

WORKING WITH PARTNERS  
AND COMMUNITIES TO  
MAKE LIFE BETTER



# Educational Services Standards and Quality Report 2015-16



# Foreword

## Welcome to South Ayrshire Council's Educational Services annual evaluation report for 2015/16.



2015/16 has proved to be yet another successful year for Education which you will read about in this report. It clearly shows the progress we have made in achieving our expected outcomes. We are seeing year on year improvements

in our schools and early years centres across the authority. The continued improvements are very significant and show that we are making a difference in the lives of children and young people. These improvements are attributed to the hard work, commitment and dedication of teachers, school staff, parents and carers, education officers and most importantly the children and young people themselves.

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners to enable them to achieve their potential regardless of their circumstances. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the attainment gap while challenging every learner guides and defines the work of Educational Services. We are definitely making progress in working towards achieving this

vision and I am delighted to be working with all the staff, parents and young people in education to forge ahead with this agenda.

Throughout this year we have continued to protect children and young people, support our most vulnerable young people and families, embed the GIRFEC agenda, implement Curriculum for Excellence and improve levels of attainment and achievement for all our children and young people. This report provides a summary of our performance and contains a range of information, as well as examples of good practice, to demonstrate the impact of our services on the young people that are South Ayrshire's future.

I am sure when you read this report you cannot fail to be impressed and reassured that everyone is committed to providing the highest quality of education for every learner in South Ayrshire.

I am absolutely delighted to endorse my fourth Standards and Quality Report for Educational Services.

**Margaret Toner**  
**Portfolio Holder for Lifelong Learning**

# Introduction

The past year has been one of significant successes once again for our children and young people. I am very grateful to all of the staff who work so well in partnership with parents and carers to achieve good results for our children and young people. It has also been a year of change at head teacher level as a number of very experienced head teachers retired. In standalone early years centres, head teachers are being replaced by centre managers as we move to offering a service all year in some centres rather than just term time. The aim is to offer a more flexible service to parents and carers.



Exam results for those in fourth, fifth and sixth year at school remain strong on average across the authority. Secondary schools continue to build on the great start our children get at early years and primary school.

Learning beyond the classroom is also still very strong as the authority leads the way in Scotland in success for young people who complete the Duke of Edinburgh's Award. Our Active Schools Team continue to offer a great range of experiences to young people, getting them active, involved and enthusiastic about sport. I have enjoyed all of the many concerts I have attended over the year, both in schools and at authority level.

The skills and talents nurtured by staff in school and our outstanding instrumental music service are on show regularly at these concerts and events.

The year ahead looks exciting as the new buildings near completion at Marr College, Ayr Academy, Tarbolton Primary and Dailly Primary. As ever, it will be a year of change with a challenging agenda being set by Scottish Government. They are right to challenge us all to do better for children and young people at risk of not doing well in their education. In particular we still need to do more for children who live in relative deprivation and for those who are looked after. Through all this change, what remains the same is the skill and dedication of all our staff, working daily to ensure all of our children and young people achieve the best they can.

**Douglas Hutchison**  
**Director, Educational Services**





## 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, smaller towns and rural areas.

In 2015 the population of South Ayrshire was 112,400; a decrease of 0.1% from 112,510 in 2014. 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 15.8% is aged 0-15. This is lower than Scotland where

18.2% are aged 16 to 29 years and 17% of the population are aged 0-15. In 2015 in South Ayrshire 1.9% of young people (aged 16-24) were claiming job seekers allowance compared to 1.6% across Scotland. Since 2000, South Ayrshire's total population has fallen by 1.3% while Scotland's population has risen by 5.7% over this period.

Overall the population of South Ayrshire is projected to decrease by 2.4% between 2012 and 2037. The population of Scotland however is set to increase by 8.8% during the same period.

Approximately 2% of Scotland's poorest postcode areas are in South Ayrshire.

There has been a decrease in the number of children registered on the child protection register, from 91 (5.1 per 1000 of the 0-15 years population) in 2014 to 61 (3.4 per 1000 of the 0-15 years population) in 2015; this compares with 3.0 per 1000 in Scotland as a whole in 2015.

Children on child protection register: Rate per 1000 of 0-15 years population					
	2011	2012	2013	2014	2015
SAC	2.7	3.5	2.7	5.1	3.4
Scotland	2.8	2.9	2.9	3.2	3.0

At 31st July 2015 there were 330 children looked after by South Ayrshire. This represents 1.6% of the 0-17 years population compared with 1.5% nationally. The majority of children looked after were boys (58%) and almost a quarter were under five years of age (24%).

Looked after children			
	2013	2014	2015
No. Looked After Children by Authority	365	343	330
% 0-17 population	1.7%	1.6%	1.6%

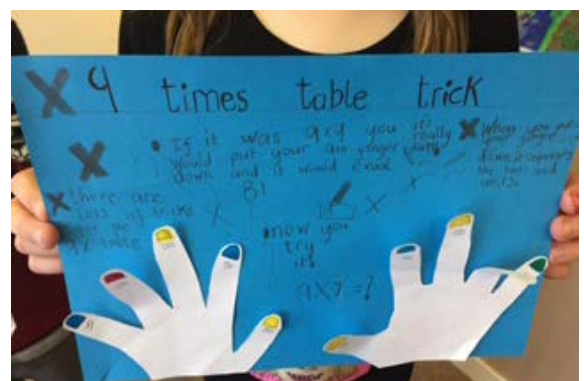
There are 41 primary schools, eight secondary schools and two special schools in South Ayrshire. Provision for pupils with additional support needs is also made through six supported learning centres in mainstream schools. There are five stand-alone early years centres, 31 early years centres and 10 partnership centres. There are five out of school care services and two holiday clubs and a crèche service.

The overall number of pupils in South Ayrshire increased for the first time in five years. Compared to 2011 the number of pupils in primary schools increased in 2015-16 by 304, and by 23 pupils in special schools. However there was a decrease of 536 pupils in the secondary sector.

Each year the Scottish Government collects data on the number of pupils enrolled in early years in September. Parents and carers of two year olds who met the eligibility criteria had access to 600 hours of early learning and childcare, these figures are subject to fluctuation year on year and throughout the session. Three year old children are allocated a place in an early years establishment the week after their 3rd birthday, therefore the numbers increase throughout the session.

Early Years Census (September)		
Session	3 years olds	4 year olds
2013/14	675	1,262
2014/15	661	1,266
2015/16	582	1,205

At the end of the 2015/16 school session, 1,193 three year olds and 1,205 four year olds had access to high quality early learning and childcare provision through stand-alone early years centres, early years centres within primary schools or partnership centres across South Ayrshire. Among two year olds, 163 had places in South Ayrshire.





## Vision and Values

Working with partners and communities to make life better is South Ayrshire Council's vision. 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 2016-18 are outlined in our service and improvement plan:

- Deliver effective early years and early intervention services;
- Increase the proportion of young people and adults 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 families;
- Develop a flexible workforce with the skills and knowledge to deliver services efficiently and effectively;
- Ensure land and building assets that are well maintained, fit for purpose and affordable; and
- Transformational change and improvement driven by a performance improvement culture and self-evaluation, with all services systematically reviewed using a standard methodology every five years.





# What key outcomes have we achieved?

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

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.

## Progress and Achievement in Early Years

In Early Years we implemented draft developmental milestones to track pre-school children's progress in literacy, mathematics and health and wellbeing. Children's progress against the milestones is evaluated in October of the pre-school year and again in June before children start primary school.

% of children achieving 8-10 developmental milestones at the end of the pre-school year (June 2016)		
Language	Mathematics	Health and Wellbeing
79%	81%	87%

All children in our early years centres 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. We continue to support the Early Years Collaborative stretch aim of 90% of children achieving 8-10 developmental milestones by the start of Primary 1.

Children continue to benefit from improved access to physical activities and outdoor learning with almost all children in our early years centres having access to at least half an hour of outdoor physical activity each day. All children in out of school care continue to 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.

**The Directorate is committed to ensuring that all children and young people are safe, healthy, active, nurtured, achieving, respected, responsible and included.**



## Attainment in Primary Schools

Children in primary schools are assessed in a range of ways, including using standardised assessments. These assessments 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 improved with an average score of 53. This is the strongest year since the introduction of the assessments. In mathematics performance has remained consistent with last year.

Stage	Reading				
	11/12	12/13	13/14	14/15	15/16
Primary 1	51	52	51	51	53

Stage	Mathematics				
	11/12	12/13	13/14	14/15	15/16
Primary 1	53	53	53	55	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 with the 2015/16 score remaining consistent with the previous years. In mathematics performance in P3 is consistently above average and around average in P5. In P7 however performance falls below average, which is consistent with performance nationally.

Stage	Reading				
	11/12	12/13	13/14	14/15	15/16
Primary 3	102	101	105	103	105
Primary 5	104	103	105	105	105
Primary 7	95	95	95	98	98

Stage	Mathematics				
	11/12	12/13	13/14	14/15	15/16
Primary 3	104	105	108	105	105
Primary 5	98	98	99	100	100
Primary 7	91	90	91	92	90

The achievement of Curriculum for Excellence levels is based on teachers' assessment 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 end of Primary 4; and
- Second level by the end of Primary 7

In South Ayrshire schools, most children were assessed as secure at expected levels for language and mathematics in 2015/16. The percentage of children being assessed as secure in Primary 1, 4 and 7 has increased since last session.

Year Stage	Overall Language 2013-14	Overall Language 2014-15
P1	79%	80%
P4	70%	75%
P7	69%	72%

Year Stage	Overall Mathematics 2013-14	Overall Mathematics 2014-15
P1	83%	85%
P4	69%	79%
P7	69%	72%

In 2015/16 the Scottish Government, for the first time, gathered teacher judgement data relating to the number of children and young people who were secure or better at the relevant stage.

% children secure or better at relevant stage		
Year Stage	Reading	Writing
P1,4 and 7	84%	78%
P1	87%	83%
P4	82%	77%
P7	82%	75%

% children secure or better at relevant stage		
Year Stage	Listening and Talking	Mathematics
P1,4 and 7	87%	84%
P1	90%	90%
P4	86%	82%
P7	85%	78%

## Attainment in Secondary Schools

Young people in secondary schools are assessed in a range of ways including using standardised assessments. The assessments 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, science and mathematics performance has been in-line with the average national performance since the introduction of the assessments.

Curricular Area	11/12	12/13	13/14	14/15	15/16
Reading	101	100	100	100	99
Mathematics	101	100	101	101	100
Science	101	99	99	100	100

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).



## Literacy and Numeracy

Secondary schools in South Ayrshire aim to ensure that all young people leave school with a qualification in numeracy and literacy. By the end of S4 in 2015/16, 89% of young people had gained a qualification in literacy and numeracy at SCQF Level 4 and 61% at SCQF Level 5, which is higher than comparator data .

By the end of S4 most young people from the most disadvantaged areas have gained both literacy and numeracy qualifications at SCQF Level 4, although fewer gained literacy and numeracy awards at SCQF Level 5 compared to all S4 pupils.

<b>S4: All Young People</b>			
	<b>% Level 4 Literacy and Numeracy</b>	<b>% Level 5 Literacy and Numeracy</b>	<b>Number in Cohort</b>
South Ayrshire	89.38	60.67	1,111
Virtual Comparator	83.82	49.47	11,110
National	83.08	47.57	51,297

<b>S4: Young People from 30% most deprived backgrounds</b>			
	<b>% Level 4 Literacy and Numeracy</b>	<b>% Level 5 Literacy and Numeracy</b>	<b>Number in Cohort</b>
South Ayrshire	84.92	40.48	252
Virtual Comparator	73.85	31.94	2,520
National	73.51	29.41	15,913





The Scottish Government has developed a new reporting tool which allows comparisons to be made between young people in a local authority and a virtual group made up of young people with similar needs and backgrounds. At Scottish Credit and Qualifications Framework level 3, 4, and 5, performance is much better than the virtual comparator in all sessions since 2012/13. 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 2012/13.

Key Performance Measures	2012/13		2013/14		2014/15		2015/16	
	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%	94%	82%	94%	82%	90%	82%
5+ awards at level 4 or better by the end of S4	85%	74%	86%	75%	87%	77%	84%	78%
5+ awards at level 5 or better by the end of S4	45%	32%	48%	38%	45%	38%	45%	41%
3+ awards at level 6 or better by the end of S5	33%	28%	36%	29%	37%	33%	38%	34%
5+ awards at level 6 or better by the end of S5	16%	12%	18%	14%	17%	15%	18%	15%
1+ awards at level 7 or better by the end of S6	24%	16%	21%	17%	19%	18%	19%	18%



## 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 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	2013/14		2014/15		2015/16	
	South Ayrshire	Virtual comparator	South Ayrshire	Virtual comparator	South Ayrshire	Virtual comparator
Looked after at home	50%	49%	33%	41%	71%	33%
Looked after away from home	91%	63%	72%	71%	48%	51%

\* Scottish Credit and Qualifications Framework

## Attainment in Special Schools

Most young people in S4-S6 in special schools work towards achieving 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 stay 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 moderate support needs. 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.

### Number of Awards achieved by young people S4-S6 in special schools

Qualification	2013/14	2014/15	2015/16
National 1	130	117	168
National 2	51	65	61
National 3	3	5	10

100% of young people achieve one or more qualification before leaving school.

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.

Number of presentations			
Qualification	2013/14	2014/15	2015/16
National 2	39	34	85
National 3	27	15	66
National 4	1	4	12

**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.**

## 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 on a bi-annual basis therefore there is no national data for 2011/12, 2013/14 or 2015/16.

The attendance of children and young people remains consistent and in line with national data. However, there is scope for improvement and schools are working to improve attendance. This year a leaflet has been produced for schools to issue to parents who take their children on holiday outwith the normal school holiday period.

Primary		
Year	South Ayrshire	National*
2011/12	95.6%	No data
2012/13	95%	94.9%
2013/14	95.4%	No data
2014/15	95.1%	95.1%
2015/16	95.2%	No data

\*Scottish Government statistics

Secondary		
Year	South Ayrshire	National*
2011/12	91.7%	No data
2012/13	91%	92%
2013/14	91.4%	No data
2014/15	90.7%	91.8%
2015/16	91%	No data

\*Scottish Government statistics

## Exclusions

Exclusions are managed by schools and analysed by the authority on a termly basis. National data is available on a bi-annual basis therefore there is no national data for 2011/12, 2013/14 or 2015/16. No school excludes young people lightly and considerable involvement of wider services is considered before such a measure is used. Exclusions have decreased significantly in secondary schools over the last 5 years.

Primary Number of exclusion per 1000 population		
Year	South Ayrshire	National*
2011/12	5	No data
2012/13	4	10
2013/14	6	No data
2014/15	5	9
2015/16	4	No data

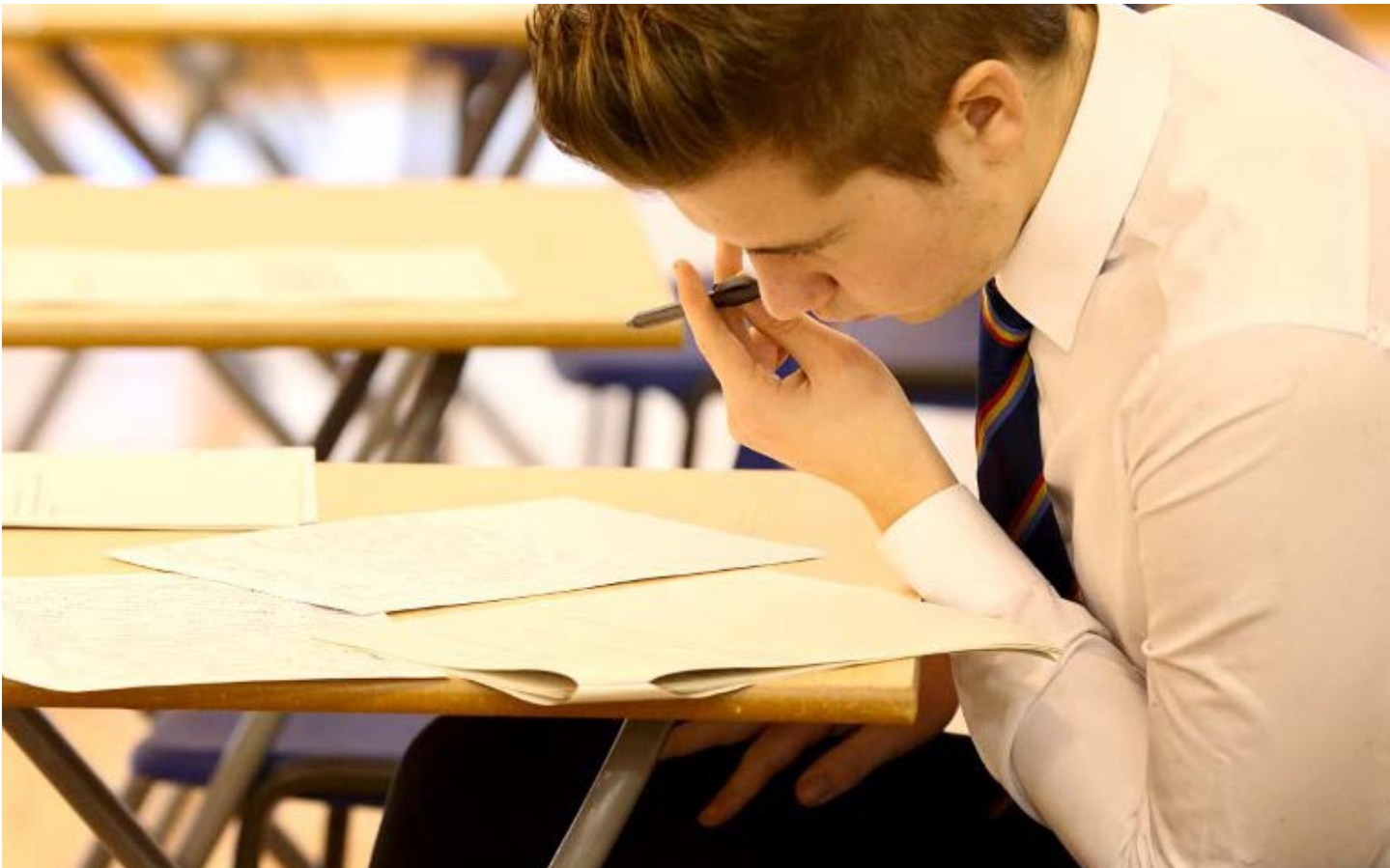
\*Scottish Government statistics

Secondary Number of exclusion per 1000 population		
Year	South Ayrshire	National*
2011/12	38	No data
2012/13	37	58
2013/14	27	No data
2014/15	37	50
2015/16	20	No data

\*Scottish Government statistics







## More Choices More Chances

More Choices, More Chances (MCMC) partnerships have been established in all secondary schools supported by MCMC funding. The partnerships work with the Employability and Skills Team, Skills Development Scotland, 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.

The Employability and Skills team support the delivery of the Workout programme in all secondary schools. Up to 100 places are available to young people in the senior phase who are at risk of failing to make a positive transition from school to work or further education. Young people take part in a one day a week work placement with the Council or a local employer and also engage in personal development and employability skills training.

In 2014/15, 92% of young people moved to a positive destination of employment, education or training when leaving school.

The School Leavers' Destination Return is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government. The return reports the destinations of school leavers in December and again in June to determine the percentage who have made and sustained a positive destination.

**The Employability and Skills team support the delivery of the Workout programme in all secondary schools.**

Leaver destinations								
	2011/12		2012/13		2013/14		2014/15	
Destination	Initial	Follow-up	Initial	Follow-up	Initial	Follow-up	Initial	Follow-up
Total number of leavers	1,173	1,166	1,184	1,183	1,256	1,256	1,201	1,199
Higher Education	40%	39.5%	37%	36.7%	41.6%	40.7%	41.7%	40.7%
Further Education	29.1%	26.6%	33.4%	32.4%	32.2%	30.1%	33.7%	29.1%
Training	3.5%	4.0%	4.2%	2.6%	2.4%	2.5%	1.5%	1.8%
Employment	14.2%	18.4%	15.1%	17%	14.3%	17.5%	15.7%	19.8%
Volunteering	0%	0.1%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%
Activity Agreement	1.8%	1.4%	2.7%	2.5%	1.4%	0.7%	1.4%	1.2%
Unemployed (seeking employment)	10.1%	8.0%	6.3%	6.8%	6.9%	6.9%	4.8%	6.5%
Unemployed (not seeking employment)	1.4%	2.0%	0.8%	1.5%	1.0%	1.3%	0.8%	1.2%
Unknown	0%	0.1%	0%	0.2%	0%	0%	0%	0.1%
<b>Positive destination</b>	<b>88.5%</b>	<b>90%</b>	<b>92.8%</b>	<b>91.5%</b>	<b>92.1%</b>	<b>90.9%</b>	<b>94.3%</b>	<b>92.2%</b>

2015-16 data will not be available until March 2017.

## Staying On Rates

Over the last five years the percentage of young people in S4 returning to school for a 5th year has remained stable. Between 68% and 75% of young people in S5 stay on for a 6th year at school.

	2011/12	2012/13	2013/14	2014/15	2015/16
Sep S5	86%	90%	89%	89%	89%
Jan S5	78%	81%	78%	81%	78%
Sep S6	68%	72%	75%	68%	74%

## 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 2015/16, 2 early years centres and two primary schools were inspected and all received positive inspection reports. There were no secondary inspections in the 2015/16 session.

Year	Early Years		Primary		Secondary		Special	
	Number of inspections	Number positive	Number of inspections	Number positive	Number of inspections	Number positive	Number of inspections	Number positive
2011/12	2	2	1	1	1	0	1	1
2012/13	3	3	2	2	1	1	0	0
2013/14	5	5	3	2	1	1	0	0
2014/15	1	1	1	1	1	1	0	0
2015/16	2	2	2	2	0	0	0	0

From April 2015 to March 2016, eighteen early years centres and two out of school care establishments were inspected by the Care Inspectorate and all received positive evaluations. Provision is evaluated on a six point scale 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	4.9	4.8	4.7	4.8
Partner provider	4.8	4.7	4.6	4.2
Out of school care	5	5	4.5	5

## 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 that make a commitment to continuously work towards improving their environment. The table below shows the progress made by local authority establishments.

Percentage of schools and centres achieving awards	
Bronze	78%
Silver	91%
Green	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 wellbeing and develop every child's talents and abilities to their full potential.

In South Ayrshire we continue to make very good progress with 51 schools having registered with UNICEF. Twenty five have signed up for the Record of Commitment to RRS Award, 27 schools have achieved their Level 1 Rights Respecting School Award and four schools have achieved a Level 2 (highest level) Rights Respecting School Award.

We continue to collaborate with North and East Ayrshire councils to deliver training by UNICEF on RRS. We have 10 staff members who have undertaken Rights Respecting Schools Assessor training.

## Additional Support for Learning

In 2015/16, 1,853 children and young people in South Ayrshire received support from specialist services. 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; and
- A structured monitoring and review cycle.

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

Cluster pupil support staff have embarked on a comprehensive training schedule to raise attainment in literacy and numeracy to complement the Scottish Attainment Challenge targets and outcomes.

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. The Homelink and Care and Learning teams have been delivering support sessions in "Seasons for Growth", a program that helps children and young people overcome loss and change in their lives. In 2015/16 work started to create a new team of specialist teachers resulting from the merger of the Intensive Support and Care and Learning teams. The new team was in place for the start of the new session and they are supporting children across South Ayrshire with a focus on learning, inclusion and looked after children.



## Central Admissions Group

The Central Admissions Group (CAG) works to ensure that placements in 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. The specialist schools and bases are:

- Southcraig Campus
  - Invergarven School
  - Dalmilling Primary (extended learning resources schools)
  - Girvan Primary (extended learning resource school)
  - Doonfoot Primary (Autism Spectrum Condition resources facility)
  - Language Unit (located in Kincaidston Primary)
- Queen Margaret Academy (support 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. This group meets on a bi-monthly basis and consists of a Quality Improvement Manager and Co-ordinators (Inclusion). Consideration and discussion around emerging need and provision in the local authority are core to the function of IMG.

## Early Years Admissions Group

This group allocates early learning and childcare places to children under the age of five. Places are allocated based on eligibility and need.



Children and young people supported by Psychological Service			
	2013/14	2014/15	2015/16
	Number of pupils receiving support		
Psychological Service – active cases	507	1,048	570
Psychological service – consultation cases	342		602
Psychological Service – targeted support			55
Intensive Support Team	21	20	18
Alpha Plus Initiative	25	13	11
Care and Learning Team	66	54	79
Home Link Service	151	123	124
Visual Impairment Service	46	48	44
English as an Additional Language Service	175	188	185
Hearing Impairment Service	39	46	43
Gypsy Traveller Service	36	28	33
Early Years Home Visiting Service	44	36	51
Language and Communication Service	17	15	18
Home Tuition	10	5	11
Hospital Tuition	-	13	9

## Whole School and Group Literacy Supports

### Dyslexia Friendly Schools (DFS)

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 is overseen by a steering group which 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

This has been recognised nationally as an example of excellent practice in supporting children’s literacy skills. Improvements to learners’ experiences and school ethos have arisen from the DFS initiative in primary and secondary schools. The lead officer for DFS retired in 2015 and from this time, school clusters led their own DFS accreditation. The impact of DFS can be seen through analysing the data collated around schools results. If schools have both a Nurturing Approach and Dyslexia Friendly Schools embedded it highlights a trend towards an improvement between a child’s developed ability and their attainment in schools. These results increase as the level of DFS accreditation increases.

Self-evaluation over this year has indicated that having a central lead officer is a more suitable, robust approach to DFS and so will be implemented again from February 2017.

### Working Memory (CogMed)

Since its launch, screening used by the DFS approach highlighted difficulties with working memory and retention rather than specific literacy difficulties for some. Therefore Psychological Service identified supports that could be provided

at an early stage and prevent further difficulties. CogMed is an ICT based intervention that has a strong evidence base, including its impact on learning and teaching. Through consultation with clusters and individual schools, a pilot began in 2013 across one cluster and this has since extended to other clusters through Educational Psychologist consultation.

There are currently 14 schools being supported to deliver this programme on a pilot basis. From 2014 until Easter 2016, 160 children completed or were in the process of completing their CogMed programme. For those who have completed the programme, results show a reduced gap between children’s mental mathematics ability and general mathematics scores as well as improvements in children’s general comprehension and spelling (CEM data, 2014-15). Parental and teacher feedback is that, after the programme, the children involved are more able to sit down and complete homework on their own, concentrate more readily and more able to follow instructions. Children’s feedback shows they feel they can sit for longer and their concentration has improved. However the children also advise they find the programme difficult due to its intensity.

**DFS has been recognised nationally as an example of excellent practice in supporting children’s literacy skills. Improvements to learners’ experiences and school ethos have arisen from the DFS initiative in primary and secondary schools**

## Nurture Approach and Groups

Nurture Groups and the Nurture Approach in particular have had a strong, positive impact on children's behaviour and the development of pro social skills.

Early Years: following the implementation of the Nurture Approach in two nursery centres, there was a statistically significant decrease in children's hyperactivity. In another nursery, there was a statistically significant decrease in behavioural difficulties and an increase in pro social skills as measured by the Strengths and Difficulties Questionnaire (SDQ).

Primary Schools: results from the children's SDQs highlighted improvement in pro social behaviours and a reduction in difficulties with emotions, conduct and hyperactivity. Assessment post intervention also show significant improvement in purposeful attention, engagement with peers, being more emotionally secure and able to respond to adult instruction. Children's feedback has shown that the effectiveness of the nurture group comes from having a safe place to go, having a quiet place and being able to develop positive relationships with an adult.

Secondary Schools: the qualitative feedback from young people, parents and school staff was consistent in identifying improved confidence, self-esteem and better behaviour. Young people were felt to be getting along better with one another and displaying more kind and helpful behaviours. Overall young people, staff and parents felt that relationships had improved within the Nurture Group environment but views were inconsistent about the degree to which these skills could be transferred to the wider school community.

In January 2016, Education Scotland validated South Ayrshire Educational Psychological Services (EPS) self-evaluation. Education Scotland recognised that the service adds value to the Educational Service's vision, values and aims and that the application of psychological theory and evidence was very effective in helping others to improve their practice.

*([http://www.educationscotland.gov.uk/Images/SouthAyrshireEPSVSE150416\\_tcm4-875236.pdf](http://www.educationscotland.gov.uk/Images/SouthAyrshireEPSVSE150416_tcm4-875236.pdf))*

**Early Years: following the implementation of the Nurture Approach in two nursery centres, there was a statistically significant decrease in children's hyperactivity. In another nursery, there was a statistically significant decreases in behavioural difficulties and an increase in pro social skills as measured by the Strengths and Difficulties Questionnaire (SDQ).**





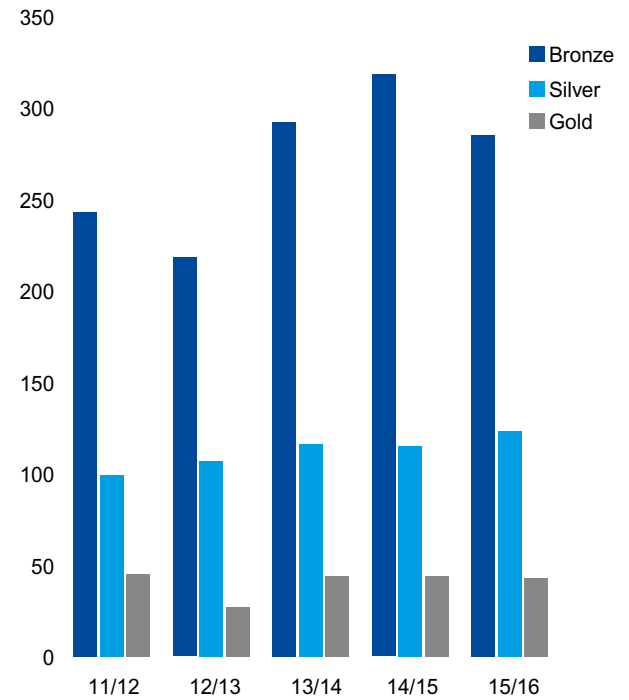
## Wider Achievement

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 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.

## Duke of Edinburgh's Awards Gained



	11/12	12/13	13/14	14/15	15/16
Number of young people achieving the Duke of Edinburgh's Award	387	352	446	479	451
Number of young people achieving the Award of Ambition	811	848	793	883	930
Number young people achieving the John Muir Discovery Award	851	602	691	753	724

We are committed to ensuring that our children and young people have opportunities to participate.





## 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 children and young people with experiences through which to 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.

In 2015/16 more than 1,500 children and young people participated in Cultural Rucksack projects in schools across South Ayrshire, including:

- Eyes on the Prize exhibition – in the Autumn term, 700 children from primary schools in

the Girvan area enjoyed a guided tour of the exhibition of art work created by Turner Prize winners;

- Provost Debate – in October 2015, 24 young people from secondary schools across South Ayrshire came together in County Hall to debate a number of topical issues chaired by Provost Moonie;
- Let's Sing It! – 500 children from Primary 5 came together in Ayr Town Hall to perform "Fever" alongside professionals from Scottish Opera; and
- Here Comes Everybody exhibition – in the Spring term, more than 500 young people from secondary schools enjoyed a guided tour of the exhibition and engaged in reflective discussions about the art work displayed which were inspired by contemporary media communications.

## Music Services

South Ayrshire Music Service continued to provide free instrumental instruction to children and young people in primary and secondary 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 more than 1,200 learners in schools across the authority from P4 to S6. Music instructors supported schools and young people in the performing element of their SQA music examinations.

### Progression of musical skills and abilities

In order to maximise opportunities for learners, all instructors provide a large number of group performance 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 authority level activities allowing any young people who sing or play an instrument to use these skills to come together, rehearse and showcase their work in performances throughout the year. These include:

- South Ayrshire Schools' Junior Orchestra
- Symphony Orchestra
- Chamber Orchestra
- Senior Strings

- Cello Army
- Training Band
- Youth Brass Band
- Junior Percussion Ensemble
- Senior Percussion Ensemble
- Jazz Band
- Pipe Band
- New Music Collective
- Junior Concert Choir
- Senior Concert Choir

In addition, session 2015/16 saw the formation of two new groups:

- South Ayrshire Chamber Choir and the
- South Ayrshire Wind Band.

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

- 12 young people attending the West of Scotland Schools' Training Band
- 7 young people selected for the West of Scotland Schools' String Orchestra
- 8 young people selected for the West of Scotland Symphony Orchestra
- 2 young people selected for the National Youth Orchestra of Scotland
- 3 Young people played with National Youth Brass Band of Scotland





## Partnerships

A large number of soloists, ensembles, choirs, bands and orchestras took part in the Ayrshire Music Festival. In partnership with the Ayrshire Music Festival and North and East Ayrshire Music Services, a Masterclass with Nicola Benedetti was organised for young string players in March 2016. 80 pupils from South Ayrshire took part.

Senior vocal pupils took part in 'A Song for SSAFA – the armed forces charity' alongside the Military Wives Choir in April 2016.

A partnership was built with the Scottish Schools Pipes and Drums Trust and the William Grant Foundation to enable young people in the Girvan area to take part in piping and drumming tuition. Pupils started weekly lessons in June 2016.

## Community Involvement

In addition to the many performance opportunities for school based groups led by instructors, the

authority ensembles supported a number of local and national events including, Prestwick Rotary Christmas Concert, Ayr Choral Union Christmas Concert, a National Education Event in Glasgow and The Royal Highland Show.

## Youth Music Initiative

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:

- The Big Sing – a vocal project
- The Big Bang – percussion project
- World Music – drumming project
- Strum Along – guitar project

Creative Scotland highlighted The Big Sing as an example of good practice and completed a case study on the project during session 2015/16.



## Burns Supper

On 3rd February 2016, 19 primary schools came together to celebrate the life of Robert Burns. They were supported by senior pupils from four secondary schools. The event was held in County Buildings and was a joint project between South Ayrshire Council and Ayr and Alloway Burns Clubs. A variety of poems and songs were performed by the pupils and each school received a gift of a book and a group photograph to commemorate the event.

## Active Schools

The academic year 2015/16 was an opportunity for Active Schools in South Ayrshire to focus on target areas and ensure children and young people from vulnerable groups were supported to participate in school and community sport. Pathways to local sports clubs were maintained with a total of 63 local clubs having strong links with local schools.

During 2015/16 there were nearly 6,000 opportunities for children and young people to participate in sport and physical activity sessions as part of the Active Schools network before, during and after school. In addition, there was a 1% increase from 2014/15 in the number of pupils participating in Active Schools activities.

Active Schools Leadership programmes continue to be 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 19 secondary school-aged girls being trained as Level 1 Dance Leaders and has seen dance continue to rise in popularity within schools with pupils now taking part in a South Ayrshire Dance competition annually.

A total of 39 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.

During 2015/16 there were:

- 404 volunteers providing physical activity sessions, including 219 qualified adults and 108 qualified secondary aged young people;
- Five leadership programmes within secondary schools supporting young people to become coaches and ambassadors for sport;
- One leadership programme in primary schools with a total of 1171 children taking part in the Junior Coaching Academy (an increase of 44% from 2013/14);
- 39 different activities offered within schools outwith the school day; and
- Pathways developed with a total of 63 different local clubs;

The addition of a Competitive School Sport Officer within the team has greatly enhanced the opportunities for pupils to take part in local, regional and national competitions in the past year.

During 2015/16 there were:

- 123 South Ayrshire Secondary School Teams;
- 2,099 district participants (secondary pupils);
- 9,420 participant sessions (secondary activities);
- South Ayrshire hosted 14 qualifier events from which winning teams and athletes progressed to regional and national finals; and
- All South Ayrshire schools (primary and secondary) entered events on the 2015/16 calendars and 383 pupils entered South Ayrshire's first Primary Cross Country Event.

Three additional Active Schools Assistant posts based within Braehead, Dalmilling and Newton primaries have enhanced the opportunities for our most vulnerable children to access sport and physical activity opportunities. For example from April 2016 there has been a large increase in participation in extra-curricular activity in Braehead Primary; 103 different pupils took part, an increase of 67% from 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.

		2011/12	2012/13	2013/14	2014/15	2015/16
<b>Residential visits</b>	Visits by primary school pupils	915	750	789	833	733
	Visits by special school pupils	20	18	12	10	0
	Fieldwork students	44	29	50	75	81
	Gold Duke of Edinburgh's Award	10	8	71	60	115
	Other residential groups	227	251	172	52	123
<b>Day visits</b>	Visits by primary school pupils	63	55	80	94	80
	Fieldwork students	10	66	16	27	188
	Youth Groups teambuilding days	190	218	82	20	0
	More Choices More Chances Groups	0	0	95	10	20
	Work Out! Programme	0	0	90	0	79





# How well have we met the needs of our stakeholders?

This section of the report highlights some examples of the way we involve people in our services.

## Early Learning and Childcare

In November 2015 parents were consulted to help further increase flexibility of early learning and childcare services across the authority.

Eighty one percent of parents/carers stated that their current early learning and childcare arrangements met their needs. 65% stated they would be prepared to pay for additional hours, wrap around, term time early learning and childcare and 62% were prepared to pay for additional early learning and childcare hours during the school holidays.

All Local Authority and Partnership centres are operating 600 hours of funded early learning and childcare. As a result of the survey, in 2016/17 a further five Local Authority centres will offer full day provision, therefore 42% of early years centres will provide more flexible early learning and childcare to meet the needs of parents/carers and families. Provision for eligible 2-3 year old children has been expanded in South Ayrshire. There are ten local authority centres able to offer places to eligible 2-3 year old children in 2015/16, with an additional five offering this service in 2016/17.

## Pupil Survey

Each year an annual survey of children and young people is carried out. In 2015/16, 3,689 children in primary schools and 2,497 young people in secondary schools completed the survey. The survey 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 key statements which were included in the survey.

	2011/12	2012/13	2013/14	2014/15	2015/16
<b>Primary Schools</b>					
I enjoy learning at school	92%	94%	93%	98%	92%
I feel safe and cared for in school	94%	96%	94%	94%	94%
<b>Secondary Schools</b>					
I enjoy learning at school	85%	82%	80%	77%	80%
I feel safe and cared for in school	83%	82%	81%	82%	83%



## Parent Survey

Each year schools survey parents, this is a developing area and further improvements will be made in the 2016/17 session. The table below shows the percentage of parents who agreed or strongly agreed with statements which were in the survey:

Statement	2014/15	2015/16
<b>Primary Schools</b>		
My child is encouraged and challenged to work to the best of his/her ability	92	96
The school is well led	90	97
Overall, I am happy with the school	95	95
<b>Secondary Schools</b>		
My child is encouraged and challenged to work to the best of his/her ability	93	96
The school is well led	90	89
Overall, I am happy with the school	94	96

## Partnership with Parents

During 2015/16, four Early Years workers have supported the delivery of universal programmes for parents and carers in 30 Early Years Centres. Parents Early Education Partnership (PEEP) is an early years parenting programme that is offered to all parents of children in early years. The widespread impact of the Parents Early Education Partnership in building the skills and confidence of parents with very young children was recognised as a key strength in the Services for Children Inspection, (Care Inspectorate 2016). Other programmes delivered included Make and Taste groups, Book Bug groups and Baby Massage groups.

The authority continues to make good progress in developing productive partnerships with parents. South Ayrshire Council staff meet quarterly with Parent Council chairpersons or their representatives. Meetings allow a range of current educational issues to be shared with parents, examples being the impact of digital technology in the classroom and language learning in schools. In the past year an evening meeting was arranged specifically for parents of children with additional support needs. The evening included discussion and workshops for parents and allowed parents to express their views on the quality of service their children receive. Dyslexia Ayrshire also provided a workshop.

## Pupil Voice

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

In 2015/16 young people aged 15-18 in secondary schools across the authority engaged in a range of events and opportunities in relation to developing political literacy. These activities were delivered in response to the Scottish Parliamentary Elections 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. Centrally organised school husting events were held in both Belmont Academy and Girvan Academy. These events gave young people from all South Ayrshire secondary schools that were eligible to vote in the May 2016 elections the opportunity to pose questions to political parties and gain further information in relation to each.

Again this session, 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. The event gave young people the opportunity to take part in simulated court cases using real-life scenarios, giving them experience in the roles and responsibilities of both court staff and the jury. Prior to the event there was extensive preparation in schools with students taking part in the reconstruction of a criminal jury trial, adopting both a prosecution and defence 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. Young people were able to gain valuable insight into the life of a working court.

## Partnership Working

A more structured and consistent approach is needed to ensure the learner voice contributes to the discussion about the quality of learning and teaching across our schools.

During 2015/16 session 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. This initiative was highlighted nationally by the Scottish Parent Teacher Council as excellent practice.

This session also saw a new partnership between UCan, a social enterprise based in Kilmarnock, and Alpha Plus students. This partnership has already boosted success, motivation and engagement for the group. Further work is also being undertaken to identify more qualifications that young people can access through this partnership.

A new partnership with ReadingWise has been developed in 2015/16. ReadingWise is an intervention programme that supports children and young people to develop their reading skills. Every school in the authority has been running groups using the programme and cluster support teachers have been heavily involved in its implementation. The results to date have been very promising and the impact of this approach will be monitored next session.

### Accessibility Strategy Group

The Directorate leads the Accessibility Strategy Group which ensures that children and 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 implement the wider South Ayrshire Accessibility Strategy.

### Developing Scotland's Young Workforce

A range of activity was undertaken throughout the session:

#### Employer Engagement

A baseline audit of existing partnership activity with all South Ayrshire schools has been carried out which identified needs and opportunities to further develop partnerships to support the Broad General Education and Senior Phase developments.

A European Day of Languages took place on 22nd September 2015 for S3 pupils at Queen Margaret Academy. The aim was to raise the profile of modern foreign languages used in business and encourage pupils to consider taking a language in the Senior Phase.

#### Careers Education

Schools have been making use of Skills Development Scotland's newly launched version of My World of Work (Evolution).

#### Science, Technology, Engineering and Maths (STEM)

In collaboration with Energy Skills Scotland and Education Scotland, a programme of STEM "Employability Bites" is currently being piloted in Belmont, Carrick and Prestwick academies. These "Bites" introduce pupils to the energy sector through practical hands-on learning, applying skills and STEM learning in meaningful ways.

#### Employability Skills

My Skills, My Future training has been delivered to the Girvan and Carrick More Choices More Chances partners and to Community Learning and Development (CLD) staff linked to the other South Ayrshire secondary schools. My Skills, My Future is a suite of resources aimed at supporting individuals in identifying the skills they have gained from other experiences outwith formal qualifications.





### **More Choices More Chances (MCMC)**

Partnership working with the Employability and Skills team, Skills Development Scotland, CLD and Ayrshire College has been key to the ongoing success of meeting pupil needs.

### **Vocational Qualifications**

A baseline of vocational qualifications and employability courses on offer was established and shared with schools. The Ayrshire College curriculum programme included Foundation Apprenticeships. Six pupils have undertaken a Foundation Apprenticeship in Engineering which will be delivered over two years in S5 and S6.

In collaboration with Energy Skills Scotland and Education Scotland, a programme of STEM “Employability Bites” is currently being piloted in Belmont, Carrick and Prestwick academies.

# 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.

## Early Learning and Childcare (0-5 years)

The provision of 600 hours of early learning and childcare for every eligible child has been fully implemented in all early years centres across the authority since August 2016. Parents and carers now have the opportunity to access flexible provision in 15 early years centres offering full day provision across the authority.

During session 2015/16 new early years provision for eligible 2-3 year olds opened at the Carrick Centre Maybole, Girvan Early Years Centre, Braehead, Ballantrae, Colmonell and Muirhead primary schools. 163 spaces were allocated to two year olds, 157 in local authority centres and six in our partnership centres (as at June 2016). This represents an 81% increase in places allocated.

In August 2016 new provision for children aged two to three opened in Newton, Kincaidston, Coylton and Dundonald primary schools

## Childcare – Out of School Care

The Council operates five Out of School care clubs at activity centres in Coylton, Mossblown, Dundonald, Muirhead and Symington.

There has been a slight decrease in the uptake of Out of School care in the past year. The service continues to explore ways of maximising the number of children attending.

Following a Service Review changes to Out of School care provision were implemented in 2015/16 including alignment of fees with other local providers and introduction of a registration fee.

**Parents and carers now have the opportunity to access flexible provision in 15 early years centres offering full day provision across the authority.**



## Curriculum for Excellence

Early years continue to track children's progress in developmental milestones in literacy, mathematics and health and wellbeing. The pilot of draft milestones across all early years centres is now in its second year and will be evaluated and reviewed in session 2016/17.

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.

There is now a greater focus on natural and sensory environments for young children with increased opportunities for children to explore and be creative.

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

Schools are provided 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 worked together to develop skills frameworks for the eight curriculum areas. Frameworks from early to second level are currently available on Glow (the schools intranet). Clusters are currently reviewing and updating the frameworks, adding third level content and producing moderated assessment exemplars. Schools are currently using a number of the frameworks with the intention to be using

all eight within three years. These frameworks will 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.

**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.**



## The Early Years Collaborative

In the course of session 2015/16 the Early Years Team focused on engaging early years staff in tests of change and using the Early Years Collaborative improvement methodology as set out in the service plan. As a result improvements in information sharing, children's literacy skills and fine motor skills are evident. This session work will focus on linking the Early Years Collaborative and Raising Attainment for All within the Children and Young people's Improvement Collaborative and supporting staff to scale up projects across the authority.

## South Ayrshire's Attainment Challenge

South Ayrshire's Attainment Challenge focused in 2015/16 on Braehead, Dalmilling and Newton primary schools and targeted improvements in literacy, numeracy and health and wellbeing. The schools were identified on the basis of supporting a significant proportion of pupils and families from communities which are facing some of the greatest challenges across Scotland.

### Literacy

All too often children from the most disadvantaged backgrounds fail to achieve the appropriate standards in early level literacy. To improve early literacy we used four additional Speech and Language Therapists to work directly with children and parents and to train staff in early intervention approaches; we employed three additional Nursery Nurses to support development of Three Read and other early literacy approaches; we developed our early literacy project further and used School Assistants to deliver targeted interventions in one-to-one and small group settings to ensure a consistent impact on literacy and numeracy attainment. By the end of the session, we started to extend the early literacy project to thirteen Raising Attainment for All partner schools and Cherry Tree Nursery.

### Numeracy

In numeracy, performance of our most disadvantaged children is lower than the authority average and the gap widens as children move through primary school.

Children from P3-P7 were assessed and received a standardised score. The standardised scores were used to identify school, class and group averages for comparison and were then used to measure value added and the impact of interventions. Individual schools trialled a range of ways to use the data to improve attainment, develop learning and teaching approaches and enhance tracking and monitoring.

### Health and Wellbeing

We increased our support for and engagement with families and children within, across and beyond schools to improve health and wellbeing outcomes. We used Barnardo's Family Support Workers to work with families and groups of children identified as our target groups and to train school staff in strategies to develop and strengthen positive mental health and wellbeing. We employed three Active Schools Assistants to work with Active Schools Co-ordinators to increase the range of physical activities within the target schools and to increase participation in local clubs and the use of local facilities. This not only had a positive impact on families' quality of life but ensures that children are mentally prepared for learning. By improving health and wellbeing outcomes across the three schools we will continue to increase attainment in literacy and numeracy.





All staff in Educational Services are now aware that patterns of lower attainment for children in lower SIMD deciles are unacceptable and there is a strong commitment to closing the attainment gap. Literacy, numeracy and health and wellbeing are now prioritised across the curriculum to ensure that all children make the best possible progress. Staff have benefitted from significant investment in resources and a wide range of Continuing Lifelong Professional Learning focused on literacy and numeracy.

Impact of improving attainment in P1 in Braehead, Dalmilling and Newton is shown below.

School Name	Start Reading	End Reading	Reading Diff.	Start Phonics	End Phonics	Phonic Diff	Start Maths	End Maths	Maths Diff	Max No Pupils
Braehead Primary	45.1	48.3	3.2	51.3	51.1	-0.2	47.7	49.9	2.2	32
Dalmilling Primary	42.0	41.4	-0.6	44.7	47.6	2.9	41.7	43.7	2.0	51
Newton Primary	45.7	50.7	5.0	53.3	54.1	0.8	47.7	59.0	11.3	22

We are confident that we are closing the attainment gap at age 5 (6 to 13 months in problem solving and 11 to 18 months in expressive vocabulary) between children from the most advantaged and disadvantaged families.

## Language Learning in Scotland: A 1+2 Approach

During 2015/16 a small team of Development Officers continued to focus on developing the 1+2 Approach to Language Learning.

Scottish Government Policy states that every child should have the opportunity to learn a modern language from Primary 1 onwards and a second modern language from Primary 5 onwards. This policy should be fully implemented across the country by 2020. Accordingly all primary schools are now required to plan to build capacity to prepare teachers for teaching two languages in addition to English.

Across the authority all schools have access to a Development Officer to help them support the implementation of this policy. Development Officers have been modelling teaching and developing planners and resources. An area in Glow has been created to share resources and good practice.

### Gaelic Education

As part of the 1+2 Approach to Language Learning in South Ayrshire, Gaelic Language is being delivered across a cluster of schools. Staff have participated in Gaelic Language CLPL activities and a package of music activities has been developed to support learning.

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 subject learning option model for session 2015/16. We continue to review the secondary curriculum 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 child sexual exploitation; internet safety; domestic abuse and stalking; female genital mutilation; and anti-terrorism.

Through the pupil survey we know that almost all children and young people report that they know what to do if they are concerned about their own safety and protection.

After consultation with Child Protection Co-ordinators and Named Persons in educational establishments, new Management Guidelines for Educational Services on Child Protection has been agreed by the Council's Leadership Panel. This reflects national legislative and policy changes which have occurred since 2007.

Network meetings for all Named Persons and Child Protection Co-ordinators have been held to support implementation of the Management Guidelines, and provisions of the Children and Young People (Scotland) Act 2014. Additional training sessions are scheduled throughout 2016/17 to consider risk assessments, wellbeing assessments, chronologies, and sexual exploitation awareness-raising, in line with the national campaign launched this year.



## Getting It Right For Every Child (GIRFEC)

GIRFEC is a priority for staff and the use of the national GIRFEC practice model continues to be embedded in our processes supporting the role of a Named Person and Lead Professional as required. A Child's Pathway has been agreed across Ayrshire and this is in the final stages of development.

The Children and Young People (Scotland) Act 2014 has set out a definition of wellbeing and is legislating for named person and a statutory child's plan. The Supreme Court Judgment on 28th July 2016 found that, in accordance with the principles of GIRFEC, the policy intention behind the 2014 Act is, *'unquestionably legitimate and benign'*.

The Supreme Court unanimously held that the information sharing provisions of Part 4 of the Children and Young People (Scotland) Act 2014,

are incompatible with the rights of children, young persons and parents. Taking account of this there has been progress in working towards implementing the requirements of the Act and this will continue in session 2016/17.

**A Child's Pathway has been agreed across Ayrshire and this is in the final stages of development.**



# How good was our management?

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

Educational Services' expenditure remained within budget for the year.

Year	11/12 £000's	12/13 £000's	13/14 £000's	14/15 £000's	15/16 £000's
Net Expenditure (EDUCATION)	100,934	99,161	102,833	103,748	£106,847

Excludes building depreciation costs.

## The School Estate

The Council continues to make good progress in delivering the outcomes identified in 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.

Building works is well underway for the new schools for Ayr Academy, Dailly Primary and Tarbolton Community Campus. The first phase of the modernisation and extension of Marr College was completed. The design for the new Invergarven School in Girvan is almost complete and work should begin in January 2017 and last approximately 12 months.

The new extensions to Annbank Primary and Troon Primary are due for completion by the end of March 2017. The new link corridor at Southcraig Campus is also onsite and due for completion in early 2017.

The Council's schools refurbishment programme is also continuing with the complete refurbishment of the music and technical rooms at Kyle Academy. A number of early years projects were completed during the summer of 2016 including Girvan, Coylton, Kincaidston, Newton, Dundonald and Kingcase.

## Career Long Professional Learning (CLPL)

In addition to the CLPL activities mentioned in other areas of the report in partnership with the University of West of Scotland (UWS) a Numeracy Community of Practice was established whereby fourteen staff from early years, primary and secondary sectors undertook practitioner enquiry research in the field of numeracy and mathematics and achieved a Masters level unit. Many of these staff are now actively involved in the South Ayrshire Numeracy Strategy Group in session 2016-17, providing leadership in this area.

Training was provided for all Head Teachers relating to the holistic planning of learning, teaching and assessment and the moderation process. The aim is to have Assessment and Moderation Facilitators in all schools this session to support all staff in preparing for moderation events.

A range of PE and sports training courses were provided by Active Schools Co-ordinators and PE Specialists to support teachers to deliver good quality PE lessons.

## The first phase of the modernisation and extension of Marr College was completed.

## Partnership Working

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 meet the needs of children and young people across South Ayrshire. Following the Inspection of Services for Children and Young People by the Care Inspectorate, partners are working together to take forward the report's recommendations and update the Integrated Children's Service Plan.

Work is also underway to improve outcomes for looked after children and young people. In partnership with the Centre for Excellence for Looked After Children in Scotland we have undertaken a self-evaluation exercise with Head Teachers to identify strategic improvement targets. CELCIS and Who Cares Scotland are supporting us to develop training for Designated Managers with a view to developing training for all staff in schools. Links with staff from Social Work and the Health and Social Care Partnership have been established through the Corporate Parenting Strategy group have agreed shared approaches to benchmarking, assessment and support for looked after children and young people. We have been part of an interagency group established by the South Ayrshire Planning Partnership to bid for lottery funding to the Life Chances Trust to establish a Champion's Board for Care Experienced children and young people in South Ayrshire, to give them a voice in making the decisions that affect them. Glasgow University is also supporting our work to seek the views of younger children. Close partnership arrangements are established through school MCMC partnerships with the Council's Employability and Skills team, Skills Development Scotland, CLD and MCMC partners are prioritising tracking of looked after young people. A group is being established to track, monitor and support looked after young people to achieve and sustain positive employability outcomes on leaving school until 20 years of age. South Ayrshire Council is also taking additional steps to increase the numbers of looked after young people in Council apprenticeships.

Educational Services have established a partnership with the Tapestry organisation to deliver a programme using Harvard University's 'Making Thinking Visible'. Teams of lead learners have been appointed in all secondary schools who are currently undergoing training as they roll out the initiative to all teachers in their schools. All secondary Head Teachers have received training. Training has begun with primary schools.

**Educational Services have established a partnership with the Tapestry organisation to deliver a programme using Harvard University's 'Making Thinking Visible'. Teams of lead learners have been appointed in all secondary schools who are currently undergoing training as they roll out the initiative to all teachers in their schools.**

Head Teachers in all secondary schools now have opportunities to meet regularly in the pan-Ayrshire Secondary Head Teachers network where they share attainment data, take part in professional dialogue, receive training and share best practice. In this context, Head Teachers work in 'families of schools' (a smaller group of schools with a similar social-economic profile) to undertake shared improvement projects. In the primary sector Head Teachers also work in 'families of schools' in South Ayrshire for the same purpose.

Psychological Services staff are delivering training to colleagues in Social Services around the nurture approach which is being utilised in Educational Services. It is hoped this will provide staff across education and social services, who are working with children who are looked after, with a common framework for supporting vulnerable children, many of whom have experienced trauma in their lives.

Partnership with Police Scotland campus police officers continue to have a positive impact in secondary schools.

As part of the implementation of Getting it Right for Every Child, Locality Forums were implemented as a vehicle for partners to provide the right help for children and families. Following feedback from staff and an evaluation of the impact of these forums a pilot Team Around the Child approach was implemented in the Kyle Cluster in January 2016. The GIRFEC Implementation Group and Integrated Children's Services Planning Group will work together to build on the learning to ensure that children, young people and families get the right help at the right time to improve outcomes.

## Equality and Diversity

We continue to make very good progress in raising staff awareness of the duties in 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.

Show Racism the Red Card have delivered workshops in three secondary schools, eight primary schools, one special school and in a cluster of smaller primary schools bringing the total number to 17 schools. Each school visit consisted of an education worker and an ex-professional football player visiting the school for a whole day in order to educate young people about challenging racism and sectarianism. These events included:

- Approximately 750 young people attended anti-racism educational workshop in 2015/16
- Show Racism the Red Card also participated in our annual youth conference at County Buildings where they delivered workshops on the theme of anti-racism and challenging anti-immigration sentiment.

**Show Racism the Red Card have delivered workshops in three secondary schools, eight primary schools, one special school and in a cluster of smaller primary schools bringing the total number to 17 schools.**

# How good was our leadership?

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

## Planning, Performance Monitoring and Self-evaluation

The Service and Improvement Plan for Educational Services for 2015-18 was developed and shared with staff. It reflects the contribution that Educational Services will make to the Council's Plan for the same period. The plan is updated annually. Progress in delivering our plan is monitored by and reported to Elected Members twice yearly through the Service and Performance Panel.

## Leadership Development

50 aspiring leaders completed the South Ayrshire Leadership Development Programme. The programme provided staff with an insight into a range of key aspects of the role of a Senior Leader in Education. Participants engaged in workshops and presentations around topics such as Leading and Managing Pupil Support and Self-evaluation for Self-improvement.

An increasing number of teachers and staff are exercising leadership within the authority and at a national level. Lead learners in all secondary schools and in a proportion of primary schools are supporting teachers in their schools to improve learning and teaching and develop a culture of thinking. Trained Assessment and Moderation Facilitators in schools are also supporting teachers to undertake moderation activities to evaluate and improve learning, teaching and assessment.

There are currently participants undertaking Scottish Qualification for Headship and undertaking Flexible Route to Headship. Applicants have been recruited to undertake the new national 'Into Headship' qualification. The new qualification is endorsed by the Scottish College of Educational Leadership and will become a mandatory qualification for new Head Teachers by 2019.

27 Head Teachers participated in the Columba 1,400 Head Teacher Leadership Academy. This allowed staff to reflect on their leadership values and the challenges they face in their drive to ensure positive outcomes for all children.

**An increasing number of teachers and staff are exercising leadership within the authority and at a national level.**





## Innovation, Change and Improvement

### **Vision and Values**

In partnership with key stakeholders the Director has established a clear vision for Educational Services:

Our vision and ambition in South Ayrshire Educational Services is to achieve excellent and equity. We have the highest expectation for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of Educational Services.

There is clear support for leadership at all levels across Educational Services. Management teams and staff are encouraged and supported to engage in a variety of activities, programmes and opportunities, both locally and nationally.

Work continues to improve our approaches to self evaluation across Educational Services and to adopt a partnership approach to continuous improvement. Standardised testing has been in place for six years and is used to benchmark the assessment judgements that our teachers make in the Broad General Education. Attainment data (standardised test data and CfE teacher judgement data) is collated and shared with schools. In the primary sector, over the last two sessions, Head Teachers have worked in families of schools (groups of schools with a similar socio-economic profile) to evaluate their data and share best practice. In secondary schools, Head Teachers also work in families of schools on a Pan Ayrshire basis for the same purpose. There is therefore improved support and challenge for all schools in improving outcomes for children and young people, and staff in our schools are becoming increasingly data literate. The progress of cohorts of pupils and individual pupils is tracked and monitored during the session to ensure that we can intervene at an early stage where underachievement is identified.

The views of children and young people are gathered in an annual survey and the results of these surveys are shared across all schools.

The Director, central staff and senior leaders in schools also undertake annual 'Self-improvement Visits' to secondary schools to evaluate the quality of learners' experiences. Extended Self-improvement Visits take place on a rotational basis to talk to staff and pupils, observe learner' experiences, and review self-evaluation data.

This informs the schools plans for continuous improvement. A similar model operates in primary schools and early years centres. We therefore have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners in our schools. We have taken steps to ensure that monitoring, tracking and evaluating is manageable and does not result in unnecessary bureaucracy.

The Directorate contributes to self-evaluation using How Good is Our Council. Last session Educational Services contributed to evaluations on improvements in performance and leadership of innovation, change and improvement.

A number of innovative services were developed or improved. 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.

In 2015/16 Psychological Service participated in a validated self evaluation exercise with Education Scotland. Education Scotland was confident to agree the service evaluation.

**The views of children and young people are gathered in an annual survey and the results of these surveys are shared across all schools.**



## Links with China

The local authority and schools have developed very good links and partnerships with China. We work with The Confucius Institute for Scotland's Schools who are based in SCILT at the University of Strathclyde. This is the national centre, funded by the Scottish Government and Hanban/the Confucius Institute Headquarters of China. The centre was established in 2012 in partnership with the Tianjin Education Commission.

South Ayrshire initially worked in collaboration with both East Ayrshire and North Ayrshire and shared a Confucius classroom hub. The hub promoted joint planning of cultural activities, sharing ideas and resources to stimulate the learning and teaching of Chinese language and culture.

We developed our own classroom hub and had a high profile launch of this in September 2016. The classroom hub is based in Queen Margaret Academy and enables pupils from across the authority to learn about Chinese language and culture. A Chinese teacher works with pupils and staff across a number of curricular areas. In 2015/16, as part of the Hub programme, the Chinese teacher worked with 600 young people aged 3-17 from schools across South Ayrshire. Activity included improving language skills, raising cultural awareness through activities such as Chinese dance and calligraphy.

# What is our capacity for improvement

The 2015/16 Educational Services Standards and Quality Report provides a thorough analysis of achievements and progress over the past year. It shows evidence of improvement in key areas of performance and presents a strong picture locally. The strong and effective leadership of the director, senior officers and staff in schools demonstrates our capacity for improvement.

We continue to strive to close the attainment gap while improving outcomes for all children and young people. We will build on the successes of the attainment challenge in three primary schools. Using innovation funding from Scottish Government this work will now be extended to 14 partner schools and early years' centres. We will continue to raise attainment in literacy, numeracy and health and wellbeing across all schools through targeted supports and interventions.

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.

This information can be made available, on request, in braille, large print or audio formats and can be translated into a range of languages. Contact details are provided below.

درخواست کرنے پر یہ معلومات نابینا افراد کے لئے ابھرے حروف، بڑے حروف یا آڈیو میں مہیا کی جاسکتی ہے اور اسکا مختلف زبانوں میں ترجمہ بھی کیا جاسکتا ہے۔ رابطہ کی تفصیلات نیچے فراہم کی گئی ہیں۔

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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 formacie audio oraz mogą zostać przetłumaczone na wiele języków obcych. Dane kontaktowe znajdują się poniżej.

Faodar am fiosrachadh seo fhaighinn, le iartas, 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.