

WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER



Standards and Quality Report 2016/17



Foreword

It is with great pleasure that I endorse the 2016/17 Standards and Quality Report for Educational Services.



In South Ayrshire our vision is to achieve excellence and equity for all children and young people. This report clearly outlines the progress we have made in achieving our expected outcomes.

We continue to see year-on-year improvements in our schools and early years centres. Ensuring that all learners, regardless of circumstances, have every opportunity to achieve and attain is the key driver for improvement. In particular we retain a clear focus and determination to close the poverty related attainment gap, while continuing to challenge every learner to achieve the best possible outcomes. The work of schools in relation to the Scottish Attainment Challenge, GIRFEC, protecting children and implementing Curriculum for Excellence continues to drive forward improved levels of attainment and achievement for all our children and young people. The hard work and dedication of teachers, school staff, parents and carers, education officers and above all the children and young people themselves in supporting this change cannot be underestimated.

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 Educational Services work on the young people of South Ayrshire.

Councillor William Grant
Portfolio Holder for Lifelong Learning

Introduction

This Standards and Quality report contains a range of impressive figures, but behind the statistics are the stories of individual children and young people. Our aim is to improve the life chances of all children and young people in South Ayrshire, especially those who need our help the most. Our headline figures show a consistent pattern of improvement across almost all measures. I am very grateful to the staff in every school and centrally based teams for their hard work and dedication to achieving the best outcomes for all of our young learners.



Every day in our schools, teachers and support staff work in partnership with parents and a range of professionals from beyond the school to make sure our children and young people have the right skills for

learning, life and work. Some of our young people need more help than others, for example those who are looked after or are young carers or those with mental health problems.

Throughout this report you should see evidence that we are working towards ensuring we meet the needs of these more vulnerable children and young people more effectively. The single factor which has the greatest impact on learners is poverty, and while we are making progress, there remains scope for improvement. The Scottish Government made a significant investment in the Pupil Equity Fund during the last financial year and hopefully we will see the impact of that investment in future Standards and Quality reports.

We will also increasingly be working collaboratively with our partner local authorities in the South West Educational Improvement Collaborative who are North Ayrshire, East Ayrshire and Dumfries and Galloway. By working collaboratively we will aim to ensure greater impact on some of the challenging issues within education and the wider services for children. Collectively we are working towards getting it right for every child.

The achievements of our children and young people are a team effort involving the young people themselves, their parents and carers, our dedicated staff and our partners in the Health and Social Care Partnership, NHS Ayrshire and Arran, our South Ayrshire Council colleagues, Ayrshire College, Police Scotland, Developing Young Workforce Ayrshire, many local business partners and the members of Voluntary Action South Ayrshire. My thanks once again to everyone who contributes to ensuring our children and young people are able to achieve their great potential.

Douglas Hutchison
Director, Educational Services



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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, Girvan, Maybole, Prestwick, and Troon. Seventy percent of the population of South Ayrshire live in the towns of Ayr, Prestwick, and Troon, while the rest of the population live in Girvan, Maybole, and the large rural area in the south of the authority.

In 2016 the population of South Ayrshire was 112,470; a slight increase from 112,400 in 2015. The population of South Ayrshire accounts for 2% of the total population of Scotland. Fifteen percent of the population is aged 16 to 29 years, and 16% are aged 0-15. This is lower than Scotland where 18% are aged 16 to 29 years and 17%

of the population are aged 0-15. Since 2000, South Ayrshire's total population has remained largely unchanged, while Scotland's population has risen by 7% 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. 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 2016, 19 (1.8%) of the 15% most deprived datazones in Scotland (1,046 datazones) were in South Ayrshire. This compares to 17 (1.7%) in 2012.

In 2015, 12% of the working age population (aged 16-64) were claiming Out-of-Work benefits.

This compares to 11% across Scotland as a whole. In this age group, 2.2% were claiming job seekers allowance compared to 1.7% across Scotland. In 2015 in South Ayrshire 1.9% of young people (aged 16-24) were claiming job seekers allowance compared to 1.6% across Scotland.

There has been an increase in the number of children registered on the child protection register from 61 (3.4 per 1000 of the 0-15 population) in 2015 to 70 (4 per 1000 of the 0-15 population) in 2016; this compares with 2.6 per 1000 in Scotland as a whole in 2016.

Children on child protection register: Rate per 1000					
	2012	2013	2014	2015	2016
SAC	3.5	2.7	5.1	3.4	4
Scotland	2.9	2.9	3.2	3.0	2.6

At 31st July 2016 there were 384 children looked after by South Ayrshire. This represents 1.9% of the 0-17 years population compared with 1.5% nationally. The majority of looked after children and young people were boys (60%) and 25% were under five years of age.

Looked after children				
	2014	2014	2015	2016
No. Looked After Children in Authority	365	343	330	384
Percentage 0-17 population	1.7%	1.6%	1.6%	1.9%

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 classes and 10 partnership centres. In Childcare Services, there are five out of school care services, two holiday clubs and a crèche service.

The overall number of pupils in South Ayrshire decreased by 54 pupils compared to the previous session for the first time in the last five years. Since 2012 the number of pupils in primary schools has increased by 395, and by 10 pupils in special schools. However there has been a decrease of 593 pupils in the secondary sector.

Each year the Scottish Government collects data on the number of children 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 third birthday, therefore the numbers increase through the session.

Early Years Census (as at September census)					
Session	Under 2 year olds	2 year olds	3 year olds	4 year olds	5 year olds
2015/16	21	65	582	1111	97
2016/17	18	153	592	1098	55
2017/18	33	157	608	1051	96

At the end of the 2016/17 school session, 1,030 three year olds and 1,133 four year olds had access to high quality early learning and childcare provision through stand-alone early years centres, early years centres in primary schools or partnership centres across South Ayrshire. Among two year olds, 193 took up places in South Ayrshire.

The overall number of pupils in South Ayrshire decreased by 54 pupils compared to the previous session for the first time in the last five years.



Vision and Values

South Ayrshire Council's vision is 'Working with partners and communities to make life better'. 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:

- The proportion of young people and adults with relevant qualifications is increased
- Effective early years and intervention services are delivered
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and lowest achievers is narrowed
- We look after our most vulnerable children and families
- A flexible workforce with the skills and knowledge to deliver services efficiently and effectively
- Transformational change and improvement driven by a performance improvement culture and self-evaluation with all services systematically reviewed using a standard methodology every five years.



Section 1: Improving Attainment

Progress and Achievement in Early Years

Developmental milestones tracking children's progress in literacy and communication, maths and numeracy and health and wellbeing are in place. Children's progress against the milestones is evaluated in October of the pre-school year and again in June before children start primary school. The percentage of children achieving 8-10 milestones increased between 2016 and 2017.

Percentage of children achieving 8-10 developmental milestones at the end of the pre-school year			
	Communication and Language	Mathematics and Numeracy	Health and Wellbeing
June 2016	79%	81%	81%
June 2017	83%	83%	93%

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 Children and Young People's Improvement Collaborative stretch aim:

By 2020, at least 85% of children within each SIMD quintile of the Community Planning Partnership will have reached all of their developmental milestones by the time of their 4-5 year child health review.

Children continue to benefit from improved access to physical activities and high quality 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 in the school grounds, beaches and local woodlands. This session our early years centres were involved in a review of outdoor play and learning experiences. Nine of our centres have been supported to develop their outdoor spaces in consultation with children and parents. All children in out of school care continue to have access to half an hour of physical activity and outdoor play each day. Early years centres are continuing to promote and support approaches to incorporate the daily mile which is a Scottish Government initiative for Scotland to become the first 'Daily Mile Nation'.

Improving Learning, Teaching and Assessment in the Broad General Education

Work in the Broad General Education has focussed on improving pace, challenge and progression in learning for 3-15 years and on improving teacher confidence in making their assessment judgements and reaching agreement on assessment standards.

This work has included the development of curricular frameworks in all curricular areas to support teachers to plan learning progressively from 3-15 years in a consistent way across our schools. Following the publication of national guidance on assessment standards in the CfE Benchmarks, these frameworks are currently being reviewed to ensure that our standards are fully in line with the Benchmarks. The frameworks for literacy and numeracy have been fully aligned.

The authority has invested heavily in training and support for all teachers in effective assessment practices. Training is provided for Assessment and Moderation Coordinators in all primary and secondary schools on a termly basis. This training has focussed on the effective planning of learning, teaching and assessment as well as the moderation of teachers' assessment judgements.



Support and challenge for schools in this regard has been provided by the local authority. A bank of self-evaluation tools and resources to support schools in providing bespoke training for their own staff in line with the needs of their school has been provided to support Assessment and Moderation Coordinators improve practice in their own school. All schools have also been asked to generate assessment evidence associated with achievement of a level for authority moderation events. For early years and primary this includes evidence for Early, First and Second Level in Literacy and Numeracy, while in secondary this has included evidence for all subjects at Third Level. Moderation events enable all teachers to scrutinise the evidence from other schools, agree assessment standards and provide evaluative feedback for each school on the

quality of their planning, the learning experiences provided, as well as their assessment practices and standards. Personalised feedback to each school supports them to improve their practice for the next event.

Teacher evaluations in primary schools show that most teachers are becoming more confident in making assessment judgements.

Teacher evaluations in primary schools show that most teachers are becoming more confident in making assessment judgements and attainment data shows that there is improved alignment between teacher professional judgements and other measures of progress such as standardised assessments and performance in SQA examinations. Confidence levels of secondary staff was evaluated in October 2017.

South Ayrshire Council has also been working in partnership with the Tapestry organisation over the last two sessions on a project which originated at Harvard University entitled Making Thinking Visible. By October 2018 all schools will have at least one trained Lead Learner (secondary schools have several) to support the role out of these strategies across the schools. The purpose is to improve pace and challenge in learning through the development of higher order thinking skills. While it is too early to undertake a full evaluation of the impact on children and young people, local authority self-improvement visits show that these strategies are being used increasingly by teachers in our schools with a positive impact on the quality of learning experiences.

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				
	12/13	13/14	14/15	15/16	16/17
Primary 1	52	51	51	53	57

Stage	Mathematics				
	12/13	13/14	14/15	15/16	16/17
Primary 1	53	53	55	55	57

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, reading scores drop below average, however, the 2016/17 score is showing a slight improvement from previous years.

In mathematics, performance has increased since 2013/14 in Primary 5 and 7. Attainment is at or above the national average in P3 and P5.

Stage	Reading				
	12/13	13/14	14/15	15/16	16/17
Primary 3	101	105	103	105	106
Primary 5	103	105	105	105	106
Primary 7	95	95	98	98	99

Stage	Mathematics				
	12/13	13/14	14/15	15/16	16/17
Primary 3	105	108	105	105	106
Primary 5	98	99	100	100	101
Primary 7	90	91	92	90	93



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
- 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 2016/17. The percentage of children being assessed as secure is broadly consistent across two years.

2016/17 was the second year the Scottish Government gathered information relating to achievement of a level.

In South Ayrshire schools, most children were assessed as secure at expected levels for language and mathematics in 2016/17. The percentage of children being assessed as secure is broadly consistent across two years.

Percentage children secure or better at relevant stage				
Year Stage	Reading		Writing	
	15/16	16/17	15/16	16/17
P1,4 and 7	84%	83%	78%	78%
P1	87%	85%	83%	81%
P4	82%	83%	77%	78%
P7	81%	80%	75%	74%

Percentage children secure or better at relevant stage				
Year Stage	Listening and Talking		Mathematics	
	15/16	16/17	15/16	16/17
P1,4 and 7	87%	88%	84%	85%
P1	90%	89%	90%	91%
P4	86%	87%	82%	85%
P7	85%	86%	78%	79%

Attainment in Secondary Schools

The Broad General Education (S1, S2 and S3)

Young people in secondary schools are assessed in a range of ways, including using standardised assessments. The assessments are used in S2 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).

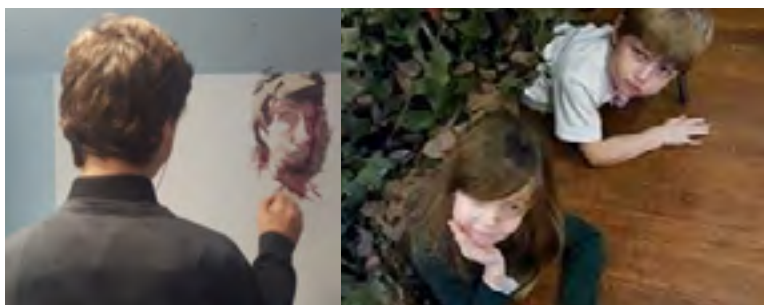
Performance has been broadly in-line with the average national performance since the introduction of the assessments.

Performance in 2016/17 remained stable with a slight improvement in Mathematics.

Curricular Area	12/13	13/14	14/15	15/16	16/17
Reading	100	100	100	99	99
Mathematics	100	101	101	100	102
Science	99	99	100	100	100

Young people in secondary schools are assessed in a range of ways including using standardised assessments.

The assessments are used in S2 and provide teachers with further information about the pace of learning and young people's progress



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

- Third level by end of S2
- Many will also achieve Fourth Level by the end of S3.

In South Ayrshire schools, most children were assessed as secure at expected levels for language and mathematics in 2016/17. The percentage of children being assessed as secure in S3 has increased since last session highlighting improvements in teacher confidence levels when making assessment judgements.

Percentage Young People Achieving a Level: S3				
	Reading		Writing	
Year Stage	15/16	16/17	15/16	16/17
Level 3 or above	90%	91%	90%	90%

Percentage Young People Achieving a Level: S3				
	Listening and Talking		Mathematics	
Year Stage	15/16	16/17	15/16	16/17
Level 3 or above	88%	90%	88%	90%

Secondary Attainment

In the Senior Phase, attainment targets are agreed with all pupils in all subjects and the progress of individuals and groups in achieving these targets is monitored by class teachers, Principal Teachers and Senior Leadership Teams. On a termly basis, schools also share information about the progress of individual pupils across all subjects with all teachers to ensure that expectations remain high. Where the possibility of underachievement

is detected, the department and school will plan interventions to support young people to achieve their attainment targets. The local authority also monitors the progress of schools in setting and achieving these attainment targets on a termly basis and information on the progress of individual schools is shared across all secondary schools to allow schools to compare their performance to that of other similar schools. The Director of Educational Services and the Quality Improvement Team also visit all schools on an annual basis for a whole or half day to provide support and challenge to the school in continuing to raise standards of achievement.

These tracking and monitoring systems have been effective in raising attainment in almost all measures in the Senior Phase in the last five years and in sustaining high levels of attainment for our young people.

On a termly basis, schools also share information about the progress of individual pupils across all subjects with all teachers to ensure that expectations remain high.

The Senior Phase (S4, S5 and S6)

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).

The Scottish Government has developed a 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 needs and backgrounds. At Scottish Credit and Qualifications Framework Levels 3, 4, and 5, performance is much better than the virtual comparator in all sessions since 2011/12. Attainment of three or more awards at SCQF 6 (Higher) has improved or remained the same annually over the last five years and indeed attainment of three or more and five or more awards at SCQF 6 (Higher) was the best on record in session 2016/17. Performance at SCQF 7 (Advanced Higher) has decreased slightly since 2012/13, however has remained stable over the last three sessions.

Key Performance Measures	2012/13		2013/14		2014/15		2015/16		2016/17*	
	South Ayrshire	Virtual Comparator	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%	95%	83%	95%	85%	93%	85%	93%	83%
5+ awards at level 4 or better by the end of S4	85%	73%	87%	77%	88%	80%	88%	81%	89%	79%
5+ awards at level 5 or better by the end of S4	44%	31%	44%	34%	45%	38%	45%	41%	45%	42%
3+ awards at level 6 or better by the end of S5	30%	25%	33%	26%	38%	32%	38%	34%	39%	20%
5+ awards at level 6 or better by the end of S5	13%	10%	16%	12%	18%	15%	18%	15%	20%	19%
1+ awards at level 7 or better by the end of S6	20%	15%	19%	16%	19%	18%	19%	18%	19%	18%

*Initial figures these will be updated in February 2018

The Scottish Government has developed a 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 needs and backgrounds.



There have been annual improvements in the percentage of school leavers achieving, Level 4, 5 and 6 awards in literacy since 2014, where performance has been consistently above the virtual comparator. There have also been annual improvements in the percentage of pupils achieving Level 4 and 5 awards in numeracy since 2014. Performance has been above the virtual comparator in all numeracy measures since 2014.

Literacy Awards	2014		2015		2016		2017	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Literacy in South Ayrshire	93	93	95	93	96	94	Feb 18	Feb 18
Percentage achieving Level 5 Literacy in South Ayrshire	71	71	79	74	84	80	Feb 18	Feb 18
Percentage achieving Level 6 Literacy in South Ayrshire	48	48	50	49	59	57	Feb 18	Feb 18

Numeracy Awards	2014		2015		2016		2017	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Numeracy in South Ayrshire	89	82	90	87	93	90	Feb 18	Feb 18
Percentage achieving Level 5 Numeracy in South Ayrshire	62	61	67	62	73	68	Feb 18	Feb 18
Percentage achieving Level 6 Numeracy in South Ayrshire	34	33	33	31	33	31	Feb 18	Feb 18

Attainment in Special Schools

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

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

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

Awards achieved by young people S4-S6 in specialist schools				
Qualification	Number of Awards in 2013/14	Number of Awards in 2014/15	Number of Awards in 2015/16	Number of Awards in 2016/17
National 1	130	117	168	123
National 2	51	65	61	86
National 3	3	5	10	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.

Awards achieved by young people S4-S6 in Specialist Support Bases in Secondary Schools								
Qualification	2013/14		2014/15		2015/16		2016/17	
	No. Presentations	% Attainment	No. Presentations	% Attainment	No. Presentations	% Attainment	No. Presentations	% Attainment
National 2	39	28	27	100	66	77	68	97
National 3	27	44	14	93	57	63	25	88
National 4	1	0	4	100	12	8	2	100

Wider Achievement

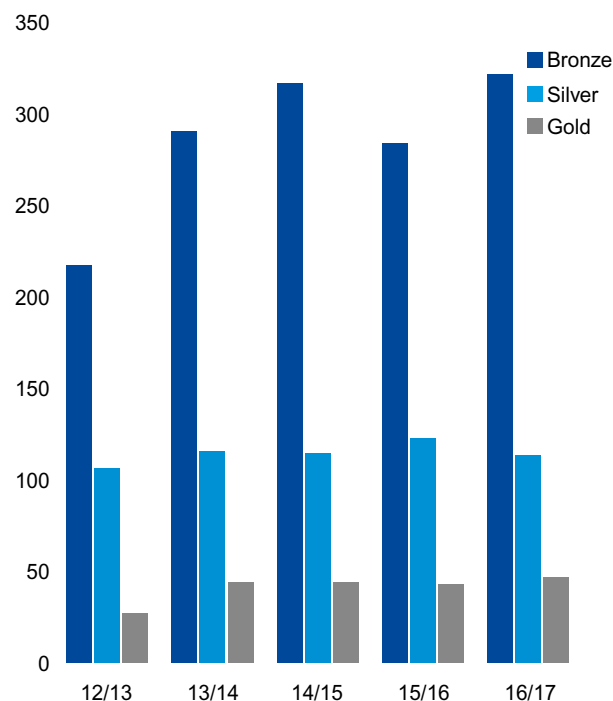
We are committed to ensuring that the achievements of our children and young people are recognised through a wide-range of awards and awarding bodies. Children and young people develop a range of skills and attributes which support them to improve their skills for life learning and work. Vocational education continues to be a focus, with high quality opportunities available to meet the broadest range of pupil needs.

Our children and young people take part in a range of health promoting, cultural and volunteering activities, both in and out of school, while leadership opportunities are offered across all sectors

Performance data provided by The Duke of Edinburgh's Award confirms we are still sector leading in the overall number of young people participating in and successfully completing an award, however indicates new strategies will have to be applied to support young people who are experiencing disadvantage.

Most of our schools are now embedding the residential week at Dolphin House into their curriculum planning for upper Primary pupils. As part of the experience at Dolphin House, these young people are also given the opportunity to "discover, explore and conserve" a wild place while undertaking the John Muir Award.

Duke of Edinburgh's Awards Gained



	12/13	13/14	14/15	15/16	16/17
Number of young people achieving the Award of Ambition	848	793	883	930	1025
Number of young people achieving the Duke of Edinburgh's Award	352	446	479	451	484
Number young people achieving the John Muir Discovery Award	602	691	753	724	706



Section 2: Closing the Attainment Gap

National Improvement Framework Strategic Priorities 1 & 2: Improve attainment, particularly in literacy and numeracy and close the attainment gap between the most and least disadvantaged children and young people

South Ayrshire Council Attainment Challenge Schools' Strategic Approach

South Ayrshire has three primary schools and one secondary school which benefit from the additional funding available through Attainment Challenge Scotland. The strategic approach taken by the service means that eleven further schools serving disadvantaged areas benefit from additional resources and professional learning. A further three satellite schools form the final part of the programme and between them include more than 87% of the children living in Decile 1 and 2 using the Scottish Index of Multiple Deprivation. All children affected by poverty in South Ayrshire benefit from staff training and resources as outlined below. An overall strategic group and steering group for the Attainment Challenge ensure that the resources are focused on the right children and young people, while there are benefits across the authority by sharing the learning. Attainment Challenge headteachers lead satellite teams to share learning across schools. This is resulting in the upskilling of staff and increased awareness of issues children are facing as a result of the poverty related attainment gap.

South Ayrshire has three primary schools and one secondary school which benefit from the additional funding available through Attainment Challenge Scotland. The strategic approach taken by the department means that eleven further schools serving disadvantaged areas benefit from additional resources and professional learning.

Literacy

- **Staffing:** Attainment challenge schools have appointed four additional speech and language therapists to work directly with children and parents and to train staff in early intervention approaches. Three additional nursery nurses are now in post to support development of a variety of approaches.
- **Professional Learning:** A broad range of staff in South Ayrshire have been trained in appropriate pedagogy to deliver a large number of programmes including Word Aware and Early Years Word Aware, Reading Wise – decoding and comprehension, Three Read, Five Minute Literacy Box and Catch Up Literacy.

Numeracy

- **Staffing:** We have appointed a numeracy development team to develop and deliver training.
- **Professional Learning:** Teachers, school assistants and early years practitioners across South Ayrshire have been trained in appropriate pedagogy to deliver a wide range of programmes, including Number Talks, Growth Mindsets, Catch Up Numeracy and Five Minute Numeracy Box.
- **Numeracy Programmes:** South Ayrshire Council provided resources to all schools to assist in the development of the conceptual understanding of number. A number talks resource kit was provided to every Primary 6/7 class teacher and all maths teachers. Resources and good practice regarding number talks are



shared on our bespoke numeracy strategy Glow site. All primary schools are implementing number talks. Secondary schools are implementing number talks as an intervention strategy for pupils. The numeracy team will now develop implementation plans for the fractions, decimals and percentages number talks resources and support schools to implement the strategies. The team is developing plans to incorporate numicon into number talks strategies in Primary 1 to Primary 3 in challenge and pilot schools. The number talks approach on the National Improvement Hub supplies additional evidence for effectiveness of the approach. Schools report that children and young people are able to demonstrate greater mental agility

and confidence in explaining alternative strategies. In addition to this, supporting staff to become data literate and rigorous tracking is developing greater accountability which is having a positive impact on progress.

Schools report that pupils are able to demonstrate greater mental agility and confidence in explaining alternative strategies.

National Improvement Framework Strategic Priority 3: Improve Children's and Young People's Health and Wellbeing

Health and Wellbeing

- **Staffing:** Attainment challenge schools have appointed 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. Three Active School Assistants now work alongside Active Schools Co-ordinators to increase the range of physical activities in the target schools and to increase participation in local clubs and the use of local facilities.
- **Interventions:** Employed to improve health and wellbeing, interventions involve a multi-disciplinary approach including practitioners from schools, Active Schools, Barnardos and Speech and Language therapists. Interventions are delivered both at a whole-school or classroom level, as well as more targeted forms of support including the Happiness Project (Primary 7 – Secondary 1), nurture groups, fitness testing, 20 minutes physical activity, five to thrive, Easter/Summer activities, staff training programmes and a communication skills programme.

The interventions, supported by a rigorous programme of professional learning, have been very well received and South Ayrshire has identified and evaluated the literacy/numeracy/health and wellbeing programmes which are having greatest impact on outcomes for children and are now using these across the local authority. This is supporting a more targeted approach. In 2016/17 we did not specify baseline assessments across all schools which we have now rectified for 2017/18. Common measures have now been agreed across Literacy, Numeracy and Health and Wellbeing.

From the data available it is clear that attainment overall is broadly increasing through time. However, in order to address the gap which is associated

with relative deprivation, the pace of attainment for our children and young people living in the greatest levels of deprivation needs to increase more quickly.

In addition to the snapshots above, data relating to attainment of looked after children and those with additional support needs lags behind the overall average. In addition to attainment data, there is a consistent pattern in relation to attendance and exclusions which shows a gap between more deprived and less deprived learners.

The reasons behind the gap are complex and the solutions do not lie solely within education. Our schools alone are not sufficiently strong to be able to mitigate fully the impact of relative deprivation. However, they can make a difference and can make more of a difference when able to work collaboratively with a range of partners, with parents and carers the most important groups.

What have we been doing to address the impact of deprivation?

Since the Validated Self-Evaluation visit in 2014, South Ayrshire Council have focused consistently on closing the gap while challenging every learner. Lessons from London Schools showed that in addition to a clear moral purpose in education, staff need the tools to be able to deliver on their purpose. The clear purpose is to close the gap, but one of the key tools is effective use of data.

Research from London shows around five years between the implementation of the literacy and numeracy strategy and improvement in attainment at GCSEs. The OECD document in Quality and Equity states that “studies on school improvement suggest that three to five years is typically the time necessary to see student achievement improve” (*OECD Review of the Quality and Equity of Education Outcomes in Scotland Diagnostic Report SEED 2007*). Therefore, together, we will continue working to offer our children and young people an education system that is strong enough to mitigate the impact of deprivation.

Strong leadership in almost all schools is improving learning, raising attainment and is beginning to close the poverty related attainment gap.

Literacy and Numeracy

Secondary schools in South Ayrshire work to ensure that all young people leave school with a qualification in numeracy and literacy. By the end of S4 in 2016/17, 91% of young people had gained a qualification in literacy and numeracy at SCQF Level 4 and 61% at SCQF Level 5. This performance was better than the virtual comparator and the national average in both measures.

By the end of S4, 84% of the most deprived young people in South Ayrshire (30% most deprived) gained both literacy and numeracy qualifications at SCQF Level 4, although only 43% achieved Level 5 awards in literacy and numeracy. The performance of the most deprived young people in South Ayrshire was also better than the virtual comparator and national average.

S4: All Young People (2016/17)			
	Level 4 Literacy and Numeracy	Level 5 Literacy and Numeracy	Number in Cohort
2014/15	87%	52%	1181
2015/16	91%	61%	1111
2016/17	91%	61%	1094

S4: Young People from 30% most deprived backgrounds (2016/17)			
	South Ayrshire	Virtual comparator	National
Level 4 Literacy and Numeracy	84%	78%	77%
Level 5 Literacy and Numeracy	43%	38%	35%
Number in Cohort	314	3140	15980

There have been annual improvements in the last three years in the percentage of the most deprived school leavers achieving awards in literacy at Levels 4, 5 and 6. There have been similar improvements in numeracy at Levels 4 and 5 and so there has been limited change to the gap in performance between the two groups. The gap in South Ayrshire is slightly less marked than the gap in the virtual comparator in almost all measures except Numeracy at Level 6.

By the end of S4, 84% of the most deprived young people in South Ayrshire (30% most deprived) gained both literacy and numeracy qualifications at SCQF Level 4, although only 43% achieved Level 5 awards in literacy and numeracy.

All Pupils						
Literacy	2014		2015		2016	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Literacy in South Ayrshire	93	93	95	93	96	94
Percentage achieving Level 5 Literacy in South Ayrshire	71	71	79	74	84	80
Percentage achieving Level 6 Literacy in South Ayrshire	48	48	50	49	59	57

Most Deprived 30%						
Literacy	2014		2015		2016	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Literacy	88	87	91	86	94	88
Percentage achieving Level 5 Literacy	58	54	65	57	70	64
Percentage achieving Level 6 Literacy	30	30	31	31	39	38

Gap between all pupils and most deprived pupils						
Literacy	2014		2015		2016	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Literacy	-5	-6	-4	-7	-2	-6
Percentage achieving Level 5 Literacy	-13	-17	-14	-17	-14	-16
Percentage achieving Level 6 Literacy	-18	-18	-19	-18	-20	-19

All Pupils						
Numeracy	2014		2015		2016	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Numeracy	89	82	90	87	93	90
Percentage achieving Level 5 Numeracy	62	61	67	62	73	68
Percentage achieving Level 6 Numeracy	34	33	33	31	33	31

Most Deprived 30%						
Numeracy	2014		2015		2016	
	South Ayrshire	National Comparator	South Ayrshire	National Comparator	South Ayrshire	National Comparator
Percentage achieving Level 4 Numeracy	81	70	83	77	86	81
Percentage achieving Level 5 Numeracy	44	44	49	45	59	48
Percentage achieving Level 6 Numeracy	18	17	14	17	15	16

Gap between all pupils and most deprived pupils						
Numeracy	2014		2015		2016	
	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator	South Ayrshire	Virtual Comparator
Percentage achieving Level 4 Numeracy	-8	-12	-7	-10	-7	-9
Percentage achieving Level 5 Numeracy	-18	-17	-18	-17	-14	-20
Percentage achieving Level 6 Numeracy	-16	-16	-19	-15	-18	-15



Looked After Children

We take our responsibility as corporate parents seriously and the attainment of looked after children remains a priority. 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	2012/13		2013/14		2014/15		2015/16		2016/17	
	South Ayrshire	National Comparator	South Ayrshire	National Comparator	South Ayrshire	National Comparator	South Ayrshire	National Comparator	South Ayrshire	National Comparator
Looked after at home	91%	46%	50%	48%	33%	42%	71%	41%	60%	42%
Looked after away from home	58%	64%	91%	58%	72%	60%	48%	58%	81%	57%

* Scottish Credit and Qualifications Framework

Attendance

Pupil attendance is monitored by schools on a daily basis and analysed by the authority on a termly basis. Information relating to the national average is available bi-annually, therefore there is no comparator authority or national data for 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. Schools continue to discourage parents from taking their children away from school outside school holiday periods.

Primary		
Year	South Ayrshire	National*
2012/13	95%	93.8%
2013/14	95.4%	No data
2014/15	95.1%	93.9%
2015/16	95.2%	No data
2016/17	95.1%	Data available Feb 18

*Scottish Government statistics

Secondary		
Year	South Ayrshire	National*
2012/13	91%	89%
2013/14	91.4%	No data
2014/15	90.7%	88.5%
2015/16	91%	No data
2016/17	91%	Data available Feb 18

*Scottish Government statistics

Exclusions

Exclusions are managed by schools and analysed by the authority on a termly basis. Information relating to our family of comparator authorities and the national average is available on a bi-annual basis therefore there is no comparator authority or national data for 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.

Primary Number of exclusion per 1000 population		
Year	South Ayrshire	National*
2012/13	4	10
2013/14	6	No data
2014/15	5	9
2015/16	4	No data
2016/17	5	Data available Feb 18

*Scottish Government statistics

Secondary Number of exclusion per 1000 population		
Year	South Ayrshire	National*
2012/13	37	58
2013/14	27	No data
2014/15	37	50
2015/16	20	No data
2016/17	35	Data available Feb 18

*Scottish Government statistics



Section 3: Improving Health and Wellbeing

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, the authority is committed to respecting children's rights to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

Getting It Right For Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduced an approach for all children's services to work together to meet every child's needs. The 'Getting It Right for Every Child' "GIRFEC" practice model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child and young person under the age of 18 is entitled to have a Named Person who should be available to help and support the child/young person and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the United Nations Convention of the Rights of the Child (UNCRC) to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators') All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

During 2016/17 all schools introduced new working practices to further implement the GIRFEC framework through the Team Around the Child model (TAC). If a child needs help or support, the Named Person along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, then in consultation with the family the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the Child's Plan.

Collaborative working with other council services and external agencies such as police; social work; health services and third sector or charity partners supports the early and effective intervention and assistance offered to children and families.

All Named Persons, Child Protection Co-ordinators and Pupil Support Co-ordinators have received extensive training on the assessment, planning and sharing of information. All training has been delivered in line with recent developments in the law and policy for Children's Services.

Mental Health Steering Group

Psychological Services co-led the Mental Health Steering Group with the Director of Educational Services. In 2015/16, research was carried out, using a survey, focus groups and questionnaires to gain staff perceptions of children's mental health and the supports which they were accessing. In November 2016, the Youth Forum added young peoples' voices to this research by populating their mental health survey with a question that allowed Psychological Services to gain young people's perceptions of their mental health difficulties and the supports available. This data was analysed and shared with stakeholders and Psychological Services led the development of a strategy to improve mental health through building capacity in others and targeting specific vulnerable groups for early intervention and supports.

Safe

All South Ayrshire schools follow procedures outlined in the national guidelines for Child Protection in Scotland (2014). After consultation with Child Protection Co-ordinators and Named Persons in educational establishments, a new Management Guideline for Educational Services on Child Protection has been agreed by the Council's Leadership Panel and this guidance is available to all school staff.

Staff provide support to children and young people in their daily work and have a vital role to help protect them from harm and help keep them safe and well by:

- Helping them learn about their personal safety, including internet safety
- Being a trusted adult that children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety.

All staff respond to any concerns for children's and young people's safety and where they may be at risk of significant harm. South Ayrshire Council has a designated officer for Child Protection who co-ordinates network meetings for all Named Persons and Child Protection Co-ordinators to help ensure schools work effectively to keep children safe and well.

Through work in schools we continue to promote awareness of personal safety and protection with children and young people who received advice and support from a range of partners including Campus Police Officers and Community Safety. During 2016/17 school staff were trained in line with national and local strategies and action plans relating to child sexual exploitation; internet safety; violence against women and children; risk assessments, wellbeing assessments and chronologies.

The Child Protection Co-ordinator delivers annual child protection and wellbeing training to all staff in schools, including non-teaching and staff from other support services working in schools.

Healthy

Attainment Challenge schools have appointed additional staff and have been piloting new strategies to improve Health & Wellbeing (see Page 21/22).

In addition to this, The Curriculum for Excellence Health and Wellbeing (HWB) framework has been updated to match the new benchmarks.

Many primary schools have purchased resources and have trained staff in the use of progressive Health and Wellbeing programmes. Early feedback is positive.

A group of secondary principal teachers of guidance are currently working together to produce/ recommend resources and assessments which are in line with the HWB experience, outcomes and benchmarks. These will be used by all schools to ensure a consistent approach. Moderation will also take place in school and between schools.

This group are also liaising with Members of the Scottish Youth Parliament to ensure that pupil voice is taken into account when shaping Personal, Social Education in the senior phase. All senior phase pupils will have the opportunity to put forward their views and ideas.

Several schools are piloting methods to track and monitor pupil Health and Wellbeing. A working group will use the results from these pilots to offer schools advice and strategies.

Many primary schools have purchased resources and have trained staff in the use of progressive Health and Wellbeing programmes. Early indications are positive.

In liaison with Stonewall and Lesbian, Gay, Bisexual and Trans (LGBT) Youth, new management guidelines are now in place to help schools support transgender children and young people.

An action plan is also in place to gain the LGBT charter for Educational Services and to meet criteria outlined in the Stonewall Index.

In liaison with Respectme a cross sector group have updated the authorities anti-bullying guidelines which were launched to coincide with anti-bullying week on Monday 13 November 2017. The launch also included a series of training events in anti-bullying for staff and parents and suicide awareness raising events for staff.

We are currently working with the Sexual Health Team from the NHS to produce guidance for schools regarding young person's pregnancy and parenthood while in education.

A multi-agency mental health strategy group is working to address several issues highlighted by children and young people in a recent survey. Part of the response to the survey and our own self-evaluation is that a Big Lottery bid is being submitted to employ a counsellor for both Carrick and Girvan Academy.

An action plan is also in place to gain the LGBT charter for Educational Services and to meet criteria outlined in the Stonewall Index.

Nurtured

Nurture Approach and Strategy:

South Ayrshire Council's Psychological Services developed the Nurture Strategy through consultation with Educational Services Senior Management, Quality Improvement Officers and Inclusion Team. The strategy sets out the vision from 2017-2020 and the outcomes to be achieved. It uses Implementation Science as a basis for the action plan to ensure outcomes are sustainable and meaningfully build capacity.

Research from Psychological Services from previous years and national research show that nurture groups have a positive impact on attainment and social and emotional functioning (*Reynolds et al, 2009; Mackey et al, 2010*). There are also early indications through some initial longitudinal analysis by Glasgow Psychological Services that participants of Nurture Groups have continued social inclusion following their return to mainstream. Therefore by building capacity in our schools and school staff to deliver this approach, we can surmise that we are having a similar impact on our children's outcomes.

Nurture Groups and Approach: In June 2017, six schools reported they were running Nurture Groups, 18 advised they were supporting children through Nurture Time and 18 advised they were implementing a Nurture Approach across the whole school. The outcomes for children involved in nurture are collated by each school and used to inform children's Actions Plans. Staff use information from their contextual assessment around a child as well as information Boxall Profiles and/or Strength and Difficulties Questionnaire to ascertain targets.



Building staff capacity: Psychological Services have delivered training in the Nurture Approach in the last three years and 56% of schools report that they have staff trained in the Nurture Approach and 60% have staff who have attended awareness raising sessions:

Type of Training	2014-17 Nurture Training*		2016-17 Nurture training
	Number out of all 55 establishments	Percentage	No of participants
Awareness Raising (Attachment and Trauma)	23	42%	69
Awareness Raising on Nurture Principles	33	60%	-
Nurture Approach	31	56%	77
Nurture Training for Managers	17	31%	16

*EPS survey based on 64% response rate.

Throughout 2016/17, all participants who attended the four day Nurture training said that the experience had been helpful. When asked about impact to practice, themes which emerged from feedback were around how to change the language used, increased understanding of how all behaviour is a form of communication, different strategies to use with children displaying distressed behaviour and increased knowledge about how to take forward the nurture approach in their school.

Psychological Services also led a Nurture Network for staff in order to consolidate and support skills development. They included training around a neurodevelopmental approach to trauma, a resource sharing session and the dissemination of good practice. Evaluation of the nurture group showed school staff rated the nurture group network as very helpful, with an average rating of 4.5-5 (with 5 being very helpful) and that staff reported the meetings were “invaluable” and the ideas shared were helpful in developing practice.

Due to the depth of experience and knowledge of nurture, South Ayrshire Psychological Services were asked to be involved in the national working groups who developed the ‘Whole School Approach to Nurture’ document which was published by Education Scotland in June 2017. This not only builds capacity at a local level but also national levels for children and young people.

A longitudinal analysis of continued outcomes on staff practice will be utilised in 2017/18 as a next step.

Active

Active Schools

During the academic year 2016/17, Active Schools in South Ayrshire continued to focus on target areas, ensuring children and young people from vulnerable groups were supported to take part in school and community sport. Pathways to local sports clubs were maintained, with a total of 66 local clubs having strong links with local schools.

During 2016/17, there were nearly 7,000 opportunities for children and young people to take part in sport and physical activity sessions as part

of the Active Schools network before, during and after school. In addition, there was a 17% increase from 2015/16 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 in schools and local communities, and supporting existing community based sports clubs. The Active Schools Dance Academy resulted in 19 secondary school-aged girls being trained as Level 1 Dance Leaders, with all being supported to deliver extra-curricular dance clubs in primary schools. Dance continues to rise in popularity in schools with more than three times the number of schools taking part in our South Ayrshire Dance competition during 2016/17 compared to the previous year.

A total of 41 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 2016/17 there were:

- 423 volunteers providing physical activity sessions, including 222 qualified adults and 122 qualified secondary aged young people
- Five leadership programmes in secondary schools supporting young people to become coaches and ambassadors for sport
- One leadership programme in a primary school with P6/7 children taking part in the Junior Coaching Academy
- 41 different activities offered in schools outwith the school day
- Pathways developed with a total of 66 different local clubs.



Competitive School Sport

The Competitive School Sport programme has continued to enhance the opportunities for pupils to take part in local, regional and national competitions over the past year.

During 2016/17 there were:

- 137 South Ayrshire Secondary School teams
- 2,082 distinct participants (secondary pupils) and 1,699 distinct participants (primary pupils)
- South Ayrshire hosted 19 secondary events and 17 primary events with 11 different local clubs supporting local events
- 480 coaches supported the Competitive School programme in a variety of roles throughout the year

- All South Ayrshire Schools (primary and secondary) entered at least one event on the 2016/17 Calendar
- Dalmilling PS won the Whitletts Road Games trophy.

Respected

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 we continue to make very good progress and 51 schools have registered with UNICEF, 15 have signed up for Record of Commitment to RRS Award, 20 schools have achieved their Level 1 Rights Respecting School Award and eight schools have achieved a Level 2 Rights Respecting School Award.

There have been improvements made to the RRS Award and the levels have now been renamed. The record of Commitment is now known as Bronze, level 1 is Silver and level 2 is Gold.

Online training is now available for Bronze level.

South Ayrshire Council has now set up a strategy group with at least one representative from each cluster able to support schools on their journey.

We continue to collaborate with North and East Ayrshire councils to deliver training by UNICEF on RRS Silver and Gold Awards.

Responsible

Pupil Survey

Each year an annual survey of children and young people is carried out and in 2016/17, 3,703 children in primary schools and 1,621 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 statements which were included in the survey.

Primary Schools	12/13	13/14	14/15	15/16	16/17
I enjoy learning at school	94%	93%	98%	92%	91%
I feel safe and cared for in school	97%	94%	97%	94%	94%

Secondary Schools	12/13	13/14	14/15	15/16	16/17
I enjoy learning at school	82%	80%	82%	80%	77%
I feel safe and cared for in school	82%	81%	82%	83%	79%

Pupil Voice

Children and young people are engaged in decision making at 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 2016/17, 1,197 young people aged 11-26 across the authority engaged in the South Ayrshire Youth Forum 'Say it Loud' survey on mental health.

Following this, a range of young people from both Girvan and Carrick Academies took part in focus groups to shape a bid to the Big Lottery Fund for monies to support the appointment of a young person's welfare officer in both schools for three years.

Pupil councils across South Ayrshire were also given the opportunity to comment on what they would like to be included in an updated version of Educational Services Anti-Bullying Management Guidelines.

A more structured and consistent approach is needed to ensure the learner voice contributes to the discussion about the quality of learning in teaching across our schools. This issue will be tackled in 2017/18.

Pupil councils across South Ayrshire were also given the opportunity to comment on what they would like to be included in an updated version of Educational Services Anti-Bullying Management Guidelines.

Included

All children and young people have the right to an education in a mainstream school. Wherever possible, children and young people are provided with an education in their own community and/or in their own catchment school.

If there are concerns about how a child or young person is coping in a mainstream placement, the model of staged intervention is followed and this may include Team Around the Child meetings to assess and plan for their individual needs.

The child, young person and parents/carers are involved in all of these processes, and their views are taken into account in any decisions made.

Following the *ASN Review (2015)* the following improvements during 2016/17 have significantly enhanced the delivery of the inclusion services available to pupils who require additional support for learning:

- The Manual for Inclusion has been redrafted and is being consulted on for full implementation in 2017/18. Staged intervention processes have been revised to ensure that there is a single planning framework, the Child's Plan, for children who require targeted support. An inclusion monitoring group has been established to screen requests for assistance.
- Teams around localities have been established to bring together partners to consider the needs of children in their communities.
- Specialist headteacher, pupil support coordinator and Additional Support for Learning (ASfL) parents' meetings take place termly.
- ASfL teachers meet regularly and benefit from an enhanced CLPL programme including post graduate qualifications, reading wise, read and write gold, nurture, dyslexia and using data to close the poverty related attainment gap.
- School assistants benefit from regular training opportunities including an induction programme for bank assistants, good quality interventions, child protection, adverse childhood experiences, five minute boxes and meeting the challenges.

- The specialist central inclusion teams have been reconfigured into a learning and inclusion team. A permanent principal teacher has been appointed.
- The Alpha Plus programme provided for the most disengaged learners in S4 was evaluated as not challenging young people sufficiently through offering an appropriate range of national qualifications. As a result a new skills academy has been developed, a transition programme has been successful and full implementation will take place in 2017/18.
- ASfL staff have been actively involved in the development of South Ayrshire's literacy and numeracy strategies.
- ASfL staff were involved in numerous parent/carer engagement events during the session including the English as an additional language and the visual impairment services' annual meetings and dyslexia, Autistic Spectrum Disorder (ASD) and language provision information workshops.

All children and young people have the right to an education in a mainstream school. Wherever possible, children and young people are provided with an education in their own community and/or in their own catchment school.



Service	Number Early Years Centres	Number Primary	Number Secondary	Total
Language Provision	12	8	-	20
Learning and Inclusion Team	-	33	37	70
Looked After Learning Inclusion	-	13	15	28
Alpha Plus (S4)	-	-	12	12
English As Additional Language	55	106	46	207
Stage 1 or 2	18	73	19	110
Stage 2/3	-	8	17	25
Stage 3/4	-	-	3	3
Stage Unknown	37	25	7	69
Home Visiting	Number Age 0-3	Number Age 4-11	Number Age 12-16	Total
Home Visiting	44	120	123	287
SAC Support	43	-	-	43
Sleep Scotland Support	1	120	123	244

- During session 2016/17 a new outreach service, staffed by an ASD teacher and supported by a speech and language therapist, was developed to support young people in secondary schools.
- To improve the availability of adapted educational materials for blind and visually impaired learners across the authority a new post of educational transcription assistant was created in the Visual Impairment Service.
- The accessibility strategy group meets regularly to ensure that children can access the curriculum by provision of assistive technologies or adaptations to the learning environment. The group has established an equipment store to ensure that all resources are effectively utilised. The group advise on the current building programme on potential adaptations to improve accessibility.
- A programme for Newly Qualified Teachers (NQT's) was delivered which developed understanding of the impact of specific additional support needs and the role of class teachers in addressing the needs of individual children. Children supported by the specialist services were involved in the presentations.
- Links with tertiary education providers have been increased and presentations delivered to University of Western Scotland (UWS) under and post graduate students. Further impact of collegiate working with UWS has been the development of a family learning club, "the wee university" with English as Additional Language (EAL) staff and students at UWS initially involving three bilingual families.
- Central peripatetic support services continue to develop their professional learning by engaging with and learning from colleagues working in other authorities and universities, through attendance at conferences and events, through participation in webinars and in national development groups such as SEALCC (Scottish EAL Co-ordinating Council), VINCYP (Visual Impairment Network for Children and Young People) as well as Pan Ayrshire collegiate working across the specialist services. In addition, formal, accredited training has been undertaken by some staff, with post graduate masters modules completed. Staff at the language provision completed makaton and talking mats training.
- The EAL service developed nursery bags and story sacks which have been shared effectively with parents and Penpals and Kitaboo are now being used to support learning in our schools using children's home languages.
- ICT continues to be developed across teams with iPads being more widely used to support the engagement and attainment of all pupils, increase visually impaired students' independence and inclusion and support engagement of families with their children's learning.

The EAL service developed nursery bags and story sacks which have been shared effectively with parents and Penpals and Kitaboo are now being used to support learning in our schools using children's home languages.



Equality and Diversity

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

Show Racism the Red Card delivered a 12 week programme, “Empowering Young Volunteers Programme” to a group of senior peer educators in Prestwick Academy. This prepared the young people to deliver, “Highlighting Inequality” sessions in the school and in the local community.

Prestwick Academy is also progressing well to attain the LGBT charter at Bronze level.

An LGBT twilight training session was offered to all school staff in partnership with East and North Ayrshire Council. The event hosted by Ayr Academy evaluated positively by those in attendance.

Approximately 50% of all South Ayrshire schools took part in Holocaust Memorial Day, with a variety of different classroom activities and special assemblies. Senior young people from Ayr and Carrick Academies secured places on the Lessons from Auschwitz programme. They then used their new knowledge and skills to deliver workshops and assemblies in their own schools.

Section 4: Improving Employability and Skills

Developing Scotland's Young Workforce

A range of activities was undertaken throughout the session:

Employer Engagement

A follow-up audit of partnership activity with all South Ayrshire schools has been carried out. This identified an increasing range of activities with employers engaging with schools to further enhance the educational experience for children and young people. This work has also helped to develop partnerships to support delivery of the Broad General Education and Senior Phase.

Careers Education

Schools have worked closely with Skills Development Scotland (SDS) to forge more effective partnership agreements, taking account of Education Scotland's Career Education Standard. Schools have engaged with the My World of Work application produced by Skills Development Scotland. Schools have taken positive steps to align their existing programmes with the career education standard. SDS has also started to engage with the primary sector.

Employability Skills

All secondary schools have made positive steps to develop the employability of young people. Building on the successful projects already running at Prestwick Academy and Newton Primary, a further range of innovative projects have been developed to improve access to practical employment skills. Enterprising nail bars, bicycle maintenance hubs, rural skills programmes, cyber security and barista skills have all been used as themes to develop the employability skills of young people. These have been supported by effective partnership working with Developing Young Ayrshire, Prince's Trust and Ayrshire College.

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.

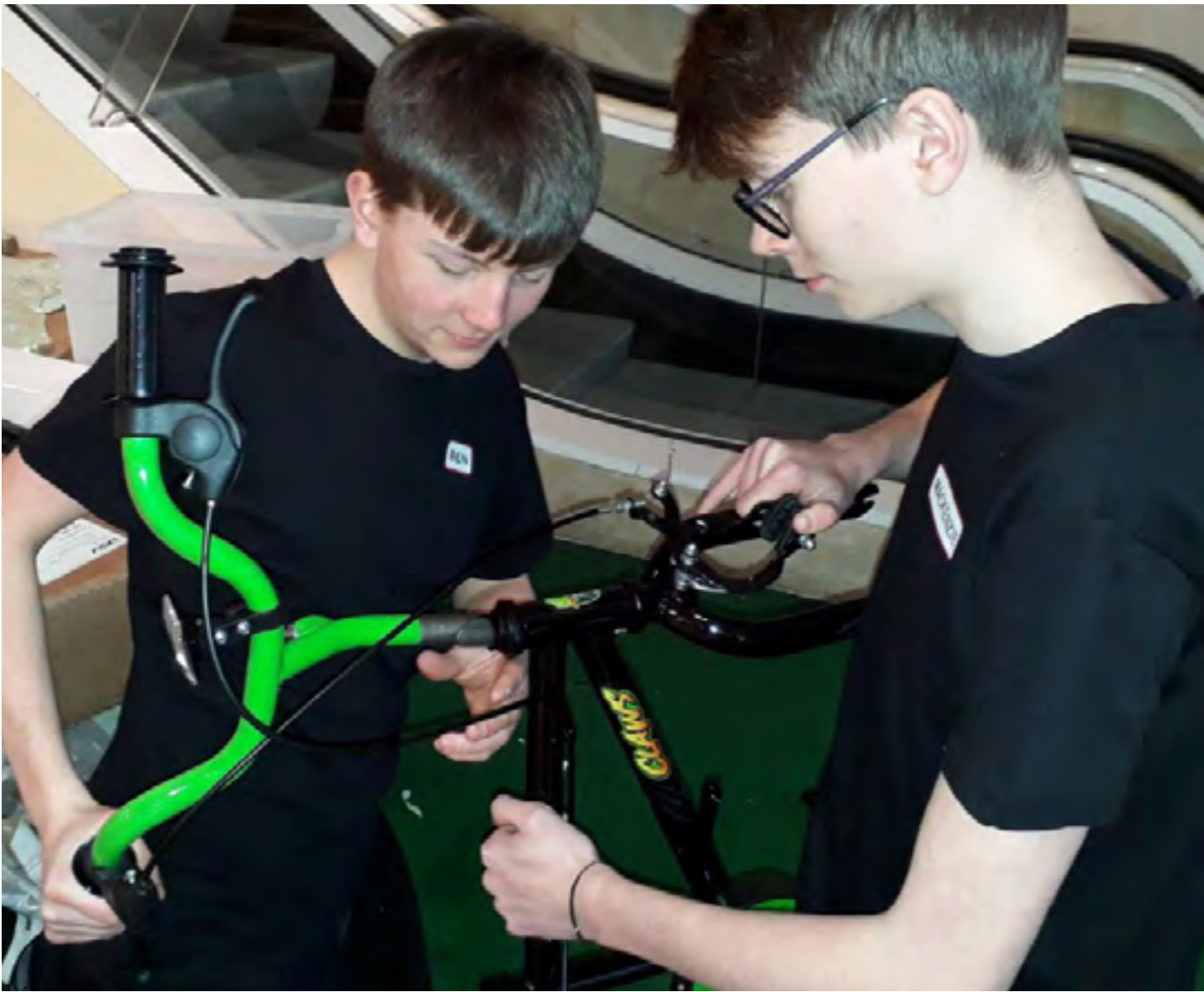
Vocational Qualifications

A portal to promote the increasing range of vocational qualifications and employability courses on offer was established and shared with schools through the development of South Ayrshire learning campus. The Ayrshire College school link programme has been further developed to include Foundation Apprenticeships in Engineering, Software Development and Children and Young People.

Senior phase options in a number of schools now include more flexible work placements to support personal development of our young people who benefit from accredited leadership and volunteering opportunities.

South Ayrshire Skills Academy (SASKA) was planned and developed for session 2017/18 to provide an alternative curriculum and pathways to improve opportunities for learners with ASN to develop skills for work, undertake vocational education and/or progress to tertiary education.

The Ayrshire College school link programme has been further developed to include Foundation Apprenticeships in Engineering, Software Development and Children and Young People.



Leaver Destinations

There have been improvements in the percentage of young people that achieve a positive destination on leaving school in the last five years.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Percentage achieving a positive destination on leaving school	89%	93%	92%	94%	94%	Published February 2018

Section 5: Parents and Partnerships

Working with Parents

A range of parenting programmes are available across early learning centres, these include: Parents Early Educational Programmes which are available to all parents of young children, Book Bug, Stay and Play, and cookery classes.

The Parents Forum meets every term, giving representatives from parent councils the opportunity to raise issues and concerns. These meetings also provide a platform for discussion on current educational developments.

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

ICT continues to be developed across Central Peripatetic Services with iPads being more widely used to support engagement of families with their children's learning.

Central Peripatetic Support Services were involved in parent/carer engagement events during the session. These varied from Parent Fora, held by the English as an Additional Language Service and the Visual Impairment Service, to parent information events with Language Provision and ASD Outreach service. Parents commented favourably on having the opportunity to meet with staff and other parents and on the quality of information provided. Feedback from these events was shared with colleagues and will be used to shape future practice.

Partnership Working

The South Ayrshire Skills Academy helps young people into positive future destinations. We have established partnerships with Skills Development Scotland, the Employability and Skills Team, UCAN – Live to Learn, Space Unlimited, Ayr College and Centrestage to provide meaningful learning opportunities. These partnerships help young people to develop skills and knowledge, as well as social and emotional literacy.

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

The forum reviews the following:

- Ensure the Team Around the Child (TAC) model is working in line with the Ayrshire Child's Pathway and Children and Young People Act.
- Ensure Request For Assistance is successful, highlighting any issues with the processes and paperwork and contributing to ongoing evaluation.
- Ensure GIRFEC is linked to all children's service activity.
- Highlight any emerging issues/trends for the particular locality.
- Provide a platform for the sharing and dissemination of relevant information including good practice.

In partnership with Developing Young Ayrshire, all schools are supported to develop active links with local employers, promoting high quality employer engagement to enhance the experience on offer to our children and young people who benefit from a range of inputs e.g. career education events, work placements, support in the delivery of the curriculum, and enterprise challenges.

These partnerships help young people to develop skills and knowledge, as well as social and emotional literacy.



Employability skills have been enhanced by a range of innovative projects supported by Developing Young Ayrshire, Princes Trust and Ayrshire College working in partnership with schools. Real life business experiences including nail bars, bike maintenance, rural skills, barista, and cyber security are examples of projects introduced in school to support children and young people.

Ayrshire College is a key partner which provides a range of vocational opportunities for young people in our secondary schools that enhance the curriculum offer available in schools.

The Foundation Apprenticeship programme has offered a further vocational pathway in a range of sectors including engineering, health and social care and IT.

Secondary schools have partnership agreements with Skills Development Scotland (SDS) focussing on the delivery of career management skills. Planned activities range from targeted career

interviews to support for careers education programmes through access to My World of Work. SDS also offer support to teachers in relation to the implementation of the career education standard and have made a number of resources available to support class teachers.

Schools work in partnership with Ayrshire Chamber of Commerce who support schools to engage with employers to enhance the curriculum and also source work placements to meet the needs of young people in the senior phase helping schools to match the new standards for work experience.

We hope that you have found this report informative and reflective of our commitment to continuous improvement in providing services of the highest quality. Although public services will continue to operate with reduced budgets for the foreseeable future, we will work closely with partners to deliver the best services possible for children and young people in South Ayrshire.

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 تاجینا 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۔

本信息可应要求提供盲文，大字印刷或音频格式，以及可翻译成多种语言。以下是详细联系方式。

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

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

Faodar am fiosrachadh seo fhaighinn, le iarrtas, 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.