

# Educational Services Standards and Quality Report 2019/20



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## Foreword

This report reflects our children and young people very well. I am very proud of their achievements and successes. It is also a very positive reflection of the strong leadership across educational services, schools, early years centres and the commitment and hard work of our entire staff team in education.



We have faced significant challenges this year. The report takes account of the school closures in March and the quick and effective response by educational services to continue supporting children and families in new ways.

I am pleased that children and young people continue to benefit from high quality learning environments through significant investment in the school estate. Staff are continuing to make improvements in children's literacy and numeracy. The report also shows that strategies used in learning and teaching are helping to narrow the gap in achievement and attainment.

I would like to extend my thanks to all staff in education for their work and dedication which has been particularly evident during the challenges we have faced this year.

It highlights improvements made over the 2019-20 academic year towards improving outcomes linked to the Educational Services Plan and the National Improvement Framework Priorities.

**Councillor William Grant, Portfolio Holder for Children and Young People**

# Introduction

I am very pleased to share our Standards and Quality Report for 2019-20 with you. The report is a look back over the past school session and celebrates many of the achievements of our children and young people. It highlights the improvements in the school estate as well as the positive impact of our work to improve literacy and numeracy. The report also highlights the impact of pupil equity funding on closing the poverty related attainment gaps. We aspire to give children the best possible start and from August successfully delivered the increased early years hours for all three and four year olds.



During the session, as part of our empowerment agenda, we have been working with head teachers to develop our thinking in taking forward the Organisation for Economic Co-operation and Development report on What Makes a School

a Learning Organisation. Our Standards and Quality Report takes account of the unique circumstances we all faced this year with school closures in response to the pandemic. In March 2020, schools closed as a result of the pandemic and I would like to say a special thanks to our education staff and all Council staff who not only supported children's learning at home but also volunteered in the childcare hubs; supported free school lunch deliveries; and maintained a care and support role for children and families. The creativity and efforts

of staff were a strong reflection of the collective commitment to our vision and ambition to achieve excellence and equity and support all learners to achieve their potential regardless of circumstances.

This year, due to the pandemic, there is very limited data to demonstrate the progress, trends and outcomes we have achieved. Instead we have included brief case studies to illustrate the positive impact for children, young people and families. As we look forward to school session 2020-21 we remain committed to ensuring the health and wellbeing of children and staff is our priority. The quality of relationships makes a huge difference to children's and young people's progress. I would like to take the opportunity to thank all staff who work in schools and across the service for their dedication, care and teamwork during this challenging time and in delivering our aspirations of 'Making a Difference Every Day' in the lives of children, young people and families. My thanks also to parents and carers for the ongoing support to their children's schools.

**Douglas Hutchison, Depute Chief Executive and Director of Educational Services**

# About South Ayrshire



Population of South Ayrshire

**112,610**



**2%** of Scotland's Population



of the most (0 - 15%) overall deprived datazones in Scotland are in South Ayrshire, 12th highest in Scotland



**16%**

of South Ayrshire's population are aged 0-15 years compared with 17% nationally

**14%**



of South Ayrshire's population are aged 16-29 years compared with 18% nationally



of population aged 16 to 17 claim benefit principally for the reason of being unemployed compared with 1.2% nationally



of population aged 18 to 21 claim benefit principally for the reason of being unemployed compared with 9.1% nationally

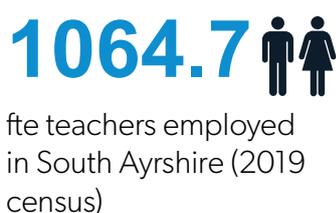


# About Educational Services

Our vision and ambition: achieving excellence and equity and support for all learners to achieve their potential regardless of their circumstances

Our priorities in the Educational Services Plan 2017- 2020 were in line with the National Improvement Framework:

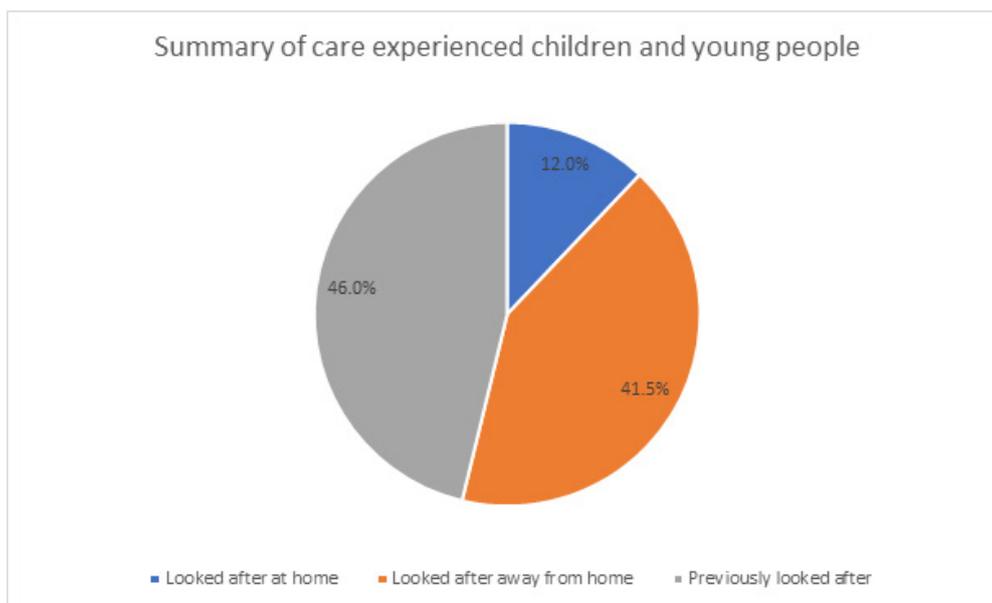
- Improvement in attainment
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained positive destinations for all young people



## Care experienced children

As of August 2020 there were 518 care experienced children in South Ayrshire. This represents 3.9% of care experienced children in Scotland. Of those children 215 are looked after away from home (41.5%), 66 are looked after at home (12%) and 237 are registered as previously looked after (46%).

South Ayrshire care experienced population consists of 518 children, 11% are between 0-5 years, 41% are primary age children and 47.8% are secondary age children.



## Child Protection

As of 31st August 2020 there were 28 children registered on the child protection register in South Ayrshire Council. This is 1.02% of Scotland's population of children who are on the Child Protection Register. This is a decrease of 24.3% from the 37 children that were registered on 31st August 2019.

## Quality of leadership

Following consultation with head teachers School Peer Review Visits were introduced in session 2019/20. These involve central education staff and peer head teachers. The main focus for the visits is learning, teaching and assessment. The increase from one day to two days provides a greater opportunity for professional collaboration and dialogue. Following each visit a report detailing strengths and development needs is agreed and Quality Improvement Officers provide ongoing support. Last session nine visits were undertaken – two in secondary and seven in the primary and early years sector.

School self-evaluation is also supported by a programme of half day visits. The focus of these visits is the analysis and use of data and other information to support continuous improvement. The visits also serve to gather and share practice. In 2019/20 all primary and specialist schools, four early years centres and six secondary schools received half-day visits from their link Quality Improvement Officer.

We carefully monitor the outcome of inspections by Education Scotland and the Care Inspectorate. During this session, four schools were inspected by Education Scotland. All evaluations were positive.

As part of the ongoing support Education Scotland will make a further visit to Braehead Primary School and the local authority will continue to provide targeted support for individual schools to ensure the quality in key areas is good or better.



Between April 2019 and March 2020, ten Early Years Centres and four funded providers were inspected by the Care Inspectorate. All inspections were positive.

Supporting staff to develop leadership skills is a key feature of building capacity and continuous improvement within Educational Services. A very good range of leadership programmes and opportunities ensure staff in different roles across the authority are able to develop their leadership capacity.

The early years team continue to embed the 'Grow our Own' leadership programme. This session the cohorts have included aspiring senior practitioners, Equity and Excellence Leads and early years teachers. 31 early years staff have participated in the programme with five participants successfully achieving Senior and Depute positions within the authority. The programme continues



to be evaluated positively and was shared nationally across the sector at a leadership in early years event in Edinburgh.

This session we also introduced Coaching for Success which was positively evaluated by the eighteen senior staff who attended.

A new depute head teacher network has been established. The network is being developed and organised by depute head teachers within the authority and aims to support future school leaders within the authority.

Our new Head Teacher induction scheme has been expanded as a result of requests from substantive Head Teachers. A comprehensive programme is now available for both Head Teachers and aspiring Depute Head teachers to attend.

All of the above have had a positive impact on the leaders involved. New Head Teachers (HTs) and aspiring HTs have a much better understanding of a range of aspects involved with the role and how to lead and manage these. A significant number of staff have been promoted after experiencing the range of career-long professional learning (CLPL) on offer.

# School modernisation programme

The Council is continuing to make good progress in modernising the school estate.



In October the new Queen Margaret Academy opened its doors to staff and young people.

The small rural school of Barr Primary was upgraded and extended to provide modern facilities for children with enhanced facilities for early years.

The modernisation and extension works to Ballantrae Primary School were completed and the curricular improvement works to Girvan Academy and Kyle Academy are continuing. Struthers Primary School was extended to provide additional PE and Dining facilities and better management and reception accommodation.



The expansion of Early Years provision saw the completion of the new Cherry Tree Early Years Centre (EYC) which is the first of its kind for the Council, providing innovative indoor and outdoor spaces for young children. Modernised and extended indoor and outdoor provision opened at Coyton EYC and Symington EYC. A production kitchen was also completed this session at Wallacetown EYC.

# Section 1 - Improving attainment, particularly in literacy and numeracy

Due to COVID -19 there is limited educational attainment data to report for 2019/20. All prior attainment and the SQA information for 2020 is included in Appendix 1 of this report.

*The 2019-20 SQA exam diet was impacted by the global pandemic, as a result contingency arrangements were put in place for South Ayrshire pupils. Following the finalisation of the grading procedures more senior phase pupils held a broader attainment portfolio than in previous years. For instance, over half of S4 pupils achieved 5 or more National 5 awards, a fifth of S5 pupils achieved 5 or more Highers, and a quarter of S6 pupils achieved 1 or more Advanced Highers – these figures were 7%, 2%, and 8% higher than the previous year, respectively.*

## Improving learning, teaching and assessment

During session 2019/20 we have continued to offer phonological awareness training to all early years staff. At least one member of staff from each centre has now been trained allowing approaches to be shared and appropriate early years pedagogy embedded in our universal provision.

Almost all early years centres and P1 classrooms are embedding approaches to block play. Training continues to be delivered to all early level staff and there is now improved investigative numeracy and quality block play on offer across the authority with a raised awareness of the pedagogy and impact on outcomes, particularly in maths and numeracy.

A South West Educational Improvement Collaborative event focused on delivering quality early learning and childcare with a variety of workshops enabling sharing of best practice across the RIC. Leaders and practitioners from early years centres from South Ayrshire attended with the central early years team sharing practice and Kingcase and Glenburn EYC showcasing profiling children's progress.



Young children continue to benefit from high quality early years provision. Children's experiences have improved as a result of enhanced indoor and outdoor learning environments. Natural, sensory and calming environments support learning and play based pedagogy promoting children's natural curiosity, creativity and communication in early years and at the early stages of primary.



*The personal journey I have been on and the professional research and enquiry that I have done about play based learning has had a great impact on not only me as a practitioner but also on the school moving forward to providing high quality learning and teaching opportunities for the children. It was a fixed mindset that stopped me embracing play based learning in my classroom initially, however, after some time for reflection and time to develop a growth mindset towards this approach to learning and teaching the impact has been significant.*

Over the past few years attainment trends for children and young people across South Ayrshire has been positive compared to national figures. This includes:

- Attainment in P1,4,7 which has been higher than national average.
- The % of pupils achieving 3rd level or better was higher than the national average.
- In the early years there has been an increase in achievement of developmental milestones.

A Talk for Writing pilot project was undertaken across four clusters to raise attainment in writing following analysis of data at a local and national level. There have been very positive evaluations of the project to date including an increase in children's motivation in writing.

**“pupils are engaging more with writing and showing a marked improvement in vocabulary use” (South Ayrshire teacher)**

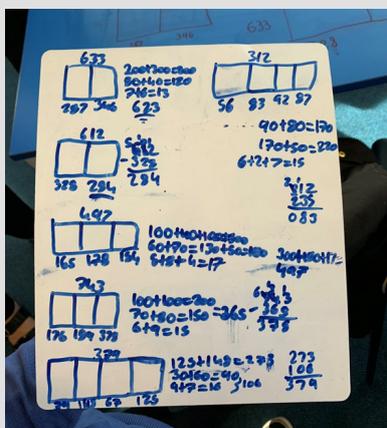
Talk for Writing will continue to be a major focus for the pilot schools and additional schools will be included in the training in session 2020/21.

Ongoing CLPL sessions were delivered until March 2020 on talk boost, word aware, reading wise, 5-minute box, catch-up literacy, 3 read approach, Lego storyboard, literacy evolve and reading eggs. These staff training sessions remain a key element to raise attainment in literacy and are, evidence shows a positive impact on comprehension score, reading ages and word finding skills.

Through collaboration with the South West Education and Improvement Collaborative (SWEIC) maths team, the development of professional learning materials have resulted in a train the trainer model to develop ‘Maths Champions’ and take forward Concrete Pictorial Abstract (CPA) approaches. Initial evidence suggests that these approaches are having a positive impact on children’s engagement and problem solving and increased teacher confidence in using bar modelling and CPA approaches.

Number talk approaches have previously been rolled out across the authority. To date CEM data and teacher judgements indicate an improvement in mental calculations. Further follow up opportunities and consolidation are required

The model of train the trainer will be also be repeated with an increased number of champions undertaking professional learning on the use of concrete materials, fractions, decimals and percentages and number talks.



***In Dalmilling Primary all staff have been trained in developing conceptual understanding of maths, incorporating CPA approaches and mathematical reasoning and problem solving. There has been an increase in pupils’ ability to reason, problem solve and explain their thinking.***

Over the last session to there was a continuing focus on improving teacher confidence and accuracy in making professional judgements on children’s and young people’s progress and achievement at the Broad General Education (BGE).



In session 2018/19 a sample of schools took forward the four stages of progress within a Curriculum for Excellence Level approach to assessing pupil progress. This was rolled out across all schools this year. This new approach was devised and agreed by the four authorities who make up the South West Educational Improvement Collaborative (SWEIC), making our approach to assessing stages of progress within a level consistent with the other three local authorities in our Regional Improvement Collaborative (RIC). The underpinning themes for the four stages approach are breadth, challenge and application. Staff from across all sectors have been reviewing children's learning experiences and their approaches to assessment to ensure they meet these requirements.

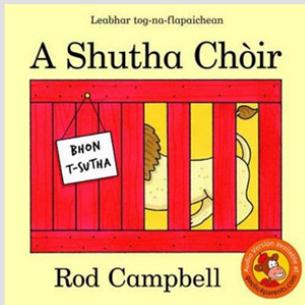
Teacher evaluations show that almost all teachers are confident in making assessment judgements at the BGE. As an authority we are increasingly confident about the validity and reliability of CfE assessment judgements and hence about the progress being made by our children and young people as they move through the BGE.

The Tapestry Making Thinking Visible (MTV) Programme continues to offer teachers a research-based solution for creating 'cultures of thinking' within their classrooms. The aim of the programme is to develop learners' thinking dispositions while deepening subject matter understanding. Twelve MTV Ambassadors successfully led a professional learning programme that developed participant's knowledge, understanding, skills and practical ideas to move towards a culture of thinking within their classrooms.

Schools are continuing to make progress in implementing the 1+2 Languages Policy with the support of skilled languages practitioners who have developed packages of support and provided CLPL. Our two Confucius Hubs continue to support the development of Mandarin language and through cross curricular learning, children find out about China, its culture, language and geography.

Gaelic language learning is supported by a Scottish Government Grant and is delivered in blocks of learning which are fun and interactive. This has been supported across a range of resources for use in schools, to deliver CLPL sessions and to model Gaelic language learning with young people. In partnership with SAC music service, materials focussing on language requisition through song and musical activities have been developed and implemented.





*One of the P3 classes at Coylton PS were particularly interested in finding out the Gaelic names for animals and so a mini topic was created based on Rod Campbell's book Dear Zoo.*

*As well as greatly expanding their vocabulary in Gaelic the children were also taught several Gaelic children's songs including the old favourite -We're all going to the zoo tomorrow.*

*Each child was gifted a copy of the Gaelic version of Rod Campbell's book A Shutha Chòir, and by the end of their topic most were able to independently read it aloud, giving themselves a huge sense of pride and achievement.*

*Staff in three secondary schools developed approaches to co-operative learning giving young people more opportunity to lead learning and develop wider social and leadership skills through the transfer of ideas.*

*In the senior phase, attainment targets continue to be agreed with all pupils in all subjects. The progress of individuals and groups in achieving these targets is monitored closely. A similar approach is beginning to be implemented in the BGE. The local authority monitors the progress of schools in setting and achieving these attainment targets on a termly basis. The monitoring and tracking and quality assurance procedures have been effective in sustaining high levels of attainment in the last five years.*

Improving the learning and teaching of Science Technology Engineering and Maths (STEM) has been a key theme this session.



*In September 2019, South Ayrshire Council applied for funding through Education Scotland's Enhancing Professional Learning in STEM fund, in partnership with the National Trust for Scotland in order to deliver on-site, immersive citizen science-based professional learning for all Primary 5 practitioners, and their learners across the whole of the local authority. On completion of the initiative, learners earned their Hi5 Award which is accredited by the SQA.*



*The National Trust for Scotland Ranger Service at Culzean Estate and the outdoor instructors at Dolphin House Outdoor Education Centre collaborating to provide immersive, residential professional learning on STEM in the outdoors for Primary Science Development Officers from across Scotland as part of the RAiSE Programme. A huge variety of aspects were covered such as; the learning opportunities which dead wood provide, stargazing, and using different types of chocolate to describe rock types!*

*The Ayr and Girvan primary clusters undertook the Scottish School Education Research Centre (SSERC) Primary Cluster Programme. The purpose of the programme is to improve learning and teaching by developing the confidence and competence of primary teachers to teach STEM education. Early indicators of impact have shown that children are enjoying STEM activities and experiments and are more engaged and enthusiastic in their learning.*

Digital Learning continues to be a priority in South Ayrshire. Network upgrades and the continued rollout of the device refresh programme ensures we are providing a sustainable, fit for purpose, digital environment.

Developing the skills and confidence of educators is key to ensuring we effectively use digital to enhance learning and teaching. Staff have access to a range of CLPL opportunities, each school has a nominated Digital Technology Champion who took part in a Digi Discovery Day with other educators across the South West Improvement Collaborative. This provided an opportunity to network with colleagues, access digital workshops and browse the marketplace of local businesses and organisations.

Schools continue to register for the nationally recognised Digital Schools Award; 38 have registered and 6 have successfully achieved the award. These schools offer mentoring and support to those schools working towards the award. In addition, we have one school awarded the national Cyber Resilience and Internet Safety Badge.

Educators across South Ayrshire regularly use the Office 365 suite of tools, available in Glow, to support learning and teaching both in the class and beyond. This has never been more relevant than it is now and to support staff in increasing their knowledge and skills they are encouraged to sign up to the Microsoft Educator Center (MEC).

***Over the last few months the Digital Transformation Team at Marr College have offered professional digital learning opportunities to colleagues. They are now proud to boast they have 75 certified Microsoft Innovative Educators (MIE's).***

## Section 2 - Closing the attainment gap between the most and least disadvantaged children and young people

**Equality statement - South Ayrshire recognises the benefits of equality and diversity and will strive to ensure that equality underpins its activities as an employer, partner and service provider.**

In early years we continue to develop strategies to close the gap in the achievements of our youngest children. Provision for eligible children aged two is promoted across the authority and a range of training is provided for staff to help our youngest children to have fun, play and achieve. Communication and language continues to be a priority and there are a range of strategies used including talk boost and phonological awareness.

South Ayrshire was allocated funds for 12 Equity and Excellence Leads in early years centres in areas of deprivation. Their work is focused on improving children's outcomes in key areas including attendance at early years centres.

Enhanced reporting arrangements for the use of Pupil Equity Funding and Attainment Challenge funding at school and authority level were introduced this session. This has included opportunities to engage with elected members of the impact that PEF has had across schools and promoted the sharing of effective practice.

Almost all schools reported that PEF has enabled focused delivery of targeted interventions. In general, schools allocated PEF to widen and increase the range of strategies and interventions to improve outcomes for the identified children and young people.



At an individual school level improvements reported by Head Teachers included reference to the following:

- Attainment in reading and mathematics as measured during participation in a number of specific interventions
- Reading age of children, reading comprehension skills and spelling
- Improvements in attendance
- Learner motivation, engagement, confidence and self-esteem
- Participation in extra-curricular activities

Current guidance ensures that Head Teachers consider data trends and the use of improvement frameworks to support decision making and continuity of interventions or strategies. At this stage schools have identified improvements in a range of outcomes for individuals and groups of children and young people. These include:



The gap between children's achievements of developmental milestones in the early years has reduced over the past 5 years.



Overall attainment in literacy remains significantly greater than the national average at Quintile 1 and 5 for P1, P4 and P7 combined.



Attainment in reading, writing, listening and talking at P1, P4 and P7 combined for the most deprived 20% has increased each year since 2015-16.



The attainment gap between the 20% most deprived and those least deprived with one or more qualifications at SCQF Levels 4, 5 6 and 7 has reduced over the past 5 years.

Reducing the cost of the school day by providing access to uniforms, study materials and home learning packs has continued to be introduced in a number of schools. The Child Poverty Action Plan highlights a range of cost of the school day supports that will continue to be introduced over the course of the session.

The Virtual School Headteacher for Care Experienced children and young people has introduced further tracking and monitoring arrangements alongside bespoke support and interventions for children and young people in primary and secondary schools.

Free school meal and clothing grant applications for 2020-21 will now move to an online system. This simplified process is designed to support parents and carers accessing entitlements.

South Ayrshire are achieving the target of making available a variety of sanitary products within all schools. There is increasing range of ways which young people are sensitively supported within their local community and during holidays.



## Section 3 - Improvement in children's and young people's health and wellbeing

**Health and wellbeing statement - Together we share the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.**

We continue to prioritise health and wellbeing (HWB) and have produced high quality guidance for early years, primary and the secondary sectors around monitoring and tracking HWB. Moving forward this will lead to consistent monitoring and tracking across the authority.



Effective planning and assessment for Level 3 and 4 for Personal and Social education (PSE) have been completed. The assessments have been moderated and further improved across the eight secondary schools within the local authority. The pack continues to be used consistently across all secondary schools and was positively received by Education Scotland when one of our secondary schools was inspected in 2019.

Principal teachers have worked effectively with the Youth Forum to review and enhance senior phase PSE to further consistency of practice across the authority. The guidance has improved with quality of PSE programs and allowed young people to adopt leadership roles.

The local authority continues to support young people who are lesbian, gay, bisexual or transgender (LGBT) with its LGBT services charter portfolio, which has been submitted for accreditation. A funded LGBT youth worker actively provides direct support to the LGBT community. Seven of the eight secondary school have prioritised Gender and Sexual Orientation Alliance (GSA) groups.

The implementation of the new SEEMiS module has allowed the local authority to more effectively record, monitor and analyse bullying incidents. This data will be used termly to identify areas of concern and respond accordingly.

***6,516 extra-curricular sport and physical activity opportunities were developed by the active schools team, across all schools for young people resulting in 140,725 visits during term 1 and term 2 (until COVID-19). 50% of all participants were female which is higher than the national average.***

The active schools leadership programme continue to be delivered within all schools resulting in the development of confident and skilled young people delivering sport and dance sessions across schools and communities.

The local authority continues to plan for the development of its mental health supports for young people. A large multi-disciplinary group meet regularly to progress the Children's Mental Health and Wellbeing Plan and evaluate its progress.

The Psychological Service continues to develop their therapeutic intervention services at an individual, group and class level which are positively evaluated by service users who report increased knowledge and positive outcomes.

Information for parents to help them support their young person's health and wellbeing was improved.

The local authority continues to ensure pupil voice is central to its planning. The South Ayrshire Youth Forum large scale Say it Out Loud survey seeks the views of our young people on all areas of mental health and mental health supports will be incorporated into the Children's Mental Health and Wellbeing Plan. The Youth Forum are active members of the Children's Mental Health and Wellbeing group.

School Counsellors are providing high quality support to young people within five of the secondary schools. This is allowing young people experiencing mental health concerns to receive direct support in a timely manner. The local authority is currently appointing a School Counsellor Team Leader to develop, quality assure and evaluate school counselling service to further develop practices.

Adverse Childhood Experiences (ACEs) training rolled out in the last academic year has been fully incorporated into the nurture available to all staff both in a digital format and in person. Children's houses staff and foster carers are offered yearly training on nurture and ACEs in order that practice be developed.

The Compassionate and Connected Classroom resource is being piloted within several schools in the authority allowing staff to apply supports in a practitioner enquiry methodology. This allows staff to apply the principals in practice and evaluating their effectiveness.

Our Rights Respecting Schools Strategy Group continues to support and challenge schools. Currently all schools are involved in this programme.

14 Gold (2 recently re-accredited)  
21 Silver  
14 Bronze  
2 Registered



A number of schools who had accreditation visits booked for the 4th term which had to be cancelled due to the COVID pandemic.

Children’s surveys show that as a school progresses in its journey children feel more respected, feel their views are listened to and bullying is dealt with well by the school.



*The Play on Pedals programme delivered in all our EYCs in partnership with Cycling Scotland, continues to have a positive impact on children’s health and wellbeing across South Ayrshire. The programme has been supported over the past 5 years by £17,700 funding from Cycling Scotland and we have linked with local secondary schools to provide cycle maintenance. Children along with their parents at Kingcase EYC have participated in events such as a ‘beach pedal’ and during the period of lockdown children across South Ayrshire were able to continue to develop their skills with bikes and helmets on loan.*

## Attendance

Pupil attendance is monitored by schools on a daily basis and analysed by the authority on a termly basis. Information relating to the national average is available bi-annually, therefore there is no comparator authority or national data for 2015/16, 2017/18 or 2019/20.

Following on from the production of two new Management Guidance documents regarding attendance, Quality Improvement Officers have continued to support and challenge schools to promote good attendance. This year’s data is difficult to compare due to the closure of schools on 20 March 2020 due to the COVID-19 pandemic.

The attendance of children and young people has decreased by 1%. Attendance of children and young people looked after away from home increased slightly.

Primary Year	South Ayrshire	National*
2015/16	95%	No Data
2016/17	95%	95%
2017/18	95%	No Data
2018/19	95%	94.5%
2019/20	94%	No Data

Scottish Government Statistics



Secondary Year	South Ayrshire	National*
2015/16	91%	No Data
2016/17	91%	91%
2017/18	90%	No Data
2018/19	90%	90.7%
2019/20	89%	No Data

Scottish Government Statistics

## Exclusions

Exclusions are managed by schools and analysed by the authority on a termly basis. Information relating to our family of comparator authorities and the national average is available on a bi-annual basis therefore there is no comparator authority or national data for 2015/16, 2017/18 or 2019/20. No school excludes young people lightly and considerable involvement of wider services is considered before such a measure is used.

### Primary – Number of Exclusions per 1,000 Pupils

Primary Year	South Ayrshire	National*
2015/16	4	No Data
2016/17	5	11
2017/18	4	No Data
2018/19	3	TBC Dec 19
2019/20		No Data

Scottish Government Statistics

### Secondary – Number of Exclusions per 1,000 Pupils

Secondary Year	South Ayrshire	National*
2015/16	20	No Data
2016/17	35	48
2017/18	38	No Data
2018/19	35	TBC Dec 19
2019/20		No Data

Scottish Government Statistics



## Section 4 - Improvement in employability and skills and sustained positive destinations for all young people

The development of skills and supporting children and young people to recognise their own strengths and areas for development in terms of skills, continue to be a focus across all sectors. In secondary schools, learning experiences are consistently related to the world of work and the development of skills. Partnerships with employers are used effectively to enhance the quality of learning experiences. Secondary schools have strong relationship with partners such as Skills Development Scotland (SDS) and South Ayrshire's Employability and Skills service. These relationships support young people to progress from school to positive destinations.



*The S3 STEM Skills and Careers Event which was hosted at the Ayr Campus of UWS over four days in November 2019. 400 learners from across the South West Collaborative participated in workshops such as splicing fibre optics, engaged with keynote speakers covering diverse subjects such as the use of drones in arable farming and comparisons between Modern Apprenticeship and university graduate routes into industry, as well as visiting a marketplace featuring the aero industry, biochemistry and further education opportunities. The consensus was that it was a huge success with all attendees and stakeholders keen to be involved when this becomes an annual event.*

Taking account of school closures, the number of young people taking up the opportunity of a work placement in the last academic year was in line with the previous year. Flexible work placements continue to be an integral part of the senior phase curriculum. These opportunities support young people to achieve a range of personal development and volunteering awards. Approaches to work placements vary across the school according to their context. Many continue to give young people the option of a week-long placement while at the same time target specific groups and individuals.

The majority of young people take up the opportunity to undertake a work placement within the senior phase. Schools are continuing to develop processes to track and monitor the uptake and impact of work placements to ensure all young people have a positive experience and are receiving their entitlement.

Working with Ayrshire College, our neighbouring local authorities and wider partners such as the Princes Trust, we have developed effective partnerships that broaden the experiences of children and young people and provide a range of progression pathways. For session 2020/21, 21 school/college partnership courses across the SCQF levels will be delivered. This includes Foundation Apprenticeships in Social Services Children and Young People, Business Skills, Engineering and Civil Engineering. To ensure progression for young people, secondary schools work with Ayrshire College to run “vocational burst” opportunities for pupils in S2 and S3. Ayrshire College, DYW Regional Group and the Princes Trust have been key partners in schools accessing the innovative Schools Projects initiative. Running in all secondary schools, these projects provide real life work-based learning experiences for young people on a vocational pathway. Projects include nail bars, barista, construction, bike maintenance, hair and beauty events. As a result of these projects, particular groups of young people have been supported into positive destinations.

In session 2019/20, until the school closures, there were 187 successful school/employer partnerships. 129 were in secondary schools with the remainder in the primary sector. Of the 129 partnerships in secondary schools, 70% involved employers presenting or providing an input, 23% were employers and schools working together to develop an area of the curriculum and in 7% of the partnerships, employers were leading and influencing aspects of the curriculum.

For session 2018/19 school leavers, the percentage entering a positive destinations was 94%. This figure is an improvement on session 2017/18 but is still below the national average of 95%. The percentage of young people entering higher education has decreased over the last four years (46.1 in session 2015/16). Conversely, the percentage of young people entering further education has increased in that period (26.0 in session 2015/16). The percentage of young people entering employment is the lowest in four years.

The number of leavers achieving vocational qualifications has increased for each of the last three years.

School	No of leavers	Number not in Positive destination (Oct 2019)	Positive destination % (Oct 2019)	Number not in Positive destination (April 2020)	Follow-up Destination % (April 2020)
SAC	1060	64	94.0%	92	91.3%

Positive Destination	Higher Education	Further Education	Training	Employment	Unemployed Seeking
94.0	40.8	31.6	4.5	16.2	5.1



*In partnership with Ayrshire College 14 young people from Prestwick Academy successfully achieved the SVQ Level 2 Performing Engineering Operations (PEO) course young people developed a range of skills that included component production, use of hand and power tools and practical electronics. Three young people progressed on to Modern Apprenticeships with local aerospace companies.*

*Nearly 300 S2 and S3 pupils participated in the Ayrshire College vocational burst programme and gained an insight into vocational pathways such as Digital Media, Drama and Early Education. The experience has supported pupils in moving on to vocational courses through the School/College partnership in session 20-21.*



*A successful Early Years Programme has been in place to support the expansion of the early learning and childcare workforce. In total 79 adults have joined the programme, 46 have completed the programme and are now in employment as Early Years Practitioners. 10 council staff had the opportunity to retrain as an EYP and 20 people are continuing their training.*

## Section 5 - Parents and partnership

There are high levels of parental satisfaction with the quality of schools in South Ayrshire. Most (85%) of the respondents to the Scottish Household Survey are satisfied with their child's school compared to a majority (70% nationally (SHS 2017))

### Impact on parents



Susan Bell, South Ayrshire representative on the National Parents Forum

Parents are consulted on key improvements and services. This has included consultation of the expansion of early learning and childcare.

Representatives from the chairs of parent councils from across the authority meet termly. The impact of Covid-19 means that these meetings are now held virtually. This is a useful forum for sharing continuous improvement, for example, improvements to school meals, devolved school management, Educational Services Standards and Quality Report and the work being carried out across the authority on the school as a learning organisation.

The authority representative from National Parents Forum Scotland (NPFS) continues to share the national agenda with the parent council forum.



*At Marr College the parent council worked with the Head Teacher to review current practice in the delivery of homework. After surveying parents and carers, the parent group participated in demonstrations of the Show My Homework app and participated in budget decisions to secure funding. The app is now widely used across all S1-S6 and proved to be invaluable during the lockdown period. The Parent Council also plan and organise an annual Careers and options evening with a record 54 employers, training providers, colleges and Universities represented at this year's event.*

An Additional Support for Learning Parent Steering Group, consisting of ten parents was established and met three times in the session to plan and make suggestions for future events by highlighting what would be beneficial to them. The steering group requested a marketplace event for the last forum in May, with over 70 parents attending this evening and over 40 stall holders. The feedback from parents and stall holders was all very positive and it has been agreed by the steering group that the marketplace will now be an annual event. Through parental feedback and direct involvement, a series of events to provide direct advice, support and opportunities for parents to share their experiences will be offered to support families in the future.

During session 2019/20 the early years family learning team delivered PEEP groups in all 37 early years centres across South Ayrshire. Following consultation with families the team also delivered themed PEEP blocks including, 'Having Fun with Numbers', 'Wonder of Words' and 'Tears and Tantrums'. A pilot 'Exploring Outdoor PEEP' in Rozelle Park was delivered with 'Swimming PEEP' piloted within Southcraig School. Despite the early finish to the session we saw an increase of over 40 families participating in groups. The team have used the Solihull approach to target families and support them on a one-to-one basis as well as providing some drop-in sessions. Links have been strengthened with other agencies such as Money Matters, Employability and Skills, Social Work, CLD, dieticians and health visitors allowing the team to widen its support to families.



***Parents and staff at Girvan early years centre worked together to provide a five-week swimming block for children. As a result more families are taking their child to the pool and an increased number booked swimming lessons.***



***The Early Years Family Learning Team supported 'Exploring Outdoors PEEP' at Rozelle Park for families attending Alloway EYC. The aim was to improve the confidence of parents in supporting their child's learning by developing their awareness of opportunities for children to explore nature and be outdoors. The families experienced simple and affordable activities to help keep their child focused and further develop their literacy, numeracy and health and wellbeing skills in an outdoor learning environment. These included exploring nature through climbing, transient art, outdoor storytelling, den building, number scavenger hunts. Key to the sessions was fun and exercise and being outdoors in all weathers.***

There are a good range of evidence based universal and targeted parenting programmes and an increasing number of family learning opportunities delivered in partnership with CLD and other agencies including Children 1st and Barnardo's. Parenting programmes are evaluated positively with some parents gaining SCQF accreditation.

A number of schools continue to use their Pupil Equity Funding to support parental engagement. There is a variety of family learning activity taking place across the authority including:

- Family learning afternoons/workshops on literacy, numeracy, play-based learning, Big Maths, growth mindsets and online safety;
  - Games-based toolkits to support learning at home;
  - Stay and play sessions;
  - Parent Pupil 'Read with Me' sessions;
- In addition there are examples of innovative partnership working with DYW, Princes Trust, Ayrshire College, Seascope and Community Learning and Development. This includes developing opportunities aimed at enhancing the employability of parents by providing vocational training and appropriate communication skills; and
- Support sessions on ensuring young people's mental wellbeing.

The Parental Engagement and Family Learning Strategy for 2020-2023 is being finalised in consultation with a wide range of stakeholders. This continues to be a key focus within our service plan.

The 'English as an Additional Language' service support family learning opportunities to improve learning for all pupils, including nursery bags and story sacks which have been shared effectively with parents and pupils. Audio pen readers and interactive eBooks readers are now being used to support mainstream learning in the schools using the pupils' home languages.

Home Link staff have continued to use their skills and strategies to engage with parents where relationships with school have broken down. Home link workers promote their parental role as well as identifying and overcoming barriers which impact attendance and attainment. They help parents to put a structured routine into place with an emphasis on empowering parent and child in their engagement, and acting as advocate between parent and child.

Through new joint work arrangements, team around the locality meetings have been established to ensure the best use of resources at a local level in the Troon/Prestwick, Ayr North, Ayr South and Girvan/Carrick areas. The forums bring together partners from Social Work, Health, Third Sector, Police, Community Safety and Adult Services.

## Section 6 - Our initial response to supporting children, families and school communities during school closures



Keyworker childcare was established in March to provide childcare support to parents working in critical areas during lockdown. Services were provided in 12 early years centres and funded providers and operated a flexible 8am – 6pm model to meet the needs of approx. 350 families.

COVID-19 has seen the use of digital technology increase significantly across all our schools and early years settings. A range of digital platforms and tools were used during lockdown, and will continue to be used, to support children, young people and their families. An overview of what remote learning looked like for educational settings in South Ayrshire can be found [here](#).

A pilot project was undertaken to provide IT equipment and internet access to an initial 50 children and young people across 6 schools. This will now lead to the rollout of digital devices and broadband to approximately 1500 children and young people in South Ayrshire over the coming month.

### COVID reflections

*“Teaching staff were working extremely hard and I was blown away by the quality of home learning they were providing. They were no longer providing learning ideas but now were conducting full lessons on line and setting differentiated work to their pupils.*”

*I was working hard at this point ensuring we were making contact with all families and that all families had access to online learning. Our estimation, based on work returned via the Seesaw app which we used as our platform for home learning was that between 60 and 70% of our families were completing the majority of home learning tasks. We regularly reviewed what we were providing and made adjustments as necessary. We realised initially we were providing too much which was overwhelming some parents.” (Head teacher)*

***“I think the majority of school staff and children are happy to be back in school, teaching and learning in the environment we are used to and which is most nurturing and supportive. Children and staff have adapted to new guidelines and routines, it has become part of the day to day routine to wash hands, clean tables etc. The main challenge is maintaining social distancing particularly with the children when in class.” (Teacher)***

***“I found learning online enjoyable and fun. Instructions were always clear which allowed me to access the material. When I moved into S5, staff gave me prompt feedback which helped me progress with my learning.”  
(Young person)***

***“(The) school have been very supportive and great at keeping in touch with my child. Seesaw apps, messages, and lovely videos and assemblies which have made my child happy and made him feel like he still belongs. Teachers have also been volunteering delivering food boxes and homework to the school kids and always have a smile and a wave to the kids waiting eagerly to see them each week.” (Parent)***

Schools in the most deprived areas of South Ayrshire provided access to support vulnerable learners and begin to address gaps in learning. This resulted in over 40 children per school per week accessing their local school in deprived areas during June.

Active schools have developed an initiative to offer sports equipment packs for families during the COVID 19 Pandemic. The project has brought together communities and partners to encourage 570 families to stay active.

The Instrumental Music Service provides weekly instrumental instruction to pupils across schools in the local authority. During lockdown, it was important to continue this delivery ensuring young people continued to learn and develop their skills. As we needed a safe and secure platform to deliver video lessons directly to the pupils whilst they were not in school we used Skype for Business Web Scheduler available for staff and pupils via Glow. A training guide and safeguarding policy was developed to ensure the safety of all participants in the online environment. Parental permission was sought prior to any video lessons taking place.

Pupils enjoyed the connection with their instructors via video link and regularly took part in weekly lessons even though they were not in school. By June, 80% of pupils were engaging regularly in weekly lessons. As a result, staff gained invaluable skill in the provision of on line instrumental instruction and pupils continued to learn.

School level engagement and support with vulnerable families during the lockdown period included providing access to addiction and other health services in the local community, provision of learning packs and regular doorstep visits for significant numbers of children and young people and access to Home Link, Welfare Officers and third sector organisations to provide support to families.

**“Our Welfare Officer has gone above and beyond proving a fantastic service to me and my girls. Especially during lockdown with weekly calls and getting in touch with lots of services during difficult times. My girls have a great relationship with the WFO Team. A massive thanks from us as a family.”**  
*(Parent)*

The COVID-19 pandemic has seen the use of digital technology increase significantly across our schools and early years centres. A range of digital platforms, in particular Glow and Office 365, have been used to allow our educational settings to continue to support children, young people and their families. A Digital Deprivation pilot was implemented during the lockdown period to provide a number of vulnerable learners with access to a digital device and/or network connectivity to allow them to continue to engage with online learning opportunities.



To support transitions at the early stages additional staff were deployed in primary one classes to support children starting school in August. Early years practitioners worked alongside teachers to ensure that children had a positive start in a supportive environment to help them to make friends and learn.

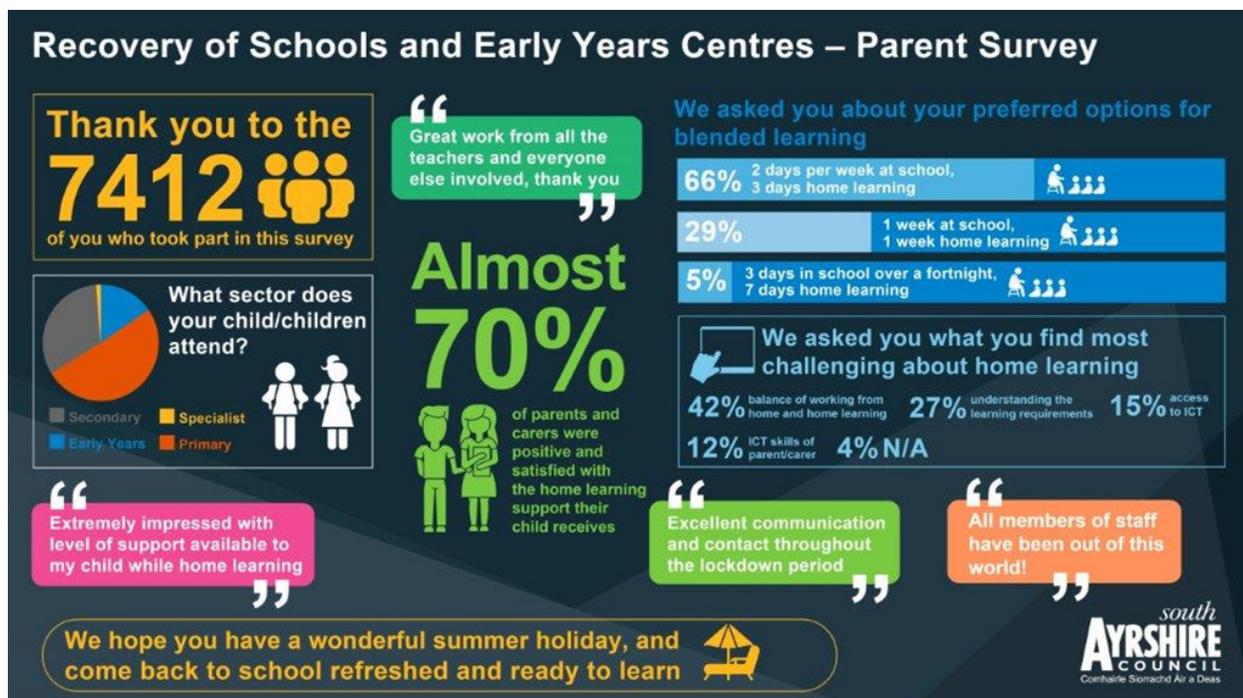
During the school lock down period food parcels were delivered to all children who received a free school meal at school. The arrangements were widened to cover children whose parents financial circumstance had changed due to the coronavirus and who would normally have applied for a free school meal. Over 3200 children received a meal under this arrangement and the feedback from the parents was very positive.

Psychological Services developed a parental support telephone service for parents having difficulties during the pandemic. Parents were able to receive direct advice, support and resources to assist them in supporting their young people. This service was well used by parents and anecdotal feedback indicated parents found it helpful in assisting to support their young people.

During the period of lockdown parent council chairs played a significant part in developing the survey carried out across the authority on the impact of Covid-19, lockdown, blended learning and school recovery. Responses from over 7,000 parents/carers helped the authority plan for the safe return of children to learning and teaching and support contingency planning for future blended learning. Results of the parent survey can be found at:

<https://beta.south-ayrshire.gov.uk/article/19485/Schools-and-Early-Years-Centres>

Survey results were analysed and the results were incorporated into planning the re opening, future contingency planning and blended learning.



## What we are going to do now?

This report shows that education in South Ayrshire is working hard to improve the life chances of children and young people in South Ayrshire, particularly those who need our help most. By reflecting on the progress that has been made, our self-evaluation and the context in which we are currently operating we have identified the the priorities for 2020-2021:

### Education Recovery

- Health and Wellbeing of all
- Re engaging learners, parents and staff
- Identifying gaps and setting goals
- Prioritising learning in literacy and numeracy

### National Improvement Framework

- Continue to maintain high levels of attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in children and young people' health and wellbeing; and
- Improvement in sustained, positive school-leaver destinations for all young people.



# Appendix 1 - Prior attainment data

Table 1: Percentage of pupils achieving CfE levels in South Ayrshire, 2016–17 to 2018–19

	2016-17	2017-18	2018-19
<b>Reading</b>			
P1, P4 & P7 combined	83	86	85
S3 (Level 3 or better)	92	90	92
<b>Writing</b>			
P1, P4 & P7 combined	78	80	81
S3 (Level 3 or better)	91	90	92
<b>Listening &amp; Talking</b>			
P1, P4 & P7 combined	88	89	88
S3 (Level 3 or better)	93	91	93
<b>Literacy</b>			
P1, P4 & P7 combined	76	78	80
S3 (Level 3 or better)	90	89	91
<b>Numeracy</b>			
P1, P4 & P7 combined	85	85	84
S3 (Level 3 or better)	90	91	90

## Senior Phase

Literacy and numeracy are key elements of children and young people's ability to access the curriculum and wider world of work. Secondary schools aim to ensure that all young people leave school with literacy and numeracy awards that reflect their abilities and potential. Since 2016, almost all young people left school having achieved an SCQF Level 4 or better award in both literacy and numeracy. Over the last three years the percentage of leavers with 5+ awards at level 5 or better has remained high and relatively stable.

Schools and local authorities are compared through the use of a Virtual Comparator (VC). The VC is a national measure that compares how young people with similar needs and backgrounds achieve. The percentage of leavers achieving both literacy and numeracy have been consistently above our VC across all SCQF Levels in the five years up to 2018-19.

**Table 2: Percentage of leavers achieving Literacy and Numeracy at SCQF Levels 3 – 6, 2014–15 to 2018–19**

		2014-15	2015-16	2016-17	2017-18	2018-19
<b>South Ayrshire Council</b>	<b>Level 3+</b>	98	97	96	97	97
	<b>Level 4+</b>	89	92	92	92	91
	<b>Level 5+</b>	63	71	72	71	71
	<b>Level 6</b>	29	31	31	32	30
<b>Virtual Comparator</b>	<b>Level 3+</b>	93	93	95	93	93
	<b>Level 4+</b>	85	88	90	89	88
	<b>Level 5+</b>	58	66	68	67	66
	<b>Level 6</b>	26	29	28	28	26

Throughout the senior phase (S4, S5 and S6), young people undertake a range of qualifications which include SQA National qualifications and wider achievement opportunities from organisations such as Duke of Edinburgh and Youth Scotland.

Each qualification has a number of tariff points attached, the average number of which are compared for the lowest 20%, middle 60% and highest 20% achieving leavers. Over the last four years young people in South Ayrshire within the lowest 20% and middle 60% of achievers have constantly outperformed similar young people (VC) and national figures. More year-on-year variability can be observed within the data for the more competitive highest 20% cohort.

**Table 3: School leavers' average total and complementary tariff points by lowest 20%, middle 60% & highest 20% achievers, 2015–16 to 2018–19**

		2015-16			2016-17			2017-18			2018-19		
		SA	VC	Nat									
Total tariff points	Low 20%	<b>205</b>	165	170	<b>223</b>	182	172	<b>206</b>	158	164	<b>185</b>	140	151
	Mid 60%	<b>931</b>	876	838	<b>978</b>	887	843	<b>899</b>	860	858	<b>869</b>	829	821
	High 20%	<b>1850</b>	1848	1824	<b>1933</b>	1847	1831	<b>1836</b>	1840	1851	<b>1839</b>	1825	1829
Comp. tariff points	Low 20%	<b>169</b>	142	145	<b>186</b>	155	148	<b>175</b>	139	143	<b>161</b>	125	134
	Mid 60%	<b>682</b>	655	631	<b>691</b>	664	634	<b>658</b>	648	646	<b>639</b>	626	623
	High 20%	<b>1274</b>	1281	1266	<b>1296</b>	1283	1269	<b>1260</b>	1275	1281	<b>1267</b>	1266	1267

**SA** – South Ayrshire; **VC** – Virtual Comparator; **Nat** – National  
Complimentary tariff points – points for best 5 awards

Across each year of the senior phase, young people's attainment can be benchmarked against the VC. The attainment of young people in South Ayrshire is consistently high and generally better than the VC which is outperformed in all measures excepting the past two years for one or more SCQF Level 7 awards in S6.

**Table 4: Percentage of pupils in S4, S5 & S6 achieving SQA National awards, 2014–15 to 2018–19**

	2014-15		2015-16		2016-17		2017-18		2018-19	
	SA	VC								
<b>SQA National awards by the end of S4</b>										
5+ awards at level 3 or better	<b>95</b>	85	<b>93</b>	84	<b>94</b>	87	<b>91</b>	83	<b>91</b>	82
5+ awards at level 4 or better	<b>88</b>	80	<b>88</b>	80	<b>90</b>	82	<b>85</b>	78	<b>88</b>	78
5+ awards at level 5 or better	<b>45</b>	37	<b>45</b>	41	<b>45</b>	41	<b>42</b>	40	<b>45</b>	42
<b>SQA National awards (Highers) by the end of S5</b>										
1+ awards at Level 6 or better	<b>60</b>	55	<b>57</b>	56	<b>60</b>	57	<b>58</b>	57	<b>59</b>	56
3+ awards at Level 6 or better	<b>38</b>	33	<b>38</b>	34	<b>39</b>	36	<b>35</b>	35	<b>35</b>	34
5+ awards at Level 6 or better	<b>18</b>	15	<b>18</b>	16	<b>20</b>	17	<b>17</b>	16	<b>18</b>	17
<b>SQA National awards (Adv Highers) by the end of S6</b>										
1+ awards at Level 7 or better	<b>19</b>	16	<b>19</b>	18	<b>19</b>	18	<b>18</b>	20	<b>17</b>	19

SA - South Ayrshire

VC - Virtual Comparator

The Princes Trust Achieve Programme has now been embedded within the South Ayrshire Skills Academy (SASkA) with all young people achieving at least one module and 36% of pupils completing the full award. All young people moved on to a positive destination, with the majority being accepted to Ayrshire College.

Relationships and partnership working with Ayrshire College to support young people during the application process has significantly contributed to this success. 100% of pupils achieved a minimum of 5 qualifications at SCQF Level 3 with 50% achieving at least 1 qualification at SCQF Level 4

## Attainment in special schools

All young people in special schools have an entitlement to achieve national qualifications that will be useful in a number of different ways:

- Broadening experiences
- Developing social skills
- Increasing independence in targeted areas
- Developing and improving language and communication skills
- Learning numeracy skills that can be put into daily use
- Encouraging personal interests and activities that can be developed after they leave school
- Building an awareness of how to keep safe

An award at National 1, which provides opportunities for experiential learning, is designed for young people who require considerable support with their learning. An award at National 2 is designed for those with more moderate support needs who are more independent in some areas and with some support, are able to achieve at this level. An award at National 3 is comparable with the former Standard Grade Foundation level. A small number of young people are able to achieve at this level in some areas.

**Table 5: Number of National awards achieved by S4–S6 young people in Specialist schools**

Qualification	Number of Awards	Female	Male
National 1	123	116	110
National 2	86	64	48
National 3	2	2	3
National 4			1

**Table 6: Number of National awards achieved by S4–S6 young people in Specialist Support Bases in Secondary schools**

Qualification	Number of Awards	Female	Male
National 2	66	23	43
National 3	22	49	55
National 4	2	11	34
National 5			2

Consideration will be given to the implications of the Additional Support for Learning Review and Action Plan published in October 2020. An action and implementation plan will be developed during session 2020-21.

## Closing the Gap

### Commitment 2

Reduce poverty and disadvantage

**Table 7: the percentage difference in pupils achieving CfE levels between the 20% least and 20% most deprived pupils, 2016–17 to 2018–19**

	2016-17	2017-18	2018-19
<b>Reading</b>			
P1, P4 & P7 combined	19	15	19
S3 (Level 3 or better)	12	16	13
<b>Writing</b>			
P1, P4 & P7 combined	23	18	21
S3 (Level 3 or better)	14	16	14
<b>Listening &amp; Talking</b>			
P1, P4 & P7 combined	15	9	15
S3 (Level 3 or better)	11	15	15
<b>Literacy</b>			
P1, P4 & P7 combined	26	21	21
S3 (Level 3 or better)	15	19	15
<b>Numeracy</b>			
P1, P4 & P7 combined	15	11	17
S3 (Level 3 or better)	12	12	15

**Table 8: The percentage of all leavers attaining in literacy and numeracy by SCQF levels - 2014-15 to 2018-19**

		20% most deprived	All leavers	Attainment gap
SCQF Level 4	2014-15	78	89	11
	2015-16	82	92	10
	2016-17	87	92	5
	2017-18	82	92	10
	2018-19	83	91	9
SCQF Level 5	2014-15	41	63	22
	2015-16	52	71	19
	2016-17	55	72	17
	2017-18	50	71	22
	2018-19	50	71	21
SCQF Level 6	2014-15	10	29	19
	2015-16	13	31	18
	2016-17	12	31	20
	2017-18	15	32	17
	2018-19	12	30	18

Complementary tariff points have been higher than they were in 2014-15 for those from the most deprived areas, as they have for most leavers, in the past four years. Notably, the gap between the most deprived and all leavers was at its lowest point in 2018-19.

**Table 9: School leavers' complementary tariff points by deprivation (SIMD 2016 quintile), 2014-15 to 2018-19**

	Quintile 1 - 20% Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - 20% Least Deprived	Attainment gap between Q5 & Q1
2014-15	449	567	666	806	911	462
2015-16	470	611	680	887	860	390
2016-17	511	657	688	828	954	443
2017-18	478	594	701	814	886	408
2018-19	464	611	682	832	842	378

(SIMD 2016)

**Table 10: Percentage of Looked After school leavers achieving SQA National awards, 2014–15 to 2018–19**

	2014-15		2015-16		2016-17		2017-18		2018-19	
	SA	VC	SA	VC	SA	VC	SA	VC	SA	VC
1+ awards at Level 3 or better	<b>80%</b>	83%	<b>87%</b>	86%	<b>100%</b>	90%	<b>94%</b>	86%	<b>94%</b>	86%
1+ awards at Level 4 or better	<b>55%</b>	68%	<b>83%</b>	73%	<b>91%</b>	83%	<b>72%</b>	74%	<b>72%</b>	75%
1+ awards at Level 5 or better	<b>20%</b>	22%	<b>35%</b>	36%	<b>64%</b>	56%	<b>34%</b>	38%	<b>33%</b>	37%
No of young people	<b>20</b>	200	<b>23</b>	230	<b>22</b>	220	<b>32</b>	320	<b>36</b>	360

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ਇਹ ਜਾਣਕਾਰੀ ਮੰਗ ਕੇ ਬੋਲ, ਵੱਡੇ ਅੱਖਰਾਂ ਅਤੇ ਸਣਨ ਵਾਲੇ ਰਪ ਵਿਚ ਵੀ ਲਈ ਜਾ ਸਕਦੀ ਹੈ, ਅਤੇ ਇਹਦਾ ਤਰਜਮਾ ਹੋਰ ਬੋਲੀਆਂ ਵਿਚ ਵੀ ਕਰਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਸੰਪਰਕ ਕਰਨ ਲਈ ਜਾਣਕਾਰੀ ਹੇਠਾਂ ਦਿੱਤੀ ਗਈ ਹੈ।

Niniejsze informacje mogą zostać udostępnione na życzenie, w alfabecie Braille'a, w druku powiększonym lub w formie audio oraz mogą zostać przetłumaczone na wiele języków obcych. Dane kontaktowe znajdują się poniżej.

Faodar am fiosrachadh seo fhaighinn, le iarrrtas, ann am braille, clò mòr no clàr fuaim agus tha e comasach eadar-theangachadh gu grunn chànanan. Tha fiosrachadh gu h-ìosal mu bhith a' cur fios a-steach.