

Education & Lifelong Learning

Plan 2022-2027

2023-2024 update

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Education and Lifelong Learning 2022-2027

Foreword

I am delighted to present the Angus Education Plan for 2023-24. The Education and Lifelong Learning Directorate is focused on supporting all our children and young people to progress in their learning. The Directorate's commitment to the national aims of 'excellence and equity' is evident in our aspirational aims for achievement and the focus on outcomes for care-experienced children and those affected by poverty. This year we see the inclusion of 'Target 2030 – Scotland's Learning for Sustainability Action Plan' in the work on developing the curriculum.

I would like to thank our staff, including those who work in partnership with us to provide early learning and childcare, for their care and dedication. I wish all our children and young people success in the coming year.

Cllr Lynne Devine
Convener Children and Learning Committee



Education and Lifelong Learning 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 the first update report to our 2022-2027 plan, and our improvement plan for 2023-24. The 2022-23 update report details the progress we made against the priorities listed in the 2022-23 education plan whilst the 2023-24 improvement plan uses a logic model to outline our priorities for session 2023-24.

The 2023 updates to the [National Improvement Framework](#) and the [Framework for Recovery and Accelerating Progress](#) provide the purpose and national direction for education. With the publication of '[All Learners in Scotland Matter](#)' - the national discussion on education; '[It's Our Future](#)' (The Hayward Review); the Promise Oversight Board '[Report Two](#)'; '[Target 2030 – Scotland's Learning for Sustainability Action Plan](#)'; and '[Fit for the Future](#)' (The Wither's Report) providing important recommendations for consideration when planning for the future.

We have considered each of these publications, our local context and relevant data in determining our priorities for improvement.

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 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 2023; the Scottish Attainment Challenge; Framework for Recovery and Accelerated Progress; The Promise; and Target 2030 – Scotland's Learning for Sustainability Action Plan;
- 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 child poverty, our drive towards net zero and reducing the poverty related attainment gap;
- drives collaborative improvement by working across the Tay Collaborative.



National Context

National Policy – The National Improvement Framework

Achieving Excellence and Equity, 2023 [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 Framework for Recovery and Accelerated Progress

The [Framework for Recovery and Accelerating Progress](#) (the Framework) has been developed to support the Scottish Attainment Challenge (SAC). The aims include:

A commitment to equity in education, to mitigate the impact of poverty on children's outcomes and tackle the poverty-related attainment gap.

The use of local improvement plans and stretch aims to drive improved outcomes for children and young people impacted by poverty.

Effective use of the SAC funding allocations to ensure resource is aligned with local priorities.

The Angus Council SAC report for session 2022-23 details how funding has been utilised to improve outcomes for children and young people impacted by poverty.

[Scotland's Equity Toolkit](#) provides an accessible and adaptable resource to support the refreshed mission of the Scottish Attainment Challenge.



National Context

The Promise Plan 21-24 – Report TWO, June 2023

'Report TWO', written by The Promise Oversight Board.

Listing 'Education' as a priority area the report highlights that:

Care experienced young people are far less likely to leave school with the minimum level expected for an apprenticeship of one or more qualifications at SCQF level 4 or higher;

Care experienced young people are considerably less likely to attain at SCQF level 5 or above;

Care experienced young people are less likely to go on to an 'initial positive destination';

The exclusion rate for care experienced young people is higher than for 'all pupils';

The use of 'reduced or alternative' timetables for care experienced young people is a risk of this becoming another form of exclusion.



National Context

Target 2030 – Scotland’s Learning for Sustainability Action Plan

The vision of “Target 2030 - A movement for people, planet and prosperity“ is to build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030. The aims include:

all learners should have an entitlement to learning for sustainability;

every practitioner, school and education leader should demonstrate learning for sustainability in their practice;

every setting should have a whole setting approach to learning for sustainability.

With an ask that local leaders and decision makers ensure that our approach to achieving ‘Target 2030’ is included in strategic plans.

“Target 2030” A movement for people, planet and prosperity

Scotland’s Learning for Sustainability
Action Plan 2023-2030



Our Plan for Improvement

Angus Cares

Angus Cares 2023-2024

National Context	Local Context	Outcomes	23-24 Targets	Stretch aims
<p>1 The Promise – Report Two highlights the need for more data transparency on informal exclusions, as well as the use of limited timetables and attendance data specifically for care experienced young people. In particular, reduced timetables must be reviewed regularly and must not become another form of exclusion. Care experienced young people must be supported in attending and attaining all subjects, at all levels.</p>	<p>1a Our care experienced children and young people have fewer positive outcomes than those who are not care-experienced.</p> <p>1b Recording and monitoring of flexible timetables is inconsistent.</p>	<p>1a Improved attendance and achievement for our care experienced children and young people.</p> <p>1b All children and young people will follow a timetable which meets their needs and allows them to be supported to attain.</p>	<p>1a In session 23-24, 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>1b In session 23-24 we will review the timetables of all care-experienced children and young people and hold additional meetings to discuss their progress and next steps in learning.</p>	<p>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.</p> <p>1b By June 2027 the attainment of care-experienced school leavers will be above the national average.</p>
<p>2 The Promise states that our workforce should be trauma informed.</p>	<p>2 Having a trauma informed workforce is an Angus Council priority.</p>	<p>2 The ELL workforce will be trauma informed.</p>	<p>2 By June 2024, all ELL staff will complete Modules 1 and 2 of NES Trauma Skilled Practice training.</p>	<p>2 By June 2027, professional learning requirements will ensure that all ELL are trauma skilled.</p>

Angus Cares 2023-2024 Continued

National Context	Local Context	Outcomes	2023-24 Targets	Stretch aims
<p>3 Ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics.</p>	<p>3 Information available in INSIGHT shows that young people recorded as having Additional Supports Needs are not always being accredited for their learning.</p>	<p>3 Additional meetings will be scheduled.</p>	<p>3 By August 2024 the percentage of young people achieving 5 passes at Level 3 will be 70%.</p>	<p>3 By August 2027 the percentage of young people achieving 5 passes at Level 3 will be at least 80%.</p>
<p>4 National refresh of GIRFEC policy and practice was 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 2024 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>4 By 2027 the ELL workforce will demonstrate knowledge, understanding and application of GIRFEC.</p>
<p>5 National ASN review and recommendations of 'Support for Learning: All Our Children and All Their Potential'.</p> <p>32.3% of children and young people in Scotland have an additional support need.</p> <p>ASN measures to be included in NIF by Autumn 2022.</p>	<p>5 Increased level of additional support needs in Angus:-</p> <p>Increase in the complexity of needs recorded;</p> <p>Increase in number of children requiring out of authority placements;</p> <p>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>5a By October 2023 report on the first stage of the review complete.</p> <p>5b By June 2024, review of inclusion in a sample of schools completed.</p>	<p>5a By June 2027 recommendations from the ASN Review implemented.</p> <p>5b Improvement in the presence, participation and achievement of children and young people with additional support needs. the ELL workforce will demonstrate knowledge, understanding and application of GIRFEC.</p>
<p>6 Respect for All - Supplementary 6 Guidance on recording and monitoring of bullying states that schools must record incidents systematically.</p>	<p>6 Angus Council's Anti-Bullying Policy due to be reviewed.</p>	<p>6 Our Anti-Bullying Policy will be reviewed and refreshed.</p>	<p>6 By June 2024 working groups, which include children and young people representatives, will be established.</p>	<p>6 By June 2025 data in SEEMIS will show more consistent recording using the bullying and equalities module.</p>

Our Plan for Improvement

Angus Learns

Angus Learns 2023-2024

National Context	Local Context	Outcomes	23-24 Targets	Stretch aims
7 Excellence through raising attainment and improving outcomes.	7 The need to build a curriculum suited to recovery and accelerating progress, taking into account relevant learning pathways to education, training and employment.	7 Conduct a review of the curriculum.	7a Initiate a review of BGE with a particular focus on literacy. 7b Complete review of learner entitlement in secondary school with all stakeholder groups.	7a By August 2027 all schools will have consulted with stakeholders to create a refreshed curriculum. 7b By June 2024 the review will be complete.
8 Promoting and developing race equality and anti-racist education through the Building Racial Literacy Programme.	8 There has never been an authority wide review of race equality and anti-racist education.	8 In partnership with Education Scotland conduct a review of race equality and anti-racist education.	8 A framework and action plan for a review of race equality and anti-racist education will be developed.	8 By August 2027 a review of all aspects of race equality and anti-racist education will be complete.
9 Target 2030 – Scotland's Learning for Sustainability Action Plan states that every place of education should become a sustainable learning setting.	9 Whilst our settings have focused on developing approaches to outdoor education a strategic approach to Learning for Sustainability is yet to be developed in Angus.	9 Review how learning for sustainability is planned across the curriculum.	9 A review of teaching and learning linked to a focus on the climate emergency and the drive to net zero will be completed and good practice shared.	9 By August 2027 learning for sustainability will be included across the curriculum in all settings.

Angus Learns 2023-2024

National Context	Local Context	Outcomes	23-24 Targets	Stretch aims
10 Improvement in skills and sustained, positive school-leaver destinations for all young people.	10 Our initial positive destinations data shows that on average 5% of young people do not enter a positive destination.	10 In partnership with other Directorates develop Angus Aims – our bespoke mentoring service.	10 By June 2024 the Angus mentoring service framework will be agreed.	10 By June 2027 a universal mentoring service will be operational in all Angus secondary schools.
11 Improvement in attainment, particularly in literacy and numeracy.	11 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.	11 Support and evaluate the use of the Angus Moderation toolkit. Link the moderation with progress in learning meetings and the tracking and monitoring cycle.	11 By June 2024 all secondary schools will have used the moderation toolkit to review and improve moderation practices with a particular focus in S1-3.	11 By June 2025 all schools will have implemented refreshed approaches to moderation and will report increased levels of confidence in teacher professional judgment data.
12 Improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.	12 All primary schools are using the 2-18 pupil tracking tool.	12 Develop use of the tool in secondary and early years settings.	12 In session 2023-2024 all settings will begin to use the tool to track progress in learning.	12 By August 2027 pupil tracking will be embedded in all settings.

Our Plan for Improvement

Angus Improves

Angus Improves 2023-2024

National Context	Local Context	Outcomes	23-24 Targets	Stretch aims
<p>13 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 core stretch aims (13a-e)</p>	<p>13a In 22-23, 75.4% of children achieved expected CfE level for literacy and 81.4% for numeracy (P1, P4, P7 combined).</p> <p>In 21-22, 60% of children impacted by poverty (School Clothing Grant, SCG) achieved expected CfE level for literacy and 69% for numeracy (P1, P4, P7 combined)¹.</p>	<p>13a Improved attainment for all, including children and young people impacted by poverty.</p>	<p>13a 76% - 79% for literacy overall. 82 – 85% for numeracy overall 62 – 68% for literacy – SCG 70 - 76% for numeracy – SCG</p>	<p>13a By 2026 86% for combined Literacy By 2026 90% for Numeracy</p>
	<p>13b In 21-22 86.6% of school leavers achieved at least 1 award at SCQF level 5 (Insight).</p>	<p>13b Increase the percentage of young people achieving 1+ award at SCQF Level 5 (Insight).</p>	<p>13b TBC% school leavers achieve at least 1 award at SCQF level 5.</p>	<p>13b TBC% school leavers achieving at least 1 award at SCQF level 5.</p>

¹ Interim data, subject to validation prior to publication in December 2023.

Angus Improves 2023-2024

National Context	Local Context	Outcomes	23-24 Targets	Stretch aims
	13c In 21-22 58.9% of school leavers achieved at least 1 award at SCQF level 6 (Insight).	13c Increase the percentage of young people achieving 1+ award at SCQF Level 6 (Insight).	13c TBC% school leavers achieve at least 1 award at SCQF level 6.	13c TBC% school leavers achieving at least 1 award at SCQF level 6.
	13d In 22-23 the 16-19 participation measure for Angus was 93.1 %.	13d Increase the percentage of 16-19year olds sustaining a positive destination.	13d 16-19 participation measure will be TBC %age.	13d 16-19 participation measure will be TBC %age.
	13e In 22-23 average attendance at primary school was 92.4%, and at secondary school was 87.5%.	13e In partnership with Social Work and the third sector continue the role of school engagement officers in targeted localities.	13e Attendance will increase by an average of 2%.	13e Overall attendance will exceed the national average.
14 Local Authorities will continue to promote a culture of leadership at all levels based on the empowerment agenda.	14 Head Teachers have identified leadership development as a focus for their professional learning related to the vision and ambition of the Scottish Attainment Challenge.	14 All senior leaders in schools will have access to leadership development through the Mudd partnership that builds capacity to support improving outcomes and closing the poverty-related attainment gap.	14 All HTs and one cohort of secondary DHTs to access leadership coaching programme.	14 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 stretch aims for five 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 2022-23 where available. Targets have been set for performance in 2023-24 and our stretch aims for the length of the AEP. Data relating to our 'core plus' measures can be found in the performance report at Appendix 3.

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 2022 Total	Census 2022 %
Quintile 1	1214	7.9	1,274	8.5
Quintile 2	2477	16.2	3,272	21.8
Quintile 3	4597	30.1	4,074	27.1
Quintile 4	3832	25.1	4,374	29.1
Quintile 5	3139	20.6	2,015	13.4

*The Education Census takes place annually in September.

Core Measures					
	Measure	Performance 2018-19	Latest Performance	Target 2023-24	Stretch Aim
13a	Percentage achievement of Curriculum for Excellence Levels – Literacy, P1,4,7	All: 76.0 SQ1: 63.0% SQ5: 86.0%	All: 75.0% SQ1: 63.0% SQ5: 82.0% (2021-22)	All: 76% – 79% SQ1: 65% - 70% SQ5: 84% – 86%	86%
13a	Percentage achievement of Curriculum for Excellence Levels – Numeracy, P1,4,7	All: 81.0% SQ1: 73.0% SQ5: 89.0%	All: 82.0% SQ1: 74.0% SQ5: 89.0% (2021-22)	All: 82% - 85% SQ1: 74% – 78% SQ5: 89% – 90%	90%
13b	Proportion of school leavers attaining 1 or more passes at SQA Level 5 ²	All: 82.5% SQ1: 56.4% SQ5: 92.5%	All: 82.8% SQ1: 68.7% SQ5: 92.2% (2021-22)	From 2023-24 onward these measures will be amended to reflect SCQF achievement as recorded in Insight.	
13c	Proportion of school leavers attaining 1 or more passes at SQA Level 6 ³	All: 57.4% SQ1: 35.5% SQ5: 72.0%	All: 52.5% SQ1: 35.4% SQ5: 66.7% (2021-22)		
13d	Proportion of 16-19year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland.	All: 90.8% SQ1: 82.2% SQ5: 93.5%	All: 93.1% SQ1: 85.6% SQ5: 97.1% (2022-23)		
13e	Percentage attendance at primary school	All: 95.0% SQ1: 92.6% SQ5: 96.2%	All: 92.4% SQ1: 89.8% SQ5: 94.2% (2022-23)	Increase by average of 2%	Exceed national average
13f	Percentage attendance at secondary school	All: 90.9% SQ1: 86.2% SQ5: 92.6%	All: 87.5% SQ1: 81.6% SQ5: 90.9% (2022-23)	Increase by average of 2%	Exceed national average

²This measure is changing in 23-24 to reflect SCQF attainment from Insight.

³ As above.