

WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER



Service and Improvement Plan 2017 - 2018

Educational Services



Educational Services Service and Improvement Plan 2017-18

1. Introduction

- 1.1 The Service and Improvement Plan for Educational Services covers the period 2017-18 and sets out what we intend to achieve over the next year.
- 1.2 The plan identifies anticipated challenges for the coming year and how we aim to meet them. It sets out the Council's vision, strategic objectives and strategic outcomes as they relate to Educational Services and assesses how well we have performed in the past using the "How Good Is Our" approach. The information from our self-evaluation, which takes account of the views of children and young people, their parents/carers, staff and partners, is summarised in our [Standards and Quality Report 2015-16](#). Our self-evaluation identifies where we perform well and areas for improvement. The Service and Improvement Plan sets out the actions we need to take now to improve and the way in which we will measure our success in delivering improvements.
- 1.3 Although the next year present significant challenges, by planning and monitoring our progress we aim to contribute to the achievement of the Council's Plan for 2016-18 and the Single Outcome Agreement for 2013-23.

2. Profile

- 2.1 Educational Services has the following responsibilities:

- Curriculum, Qualifications and Assessment
- Early Years and Childcare
- Education Management and Review
- Quality Improvement and Service Planning
- Schools Services Support
- Physical Activity and Outdoor Learning
- Additional Support Needs and Psychological Service

There are 8 secondary schools, 41 primary schools, 2 special schools, 6 supported learning centres within mainstream schools, 5 nursery schools, 31 nursery classes and 11 partnership nurseries in South Ayrshire. In addition, Educational Services provide 5 out of school care services, a crèche service and a number of targeted breakfast clubs.

Our young people participate in and achieve a range of awards through health promoting, cultural and volunteering activities both in and out of school. Children and young people benefit from the Active Schools Programme, the Youth Music Initiative, the Cultural Rucksack Programme, the Duke of Edinburgh's Award Scheme, the Award of Ambition and – as part of the residential outdoor experience at Dolphin House – the John Muir Award. Our residential outdoor learning centre at Dolphin House provides a range of personal development opportunities for children and young people.

- 2.2 These services are provided within an overall net revenue budget for the service of £95.8million for 2017/18, and are delivered utilising a workforce of 1663 FTE. Further details of the revenue budget are set out within Appendix 3.

3. How are we doing?

- 3.1 As a Council we are working to implement the 'How Good is our Council' framework' and over the last year this has continued to be reflected within our Leadership Engagement events.
- 3.2 As a service, we are committed to using self-evaluation to assess how we are performing, examine where we have particular strengths which we can build on and identify where there is scope for improvement. We use a number of specific frameworks to support this process. During 2015/16 we participated in a validated self-evaluation with Education Scotland who have "confidence that South Ayrshire's Psychological Service evaluation is strong and supported by robust approaches". We publish an annual standards and quality report for Educational Services and have an on-going programme of self-evaluation activities.

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We continue to use performance data as part of our self-evaluation to support improved attainment and outcomes for children and young people. We also implement a programme of validated self-evaluation in partnership with schools.

3.3 During 2016-17 each service made a robust evaluation of two of the Quality Indicators (QIs) within the framework, namely QI 2.1 Impacts on Service Users and QI 5.4 Improving the quality of services to stakeholders. The 2015-16 evaluation against Q1.1 Improvements in Performance has also been reviewed and revised. The overall evaluations against each of these QIs and the supporting narrative summaries are set out below:

3.4 QI 1.1 Improvements in performance: Evaluation – Good

- Educational Services' performance information clearly demonstrates high levels of success against both local and national objectives in almost all areas.
- Children within early learning and childcare, including an increasing number of eligible children aged 2, continue to benefit from high quality experiences including outdoor play and learning.
- Positive trends in attainment are evident in meeting the needs of young people. Levels of literacy and numeracy continue to improve through strategies and interventions implemented across all sectors.
- Young people are performing well in most areas within primary schools with the majority secure at expected levels in both language and mathematics. Primary children benefit from learning in a range of varied and relevant environments.
- The use of standardised assessments within both primary and secondary schools continues to benchmark performance and contributes towards teacher assessment and attainment judgements. Assessment and moderation approaches are being developed to support and improve teacher professional judgements.
- Within secondary schools almost all young people achieve 5 awards at National 3 level and most achieve 5 at National 4 level by the end of S4. The national Insight tool shows that South Ayrshire is performing above their virtual comparator in all measures within S4-S6. However, the need to further track and monitor the attainment of both looked after and accommodated young people, as well as those with additional support needs requires further consideration.
- During the senior phase of education all young people benefit from an enhanced curriculum that offers a wide range of subjects and additional opportunities both within and out-with the classroom.
- Following an Education Scotland Inspection on tackling bureaucracy, South Ayrshire has demonstrated it is proactive in providing support and guidance that minimises workload demands on teaching staff
- The quality of learning and teaching across all sectors is positive. Attendance of children and young people is consistent and remains in line with national statistics. Schools continue to work to further improve attendance. Exclusions have decreased significantly in secondary schools over the past five years and are lower than the national statistics in both primary and secondary schools.

3.5 QI 2.1 Impacts on Service Users: Evaluation – Very Good

- Children and young people actively participate in formal and informal learning. The attainment of children and young people at key stages in primary and secondary shows improving trends.
- There is a clear focus on further improving attainment for children from the most deprived communities (lowest 20% (SIMD)), children with additional support needs and looked after children.

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- In line with the service vision, Equity and Excellence, participation in music and sport are increasing. There is a greater awareness of focus on ensuring that all children regardless of socio economic background have access to high quality opportunities and are supported to develop their skills and talents and achieve their potential.
- There are a range of ways in which children, young people and families have opportunities to share their views and influence and improve services. Approaches are not yet sufficiently robust to ensure that children and families are fully involved in planning and improving services
- Parents have access to a complaints process. Complaints are well managed to achieve where possible a satisfactory resolution.
- Parents with young children can access a range of supports and programmes including PEEP, Bookbug and baby massage. Working with partners there is scope to further improve supports and programmes for parents of older children.
- Parents are provided with clear information about their children's progress and development in schools.
- Parents are kept informed of developments through information from schools and attendance at events and meetings. In some cases there is clear information on the school and Council Website however this is inconsistent and not always up to date.

3.6 Q15.4 Improving the quality of services to stakeholders – Very Good

- There is a very good, well-developed culture of support and challenge across Educational Services in South Ayrshire. The use of performance data has improved the challenge within the authority. The authority uses all opportunities possible to look inwards, outwards and forwards. Development will come from targeting specific groups such as children with additional support for learning including those who are LAC and analysing whether the support and challenge provided has had a positive impact on the children and young people of South Ayrshire.
- There is a very good level of evaluating outcomes and a good degree of feedback from service users. The quality of analysis of data and how the data is used to evaluate the significance of outcomes has improved. In addition, staff use national frameworks as well as standardised assessments to evaluate outcomes against benchmarks including Insight and virtual comparators. There has been several instances of external scrutiny throughout the last 12 months and these have validated the self-evaluation processes of individual services as well as Children's Services overall.
- Educational Services has very good self-evaluation on current strengths and areas for improvement but action plans that have been put in place to address areas for improvement are still in the early stages of being evaluated. Consequently, there is limited information on the impact that these changes have had on improving outcomes for children and young people. Therefore, developments are around tracking mechanisms for outcomes for children and young people particularly the most vulnerable including children with additional support for learning needs and children who are LAC. In addition, the quality of feedback from service users is currently being considered and how this can be accessed more readily.
- There is very good planning for improvement and a good monitoring of progress. Planning for improvement is very good and is continually improving as staff become more confident in the use of performance data. There are robust reviews of services across Educational Services both internally and externally which give rise to clear action and improvement plans. These are quality assured through both internal and external scrutiny and the use of accreditation schemes and national quality indicators.
- The Integrated Children's Services Plan is currently being developed across all agencies including Health and Social Care Partnership, Educational Services and third sector. This will include strategic direction for improving outcomes for children and young people who are looked after. The monitoring of children's progress will be improved through tracking

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the outcomes for children and young people using improved methods of data collation and analysis.

- There is a good level of transparency in reporting to stakeholders around services' self-evaluation and outcomes for children and young people. Although reports on the council and individual services outcomes are available for stakeholders, more creative ways could be considered to enhance this especially ensuring access of this information for more vulnerable, harder to reach stakeholders.

3.7 Areas identified for improvement, including those mentioned above, are being taken forward at a Directorate level through the Service and Improvement Plan, at a management level through management plans and at an individual level through the professional review and development for teachers or performance and development review process for local government employees.

The following is a brief summary of key areas for improvement which have been prioritised within Educational Services and are consistent with the National Improvement Framework:-

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations

4. The challenges we face

4.1 The challenges we face as a Council and a Partnership have been explored in detail within the Council's Plan and the Single Outcome Agreement.

4.2 The principal challenges we face as a Directorate over the course of this plan are:

External:

- Continuing to taking account of the recommendations of the Education Scotland Report on Tackling Bureaucracy.
- Addressing the impact of a national shortage of supply teachers.
- Implementation of the Children and Young People (Scotland) Act 2014, including:
 - Improved provision of advice and help when needed for children and families from early years to adulthood, including providing a Named Person Service for each child and young person
- Continuing to expand flexible early learning and childcare for 3 and 4 year olds and eligible 2 year olds

Internal:

- Closing the attainment gap and ensuring quality and equity in education in South Ayrshire
- Impact of reducing budgets (Appendix 3)
- The challenge of maintaining teacher numbers in the context of overall budget reductions
- Improve the attainment of looked after children

Opportunities:

- Improve the governance structures to ensure strategic support for Children's Services and the implementation of the action plan following the Inspection of Services for Children.

4.3 Our response to these challenges is reflected in our service and improvement plan.

5. Council Vision, Strategic Objectives and Strategic Outcomes

- 5.1 As a Council we are committed to our vision of “**Working with our partners and communities to make life better in South Ayrshire**’.
- 5.2 The Council’s strategic objectives are that **we will work in partnership to maximise the potential of:**
- **Our local economy**
 - **Our young people**
 - **Our adults and older people**
 - **Our communities**
 - **Our environment; and**
 - **Improve the way that we work as a Council.**
- 5.3 In pursuit of these, we will directly contribute towards the achievement of the following strategic outcomes:
- The proportion of young people and adults with relevant qualifications is increased
 - Effective early years and early interventions services are delivered
 - More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
 - The gap between the highest and lowest achievers is narrowed
 - We look after our most vulnerable children and families
 - A flexible workforce with the skills and knowledge to deliver services efficiently and effectively
 - Transformational change and improvement driven by a performance improvement culture and self-evaluation, with all services systematically reviewed using a standard methodology every 5 years.

6. Detailed Plan

- 6.1 How we intend to contribute to the Council Strategic Outcomes is set out in Appendix 1 where we identify the key actions that we intend to take and the performance measures and targets that we will use to evaluate progress.
- 6.2 The plan includes the improvement activity we have prioritised from our self-evaluation and the review activity that we are committed to as part of the Council’s systematic review of all services.
- 6.3 The plan also takes into account the following aspects that inform our decision making and help ensure that we take account of the context in which we operate, reflecting what could impact on our plan and what could enrich and add value:
- **Risk Management** – Risk registers underpin the achievement of the Council’s Strategic Outcomes. These help to evaluate and assess the risks we face in delivering our plans, and help us to identify and progress mitigating actions to ensure their successful delivery. A Directorate-specific risk register supports this plan and is updated on a quarterly basis.
 - **Equalities** – In pursuing our strategies, plans and policies, we undertake Equality Impact Assessments to ensure that we are aware of any equalities impacts, seeking to optimise them and identifying mitigations and further actions where necessary.
 - **Sustainability** – In pursuing our strategies, plans and policies, we consider the extent to which what we wish to pursue is sustainable and undertake Strategic Environmental Assessments where required.

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- **Consultation** – We look to engage with children and young people, their parents and carers, staff and partners in developing our services and plans, and are committed to following best practice as identified within the Council's Community Engagement Strategy.

7. Resource Management

- 7.1 Crucial to the achievement of this plan will be ensuring that the appropriate resources are in place to deliver the commitments it contains, and that these resources are managed effectively within agreed budgets and parameters set for them.
- 7.2 The Revenue Budget for the service for 2017-18 is set out in Appendix 3, including specific efficiency and service review commitments that will be delivered over the course of the year.

8. Governance

- 8.1 This Service and Improvement Plan will be subject to approval by Members as part of the agreement of the Council Plan. Progress will be updated through Covalent on a six-monthly basis to allow review and formal reporting. It will inform the Council's year end Annual Performance Report and Public Performance Reporting as well as the Directorate's annual standards and quality report and ongoing self-evaluation.

Appendices:

- 1 Detailed Plan Format
- 2 Glossary of terminology and abbreviations used in the Plan
- 3 Revenue Budget for 2017-18, including efficiency and service review commitments

Appendix 1: Detailed Service and Improvement Plan

1 Working in partnership to maximise the potential of our local economy

SO1.3 The proportion of young people and adults with relevant qualifications is increased

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|--|---------|---------|--|---------|----------|----------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO1.3 04a LGBF Percentage of school leavers going into positive and sustained destinations (Initial survey) | 94.3% | 94.3% | 93.3%  | N/A | Increase | Increase |
| SO1.3 04b Percentage of school leavers going into positive and sustained destinations (Follow up survey) | 92.2% | N/A | N/A | N/A | Increase | Increase |
| SO1.3 05 LAC Percentage of looked after school leavers going into positive and sustained destinations (Initial survey) | 65% | N/A | N/A | N/A | Increase | Increase |
| SO1.3 06a LGBF Percentage of pupils gaining 5+ awards at level 5 | 63% | 65% | 59%  | N/A | Increase | Increase |
| SO1.3 06b LGBF Percentage of pupils gaining 5+ awards at level 6 | 34% | 36% | 33%  | N/A | Increase | Increase |
| SO1.3 07 Percentage of school leavers attaining literacy at level 4 | 95.3% | 96.1% | N/A | N/A | Increase | Increase |
| SO1.3 08 Percentage of school leavers attaining literacy at level 5 | 78.9% | 83.6% | N/A | N/A | Increase | Increase |
| SO1.3 09 Percentage of school leavers attaining numeracy at level 4 | 90.3% | 92.5% | N/A | N/A | Increase | Increase |
| SO1.3 10 Percentage of school leavers attaining numeracy at level 5 | 67.2% | 73.2% | N/A | N/A | Increase | Increase |
| SO1.3 11 Percentage of S3-S6 secondary pupils achieving Bronze Duke of Edinburgh's Awards | 7.6% | 6.4% | N/A | N/A | Maintain | Maintain |
| SO1.3 12 Percentage of S3-S6 secondary pupils achieving Silver Duke of Edinburgh's Awards | 2.8% | 3.0% | N/A | N/A | Maintain | Maintain |
| SO1.3 13 Percentage of S3-S6 secondary pupils achieving Gold Duke of Edinburgh's Awards | 1.1% | 0.9% | N/A | N/A | Maintain | Maintain |

| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|--|---|--------------|-------------------|------------------|----------|---|
| ED 1 Deliver, monitor and evaluate the impact of a unified senior phase | ED 1.2 Improve employability skills and sustained, positive school leaver destinations for all young people | Jamie Wilson | 30-Jun-2016 | 30-Jun-2018 | 65% |  |

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2 Working in partnership to maximise the potential of our children and families

SO2.1 Effective early years and early intervention services are delivered

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|--|---------|---------|---|---------|----------|----------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO2.1 03 The proportion of pre-school inspections by Education Scotland that are positive (core quality indicators evaluated at good or better) | 100% | 100% | N/A | N/A | 100% | 100% |
| SO2.1 04 The proportion of pre-school inspections by the Care Inspectorate that are positive (core quality indicators evaluated at good or better) | 100% | 100% | N/A | N/A | 100% | 100% |
| SO2.1 05 LGBF Cost per pre-school place £ | £2,986 | £4,344 | £3,842  | N/A | Maintain | Maintain |
| SO2.1 06 Percentage of eligible children aged 2-3 accessing pre-school provision | N/A | 70% | N/A | N/A | 27% | - |
| SO2.1 07 Percentage of Looked After Children aged 2-3 accessing pre-school provision | 40% | 100% | N/A | N/A | 80% | 80% |
| SO2.1 08 Percentage of children aged 3 and 4 who take up a pre-school place | 104% | 100% | N/A | N/A | 100% | 100% |

| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|--|--|----------------|-------------------|------------------|----------|--|
| ED 2 Continue to implement Early Years Collaborative and Raising Attainment for All improvement methodology | ED 2.3 Implement improvement methodologies and improve tracking systems to ensure children and young people achieve appropriate developmental milestones in the early years. | Aileen Valenti | 31-Mar-2018 | 31-Mar-2018 | 50% |  |

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SO2.2 More children and young people are successful learners, responsible citizens, confident individuals and effective contributors

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|--|---------|---------|---|---------|----------|----------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO2.2 01 Percentage of P7 pupils achieving the Award of Ambition | 78.9% | 89.4% | N/A | N/A | Increase | Increase |
| SO2.2 02 Literacy level as measured by standardised assessments at P7 | 98 | 98 | N/A | N/A | Increase | Increase |
| SO2.2 03 Numeracy level as measured by standardised assessments at P7 | 92 | 90 | N/A | N/A | Increase | Increase |
| SO2.2 04 Literacy level as measured by standardised assessments at S2 | 100 | 100 | N/A | N/A | Maintain | Maintain |
| SO2.2 05 Numeracy level as measured by standardised assessments at S2 | 101 | 101 | N/A | N/A | Maintain | Maintain |
| SO2.2 06 Primary school pupil exclusion levels (per 1,000 pupil population). | 4.8 | 4 | N/A | N/A | Decrease | Decrease |
| SO2.2 07 Secondary school pupil exclusion levels (per 1,000 pupil population). | 37 | 20 | N/A | N/A | Decrease | Decrease |
| SO2.2 08 Primary school pupil attendance levels. | 95.1% | 95.2% | N/A | N/A | Increase | Increase |
| SO2.2 09 Secondary school pupil attendance levels. | 90.8% | 91.0% | N/A | N/A | Increase | Increase |
| SO2.2 11 LGBF Cost per primary school pupil £ | £4,851 | £4,522 | £4,737  | N/A | Decrease | Decrease |
| SO2.2 12 LGBF Cost per secondary school pupil £ | £6,381 | £6,283 | £6,722  | N/A | Maintain | Maintain |

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| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|---|--|----------------|-------------------|------------------|----------|---|
| ED 4 Implement Curriculum for Excellence for all learners | ED 4.1 Develop a strategy for assessment and moderation to improve teacher professional judgement across Curriculum for Excellence from 3-18 | Eileen Brown | 31-Aug-2015 | 31-Aug-2018 | 95% |  |
| | ED 4.2 Review and improve approaches to planning learning, teaching and assessment in the broad general education | Eileen Brown | 31-Mar-2018 | 31-Mar-2018 | 50% |  |
| | ED 4.3 Work with Transform South Ayrshire Digital Foundations Workstream to develop and implement an ICT strategy to support learning and teaching in schools | Lynn Robertson | 31-Mar-2017 | 31-Mar-2018 | 55% |  |
| | ED 4.4 Improve progression, pace and challenge in learning by embedding curricular frameworks in classroom practice and aligning frameworks with benchmarks. | Frank Cardle | 31-Mar-2016 | 31-Aug -2017 | 90% |  |
| | ED 4.7 All secondary schools and a number of primary schools will be represented on Tapestry's 'Making thinking Visible' programme to develop learners' abilities to think critically. | Eileen Brown | 30-Jun-2017 | 30-Jun-2017 | 90% |  |
| | ED 4.8 Provide more and higher quality opportunities to participate in sport in schools and the wider community ensuring the most vulnerable and disadvantaged children and young people are supported to participate. | Kirsty Mackay | 31-Mar-2018 | 31-Mar-2018 | 45% |  |
| ED 6 Update policies and procedures in line with legislation | ED 6.1 Implement relevant sections of the Children and Young People (Scotland) Act 2014 (GIRFEC) | Kirsty Ramsay | 31-Aug-2016 | 31-Aug-2017 | 67% |  |
| | ED 6.3 Continue to expand flexible early services in line with legislations and Scottish Government Policy to provide high quality early learning and childcare age 2-5 years. | Aileen Valenti | 31-Mar-2018 | 31-Mar-2019 | 70% |  |

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SO2.3 The gap between the highest and the lowest achievers is narrowed

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|--|---------|---------|--|---------|----------|----------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO2.3 01 The gap between the most and least deprived pupils | 462 | N/A | N/A | N/A | Decrease | Decrease |
| SO2.3 02 The gap between the average tariff score of looked after pupils and all pupils | 154 | N/A | N/A | N/A | Decrease | Decrease |
| SO2.3 03 Percentage of looked after children achieving 5 plus awards at SCQF Level 3 or above by the end of S4. | 59% | 53.1% | N/A | N/A | Increase | Increase |
| SO2.3 04 Percentage of looked after pupils achieving appropriate National Qualifications | 30% | 31% | N/A | N/A | Increase | Increase |
| SO2.3 04 LGBF Percentage pupils in 20% most deprived areas getting 5+ awards at level 5 | 43.0% | 44.0% | 39.0%  | N/A | Increase | Increase |
| SO2.3 05 LGBF Percentage pupils in 20% most deprived areas getting 5+ awards at level 6 | 14.0% | 16.0% | 15.0%  | N/A | Increase | Increase |
| SO2.3 06 LGBF The average total tariff score for pupils in the senior phase (S6 based on the S4 cohort) Quintile 1 | 610 | 637 | 600  | N/A | Increase | Increase |
| SO2.3 07 LGBF The average total tariff score for pupils in the senior phase (S6 based on the S4 cohort) Quintile 2 | 802 | 802 | 739  | N/A | Increase | Increase |
| SO2.3 08 LGBF The average total tariff score for pupils in the senior phase (S6 based on the S4 cohort) Quintile 3 | 887 | 933 | 862  | N/A | Increase | Increase |
| SO2.3 09 LGBF The average total tariff score for pupils in the senior phase (S6 based on the S4 cohort) Quintile 4 | 1,171 | 1,139 | 997  | N/A | Increase | Increase |
| SO2.3 10 LGBF The average total tariff score for pupils in the senior phase (S6 based on the S4 cohort) Quintile 5 | 1,328 | 1,197 | 1,195  | N/A | Increase | Increase |
| SO2.3 11 LGBF Overall average total tariff score for pupils in the senior phase (S6 based on the S4 cohort) | 925 | 938 | 875  | N/A | Increase | Increase |

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| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|---|--|-------------------|-------------------|------------------|----------|---|
| ED 7 Continue to raise the attainment of all learners while closing the attainment and achievement gap | ED 7.1 Improve attainment in literacy | Frank Cardle | 30-Jun-2016 | 30-Jun-2018 | 50% |  |
| | ED 7.2 Improve attainment in numeracy | Frank Cardle | 30-Jun-2016 | 30-Jun-2018 | 70% |  |
| | ED 7.4 Continue to increase participation of target groups in Duke of Edinburgh and Award of Ambition. | Bruce Harris | 30-Jun-2018 | 30-Jun-2018 | 40% |  |
| | ED7.5 Develop a strategy to close the attainment gap between the most and least deprived children and young people | Douglas Hutchison | 31-Aug-2017 | 31-Aug-2017 | 10% |  |

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SO2.4 We look after our most vulnerable children and families

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|---|---------|---------|--------------|---------|----------|----------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO2.4 14 Percentage of children in primary schools who report that they know what to do if they are concerned about their own safety | 96% | 96% | N/A | N/A | Maintain | Maintain |
| SO2.4 15 Percentage of young people in secondary schools who report that they know what to do if they are concerned about their own safety | 93% | 91% | N/A | N/A | Increase | Increase |
| SO2.4 16 Percentage of children in primary schools who report that they know what to do if they are concerned about someone else's safety | 95% | 95% | N/A | N/A | Maintain | Maintain |
| SO2.4 17 Percentage of young people in secondary schools who report that they know what to do if they are concerned about someone else's safety | 91% | 90% | N/A | N/A | Increase | Increase |
| SO2.4 18 Percentage of children in primary schools who report that they feel safe and cared for in school | 94% | 94% | N/A | N/A | Maintain | Maintain |
| SO2.4 19 Percentage of young people in secondary schools who report that they feel safe and cared for in school | 82% | 83% | N/A | N/A | Increase | Increase |

| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|---|---|----------------|-------------------|------------------|----------|---|
| ED 8 Implement a coherent and interagency approach to children and young people's safety and wellbeing | ED 8.1 Develop and implement the mental health and wellbeing action plan. | Jacqui Ward | 30-Jun-2016 | 30-Jun-2018 | 80% |  |
| | ED 8.2 Improve approaches and programmes to protect vulnerable children and young people including support for staff to improve more effective chronologies, wellbeing assessments, planning and monitoring of progress and outcomes. | Maria Galli | 30-Jun-2016 | 30-Jun-2018 | 75% |  |
| | ED 8.3 Develop and implement a Nurture Strategy across early years, primary and secondary school establishments, carers and children's houses. | Jacqui Ward | 31-Mar-2017 | 30-Jun -2017 | 80% |  |
| | ED 8.4 Ensure a consistent approach to internet safety and responsible use across all schools. | Lynn Robertson | 31-Mar-2018 | 31-Mar-2018 | 20% |  |
| | ED 8.5 Develop strategic approaches to monitoring and improving health and wellbeing | Kate MacDonald | 31-Mar-2018 | 31-Mar-2018 | 5% |  |

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6 Improve the way that we work as a Council

SO6.1 Land and building assets that are well maintained, fit for purpose and affordable

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|---|---------|---------|--------------|---------|---------|---------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO6.1 07 The proportion of school accommodation that is suitable for its current use (Category A&B) | 85% | 85% | N/A | N/A | 84% | 89% |
| SO6.1 08 The proportion of school accommodation that is in a satisfactory condition (Category A&B) | 58% | 55% | N/A | N/A | 58% | 71% |

| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|---|--|--------------|-------------------|------------------|----------|---|
| ED 9 Develop and maintain a School Estate Strategy | ED 9.4 Implement School Estate Management Plan | David Strang | 31-Mar-2017 | 31-Mar-2018 | 70% |  |

SO6.4 A flexible workforce with the skills and knowledge to deliver services efficiently and effectively

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|---|---------|---------|---|---------|---------|---------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO6.4 02 LGBF Sickness absence days per teacher | 8.4 | 5.7 | 6.1%  | N/A | 6.1% ** | 6.1% ** |
| SO6.4 07 Percentage of new Professional Review and Development (PRD) for head teachers completed within expected timescales | 100% | 100% | N/A | N/A | 100% | 100% |

** Targets from Employee and Customer Services

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SO6.5 Transformational change and improvement driven by a performance improvement culture and self-evaluation, with all services systematically reviewed using a standard methodology every five years;

| Key Performance Measures | 2014/15 | 2015/16 | 2015/16 | 2016/17 | 2016/17 | 2017/18 |
|---|---------|---------|--|---------|----------|----------|
| | Value | Value | Scottish Ave | Value | Target | Target |
| SO6.5 01 The proportion of primary school inspections that are positive. | 100% | 100% | N/A | N/A | 100% | 100% |
| SO6.5 02 The proportion of secondary school inspections that are positive | 100% | N/A | N/A | N/A | 100% | 100% |
| SO6.5 03.1 LGBF Percentage of Adults Satisfied with local schools (Scottish Household Survey) | 85% | 83% | 78%  | N/A | Maintain | Maintain |

| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|--|---|-------------------|-------------------|------------------|----------|--|
| ED11 Implement a revised model for self-evaluation in schools | ED11.1 Develop consistent systems to track monitor and improve progress of all learners from 3 to 18 | Eileen Brown | 30-Jun-2016 | 30-Jun-2018 | 95% |  |
| | ED11.3 Improve the involvement of children and young people in decision making and planning. | Lynn Crossan | 31-Mar-2018 | 31-Mar-2018 | 5% |  |
| ED13 Service Reviews - Educational Services | ED13.3 Following on from the Service Review of Additional Support for Learning, implement plan to support improvement in inclusion / Additional Support Needs services. | Frank Cardle | 31-Mar-2018 | 31-Mar-2018 | 80% |  |
| ED14 Joint Inspection of Services for Children | ED 14.1 Develop and monitor the Action Plan arising from the Joint Inspection of Services for Children | Douglas Hutchison | 31-Aug-2018 | 31-Aug-2018 | 5% |  |

Appendix 1: Detailed Service and Improvement Plan

| Key Action | Sub-Actions | Managed By | Original Due Date | Current Due Date | Progress | Status |
|--|---|-------------------|-------------------|------------------|----------|---|
| ED11 Implement a revised model for self-evaluation in schools | ED11.1 Develop consistent systems to track monitor and improve progress of all learners from 3 to18 | Eileen Brown | 30-Jun-2016 | 30-Jun-2018 | 95% |  |
| | ED11.3 Improve the involvement of children and young people in decision making and planning. | Lynn Crossan | 31-Mar-2018 | 31-Mar-2018 | 6% |  |
| ED13 Service Reviews - Educational Services | ED13.3 Following on from the Service Review of Additional Support for Learning, implement plan to support improvement in inclusion / Additional Support Needs services. | Frank Cardle | 31-Mar-2018 | 31-Mar-2018 | 80% |  |
| ED14 Joint Inspection of Services for Children | ED 14.1Develop and monitor the Action Plan arising from the Joint Inspection of Services for Children | Douglas Hutchison | 31-Aug-2018 | 31-Aug-2018 | 5% |  |

Appendix 2: Glossary of terminology and abbreviations used in the Plan

| Term or abbreviation | Explanation |
|---|--|
| ASN / ASL | Additional Support Needs / Additional Support for Learning. The Education (Additional Support for Learning) (Scotland) Act 2004 places duties on local authorities, and other agencies, to provide additional support where needed to enable any child or young person to benefit from education. Within South Ayrshire Council, the provision of additional support for learning services is delivered by the ASN team within Children's Services. |
| Award of Ambition | The Award of Ambition is a South Ayrshire initiative which encourages and recognises wider achievement. All schools are offered the opportunity for upper primary pupils to participate in the Award of Ambition. In order to achieve this award, pupils are asked to complete a range of activities which relate to five key areas: community, environment, personal stretch, healthy active life and cultural rucksack. |
| BGE | Broad General Education - the period from age 3 to the end of S3 (age 3-15), covering all of the experiences and outcomes across all curriculum areas. |
| Care Inspectorate | The independent scrutiny and improvement body for care services in Scotland. The Care Inspectorate's role is to regulate and inspect care and support services and conduct joint inspections with other scrutiny partners of services for adults and children. |
| CfE | Often shortened to CfE, Curriculum for Excellence is the curriculum in Scotland which applies to all children and young people aged 3-18. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. |
| Children and Young People's Act | The Children and Young People's Act was passed on the 19 th February 2014 and makes provision: <ul style="list-style-type: none"> - About the rights of children and young people; - About investigations by the Commissioner for Children and Young People in Scotland; - For and about the provision of services and support for or in relation to children and young people; - For an adoption register; - About Children's Hearings, detention in secure accommodation and consultation on certain proposals in relation to schools. |
| Commission for Developing Scotland's Young Workforce | The Commission for Developing Scotland's Young Workforce was established by the Scottish Government in January 2013. Chaired by Sir Ian Wood, the Commission is independent of Government and has been tasked with bringing forward a range of recommendations designed to improve young people's transition into employment. The Commission published an interim report on 5 th September 2013. |
| Devolved School Management | The devolved school management (DSM) scheme was introduced in 1993 in order to give schools and communities more flexibility in expenditure, based on local needs and priorities. The scheme requires authorities to devolve a minimum of 80% of budgets to schools to give head teachers more autonomy over finances and decision-making. The Scottish Government issued statutory guidance and each authority established its own DSM scheme based on this. |

Appendix 2: Glossary of terminology and abbreviations used in the Plan

| Term or abbreviation | Explanation |
|---|--|
| Early Years Collaborative / Workstream 3 | A coalition of Community Planning Partners, including social services, health, education, police and third sector professionals, committed to ensuring that every baby, child, mother, father and family in Scotland has access to the best supports available. The work of the Early Years Collaborative is being delivered across four workstreams that relate to ages and stages in the early years. The aim of workstream 3 is to ensure 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by the end of 2017. |
| EIA | Equality Impact Assessment. A Council agreed approach used to assess the impacts of strategies, plans and policies. |
| EPS | Educational Psychological Services. Services designed to identify and address children and young people's barriers to learning through focussing on the interaction of children with their environment, curriculum, peers, teachers and other relevant adults. EPS works at levels of child, school, family and local authority to improve outcomes. Additionally this covers universal to specific targeted supports. |
| FTE | Full Time Equivalent. Used in relation to counting employee numbers. |
| GIRFEC | Getting It Right For Every Child. This is a Scottish Government Policy that sets out what agencies and practitioners need to do to come together and work with children, young people and their carers/families. |
| Glow | Glow is the world's first national safe and secure online community for pupils, parents and teachers. Glow was developed exclusively for Scotland's educational community. Glow gives access to information and activities including interactive educational games, revision papers, links to other sites and news features. |
| HGIOC | How Good is Our Council self-evaluation toolkit based on the European Foundation for Quality Management principles. |
| HMI | Her Majesty's Inspectorate of Education, now known as Education Scotland, has responsibility on behalf of the Scottish Ministers to provide an external evaluation of the quality of educational provision within Scotland. |
| ICT | Information and Communication Technology |
| Local Government Benchmarking Framework | The Local Government Benchmarking Framework brings together a range of information about how all Scottish councils perform, including the cost of services and how satisfied citizens are with them, which is published annually. The framework uses specific indicators to measure how organisations are performing. |
| Looked After Children | Looked After Children. This term is generally used to refer to children and young people who are looked after by the state – either at home or away from home. Children can either be looked after as a result of a voluntary agreement by their parents or as the result of a care order. |
| National Qualifications | As part of Curriculum for Excellence Scotland's national qualifications are changing. Building on the strengths of the current system, some new qualifications are being introduced while others are being revised. This programme will be complete by June 2016. |
| PRD | The Professional Review and Development (PRD) process allows teachers to reflect on their practice and to consider how they can improve their professional skills and knowledge. It is the core element in the Professional Update scheme |
| Professional Update | The name of the scheme of reaccreditation for all teachers in Scotland. The scheme came into effect from August 2014. |

Appendix 2: Glossary of terminology and abbreviations used in the Plan

| Term or abbreviation | Explanation |
|---|--|
| QMIE 2 | The second edition of the framework for education authorities in Scotland was published by HMI in April 2006. The framework assists local authorities to develop and implement an approach to the self-evaluation of their education functions. |
| Rights Respecting Schools | The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. |
| SAC | South Ayrshire Council |
| SCQF | The Scottish Credit and Qualifications Framework (SCQF) is a way of comparing Scottish qualifications. It does this by giving each qualification a level and credit points. The Scottish Credit and Qualifications Framework covers qualifications not only achieved at school, college and university, but also in the workplace and in the wider community. |
| Senior Phase | The Senior Phase of Curriculum for Excellence cover the later years in secondary education from S4 - S6 (from around ages 15 to 18). In the Senior Phase young people have the opportunity to take qualifications and courses that suit their ability and interests. |
| Senior Phase Benchmarking Tool | The Scottish Government and its partners have developed an online tool to help analyse and compare information about the performance of pupils in the senior phase of CfE. |
| Single Outcome Agreement | A Single Outcome Agreement (SOA) is an agreement between a local authority and the Scottish Government. Rather than being a policy, the SOA is an approach that enables councils to set out its priorities. The SOA covers all local government services in each local authority area as well as a range of the responsibilities of Community Planning Partnerships where local authorities have a significant part to play. |
| Statutory Performance Indicators | The Accounts Commission has a statutory responsibility to specify information that councils must publish about their performance, in the form of statutory performance indicators (SPIs). The information is collected and published locally by each council. The Commission then publishes information about the comparative performance of councils across Scotland. |
| STEM | STEM is an acronym for science, technology, engineering and mathematics. |
| Teaching Scotland's Future | The Teaching Scotland's Future report, published in January 2011 and sometimes referred to as the Donaldson report, was the outcome of a fundamental review of teacher education in Scotland and contained 50 recommendations. |
| Welfare Reform Act 2012 | The Welfare Reform Act 2012 provides for the introduction of a 'Universal Credit' to replace a range of existing means-tested benefits and tax credits for people of working age. |

Appendix 3: Revenue Budget for 2017-18, including efficiency and service review commitments

| Service Expenditure subjective analysis Educational Services | 2017/18 £ |
|---|----------------------|
| Employee costs | 71,003,000 |
| Property costs | 16,845,416 |
| Supplies & services costs | 2,598,552 |
| Transport costs | 3,649,544 |
| Administrative costs | 1,106,739 |
| Support Service Costs | 0 |
| Payments to agencies & other bodies | 2,159,800 |
| Transfer payments | 179,940 |
| Financing costs | 0 |
| GROSS EXPENDITURE | 97,542,991 |
| Income | 1,728,781 |
| NET SERVICE EXPENDITURE | 95,814,210 |
| | |
| The service revenue budget is inclusive of additional investment of: | 454,920 |
| The service revenue budget is inclusive of efficiency measures of: | 1,569,701 |