

Educational Services Recovery and Improvement Plan 2020-21

South Ayrshire Council's priorities for education reflect the important recovery period 2020-2021 and incorporate the National Improvement Framework Priorities. Our vision and ambition remains to achieve excellence and equity and support all learners to achieve their potential regardless of their circumstances.



We are mindful of the impact of school closures and lockdown on children, families and staff and in particular our most vulnerable. Our educational services recovery and improvement plan sets out the actions we will take over the next year and the outcomes we are looking to achieve. This session the key focus will be on recovery. In particular:

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

The plan remains linked to the National Improvement Framework with some amendments to reflect the current context.

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

As part of the South West Educational Improvement Collaborative we will contribute to and benefit from the work streams focused on closing the gap, leadership and assessment and moderation through the Broad General Education.

Within the plan the high level priorities for improvement are linked to outcomes we want to achieve and the activities and actions we will take. The plan is intended to help guide services, schools, early years centres and other education teams to plan for improvement and achieve the national and local aims of **equity and excellence**.

National Improvement Framework drivers

- School Leadership
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information
- Teacher professionalism

National Improvement Framework

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

Children’s Services Plan 2020/23

- Outstanding universal provision
- Tackling inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental health and wellbeing
- Promoting Children’s Rights

South Ayrshire Council’s Plan 2018-22 (mid-term refresh)

- Fair and effective leadership
- Closing the gap
- Grow well, live well, age well
- South Ayrshire works
- Stand up for South Ayrshire
- A better place to live

Education Recovery

Health and wellbeing of all

- Develop supports to prioritise relational approaches for the re-opening of schools to support health and wellbeing
- Implement, monitor and update appropriate risk assessments and measures to take account of national advice.

Re engaging learners, parents and staff

- Implement new approaches to communication with parents, young people and staff in light of current context
- Implement transition supports to ensure children have a positive start particularly at primary one.

Identifying gaps and setting goals

- Share practice on the use of recommended assessments for literacy, numeracy and health and wellbeing
- Develop guidance for schools on evidence based interventions for literacy, numeracy and health and wellbeing that can be used at the whole school, class/group and individual level to reduce any identified gaps in learning or wellbeing
- Work with partners locally and nationally to develop and implement strategies and initiatives that ensure young people leaving school are fully equipped to progress and sustain positive post-school destinations.

Prioritising learning in literacy and numeracy

- Revise and refresh the curriculum and approaches to learning in line with recovery planning in schools
- Increase in access to technology and Career Long Professional Learning (CLPL) to support in school and blended learning
- Increased capacity in schools to support educational recovery through the introduction of COVID-19 Recovery Teachers, Early Years Practitioners, Additional Support for Learning staff and other support staff
- Extend the use of Pupil Equity Fund to support children and young people, including the use of well-trained school assistants and identified interventions.



Priority 1

Continue to maintain high levels of attainment, particularly in literacy and numeracy

*Linked to Children's Services Plan
2020-2023 – Outstanding universal support*



How will we make improvements?

Promote early intervention strategies and continue to develop and embed play based pedagogy across the early level

Continue to expand early learning services in line with legislation and Scottish Government Policy to provide high quality learning and childcare age 2-5 years

Implement updated early years skills tracking for literacy and numeracy including Curriculum for Excellence (CfE) benchmarks in line with curriculum pathways

Implement the literacy strategy with a focus on improving writing to raise attainment

Implement the numeracy strategy with a focus on concrete, pictorial and abstract approaches to raise attainment

Implement a Digital Schools Strategy to support learning and teaching

To embed a culture of professional learning, leadership and innovation

Collaborate further with Head Teachers and staff to take forward 'School as a learning organisation'

How will we know we have made a difference?

Maintain the percentage of children achieving all developmental milestones

Maintain the percentage of children and young people achieving expected Curriculum for Excellence levels in reading, writing, listening and talking and numeracy.

Maintain the percentage of all leavers achieving SCQF levels 4 and 5 in literacy and numeracy

Quality of learning and teaching is good or better in all schools and early years centres

Leadership of Change is good or better in all schools and early years centres

Raising attainment and achievement is good or better in all schools and early years centres

Increase the percentage of primary and secondary schools that have registered and been awarded the Digital Schools Award

National Improvement Framework Drivers – School Leadership; Teachers Professionalism; Parental Engagement; Assessment of Children’s Progress; School Improvement; Performance Information

Italic outcomes also included in the South West Regional Collaborative Plan



Priority 2

Closing the attainment gap between the most and least disadvantaged children

Linked to Children's Services Plan 2020-2023 - Love and support for our care experienced young people and young carers and tackling inequalities



How will we make improvements?

Improve planning for interventions and tracking and monitoring of targeted groups (including those in deciles 1-2, care experienced) through the Pupil Equity Fund and Excellence and Equity Leads

Improve outcomes and involvement in decision making for care experienced children and young people

Continue to support and improve skills and strategies in analysing data, tracking and monitoring of targeted children

Embed Getting in Right for Young Carers and further develop Team Around the Child guidance on supporting Young Carers

Promote good attendance particularly for looked after and care experienced children and young people

Identify good practice and develop guidance in relation to transition within the attainment challenge schools to ensure young people experience a seamless transition

How will we know we have made a difference?

Maintain the percentage of children in the lowest 20% of Scottish Index of Multiple Deprivation (SIMD) achieving all developmental milestones

Maintain the percentage of children and young people in lowest 20% SIMD and looked after children and young people achieving expected CfE levels

Improve attendance of all children and young people including those in the lowest 20% SIMD and looked after children and young people

Reduce exclusions (rate per 1000) of children and young people in the lowest 20% and looked after children and young people

Maintain the average complementary tariff points of young people (leavers) in lowest 20% SIMD and looked after young people

Maintain the percentage of leavers in the lowest 20% SIMD achieving levels 4 and 5 in literacy and numeracy

Increase percentage of young people in the lowest 20% SIMD and looked after young people who stay on at school (S4 staying on to S5)

Italic outcomes also included in the South West Regional Collaborative Plan

**National Improvement
Framework Drivers –
School Leadership;
Teachers
Professionalism; Parental
Engagement; Assessment
of Children’s Progress;
School Improvement;
Performance Information**



Priority 3

Improvement in children's and young people's health and wellbeing

*Linked to Children's Services Plan 2020-2023
- Good physical and mental health and wellbeing and promoting Children's Rights*



How will we make improvements?

Continue to revise planning and assessment processes in Personal Social and Education/Health and Wellbeing with the Broad General Education in primary schools

Support school to implement the nutritional requirements by April 2021

Implement our Children's Mental Health and Wellbeing action plan

Develop self-evaluation practices and transition processes with Enhanced Nurture provision

How will we know we have made a difference?

Maintain the percentage of pre-school children achieving health and wellbeing developmental milestones

Children and young people are offered healthy options in all of our establishments, in line with Food and Drink (Scotland) Regulations 2020

Evaluations of good or better in QI 3.1 self-evaluation and Education Scotland /Care Inspectorate inspections. Ensuring Wellbeing, equality and inclusion is good or better in all schools and early years centres



National Improvement Framework Drivers – School Leadership; Teachers Professionalism; Parental Engagement; Assessment of Children's Progress; School Improvement; Performance Information

Priority 4

Improvement in sustained positive school leaver destinations for all young people



How will we make improvements?

Continue to develop practitioners' knowledge and understanding of the Careers Education Standards (CES) and embed in the learning experiences of children and young people in all establishments

Through a revision of the MCMC partnerships, and working with schools, partners within the council and Skills Development Scotland (SDS), ensure young people in danger of not moving into a positive post-school destination are identified and supported appropriately.

Continue to develop South Ayrshire Skills Academy to broaden the range and scope of flexible curriculum opportunities to ensure positive destinations for young people

Continue to provide enhanced support for care experienced young people through the transition from school and into post-school support

Continue to develop partnerships that increase the number and range of opportunities for young people to develop a variety of skills and vocational based learning

Continue to develop the opportunities for young people such as modern apprenticeships, foundation apprenticeships and work placements through the development of our Developing the Young Workforce Activity

How will we know we have made a difference?

Increase percentage of young people in the lowest 20% SIMD and looked after young people progressing to positive post school destinations

Increase the percentage of all school leavers progressing on to a positive and sustained post-school destination

National Improvement Framework Drivers – School Leadership; Teachers Professionalism; Parental Engagement; Assessment of Children's Progress; School Improvement; Performance Information



