



STANDARDS
& QUALITY
REPORT



2014/15

FOREWORD



It is with enormous pleasure that I introduce my third Standards and Quality Report for Educational Services.

I am delighted that 2014/15 proved to be yet another successful year for Educational Services and this Standards and Quality report provides us with an opportunity to reflect on and celebrate how successfully we are making a difference to the lives of our children and young people, their families and communities. I am extremely proud of the many achievements children, young people and their families have made in the last twelve months.

We are seeing year on year improvements across our schools and nurseries. We have maintained and improved on our already high standards and this report shows improving attainment and also celebrates the range and quality of wider achievement opportunities available to our children and young people. The examples provided within this report are by no means exhaustive and further information on how well all our establishments are performing can be found in their own Standards and Quality Reports.

Our young people are South Ayrshire's future and we are committed to ensure we provide the highest quality of education for each and every one of them. I am completely confident that all staff recognise the importance of continually reviewing and evaluating the quality of what we do in order to deliver the best possible outcomes. Despite working in a time of unprecedented financial challenge, staff are successfully continuing to improve the lives of our young people and I would like to thank everyone who has invested their time, effort and resolve to make this possible.

Margaret Toner

PORTFOLIO HOLDER FOR LIFELONG LEARNING

Welcome to South
Ayrshire Council's
Standards and Quality
Report for 2014/15.

INTRODUCTION



Our vision and ambition in South Ayrshire Educational services is to achieve excellence and equity. We have the highest expectations for all learners and I am delighted that this Standards and Quality report once again shows that we are delivering on our vision. The past year has seen improvements across almost all areas of attainment in SQA exams at a time when teaching staff are working harder than ever to deliver on new national qualifications. I am very grateful to colleagues in secondary schools for the work they have put in to ensuring young people achieve their potential during a time of significant change. They are, of course building on the solid foundations laid at early years and during the primary stages of the broad general education. I am also pleased that, once again, the Standards and Quality report reflects the achievements of all our children and young people, especially those with significant barriers to learning who attend our special schools and supported learning centres. Our aim is to challenge every learner to achieve his or her potential, regardless of their circumstances or barriers to learning.

The report includes a broad range of children's and young people's achievements. The authority continues to be sector leading in the Duke of Edinburgh's Award Scheme. Our children and young people continue to achieve at a very high level in a broad range of musical, sporting and cultural activities. I hope that in reading this report, like me, you can take pride in our children's and young people's achievements. Their achievements are the result of strong partnerships involving parents, children and young people, school staff, elected members, health and social care, community learning and development and a range of Council services, voluntary organisations and increasingly local employers and businesses. There is of course work to be done, and in line with our vision, we will continue working tirelessly to close the attainment gap so that all learners can achieve their potential.

Douglas Hutchison
DIRECTOR, EDUCATIONAL SERVICES

I am also pleased that, once again, the standards and quality report **reflects the achievements** of all our children and young people.

CONTEXT

South Ayrshire is set in the south west of Scotland and covers an area of 422 square miles. It includes the towns of Ayr, Prestwick, Troon, Maybole and Girvan. Seventy per cent of the population of South Ayrshire live in the towns of Troon, Prestwick and Ayr while the rest of the population live in Maybole, Girvan and the large rural area in the south of the authority.

In 2014 the population of South Ayrshire was 112,510; a decrease of 0.3% from 112,850 in 2013¹. The population of South Ayrshire accounts for 2.1% of the total population of Scotland. Fifteen per cent of the population is aged 16 to 29 years, and 15.9% is aged 0-15. This is lower than Scotland where 18.3% are aged 16 to 29 years and 17% of the population are aged 0-15. Since 1988, South Ayrshire's total population has fallen overall while Scotland's population has risen over this period.

By 2037 the population of South Ayrshire is projected to be 110,158, a decrease of 2.4% compared to the population in 2012 (decrease of 2.1% compared to 2014). The population of Scotland is projected to increase by 8.8% between 2012 and 2037. The population aged under 16 is projected to decline by 6.7% over the 25 year period.

In 2012, 17 (1.7%) of the 15% most deprived datazones in Scotland were found in South Ayrshire, compared to 18 (1.8%) in 2009, 13 (1.3%) in 2006 and 13 (1.3%) in 2004.

In 2014, 15.4% of the working age population (aged 16-64) were claiming key benefits. This compares to 14.3% across Scotland as a whole. In this age group, 2.9% were claiming job seekers allowance compared to 2.3% across Scotland. Similarly a larger proportion of young people were claiming benefits in South Ayrshire than in Scotland (12.2% compared with 9.9%). This represents a decline

over the last four years from 15.8% in 2010². In South Ayrshire 4.2% of young people (aged 16-24) are claiming job seekers allowance compared to 2.9% across Scotland.

Over the last five years there has been an increase in the number of children registered on the child protection register from 43 (2.4 per 1000 of the 0-15 population) in 2010 to 91 (5 per 1000 of the 0-15 population) in 2014; this compares with 3.2 per 1000 in Scotland as a whole.

At 31st July 2014 there were 343 children looked after by South Ayrshire³. This represents 1.6% of the 0-17 years population compared with 1.4% nationally. The majority of children looked after were boys (56%) and almost a quarter were under five years of age (25%). This compares to 365 looked after children (1.7% of the 0-17 population) as at 31st July 2013.

The number of looked after children has increased from 290 children in March 2009.



There are 41 primary schools, eight secondary schools and two special schools in South Ayrshire. Provision for pupils with additional support needs is also made through six supported learning centres in mainstream schools. There are five stand alone nursery schools and early years centres, 31 nursery classes and 11 partnership centres. In Childcare Services, there are five out of school care services, one breakfast club, two holiday clubs and a crèche service.

Over the last five years the overall number of pupils in schools in South Ayrshire has decreased by 435. The number of pupils in primary schools has increased by 181 and in special schools by 29; however a significant decrease of 645 pupils in the secondary sector has led to the overall drop in the pupil population. In 2014/15, 2,080 children accessed pre-school education – a decrease of 267 compared with the previous session.

Vision and values

South Ayrshire Council's vision is to establish South Ayrshire as the most dynamic, inclusive and sustainable community in Scotland. It is the aim of Educational Services to achieve the South Ayrshire vision by delivering excellence and equity in education.

Our key outcomes

The key outcomes of Educational Services for 2015-18 are outlined in our service and improvement plan:

- Deliver effective early years and early intervention services
- Increase the proportion of young people with relevant qualifications

- More children and young people are successful learners, confident individuals, responsible citizens and effective contributors
- Narrow the gap between the highest and lowest achievers
- We look after our most vulnerable children and young people
- Develop our workforce and maximise attendance
- Drive improvement using performance management and self-evaluation
- Ensure our assets are fit for purpose
- Systematically review all services using a standard methodology

1. National Records of Scotland <http://www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/south-ayrshire-factsheet.pdf>
2. Scottish Neighbourhood Statistics
3. Children's Social Work Statistics Scotland <http://www.gov.scot/Topics/Statistics/Browse/Children/PubChildrenSocialWork/AdditionalTables2013-14>

Deliver effective
early years and early
intervention services.

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

This section of the report sets out some of the key performance outcomes we have achieved.

Children and Young People

The Directorate is committed to ensuring that all children and young people are safe, healthy, active, nurtured, achieving, respected, responsible and included. Our aspirations for our young people are that they are provided with the best possible start in life and become confident and successful with the necessary skills for learning, life and work.

Early Years Education

In 2014/15, 1,208 three year olds and 1,268 four year olds had access to high quality pre-school provision through nursery schools, nursery classes or partnership centres in South Ayrshire. This represents an increase of 5.3% from 2013/14.

	Ante pre-school (3 year olds)			Pre-school (4 year olds)		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Local authority	855	808	983	1001	1025	1057
Partners	250	284	225	213	230	211
Total	1105	1092	1208	1214	1255	1268

From April 2014 to March 2015, 14 early years establishments and three out of school care establishments were inspected by the Care Inspectorate and all received positive evaluations. Provision is evaluated against six levels of performance where level 1 indicates performance which is unsatisfactory and level 6 indicates performance which is excellent. The table below provides the average evaluations for each quality theme inspected.

Quality theme	Care and support	Environment	Staffing	Management and leadership
Local authority	5.1	4.6	4.9	5
Partner provider	4.5	4.7	4.5	4.5
Out of school care	4.3	4.4	4	4

96% of pre-school children participated in the literacy screening programme and as a result 33% of children had a support plan in place. In session 2014/15 information from the PIPS scores at the start of Primary one showed a small improvement in literacy skills from the previous year.

Children benefited from improved access to physical activities and outdoor learning. In January 2015, 95% of children in nursery had access to at least half an hour of physical activity each day, an increase of 6%. All children in out of school care have access to half an hour of physical activity and outdoor play each day. Children continue to have opportunities to experience high quality outdoor play and learning in the school grounds, beaches and local woodlands.



Our **aspirations** for our young people are that they are provided with the **best possible start** in life.



Attainment in Primary Schools

Children in primary schools are assessed in a range of ways, including using standardised assessments. These assessments, which were first introduced in primary schools in 2010/11, are used in Primary 1, Primary 3, Primary 5 and Primary 7 and provide teachers with further information about the pace of children's learning and their progress.

The results of the assessments used in Primary 1 are provided as a set of standardised scores with an average score of 50 (68% of pupils nationally will achieve scores between 40 and 60; any score over 50 is above average). In reading performance has been stable for the past five years, mainly sitting at 51 (one point above average). In mathematics performance has improved since 2010/11 and was at its strongest last session (2014/15) with an above average score of 55.

Stage	Reading					Mathematics				
	10/11	11/12	12/13	13/14	14/15	10/11	11/12	12/13	13/14	14/15
Primary 1	50	51	52	51	51	49	53	53	53	55

The results of the assessments used in Primary 3, Primary 5 and Primary 7 are provided as a set of standardised scores with an average score of 100 (68% of pupils nationally will achieve scores between 85 and 115; any score of above 100 is above average). In Primary 3 and 5, scores in reading are consistently above average. In Primary 7 however reading scores drop below average although in 2014/15, P7 reading scores increased compared to previous years. In mathematics, performance has increased since 2010/11 and in 2014/15 in Primary 3 and 5 the score was at or above average. Scores have been improving in P7 although attainment continues to fall below average.

Stage	Reading					Mathematics				
	10/11	11/12	12/13	13/14	14/15	10/11	11/12	12/13	13/14	14/15
Primary 3	104	102	101	105	103	94	104	105	108	105
Primary 5	101	104	103	105	105	94	98	98	99	100
Primary 7	91	95	95	95	98	88	91	90	91	92

The achievement of Curriculum for Excellence levels is based on teachers' assessments of children's progress. Most children are expected to progress through levels as outlined below:

- Early level by end of Primary 1;
- First level by the end of Primary 4; and
- Second level by the end of Primary 7.

In South Ayrshire schools the majority of children were assessed as secure at expected levels for language and mathematics in 2014/15.

Stage	% of pupils assessed as secure at expected levels							
	Language				Mathematics			
	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15
Primary 1	78%	76%	79%	80%	78%	77%	83%	85%
Primary 4	60%	72%	70%	75%	60%	75%	69%	79%
Primary 7	56%	68%	69%	72%	56%	69%	69%	72%

Attainment in Secondary Schools

Young people in secondary schools are assessed in a range of ways including using standardised assessments. These assessments, which were first introduced in secondary schools in 2011/12, are used in Secondary 2 and provide teachers with further information about the pace of learning and young people's progress. The results of the assessments are provided as a set of standardised scores with an average score of 100 (68% of pupils nationally will achieve scores between 85 and 115; any score over 100 is above average). In reading and maths, performance has been in-line with the average national performance since 2011/12.

In 2011/12 performance in science was above the national average although that has decreased slightly and in 2014/15 performance is in-line with the average

Curricular Area	2011/12	2012/13	2013/14	2014/15
Reading	100.8	100.1	100.2	100
Mathematics	100.6	100.3	100.7	100.8
Science	101.2	99.4	99.1	99.8

Young people in secondary schools are assessed at Secondary 4, Secondary 5 and Secondary 6 annually using examinations provided by the Scottish Qualification Authority (SQA). This year saw young people assessed using new national qualifications as part of Curriculum for Excellence at Higher for the first time. The Scottish Government has developed a new reporting tool which allows comparisons to be made between the young people in a local authority with a virtual group made up of young people with similar characteristics. At Scottish Credit and Qualifications Framework level 3 (National 3/Access 3), SCQF 4 (Intermediate 1/National 4) and SCQF 5 (National 5) performance is much better than the virtual comparator in all sessions since 2011/12. Attainment of 3 or more awards at SCQF 6 (Higher) is better than the virtual comparator by 4-7% points since 2011/12. Attainment of 5 or more awards at SCQF 6 has been 2-4% above the virtual comparator over the past four years. Performance at SCQF 7 (Advanced Higher) has decreased since 2011/12 and is now, in 2014/15, only 1% point above the virtual comparator.



In South Ayrshire schools the majority of children were assessed as **secure at expected levels** for language and mathematics in 2014/15.

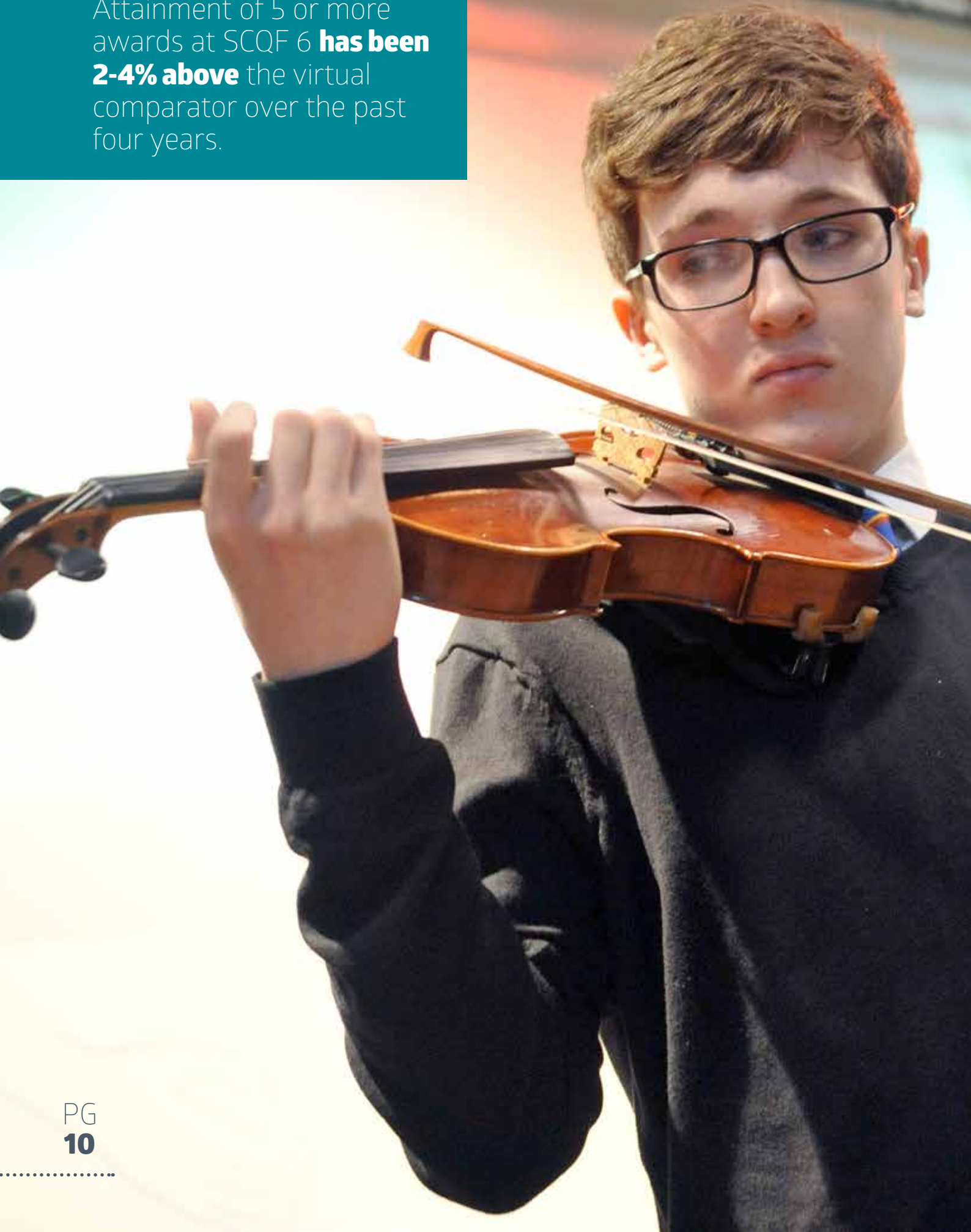
Key Performance Measures	2011/12		2012/13		2013/14		2014/15	
	South Ayrshire	Virtual comparator	South Ayrshire	Virtual comparator	South Ayrshire	Virtual comparator	South Ayrshire	Virtual comparator
5+ awards at level 3 or better by the end of S4	98%	88%	98%	88%	94%	82%	94%	82.3%
5+ awards at level 4 or better by the end of S4	82%	73%	85%	74%	86%	75%	87%	77.5%
5+ awards at level 5 or better by the end of S4	41%	31%	45%	32%	48%	38%	45%	38.1%
3+ awards at level 6 or better by the end of S5	31%	26%	33%	28%	36%	29%	37%	32.9%
5+ awards at level 6 or better by the end of S5	13%	11%	16%	12%	18%	14%	17%	15.0%
1+ awards at level 7 or better by the end of S6	23%	16%	24%	16%	21%	17%	19%	18%

Attainment in Special Schools

All young people in special schools also have an entitlement to achieve national qualifications. These qualifications form part of each young person's individualised educational programme, taking into consideration skills and learning that will be useful in a number of different ways:

- Broadening experiences;
- Developing social skills;
- Learning 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; and
- Building an awareness of how to keep safe.

Attainment of 5 or more awards at SCQF 6 **has been 2-4% above** the virtual comparator over the past four years.



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.

Qualification	Number of awards in 2013/14	Number of awards in 2014/15
National 1	48	98
National 2	85	94
National 3	3	57
National 4	-	2

In addition to young people in special schools, a number of young people with additional support needs in mainstream schools were also presented for awards at National 2 level.

Qualification	Number of awards			
	2012	2013	2014	2015
Access 2	41	29	10	-
National 2	N/A	N/A	12	7



Attendance

Pupil attendance is monitored by schools on a daily basis 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 2011/12 or 2013/14.

PRIMARY

Year	South Ayrshire	Comparator authorities	National
2010/11	95%	95%	95%
2011/12	96%	No data	No data
2012/13	95%	95%	95%
2013/14	95%	No data	No data
2014/15	95%	Not yet available	95%

SECONDARY

Year	South Ayrshire	Comparator authorities	National
2010/11	91%	92%	91%
2011/12	92%	No data	No data
2012/13	91%	92%	92%
2013/14	91%	No data	No data
2014/15	91%	Not yet available	92%



Pupil attendance is monitored by schools on a **daily basis** and analysed by the authority on a termly basis.

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 2011/12 or 2013/14. No school excludes young people lightly and considerable involvement of wider services is considered before such a measure is used.

PRIMARY

Year	South Ayrshire	Comparator authorities	National
2010/11	7	12	11
2011/12	5	No data	No data
2012/13	4	9	10
2013/14	6	No data	No data
2014/15	5	Not yet available	9

Exclusion levels per 1,000 pupils

SECONDARY

Year	South Ayrshire	Comparator authorities	National
2010/11	47	49	72
2011/12	38	No data	No data
2012/13	37	45	58
2013/14	27	No data	No data
2014/15	37	Not yet available	50

Exclusion levels per 1,000 pupils



No school **excludes young people lightly** and considerable involvement of wider services is considered before such a measure is used.

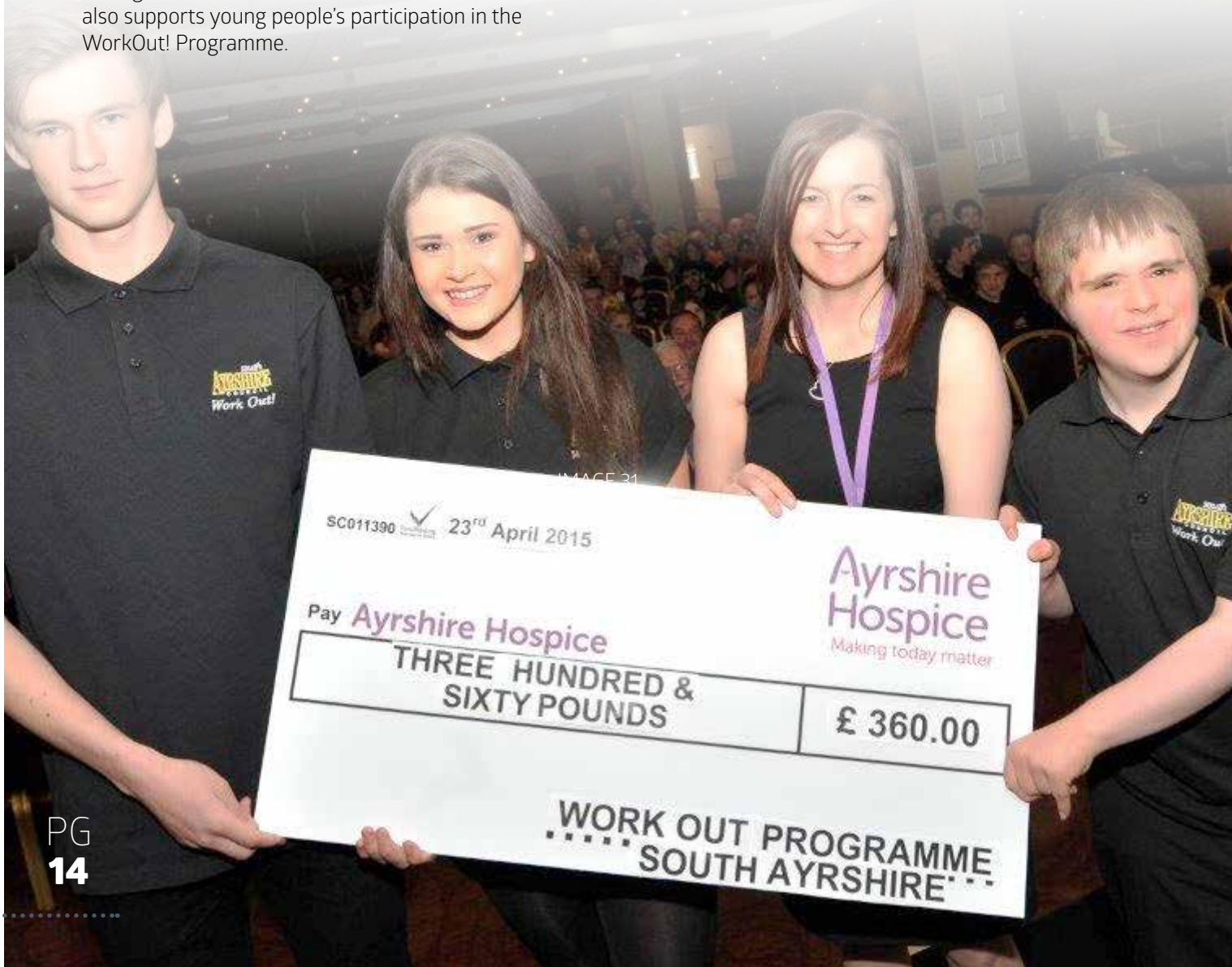
More Choices More Chances

More Choices, More Chances (MCMC) partnerships have been established in all secondary schools supported by Opportunities for All funding. The partnerships work with South Ayrshire Council's Employability and Skills team, Skills Development Scotland (SDS), Community Learning and Development, Ayrshire College and the voluntary sector to identify and support young people at risk of not making a positive post-school transition. All schools are now using a risk matrix to identify these young people and share information with Skills Development Scotland through the 16+ data hub. All MCMC partnerships develop and complete an agreed action plan.

The Employability and Skills team have identified a link worker for each school who works in partnership with the school, SDS and other partners to identify young people for support through the transition from school. The link worker also supports young people's participation in the WorkOut! Programme.

In 2014, 73 out of 74 young people who completed the programme progressed to a positive destination of returning to school or entering employment, training or further learning.

The School Leavers' Destination Return is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government. The return reports on the destinations of school leavers in December and again in June to determine the percentage who have made and sustained a positive destination. To support the tracking of unemployed young people in the 16-19 Opportunities for All cohort, South Ayrshire Council have established Youth Employment Hubs in partnership with SDS, Department for Work and Pensions and Access to Employment. The hubs provide a flexible drop-in service for young people and support the co-ordination of support across agencies.



LEAVERS' DESTINATIONS

Destination	2010/11		2011/12		2012/13		2013/14		2014/15
	Initial	Follow-up	Initial	Follow-up	Initial	Follow-up	Initial	Follow-up	Initial
Total number of leavers	1217	1214	1173	1166	1184	1183	1256	1256	1201
Higher Education	41.3%	39.4%	40%	39.5%	37%	36.7%	41.6%	40.7%	41.7%
Further Education	28.7%	26.1%	29.1%	26.6%	33.4%	32.4%	32.2%	30.1%	33.7%
Training	4.3%	3.5%	3.5%	4.0%	4.2%	2.6%	2.4%	2.5%	1.5%
Employment	14.1%	18.5%	14.2%	18.4%	15.1%	17%	14.3%	17.5%	15.7%
Volunteering	0.2%	0.2%	0%	0.1%	0.3%	0.4%	0.3%	0.3%	0.3%
Activity Agreement	1.2%	1.2%	1.8%	1.4%	2.7%	2.5%	1.4%	0.7%	1.4%
Unemployed (seeking employment)	9.4%	10%	10.1%	8.0%	6.3%	6.8%	6.9%	6.9%	4.8%
Unemployed (not seeking employment)	0.8%	1.1%	1.4%	2.0%	0.8%	1.5%	1.0%	1.3%	0.8%
Unknown	0%	0%	0%	0.1%	0%	0.2%	0%	0%	0%
Positive destination	89.7%	88.9%	88.5%	90%	92.8%	91.5%	92.1%	90.9%	94.3%



The Employability and Skills team have identified a link worker for each school who works in partnership with the school, SDS and other partners to **identify young people for support** through the transition from school.

Staying on Rates

Over the last five years the percentage of young people at S4 returning to school for a 5th year has remained stable and more young people who are eligible to leave at Christmas now choose to remain at school after they have reached the statutory school leaving age.

	2010/11	2011/12	2012/13	2013/14	2014/15
Sep S5	89%	86%	90%	89%	89%
Jan S5	80%	78%	81%	78%	81%
Sep S6	66%	68%	72%	75%	68%

School Inspections

Each year Education Scotland evaluates the quality of education in schools through a programme of inspections. Quality indicators are used to help inspectors judge what is good and what needs to improve in the work of a school. Each indicator is judged using a six point scale. Schools which receive evaluations in three core quality indicators of satisfactory or better are judged to have received positive inspections. In 2014/15, 14 early years establishments, one primary school and one secondary school were inspected and all received positive inspection reports.

Year	Pre-school		Primary	
	Number inspections	Number positive	Number inspections	Number positive
2009/10	5	5	6	5
2010/11	7	7	7	7
2011/12	2	2	1	1
2012/13	3	3	2	2
2013/14	5	5	3	2
2014/15	1	1	1	1



Over the last five years the percentage of young people at S4 **returning to school** for a 5th year has **remained stable**.

Year	Secondary		Special	
	Number inspections	Number positive	Number inspections	Number positive
2009/10				
2010/11				
2011/12	1	0	1	1
2012/13	1	1		
2013/14	1	1		
2014/15	1	1		

Eco Schools

The Eco Schools programme is an international initiative designed to encourage whole-school action for the environment. It is a recognised award scheme that accredits schools who make a commitment to work towards continuously improving their environment. The table below shows the progress made by local authority establishments.

Registered		Bronze Award		Silver Award		Green Flag	
Number	%	Number	%	Number	%	Number	%
53	93%	43	81%	49	91%	25	46%

Rights Respecting Schools

UNICEF UK raises funds for UNICEF's emergency and development work around the world and advocates for lasting change for children worldwide.

UNICEF Rights Respecting Schools (RRS) Award seeks to put the United Nations Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

In South Ayrshire, 51 schools have registered with UNICEF, 35 have signed up for Record of Commitment to RRS Award, 20 schools have achieved their Level 1 Rights Respecting School Award and 1 school has achieved a Level 2 Rights Respecting School Award.

South Ayrshire Council has collaborated with North and East Ayrshire to deliver training by UNICEF on RRS. Staff from across Ayrshire attended the training events which were hosted in North, South and East Ayrshire.



UNICEF and advocates for **lasting change for children** worldwide. In South Ayrshire, 51 schools have registered with UNICEF.



Additional Support for Learning

In 2014/15, 1676 children and young people in South Ayrshire were identified as having additional support needs. The authority supports children and young people through the staged intervention process which is used to identify, assess and support the learning needs of children and young people. It aims to provide:

- A record of intervention for individual children as they move through early years and school.
- An inclusive approach which involves children, families, relevant staff and support services.
- Agreed learning and support plans which record the needs of the child or young person.
- A commitment to a solution focused approach to resolving issues early and at the least intrusive level of intervention.
- A structured monitoring and review cycle.

A large number of children and young people received support from support teachers and school assistants and, where appropriate, children and young people were also supported by a range of specialist staff.

	2010/11	2011/12	2012/13	2013/14	2014/15
Number of pupils receiving support					
Psychological Service – active cases	821	787	568	507	1048
Psychological service – consultation cases				342	
Intensive Support Team	21	15	26	21	20
Alpha Plus Initiative	21	24	37	25	13
Care and Learning Team	62	64	80	66	54
Home Link Service	91	153	164	151	123
Visual Impairment Service	30	36	43	46	48
English as an Additional Language Service	113	149	188	175	188
Hearing Impairment Service	45	42	39	39	46
Gypsy Traveller Service	22	49	46	36	28
Early Years Home Visiting Service	30	33	47	44	36
Language and Communication Service	14	18	19	17	15
Home Tuition	20	14	10	10	5
Hospital Tuition	17	6	12	-	13

Dyslexia Friendly Schools

South Ayrshire Council has developed a local accreditation scheme to recognise those schools which are deemed to be “dyslexia friendly”. In order to achieve a Dyslexia Friendly School Award, schools provide a range of evidence that they are meeting specific targets. The scheme, which was introduced two years ago, is overseen by a steering group which also provides the accreditation.

Year	Bronze Award	Silver Award	Gold Award
2012/13	30	8	0
2013/14	42	21	7
2014/15	42	21	7

Looked After Children

We take our responsibility as corporate parents seriously and the attainment of looked after children remains a priority for the Council. The achievements of looked after children are closely monitored. Due to the small number of looked after children at S4, the figures are liable to year on year fluctuations.

PERCENTAGE OF LOOKED AFTER PUPILS ATTAINING AT LEAST 5 AWARDS AT SCQF* LEVEL 3 OR ABOVE

LAC Status	2011/12		2012/13	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Looked after at home	89%	67%	91%	80%
Looked after away from home	71%	82%	58%	45%

LAC Status	2013/14		2014/15	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Looked after at home	50%	49%	33%	41%
Looked after away from home	91%	63%	72%	71%

* Scottish Credit and Qualifications Framework



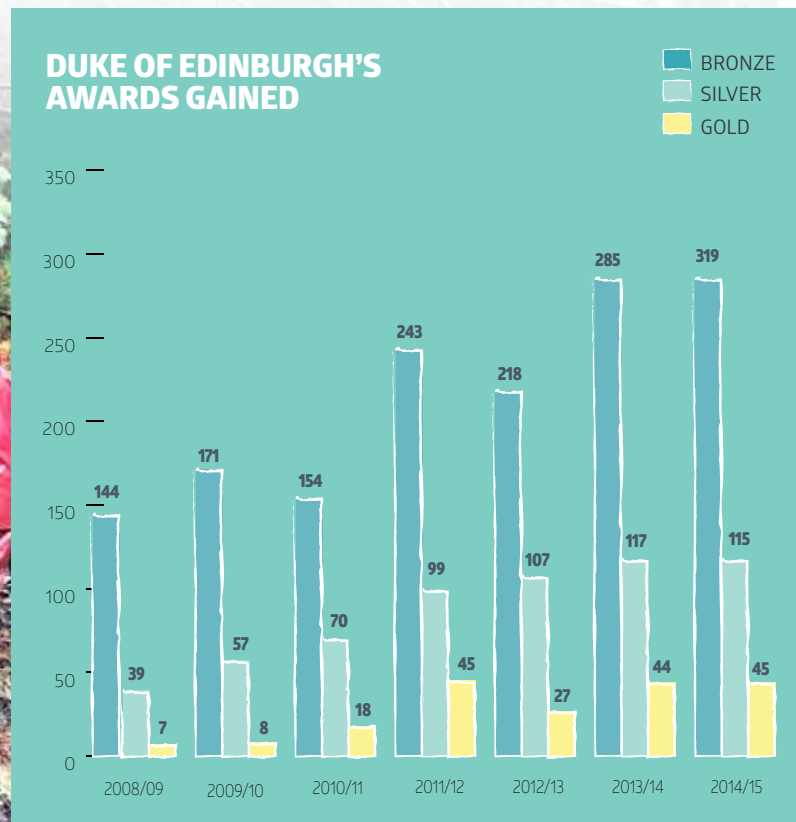
Wider Achievement

We are committed to ensuring that our children and young people have opportunities to participate in a range of health promoting, cultural and volunteering activities both in and out of school. Our young people continue to be supported in ever increasing numbers to participate in and achieve a range of awards.

We continue to be sector leading in the number of young people achieving through participation in The Duke of Edinburgh's Award Scheme where staff, parents/carers and volunteers continue to make a significant contribution.

The Award of Ambition has increased the range of experiences for children at Primary 7. As part of the residential outdoor experience at Dolphin House, upper primary age children were also given the opportunity to "discover, explore and conserve" a wild place while undertaking the John Muir Award.

	2010/11	2011/12	2012/13	2013/14	2014/15
Number of young people achieving the Award of Ambition	734	811	848	793	883
Number of young people achieving the Duke of Edinburgh's Award	242	387	352	446	479
Number of young people achieving the John Muir Award	618	851	602	691	753





The Cultural Rucksack Programme

The Council is committed to promoting the talents of individual children and young people. Through our Cultural Rucksack Programme, arts professionals work in partnership with teachers in schools to provide experiences through which children and young people can actively engage with a range of art forms. Many of these culminate in a formal performance or exhibition. Projects are strategically deployed across clusters of schools taking into account existing opportunities and local contexts. This ensures best value and maximises existing links between schools.

Through our Cultural Rucksack Programme, arts professionals **work in partnership with teachers in schools** to provide experiences through which children and young people can actively engage with a range of art forms.



In 2014/15 over 2,300 children and young people participated in Cultural Rucksack projects in schools across South Ayrshire, including:

- Let's Sing It! – for 600 primary 5 children from 11 schools in partnership with Scottish Opera;
- Let's get Dramatic! – for over 350 primary 2 children in 10 schools delivered in partnership with Fib Expressive Arts;
- United by Sound – an African drumming and dance workshop for over 480 children in 17 primary schools;
- Travelling Gallery – visited 5 primary schools, enabling 700 children to enjoy a guided tour of the Generation:TG exhibition; and
- Let's Tell It! – for over 220 primary 3 children in 7 schools delivered in partnership with the National Storytelling Centre and Kati Waitzmann. This project was part funded by Enterprise Music Scotland.

Music Service

South Ayrshire Music Service continued to provide free instrumental instruction to children and young people in schools across South Ayrshire. Tuition is provided across a range of disciplines including Strings, Woodwind, Brass, Percussion, Voice, Piping, Guitar and Keyboard.

14.4 full time equivalent music instructors deliver weekly lessons to over 1,200 learners in schools across the authority from P4 to S6. Music instructors supported 136 young people in the performing element of their SQA music examinations.

In order to maximise opportunities for learners, instructors provide a number of activities at a school and cluster level. For example, choirs, ensembles, orchestras and bands. These allow young people to apply skills and techniques acquired through lessons, contributing to their overall progression in learning.

Building on opportunities available at a local level, South Ayrshire Music Service provides a range of out of school activities allowing young people to showcase their work in performances throughout the year. These include:

- South Ayrshire Junior Orchestra
- South Ayrshire Symphony Orchestra
- South Ayrshire Chamber Orchestra
- South Ayrshire Training Band
- South Ayrshire Youth Brass Band
- South Ayrshire Junior Percussion Ensemble
- South Ayrshire Senior Percussion Ensemble
- South Ayrshire Jazz Band
- South Ayrshire Pipe Band
- South Ayrshire New Music Collective
- South Ayrshire Junior Choir
- South Ayrshire Intermediate Choir
- South Ayrshire Senior Choir



A number of young people successfully auditioned and gained selection to national youth orchestras and ensembles, including:

- 10 young people selected for the West of Scotland Schools' Symphony Orchestra;
- 6 young people selected for the West of Scotland Schools' Concert Band; and
- 1 young person selected for the National Youth Orchestra of Great Britain.
- 3 young people played with National Youth Brass Band of Scotland

The music service provided musical input at the National Holocaust Memorial Day event, attended by a number of holocaust survivors who were joined by the First Minister. In addition, the music service supported a number of local charities through participation in community based concerts.

Primary schools taking part in the BBC 10 Pieces Project were supported by the music service. A partnership with Enterprise Music Scotland and Ayr Music Club allowed 40 young musicians to take part in a workshop with internationally renowned flautist, Katherine Bryan. A large number of soloists, ensembles, choirs, bands and orchestras took part in the Ayrshire Music Festival.

The Youth Music Initiative (YMI), funded by the Scottish Government through Creative Scotland, provided musical opportunities for 2,000 children across South Ayrshire. These projects included:

- Vocal projects – the Big Sing and the Big Rural Sing;
- Percussion project – The Big Bang;
- Guitar project – Strum Along; and
- Musical enhancement in Southcraig Campus for young people with Additional Support Needs.



Active Schools

The academic year 2014/15 was an opportunity for Active Schools in South Ayrshire to build on the legacy of the Glasgow 2014 Commonwealth Games and promote local opportunities to participate in school and community sport. Links with local clubs were further developed with a total of 56 local clubs having strong links with local schools, an increase of 20% from 2013/14.

During 2014/15 there was a 13% increase in the number of opportunities for children and young people to participate in sport and physical activity as part of the Active Schools network before, during and after school. In addition, there was an 11% increase from 2012/13 in the number of children and young people participating in Active Schools' activities.

Active Schools Leadership programmes are key to increasing the capacity to deliver a number of programmes within schools and local communities. The Active Schools Dance Academy, delivered in conjunction with YDance as part of the Active Girls programme, resulted in 15 secondary school-aged girls being trained as Level 1 Dance Leaders and has seen dance continue to rise in popularity within schools, becoming the fourth most popular activity delivered by South Ayrshire Active Schools.

A total of 38 different activities were offered across South Ayrshire through a variety of clubs co-ordinated by the Active Schools service outwith the school day, including athletics, badminton, basketball, boccia, boxercise, cheerleading, country dancing, cricket, curling, cycling, dance, dodgeball, fitness, golf, gymnastics, handball, hill walking, hockey, martial arts, mountain biking, netball, orienteering, rugby, sailing, table tennis, taekwondo, tennis, volleyball and yoga.

There were a total of 193 qualifications received by 240 young people through the Active Schools programme in 2014/15.

During 2014/15 there were:

- 520 volunteers (3% increase from 2013/14) providing physical activity sessions, including 263 qualified adults and 120 qualified secondary aged young people;
- Five leadership programmes within secondary schools with a total of 240 young people taking part and a total of 193 certificates being achieved;
- One leadership programme within primary schools with a total of 656 children taking part in the Junior Coaching Academy;
- 38 different activities offered within schools outwith the school day;
- Pathways developed with a total of 56 different local clubs; and
- £63,073 of external funding sourced for schools.

There were a total of **193 qualifications** received by **240 young people** through the Active Schools programme in 2014/15.

Outdoor Learning at Dolphin House

Our residential outdoor learning centre, Dolphin House, continues to provide a range of personal development opportunities for children, young people and adults in South Ayrshire and beyond. Our staff also support schools with fieldwork for SQA qualifications.

		2010/11	2011/12	2012/13	2013/14	2014/15
Residential visits	visits by primary school pupils	906	915	750	789	833
	Visits by special school pupils	48	20	18	12	10
	Fieldwork students (Higher studies)	23	44	29	50	75
	South Ayrshire School Orchestra	68	64	62	0	
	Artists in Residence (South Ayrshire pupils)	40	40	40	18	
	Gold Duke of Edinburgh's Award	10	10	8	71	60
	Other residential groups	153	227	251	172	52
Day visits	Visits by primary school pupils	40	63	55	80	94
	S3/4 fieldwork students	15 days	10 pupils	66 pupils	16 pupils	27
	Ayr College, Skills Towards Employment Project	46	146	98	48	
	Youth Groups teambuilding days	114	190	218	82	20
	More Choices More Chances Groups				95	10
	Modern Apprentices				70	
	Work Out! Programme				90	



Our residential outdoor learning centre, Dolphin House, continues to provide a range of **personal development** opportunities.

HOW WELL HAVE WE MET THE NEEDS OF OUR STAKEHOLDERS?

This section of the report highlights some examples of the ways we involve people in our services:

Children and Young people

Early Learning and Childcare

All pre-school children and those attending out of school care have personal plans. These plans have been developed using the Getting it Right for Every Child principles and are updated every term in partnership with parents.

Pupil Survey

Each year an annual survey of children and young people is carried out and in 2014/15, 3741 children in primary schools and 2325 young people in secondary schools completed the survey. The survey carried out in 2014/15 demonstrated that generally children and young people are very positive about their educational experiences. The tables below show the percentages of children and young people who agreed with statements which were included in the survey.

Primary schools	2010/11	2011/12	2012/13	2013/14	2014/15
I enjoy learning at school	92%	92%	94%	93%	98%
I feel safe and cared for in school	94%	94%	96%	94%	94%

Secondary schools	2010/11	2011/12	2012/13	2013/14	2014/15
I enjoy learning at school	79%	85%	82%	80%	77%
I feel safe and cared for in school	82%	83%	82%	81%	82%

Partnerships with Parents

There are four Early Years Workers across the authority delivering services to 36 nursery schools and classes. The Early Years Workers provided a range of universal supports for parents during 2014/15. This included Book Bug and PEEP sessions (Parents as Early Education Partners).

The authority is making good progress in developing productive partnerships with parents. South Ayrshire Council staff meet quarterly with Parent Council chairpersons or their representatives. Recently, these meetings have focussed on the current financial targets to reduce the overall budget within Education. These challenges were openly shared with parents in order that their views could be taken into account throughout the budget planning process. Meetings also allow a range of current issues within education to be shared with parents, an example being the impact of digital technology in schools.

Pupil Voice

Each year, children from primary 4 to secondary 6 are asked for their views of schools and these are used to inform school improvement plans.

Children and young people are engaged in decision making within their schools through the Pupil Council and represent the voice of children and young people on committees such as the Eco-School Committee.

In 2014/15 young people aged 15-18 in secondary schools across the authority were engaged in a range of events and opportunities in relation to developing political literacy. These activities were delivered in response to the Scottish Independence Referendum (Franchise) Act 2013 and the inclusion of 16 and 17 year olds in the voting process. Activities focused on ensuring young people were registered to vote, knew how to cast their vote and were politically literate and equipped to engage in the referendum debate. A consistent approach was taken to ensure all young people received information in a clear, neutral and accessible way.

Groups of South Ayrshire young people from S4 to S6 from each of the secondary schools took part in the annual South Ayrshire Mini Trials event in partnership with the Faculty of Advocates locally. This event is designed to give young people the opportunity to take part in simulated court cases and give them experience in the roles and responsibilities of both court staff and the jury using real-life scenarios. After extensive preparation in school, students took part in the reconstruction of a criminal jury trial, adopting both a prosecution and defense stance as well as acting as members of the jury. Representatives from each school convened the court, heard the evidence and returned their own verdict with the help of local volunteer lawyers. This experience gave young people valuable insight into what actually happens in a Scottish Sheriff Court as well as the opportunity to meet practicing lawyers and local Sheriffs.



Additional Support in School

During 2014/15 the English as an Additional Language team hosted a highly successful, multi-language parents' forum. This provided parents with an opportunity to give feedback on the services they had received and suggest improvements, which has assisted with future planning. The Home Link team held their second parents' forum following on from the inaugural forum last session.

The Intensive Support Team helped young people to achieve the John Muir Award.

A selection of additional support needs staff were trained in 'living life to the full' which facilitates a programme of positive mental health and wellbeing. Programmes have been running across cluster schools this session.

This year a small number of young people at S4 attended the Alpha Plus programme, participated in the Columba 1400 programme which offered opportunities for leadership development. Three young people graduated from the programme.

Accessibility Strategy Group

The Directorate has established the Accessibility Strategy Group to ensure that young people have appropriate access to the curriculum and facilities. The group screens all requests for necessary adaptations to schools and the provision of specialist equipment and ICT, enabling children and young people to have access to the curriculum and physical environment. The multi-agency nature of the group provides further opportunities to consider the wider South Ayrshire Accessibility Strategy.

Central Admissions Group

The Central Admissions Group (CAG) works to ensure that placements in authority wide specialist schools and bases are available to those children and young people who require them and that placements meet their assessed needs, having taken full account of the legal presumption of mainstream education. Within the Educational Services the specialist schools and bases are:

- Southcraig Campus
- Invergarven School
- Dalmilling Primary (Extended learning facility)
- Girvan Primary (Extended learning resourced school)
- Doonfoot Primary (Autism Spectrum Condition resourced facility)
- Language Unit (located in Kincaidston Primary)
- Queen Margaret Academy (Supported learning centre)
- Girvan Academy (Extended support for learning)

Inclusion Monitoring Group

The Inclusion Monitoring Group (IMG) considers requests from schools for additional resources, support and staffing that cannot be made by a Locality Forum. This group meets on a monthly basis and consists of all Quality Improvement Managers, Principal Educational Psychologist and Co-ordinators (Pupil Support). Consideration and discussion around emerging need and provision within the local authority are considered.



The Directorate has established the **Accessibility Strategy Group** to ensure that young people have appropriate access to the curriculum and facilities.



HOW GOOD WAS THE DELIVERY OF OUR SERVICES?

This section of the report highlights some examples of the range and quality of services we delivered and how these have been developed and improved.

Children and Young People

Childcare – Out of School Care

In 2014/15, building on the service evaluation of out of school care the previous year, all clubs have implemented an improvement plan. The improvement plan is done in consultation with children, parents, staff and management. The plan ensures each club is making progress and provides high quality care services for children and families. All staff undertook Forest School training to ensure that outdoor activities are firmly embedded across all out of school care services.

In April 2014 the Leadership Panel agreed a service review of out of school care which will be completed in December 2015.

Early Learning and Childcare (0-5 years)

The provision of 600 hours of early learning and childcare is now fully implemented in all nurseries across the authority. During session 2014/15 new nursery provision opened at Struthers, Kirkmichael and Space Place Early Years Centre. Eligible children aged 2-3 years are able to access early years provision. A total of 192 additional nursery spaces have been created for children aged 2-5 years. In 2014/15, 90 spaces were allocated to 2 year olds, 61 in local authority and 29 in our partnership centres. There is a planned programme of further expansion for 2-3 year olds to increase provision in each local area.

Curriculum for Excellence

In early years there has been very good progress in building on the literacy screening initiative. Staff have worked together to develop and agree draft developmental milestones in early literacy, mathematics and health and wellbeing. Following the successful pilots, the developmental milestones will be implemented across all nurseries in session 2015/16 to support the Early Years Collaborative stretch aim of 90% of children achieving their developmental milestones by the start of primary one.

In session 2014/15, four staff were trained as facilitators for implementation of Building the Ambition. Across the authority staff have participated in a range of training and professional discussions on this key document.

As part of the expansion of provision for children under three, draft planning and tracking material has been developed and piloted to support high quality experiences for our youngest children.

Through Curriculum for Excellence, all primary schools in South Ayrshire continued to provide active, motivating and engaging experiences to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors.

Schools are providing a wider range of opportunities for personal achievement which are recognised and celebrated within and outwith school. Schools have created a whole school ethos and approach to health and wellbeing, including physical activity, sport and healthy eating.

Clusters of schools have been working together to develop skills frameworks for the eight curriculum areas, once fully implemented these frameworks should ensure better consistency, pace and challenge for all our learners.

The primary physical education (PE) initiative, funded by Sports Scotland and Educational Services, has helped to improve and support the planning, delivery and assessment of high quality physical education in our schools. Specialist secondary PE staff support their cluster primary staff in the implementation of high quality PE. A lead officer for PE (PELO) co-ordinates this work and further enhances the professional development of all primary staff through a new planning and assessment document, a calendar of Career Long Professional Learning events and links with local universities. The PELO has developed strong partnerships with Active Schools and Sports Development to provide inspiring and challenging experiences for children and young people.

Secondary schools continued to develop a senior phase model (S4-S6) to offer a wide range of learning opportunities, including a South Ayrshire Learning Campus to maximise choice and meet the needs of all learners. We worked with schools, young people and parents to plan the implementation of a six subjects learning option model for session 2015/16. We continue to review the secondary curriculum, particularly at S3, to ensure all young people benefit from their entitlement to a broad general education. The partnership working between secondary schools and Ayrshire College has been further developed

to offer a wider range of options to learners within the senior phase. Schools have worked closely with partners to ensure all young people aged 16+ benefit from an appropriate offer to continue their learning past their statutory school leaving age.

Child Protection

The safety and wellbeing of children is a priority for all staff. As staff become more aware of, and sensitive to, the early identification of concerns about the safety of children, we are identifying more children who may need protection and this enables us to put in place a response to help them.

Through work in schools we continue to promote awareness of personal safety and protection with children and young people who received advice, support and specialist input in relation to internet safety, domestic abuse and stalking. From responses gathered through the pupil survey we know that almost all children and young people know what to do if they are concerned about their own safety and protection.

GIRFEC

The Children and Young People (Scotland) Act 2014 has set out a definition for wellbeing. From 2016, every child and young person will have a named person. For children over the age of five this will be a member of the school staff. There has been progress in working towards implementing the requirements of the act and this will continue in session 2015/16.



We continue to promote awareness of **personal safety** and **protection with children** and young people.

HOW GOOD WAS OUR MANAGEMENT?

This section of the report highlights some examples of how well our services and resources were managed.

Financial Management

Educational Services' expenditure remained within budget for the year. The major under-spends experienced were in relation to energy costs (due to the mild weather), transport, charges for public-private partnership (PPP) schools and an under-spend in relation to the devolved school management scheme. The under-spend in the devolved school management scheme is carried forward for use in 2015/16. Early years also underspent, mainly due to the pace of expansion being determined by the buildings and spaces available to deliver early learning and care for 2-3 year olds but this too was carried forward for use in 2015/16.

Year	2011/12 £ 000's	2012/13 £ 000's	2013/14 £ 000's	2014/15 £ 000's
Net Expenditure (EDUCATION)	101,536	100,940	108,847	104,262

The School Estate

The Council continues to make good progress in delivering the outcomes identified within its Fundamental Review of the School Estate report 'Planning for Improvement'. The report set out the agenda for modernising school buildings and meeting the challenges presented by the implementation of Curriculum for Excellence, reducing class sizes and the expansion of early years provision.

Overall, good progress is being made to improve the Council's school estate with improvements in both the suitability and condition ratings for schools. The new schools for Ayr Academy, Dailly Primary and Tarbolton Primary are at an advanced design stage and work on the modernisation and extension of Marr College is now underway and due to be completed by the end of 2017. The Council has approved funding for a new Invergarven School which will be built within the grounds of Girvan Academy and will open in the autumn of 2017.

The Council's schools refurbishment programme is also continuing with improvements to primary and secondary school toilets, the upgrade of the Girvan Academy and Kyle Academy dining halls and a number of schools have had their windows and roof replaced. The refurbishment of Kincaidston Primary was successfully completed in April 2015 and the investment was celebrated at an official event with staff, children, parents and the community. A new family centre opened at Muirhead Primary Nursery Class and the new Space Place Nursery opened in January 2015.

Staff Development

Arrangements for Professional Review and Development (PRD) for teachers and other staff within Educational Services, who have full registration with General Teaching Council for Scotland (GTCS), were revised in preparation for the national implementation of Professional Update in August 2014. The revised PRD policy and support pack for staff was approved and adopted by our Joint Negotiating Committee for Teachers (JNCT) in February 2014 and our revised processes received full validation from GTCS on 28th February 2014. Our revised processes take account of good practice guidelines published by GTCS and Education Scotland.

Training has been delivered to all 'reviewers' to enable all PRD meetings to be implemented based on revised procedures using a coaching model. In terms of Professional Update 100% of staff due to complete the sign off process have either completed the process or met the criteria for deferral of the process.

An evaluation exercise for Year 1 implementation of Professional Update will take place by November 2015.

We continue to implement recommendations from Teaching Scotland's Future which are supported by the National Implementation Board (NIB).

Staff who are on local government employee terms and conditions undertake an annual Performance and Development Review. The PDR process is based on looking at the competencies required to carry out a job effectively and to an agreed standard. The review also gives staff the opportunity to recognise accomplishment, celebrate success and improve working relationships to increase job satisfaction. Up to April 2015 80% of relevant staff had completed this review process.



Good partnership working continues between educational services, the health and social care partnership and NHS Ayrshire and Arran.

Partnership Working

Good partnership working continues between educational services, the health and social care partnership and NHS Ayrshire and Arran. The integrated children's services planning group is now meeting regularly and is focused on ensuring we are meeting the needs of children and young people across South Ayrshire. We are also ensuring that the Council is prepared for the requirements of the Children and Young people (Scotland) Act 2014.

Educational Services also work closely with the University of the West of Scotland on issues related to initial teacher education and continuing professional learning. A numeracy community of practice was launched this year in partnership with the university.

The additional support needs team maintains links with the University of West of Scotland in order to share information and expertise with student teachers during their initial training. In 2013/14, the visual impairment team in partnership with a blind young person delivered an awareness raising presentation.

Staff from the additional support needs team also participated in a number of cross-authority initiatives. The visual impairment team participated in a sensory improvement development group, a collaboration of health, social work, education and the third sector working to improve outcomes for children and young people with sensory impairments.

Across the authority 36 parents were involved in five week blocks of cooking sessions delivered by NHS Ayrshire and Arran Dietetic Health Promotion team, 111 cooking sessions in total. In addition the team supported eight one-off sessions in nurseries delivered to 241 children and nine staff. The dietetic team also attended events during the summer holidays engaging with 122 children and 95 parents. Early learning and childcare staff across the authority will be supported with regards to new nutritional guidance detailed in "Setting the Table", pan Ayrshire training events are planned.

HOW GOOD WAS OUR LEADERSHIP?

This section of the report highlights some examples of how well our services were led, including the leadership of change and improvement.

Equality and Diversity

We continue to make good progress in raising awareness with staff of the duties in relation to the Equality Act 2010 to ensure all young people with protected characteristics are treated equally and fairly. Online training is available through COAST – the authority’s online CPD platform.

The authority hosted the National Holocaust Memorial Day event in January 2015. The high profile event was led by young people from Kyle Academy, attended by the Provost, Holocaust survivors, elected members and representatives from Scottish Government including The First Minister, Ms Nicola Sturgeon.

Nil by Mouth has delivered their anti-sectarian message in 18 of our schools.

We continue to work with Stonewall to raise awareness about LGBTI.

Planning, Performance Monitoring and Self Evaluation

The Service and Improvement Plan for Educational Services for 2015-18 was developed following a workshop involving all head teachers. It reflects the contribution that Educational Services will make to the Council’s Plan for the same period. The plan will be refreshed annually following further self-evaluation activity. Progress in delivering our plan is monitored by and reported to Elected Members twice yearly through the Service and Performance Panel.

A performance framework has been developed for Educational Services which outlines the performance measures to be used to ensure Educational Services delivers its key objectives as outlined in the Single Outcome Agreement, the Council Plan and the Service and Improvement Plan.

Leadership Development

We provide very good opportunities for leadership development for staff. Over the past four academic sessions, leadership development programmes have helped to build effective leadership capacity amongst our staff. A number of different elements exist for leadership development including: a bespoke programme which has been run by senior officers within the Council; the Flexible Route to Headship (FRH); and, the Scottish Qualification for Headship (SQH). In the last three sessions, we have had more than 40 individual members of staff successfully completing the South Ayrshire Leadership Development Programme, four graduating through the FRH programme and five through the SQH programme. The leadership framework has been further developed to provide a route for aspiring Principal Teachers (PTs), acting



PTs, newly appointed PTs, Depute Head Teachers and newly appointed Head Teachers. A further cohort will be recruited for session 2015-16. Feedback from participants has been extremely positive and has focussed their approach to leadership of learning within their various posts in schools.

In terms of Head Teacher qualifications there are currently five participants undertaking SQH and two undertaking FRH. A further two applicants have been recruited to undertake the new national 'Into Headship' qualification which will be launched in October 2015. The new qualification is endorsed by the Scottish College of Educational Leadership and will become a mandatory qualification for new Head Teachers by 2019.

In our third year of working in partnership with Columba 1400, programmes were organised to develop leadership skills in both staff and young people.

Sixteen head teachers participated in the Columba 1400 Head Teacher Leadership Academy (HTLA) – a programme designed to develop and support head teachers while promoting collegiate working across South Ayrshire. A four day residential programme at Ardoch, Loch Lomond allowed staff to reflect on their leadership values and the challenges they face in their drive to ensure positive outcomes for all young people.

In addition four Young Ambassadors Leadership Academies were organised to support young people across three secondary schools. School based orientation sessions led by Columba 1400 staff prepared our young people for a challenging residential week in Skye. The young people returned from Skye with a set of values-based leadership skills and were challenged to make an impact in their school and local communities. Each group benefited from on-going support from Columba 1400 and staff who participated in the programme. A further Young Ambassadors Leadership Academy programme was delivered in partnership with South Ayrshire Young Carers. This programme involved eight young people from four schools, supported by staff from the Young Carers Centre.



Innovation, Change and improvement

The Directorate continues to work to improve its performance and make a positive difference to the lives of children and young people in South Ayrshire and a number of innovative services were developed or improved.

In 2014/ 15 there were key areas of innovation and improvement

Two nurseries were invited to present and share their good practice at the Scottish Learning Festival.

In 2014/15, innovative practice in South Ayrshire was recognised in the Scottish Education Awards 2015. Dalmilling Primary was one of three finalists in the category Making Languages Come Alive. The school was recognised for strong and innovative practice in developing children's skills in modern foreign languages. Kyle Academy was also selected to be a finalist in the category Learning Through Technologies. Kyle's innovative approach to online safety in partnership with Police Scotland earned them their place as one of only three finalists. Their project focused on intergenerational online safety and encouraging young people to work with their parents and grandparents to ensure online safety. Doonfoot Primary is also pushing the boundaries in STEM work and this was recognised when one of their teachers, Jenn McEwan, was nominated for teacher of the year and shortlisted as one of only three finalists.

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

Despite the challenges posed by reducing budgets and the requirement to make significant savings in the public sector, the Directorate has continued to improve services as outlined in this report.

This report indicates that there is a strong pattern of maintaining high performance levels in the attainment and achievement of children and young people in South Ayrshire. This is evidenced by external evaluations in inspections and through the validated self evaluation activity carried out in partnership with Education Scotland in 2014.

We are aware that there is room to further close the attainment gap particularly for those children and young people affected by deprivation. Closing the attainment gap remains a priority for the Directorate and staff have a clear focus on working together to deliver better outcomes for children and young people in South Ayrshire.

We hope that you have found this report informative and reflective of our commitment to continuous improvement in providing services of the highest quality. We will continue to work closely with partners to deliver the best services possible for children and young people in South Ayrshire to achieve our aim of closing the attainment gap while challenging every learner.



We hope that you have found this report **informative and reflective** of our commitment to continuous improvement in **providing services** of the highest quality.

Text only versions of this publication are available in Polish, Chinese and Urdu.

It is also available in large print or on audio, on request.

0300 123 0900

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