision for 16-19 year olds currently 'not participating'.</p> <p>A full picture of achievement will be available in October 2023 and reported to Children and Learning Committee in April 2024.</p> <p>Next Step: Continues into Angus Education Plan 2023-24.</p>		

AEP Action	We will create the role of school engagement officer and conduct 'pilots' in the Brechin and Arbroath North clusters. This will be in partnership with Social Work and the third sector		
National Driver			Wellbeing

	Framework for Recovery and Accelerating Progress	Linked Local Outcome(s)	
Progress Update	<p>Attendance will increase by an average of 2% across Brechin and Arbroath North clusters.</p> <p>The stretch aim target of 87.0% attendance for Brechin cluster has been achieved, with overall attendance averaging 87.1% during 2022-23. The stretch aim target of 92.2% attendance for Arbroath North cluster has not been achieved, with overall attendance averaging 88.8% in 2022-23.</p> <p>Four Engagement Officers (EOs) have been in post since February 2023, funded using Strategic Equity Funding and Care Experienced Children and Young People Funding. EOs are working on a targeted basis with 40 individual children and young people, and their families, to increase attendance at Andover Primary School, Hayshead Primary School, Arbroath Academy and Brechin High School. Overall average attendance data for children receiving this input shows an improvement of 11 percentage points (pp), with attendance increasing from 53% in February 2023 to 64% in May 2023. Feedback on the service has been gathered from children, young people and their families to inform an initial evaluation.</p> <p>Next Step: Continues into Angus Education Plan 2023-24</p>		

AEP Action	We will ensure all SLT staff have access to leadership development through the Mudd partnership that builds capacity to support improving outcomes and closing the poverty-related attainment gap		
National Driver	National Improvement Framework / Framework for Recovery and Accelerating Progress	Linked Local Outcome(s)	Opportunities for Lifelong Learning
Progress Update	<p>30% of HTs to access leadership coaching programme.</p> <p>In session 2022-23 16 Head Teachers participated in Cohort 1. The programme consisted of a full day skills workshop, a half day learning into practice session, 5 x 1-2-1 coaching sessions and a final half day evaluation and celebration session.</p> <p>Evaluation responses confirmed that almost all participants found the programme helpful or very helpful. They welcomed the opportunity to network with colleagues from across the local authority and to share and learn together. All participants valued the 1-2-1 coaching and could articulate the difference it made to aspects of</p>		

	<p>their leadership practice. In session 2023-24 the programme will continue for all remaining Head Teachers and include a Deputy Head Teacher pilot group.</p>
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	<p>Next Step: Continues into Angus Education Plan 2023-24</p>
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Section 2 – Performance Report

Education and Lifelong Learning monitors performance across a broad range of national and local attainment and wellbeing measures. Data drives improvement planning at school level. Our plans are aligned with the wider Angus context and national priorities. 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

Care Inspectorate

Between July 2022 and June 2023, 42 funded Early Learning and Childcare (ELC) settings were inspected by the [Care Inspectorate](#). The inspections were carried out using the Care Inspectorate 'Quality Framework'. 14 local authority ELC settings, 10 childminders, 5 private nurseries, and 13 voluntary providers were inspected.

Inspection data indicates that there has been improvement in the inspection grades across the Angus Early Years service. The national standard requires settings to achieve minimum care inspectorate grades of good or above. The Early Years central team provide targeted support for improvement where the standard is not met. In 2022-23, 97% of evaluations achieved the national standard grades of good or above. In 2021-22, 89% of evaluations achieved the national standard.

Table 1: Evaluations for all Angus funded ELC provision. (Combined local authority and partner providers.)

Evaluations	Indicator Quality Inspection Framework			
	How good is our care, play and learning?*	How good is our setting?	How good is our leadership?	How good is our staff team?
Unsatisfactory				
Weak				
Adequate	1 (2.4%)	1 (2.4%)	1 (2.4%)	2 (4.9%)
Good	17 (40.5%)	13 (31.7%)	18 (43.9%)	12 (29.3%)
Very Good	24 (57.1%)	27 (65.9%)	21 (51.2%)	26 (63.4%)
Excellent			1 (2.4%)	1 (2.4%)
Total	42	41	41	41

* one setting was only graded in the category of quality of care, play and learning

Table 2: Local authority ELC settings

Evaluations	Indicator Quality Inspection Framework			
	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
Unsatisfactory				
Weak				
Adequate			1 (7.1%)	
Good	6 (42.9%)	6 (42.9%)	7 (50.0%)	3 (21.4%)
Very Good	8 (57.1%)	8 (57.1%)	6 (42.9%)	11 (78.6%)
Excellent				
Total	14	14	14	14

Table 3: Contracted Private, Voluntary and Childminder ELC settings

	Indicator Quality Inspection Framework
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Evaluations	How good is our care, play and learning?*	How good is our setting?	How good is our leadership?	How good is our staff team?
Unsatisfactory				
Weak				
Adequate	1 (3.6%)	1 (3.7%)		2 (7.4%)
Good	11 (39.3%)	7 (25.9%)	11 (40.7%)	9 (33.3%)
Very Good	16 (57.1%)	19 (70.4%)	15 (55.6%)	15 (55.6%)
Excellent			1 (3.7%)	1 (3.7%)
	28	27	27	27

* one setting was only graded in the category of quality of care, play and learning

Education Scotland

In August 2022 Education Scotland took the decision to resume all usual inspection activity within early learning and childcare settings and schools. Five primary school inspections (including ELC) and one secondary school inspection occurred during 2022-23.

Between January and June 2023, Education Scotland conducted a series of thematic inspections. Three Angus schools participated. The themes were UNCRC, Development of Play Pedagogy and the Development of the Curriculum.

HMIE Gradings (ELC)

There have been 5 published reports from HMIE inspections of ELC provision between August 2022 and June 2023. 4 local authority settings and 1 private provider were inspected. 2 of the settings were evaluated in only 2 of the quality indicators.

Evaluations	Quality Indicator			
	Leadership of change	Learning teaching and assessment	Ensuring wellbeing, quality and inclusion	Raising attainment and achievement
Unsatisfactory				
Weak				
Satisfactory				1 (20%)
Good	1 (33.3%)	2 (40%)	1 (33.3%)	1 (20%)
Very Good	2 (66.7%)	3 (60%)	2 (66.7%)	3 (60%)
Excellent				
Total	3	5	3	5

HMIE Gradings (Schools)

There have been 6 published [reports from HMIE inspections of schools](#) between August 2022 and June 2023. Three schools were inspected using the full model. All 4 quality indicators were graded.

Three schools were inspected using the short model. Only the quality indicators relating to 'learning, teaching and assessment' and 'raising attainment and achievement' were graded.

Evaluations	Quality Indicator			
	Leadership of change	Learning teaching and assessment	Ensuring wellbeing, quality and inclusion	Raising attainment and achievement
Unsatisfactory				
Weak				1 (16.7%)
Satisfactory		2 (33.3*%)		1 (16.7%)
Good	1 (33.3%)	2 (33.3*%)	1 (33.3%)	2 (33.3%)
Very Good	2 (66.7%)	2 (33.3*%)	2 (66.7%)	2 (33.3%)
Excellent				
Total	3	6	3	6