

Agenda Item	19.
Report No	CLH 50/18

HIGHLAND COUNCIL

Committee: Care, Learning and Housing

Date: 18 October 2018

Report Title: **Education Improvement Plan**

Report By: Director of Care & Learning

1. Purpose/Executive Summary

- 1.1 This report sets out for Members the education improvement plan for 2018-19. It has been constructed by the Quality Improvement Team using the National Improvement Framework and engagement with key stakeholders.

2. Recommendations

2.1 Members are asked to:

- i. Review the Standards and Quality Report for 2017-18
- ii. Approve the education improvement priorities for 2018-19
- iii. Approve the actions to deliver the plans

3. Planning and reporting cycle

- 3.1 The Education planning and reporting requirements are based on the National Improvement Framework (NIF) priorities. This aims to improve the quality of information to:
- children, young people, parents and carers
 - support education authorities in planning and delivering services
 - support the development of national education policy.
- 3.2 It is anticipated that these planning and reporting arrangements will form a continuous coherent annual improvement cycle, providing a line of sight between national improvement activity and efforts to raise standards within individual schools and Local Authorities.
- 3.3 In its response to the planned changes to education governance, Highland Council made a strong argument that this education improvement planning responsibility should remain with the local authority. This has been accepted by the Cabinet Secretary.

4. Authority Standard and Quality Report

- 4.1 The Highland Council Standards & Quality Report is attached as **Appendix 1**.

5. Authority Improvement Plan

- 5.1 The Highland Council Education Improvement Plan is attached **Appendix 2**.

6. Implications

6.1 Resource

The cost of all improvement actions will be undertaken within schools and authority existing budgets and with support from funding allocated through either SAC funding or PEF.

6.2 Legal

The Local Authority is well placed to discharge the new duties as outlined in the Statutory Guidance.

6.3 Community (Equality, Poverty and Rural)

Successful implementation of the NIF plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on them, including those with protected characteristics and this will support our work in ensuring that young people are resilient, including and supported when needed. This approach has the potential to significantly and positively impact on a number of individuals as support will be tailored to their very individual needs. The Pupil Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals. Schools are guided to look at the needs of individuals and identify any barriers to their achievement.

6.4 Climate Change/Carbon Clever

There are no implications.

6.5 Risk

While additional funding has been provided through Attainment Challenge and PEF

funding, there may be a risk around the provision of adequate numbers of staff to ensure the delivery of predicted outcomes.

6.6 **Gaelic**

The issues for Gaelic medium provision will be covered through the normal improvement planning process.

Designation: Head of Education

Date: 8 October 2018

Author: Beth Brown, Strategic Quality Improvement Officer
Jim Steven Head of Education



Session 2018-19

Highland Education Improvement Plan

Introduction

Welcome to the Highland Care & Learning (Education) Improvement Plan. This plan forms the second part of the reporting and planning process for 2018/19. The first part of the process is the Standards and Quality Report for 2017/18. The Standards & Quality Report allows us to report on our successes, to identify our progress on our improvement strategies and to identify future improvement areas. Through our self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year.

The National Improvement Framework (NIF) requires an authority to prepare and publish annual plans and reports, describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The four strategic priorities of the NIF are:-

- Improvement in 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 employability skills and sustained, positive school leaver destinations for all young people.

This Education Plan does not sit in isolation. It sits alongside and is informed by the Highland Council Administration Plan, *For Highlands Children 4* and the Regional Collaborative Improvement Plan.

The Education Improvement Plan includes elements of the:

- Closing/Improving the Attainment Gap Strategy
- DYW Strategy
- 1+2 Languages Strategy
- Literacy Strategy
- Leadership Development Strategy
- School Improvement Plans
- ICT Strategy
- Numeracy Strategy
- Parental Engagement Strategy
- Self-evaluation and Quality Assurance Strategy
- STEM Strategy
- Health & Well-being Strategy
- Monitoring and tracking Pupil Progress
- Learning & Teaching Strategy
- Curricular Innovation Strategy

Highland's Strategic Education Priorities

Taking into account all the relevant national and local improvement plans education has identified the following priorities:

1. To develop and enhance leadership skills at all levels to ensure that schools are able to deliver improvements that have positive outcomes for all learners.
2. To develop and enhance Learning, Teaching and Assessment so that all learners benefit from high quality learning experiences. A particular focus will be placed on enhancing the delivery of learning and teaching through the use of digital technologies.
3. In all of our schools, all learners have access to a high quality curriculum which offers equity of choice, breadth and progression. Through this they are supported to make informed choice and develop a relevant skillset to achieve and sustain positive destinations.
4. To support the positive wellbeing of our learners to allow them to attain and achieve.
5. All learners make expected or better progress in all their learning, but especially literacy and numeracy, regardless of their background. (excellence and equity)
6. All learners benefit from strong partnerships being established between the school, families and the wider community. These partnerships will be focused on enhancing curricular provision, the delivery of improved attainment and achievement, and securing positive destinations.

The plan will be monitored and evaluated by the relevant Heads of Service and their teams. This group meets four times a year to review progress made with the detailed action plans and to analyse the data linked to the key actions.

Outline planning information for the development of the seven development areas

Priority 1 - To develop and enhance leadership skills at all levels to ensure that schools are able to deliver improvements that have positive outcomes for all learners.

The next steps we have identified from self-evaluation:

- To review and evaluate the current leadership strategy for staff at all levels.
- To continue to develop a structured support programme for staff in the development of their leadership skills
- To monitor and evaluate the impact of existing programme
- To look at supporting Headteachers who are taking up posts in 3-18 and cluster roles
- To develop leadership opportunities, including as part of the Northern Alliance

By end of this cycle we will have	Who is responsible
<ul style="list-style-type: none"> ● identified clear pathways for leadership opportunities at all levels ● developed a structured programme to support teachers who are actively seeking promotion. ● monitored and evaluated the impact of the existing programmes. ● identified opportunities for those in promoted posts to take on further leadership roles to share knowledge and expertise ● published a leadership strategy which includes collegiate working with the Northern Alliance. ● implemented a Headteacher Induction Programme for newly appointed Headteachers 	<p>Quality Improvement Officer with responsibility for leadership.</p> <p>Sustainable Schools workstream lead for Leadership Development</p> <p>Schools Improvement Group.</p> <p>Headteachers</p>

Success Criteria

1. An increased uptake of staff engaging in CLPL linked to Leadership opportunities
2. An increased percentage in validated school self-evaluation gradings for QI 1.3.
3. The number of establishments graded as good or better in full HMIE inspections for QI 1.3 increases by 10%

Priority 2 - To develop and enhance Learning, Teaching and Assessment so that all learners benefit from high quality learning experiences. A particular focus will be placed on enhancing the delivery of learning and teaching through the use of digital technologies.

The next steps we have identified from self-evaluation:

- To improve learning experiences for children and young people in terms of engagement, quality of teaching, effective use of assessment and planning, tracking & monitoring.
- To continue to put in place professional learning opportunities for all staff in the areas mentioned above, making explicit the links between the Highland Council Learning, Teaching and Assessment Policy and QI 2.3 in HGIOS?4

By end of this cycle we will have	Who is responsible
<ul style="list-style-type: none"> • Reviewed the current Learning, Teaching and Assessment policy and its linkage to QI 2.3 in HGIOS?4. • Put in place a training programme which will offer staff the option of enhancing their skills in supporting children and young people in developing their skills with digital technologies. • Engaged with colleagues in Highland Council and in the Northern Alliance to identify and share examples of good practice in Learning, teaching and assessment. • Sampled pupils across Highland to ask for responses regarding their classroom experience, using some of the key questions from the HMI questionnaire. 	<p>Quality Improvement Team lead for this priority</p> <p>ICT Strategy Group</p> <p>Schools Improvement Group</p> <p>Headteachers</p>

Success Criteria

1. The percentage of HMI visit evaluations for QI 2.3 at good or better will be 70% or above
2. The percentage of establishments evaluating themselves accurately when compared to QIV/HMI evaluations in QI 2.3 will be at 80% or above.
3. The percentage of schools from which staff have attended training on L, T & A is at 90% or above
4. 75% or more of the sample of pupils across Highland will respond Strongly Agree or Agree to the key questions from the HMI questionnaire

Priority 3 - In all our schools, all learners have access to a high quality curriculum which offers equity of choice, breadth and progression. Through this they are supported to make informed choice and develop a relevant skill set to achieve and sustain positive destinations.

The next steps we have identified from self-evaluation:

- To ensure all schools have a curriculum rationale that accurately reflects their unique context and which is based on the design principles of Curriculum for Excellence.
- To ensure appropriate progression pathways for all learners through the BGE and into the Senior Phase.
- Further develop work with partners to ensure creative and innovative approaches to curriculum development
- To continue to take forward Highland’s DYW strategy including continue to strengthen joint working with the regional DYW groups
- To continue to develop joint working with other authorities within the Northern Alliance
- Continue to implement the 1+2 languages strategy

By end of this cycle we will have	Who is responsible
<ul style="list-style-type: none"> ● Engaged with colleagues in Highland Council and in the Northern Alliance to identify and share examples of good practice in the development of the curriculum rationale. ● Put in place strategic partnership agreement with our college partners. ● Set up a formal agreement with e-Sgoil to deliver a comprehensive program of curricular provision which can offer enhanced options to all secondary schools. ● Continued to deliver L2 staff training and completed our introduction to L3 ● Continued to deliver on our Developing Young Workforce strategy and to ensure a progression of employability skills and to support schools in embedding the career education and work placement standard to meet pupil entitlements in this area. ● Support secondary schools to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps 	<p>Head of Education</p> <p>Strategic Quality Improvement Manager</p> <p>Headteacher Highland Virtual school</p> <p>Sustainable Schools workstream lead for Improved Educational Outcomes.</p> <p>Schools Improvement Group.</p> <p>Headteachers</p>

Success Criteria

1. All schools will be able to articulate their rationale for the curriculum they offer to pupils that encompasses opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
2. Formal partnership agreement in place with e-Sgoil
3. All schools can demonstrate their ongoing development of their 1+2 strategy.
4. The level of curricular equity across all secondary schools has increased.
5. All schools have a key adult in place to support the learning choices and work related learning pupil entitlement of each young person.
6. To maintain at or above 95% a level of positive sustained positive destinations for each school.
7. All secondary schools can demonstrate positive outcomes in the delivery of their DYW agreed outcomes and engagement with their DYW regional groups

Priority 4 - To support the positive wellbeing of our learners to allow them to attain and achieve.

The next steps we have identified from self-evaluation:

- To continue to develop our schools as inclusive organisations where the well-being of young people is a high priority.
- To continue to monitor and improve attendance across schools, particularly monitoring attendance of children and young people who are affected by deprivation, are care experienced or who face other barriers to accessing learning.
- To improve the attainment and achievement of our care experienced young people and increase the numbers that are entering positive destinations.

By the end of this cycle we will have	Who is responsible
<ul style="list-style-type: none"> ● Consulted Headteachers, staff and partners regarding the key strategies on delivering a positive impact on pupil's Health & Well-being in schools. ● Continued to monitor and improve attendance across schools and establishments, particularly monitoring attendance linked to deprivation, LAC and barriers to learning. ● Set out a strategy for improving the educational performance of our LAC pupils and increase the number of LAC pupils entering a positive and sustained destination upon leaving school. ● Begun to put in place a strategic plan to enhance current levels of inclusion across schools. ● Will have engaged with the other Northern Alliance partners to establish strategies which have delivered success. ● To review PSE delivery in schools (including pupil voice) and support improvement in this area. 	<p>Quality Improvement Officer with responsibility for this project.</p> <p>Schools Improvement Group.</p> <p>Headteachers</p> <p>ASN lead</p> <p>Area teams- attendance, inclusion.</p>

Success Criteria

1. Attendance levels for all pupils in Highland average attendance exceeds the national average.
2. The attainment gap between care experienced pupils and the national average will be reduced.

3. Examples of good practice on the delivery of positive outcomes for pupils where health and well-being strategies were implemented.
4. Data will be available on the review of the current approach to inclusion in schools.
5. PSE delivery in schools more structured and geared around pupil voice.

Priority 5 - Improve attainment, particularly in literacy and numeracy, and reduce the poverty-related attainment gap.”

The next steps we have identified from self-evaluation:

- To work alongside schools to moderate evaluations of QIs 1.3, 2.3 and 3.2 which cover improvement, learning and teaching and leadership as part of the improvement planning cycle.
- To support schools to effectively and consistently use the data collected from their self-evaluation and other sources such as BGE dashboard and toolkit, Insight and authority wide data sets to deliver improvement more effectively.
- To support schools to ensure teacher judgements reflect accurately the progress pupils are making in the BGE.
- To review and evaluate the impact of the current literacy and numeracy strategies and continue/adapt delivery to support schools.
- To address the attainment gap linked to deprivation through targeted use of the Attainment Challenge and Pupil Equity Funding (PEF).
- Support all schools to use moderated assessment information to track and monitor the progress of every young person.

By the end of this cycle we will have	Who is responsible
<ul style="list-style-type: none"> ● Taken forward the Highland moderation and assessment plan. ● Supported moderation processes to ensure the appropriateness of assessments and the accuracy of information on pupil progress. ● Supported schools to use assessment information to track and monitor the progress of every pupil, in all schools. ● Developed robust systems to track children’s progress which are understood by all. ● Continued to develop literacy and numeracy strategies to raise attainment for all children and young people. ● Monitored the strategic use and impact of PEF and Schools Programme funding ● Established baseline data through the Northern Alliance improvement workstreams. 	<p>Head of Education</p> <p>Strategic Quality Improvement Manager</p> <p>Headteachers</p>

Success Criteria

1. All schools are able to clearly articulate the attainment profile of their school and identify the improvements they will make to raise attainment for all and further reduce the attainment gap.

2. Teacher judgements in the BGE in literacy and numeracy will reflect more accurately against the national/virtual BGE data. Schools will set targets to work towards stretch aims identified through use of the BGE tool.
3. In the Senior School core attainment data shows year on year improvement.

Priority 7 - All learners benefit from strong partnerships being established between the school, families and the wider community. These partnerships should be focused on the delivery of better attainment, achievement and securing positive destinations.

The next steps we have identified from self-evaluation:

- To develop a parental engagement strategy is put in place
- To ensure that a coordinated approach is taken to the development of family learning to ensure impact on attainment.
- To continue to develop partnership with the DYW regional groups
- To continue to develop the strategic partnership with the three colleges within Highland.

By the end of this cycle we will have	Who is responsible
<ul style="list-style-type: none"> • Agreed a parental engagement strategy. • Continued to ensure that a c o-ordinated response to family learning is taken forward with partners to ensure impact on attainment. With other agencies, track the impact of partnership work in pupils' engagement, attainment and achievement. • Improved consultation and communication with parents and carers and the wider community to ensure that all are involved in improvements through effective self-evaluation. • Continued to roll out in primary schools the revised approach to reporting. • Focused on targeted intervention work with inactive children and young people from SIMD 1 & 2 to enhance engagement, attainment and achievement particularly the tracking of participation of children in SIMD 1 & 2. • Shared examples of good practice across the Northern Alliance 	<p>Head of Education</p> <p>Parental engagement policy officer</p> <p>Schools Improvement Group</p> <p>Headteachers</p>

Success Criteria

1. There will be increased levels of satisfaction with the school profiling and reporting processes in primary schools.
2. School evaluation visits will have demonstrated a level a parental involvement in self-evaluation, Pupil Equity Funding and school improvement planning processes.
3. Data will be available which will demonstrate activity levels of SMID Band 1&2 pupils. This will allow for new targets to be set for increased participation for these pupils.

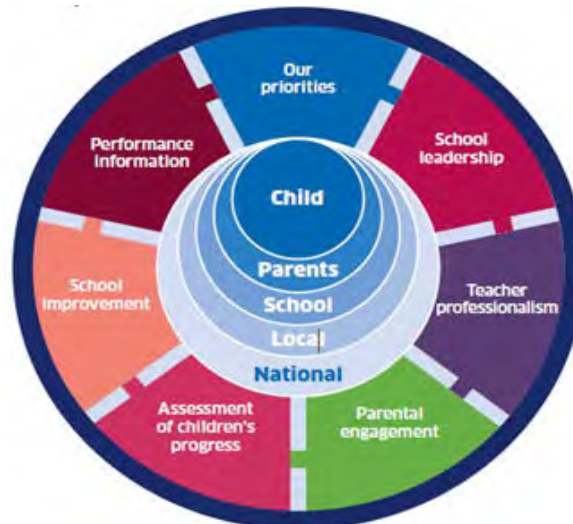
Key priorities for the Quality Improvement Team in session 2018-19

- To support schools in making best use of the additional resource delivered through PEF and Challenge funding in closing the attainment gap in their schools.
- To work alongside schools to moderate evaluations of improvement, learning and teaching and leadership as part of the improvement planning cycle.
- To continue to develop and enhance the data literacy capacity of staff in schools and to ensure the relevant analysis is taking place in schools.
- To participate in the improvement agenda set within the Highland and Northern Alliance improvement plans.



2018 Education Standards & Quality Review & Plan

to support the priorities of the National Improvement Framework and
reduce inequalities of outcomes



This review and plan sets out progress and planned implementation to meet the Local Authority aims of ensuring our young people have the best possible chance of success, achievement and reaching a positive destination, through our approaches to the excellence and equity agenda within our education plan.

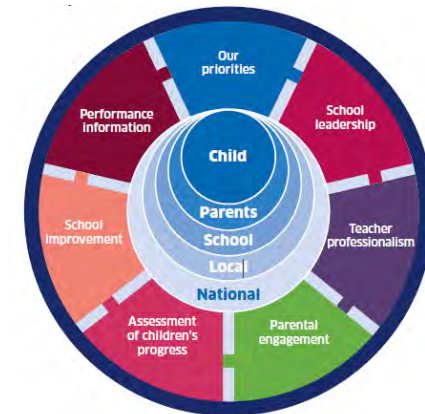
- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

To achieve this our aims are underpinned by the National Improvement framework drivers and key priorities outlined in our overview –

- **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**

Summary of Improvement Report/Plan engagement process: specific stakeholder engagement is detailed within in-depth plans – below is summary/overview list of example stakeholder involvement coming through in-depth plans and central strategy.

- Headteachers and school staff
- Development officers/ working groups
- Parent forums – linked to working groups / central forum
- Trade Unions – LNCT
- Care and Learning services
- Pupils – various through development officer feedback
- DYW regional groups/ Employability team
- Allied Health/NHS
- Third sector



SUMMARY EVIDENCE AND ASPECTS FOR DEVELOPMENT WITHIN THE 4 KEY PRIORITIES

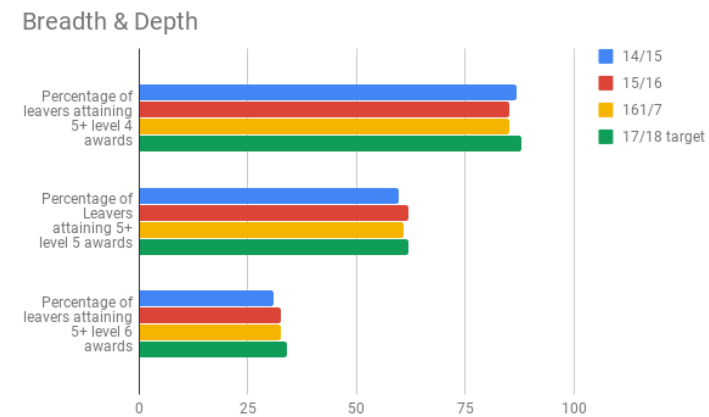
Priorities	Key Strengths	Aspects for Development - planning for improvement
Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> ● BGE - Curriculum for Excellence teacher judgement data remains consistent for last 3 years demonstrating consistent judgements. Most recent judgements are broadly in line with, or progress on from baseline measures. ● BGE attainment at CfE Level 3 & 4 for S3 pupils demonstrates considerable improvement. The level 4 increase demonstrates an improvement in the understanding of standards and assessment. ● Literacy and Numeracy leavers attainment at SCQF levels 4 & 5 has continued to increase over the past three years with level 5 literacy seeing 4.3% increase and level 5 numeracy 3.4% increase from 2 years ago and Level 5 literacy for S4 leavers now overtaking VC with an 18% compared to 4 years ago. ● Closing the gap on VC in all measures in literacy and numeracy ● Improved lowest 20% attainment in S4 from previous year and closing gap on VC ● Highest attaining 20% consistently inline or above VC 	<ul style="list-style-type: none"> ● To develop and enhance Learning, Teaching and Assessment so that all learners benefit from high quality learning experiences. A particular focus will be placed on enhancing the delivery of learning and teaching through the use of digital technologies ● To develop and enhance leadership skills at all levels to ensure that schools are able to deliver improvements that have positive outcomes for all learners. ● To support schools to ensure teacher judgements reflect accurately the progress pupils are making in the BGE. ● Continue to build confidence in developing early years pedagogy and profiling to ensure strong foundations in both literacy and numeracy to build on. ● Continue to address persistent literacy and numeracy difficulties and improve links and progression into secondary. ● To ensure appropriate progression pathways for all learners through the BGE and into the Senior Phase. Consider learner journeys in senior school with a focus on S5 leavers. ● Breadth and depth attainment points to a focus in 5+ level 3 /4 attainment for S4 leavers as this is the biggest gap from VC.
Closing the attainment gap between the most	<ul style="list-style-type: none"> ● Attainment gap reducing in Literacy at level 3,4,5 and is close to VC in these levels. The most significant reduction has been in Leavers data achieving literacy at level 4 with a 4.2% reduction in the gap between the most and least deprived. ● Attainment gap also closing in the teacher judgement data from 	<ul style="list-style-type: none"> ● To address the attainment gap linked to deprivation through targeted use of the Attainment Challenge and Pupil Equity Funding (PEF). ● To support schools to effectively and consistently use the data collected from their self-evaluation and other

<p>and the least disadvantaged children</p>	<p>previous year and is now in line with the National gap. Reduction of 5% in combined levels in literacy and 9% in numeracy. However, some of this reduction could be related to more informed/moderated teacher judgements so careful monitoring of this per stage will be required moving forward.</p> <ul style="list-style-type: none"> • College/other providers data shows an increase in widening the curriculum to senior phase pupils and bespoke programmes for targeted pupils with an • Schools engagement with data to inform appropriate targeted interventions is increasing through use of the Risk Matrix • Participating schools engagement in Scottish Attainment Challenge and Innovation Funding programmes • Good examples of individual school projects and small test of change to reduce attainment gaps - data provided by SAC Schools Programme and PEF Literacy development officers (see impact detail below) 	<p>sources such as BGE dashboard and toolkit, Insight and authority wide data sets to deliver improvement more effectively</p> <ul style="list-style-type: none"> • Continue to offer central support officers in literacy, numeracy and HWB; sharing practice; self-evaluation to inform interventions • Authority wide focus to target interventions to support raising attainment in Reading, Writing and Numeracy. • Further develop work with partners to ensure creative and innovative approaches to curriculum development • Supporting schools /clusters to develop robust and manageable BGE monitoring and tracking systems to track progress in skills, knowledge, capabilities and attributes. • Support all schools to use moderated assessment information to track and monitor the progress of every young person. • Supporting early years settings to find ways to their improve family engagement with their child's learning
<p>Improvement in children's health and wellbeing</p>	<ul style="list-style-type: none"> • HWB – Responsibility of All toolkit and tracker launched for school use with sharing practice and resource tile added to GLOW • 98% of all schools (100% Primary / 96% Secondary) achieving national P.E targets • 59% of Highland Pupils were physically active for 60 minutes or more each day in 2017 compared with 43% in 2015. • More pupils are eating breakfast, 69% in 2015 - 73% in 2017. • An increase in the number of schools registering for Rights Respecting Schools Award- 24% increase in school uptake across 2 years • Health & Wellbeing newsletter has been started to share information and practice and highlight resources 	<ul style="list-style-type: none"> • Continue partnership with Inspire Scotland and third sector - Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport • To continue to develop our schools as inclusive organisations where the well-being of young people is a high priority. • To review PSE delivery in schools which includes pupil voice as part of this review, and support improvement in this area. • Put in place a strategic plan to enhance current levels of inclusion across schools.

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> ● Positive 5 trend in initial destination data – increasing and consistently above National and Virtual comparator over the last 5 years. (insight data) with highest percentage to date in 2017. ● Increasing number of entries through college / external providers with increasing percentage of ungraded, vocational courses being offered. (Insight Partnership summary) ● Increasing number of schools providing core employability courses to target groups of leavers or as a core delivery –(evidence - school improvement plans and regional group links) ● Established regional groups providing increasing support to schools to link with business partners and employers to promote work related learning opportunities (DYW regional group reports) ● Increasing use of Hi-Hope platform to promote timely work experience opportunities linked to learning and teaching of skills, job sector info and employability skills. Building on 16/17, overall page views up 7.8% and 17.1% more users. 726 work experience applications compared to 507 the previous year.(Hi-Hope reports and feedback) ● A better understanding of use of data to target ‘at risk ‘ group and plan effectively to support DYW agenda to match school need. (Datahub reports; use of risk matrix, school visits and CPD data training engagement) 	<ul style="list-style-type: none"> ● Encourage all schools to consider the variety of awards on offer to supplement national qualifications for target groups of pupils –work through insight analysis and school pathway data ● Set up a formal agreement with e-Sgoil to deliver a comprehensive program of curricular provision which can offer enhanced options to all secondary schools ● Continued to deliver on our Developing Young Workforce strategy and to ensure a progression of employability skills and to support schools in embedding the career education and work placement standard to meet pupil entitlements in this area. ● Provide CPD around learner journey recommendations and key adult support in schools ● Continue to refine report and data to allow schools to more effectively analyse and track preparation for positive destinations.
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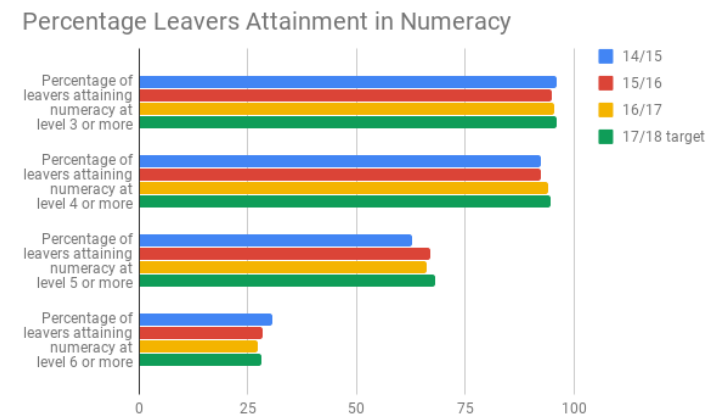
Highland Education
17/18 Standards, Quality and Review

PERFORMANCE DATA	History		Current			Future
Raising Attainment Across the Curriculum and Particularly in literacy & numeracy	14/15	15/16	16/17	17/18		18/19
	Value	Value	Value	Value (updated Feb 18)	Target	Target
Percentage of leavers attaining 5+ level 4 awards	86.9%	85%	85.1%		87.8% (16/17 VC)	88%
Percentage of Leavers attaining 5+ level 5 awards	59.6	62%	60.7%		62%	63%
Percentage of leavers attaining 5+ level 6 awards	31%	32.5%	32.6%		34% (16/17 VC)	34%
Percentage of P1,4,7,S3 pupils achieving appropriate CfE literacy level (Early - 3rd)		73.25	74%	72.5%		74%
Percentage of P1,4,7,S3 pupils achieving appropriate CfE numeracy level (Early - 3rd)		71.2%	71%	71.5%		73%



Percentage of S3 pupils achieving CfE level 3 and level 4 in literacy and numeracy		L3 Lit 83% L4 Lit 32% L3 Num 81% L4 Num 45%	L3Lit 88% L4 Lit 47% L3 Num 85% L4 Num 50%	L3Lit 88% L4 Lit 51% L3 Num 85% L4 Num 53%			<p>S3 Attainment - Percentage of pupils achieving CfE Level 3 &4 in Literacy and Numeracy - 3 Year Trend</p> <table border="1"> <caption>S3 Attainment - Percentage of pupils achieving CfE Level 3 &4 in Literacy and Numeracy - 3 Year Trend</caption> <thead> <tr> <th>Year</th> <th>% achieving 3rd level literacy</th> <th>% achieving 4th level literacy</th> <th>% achieving 3rd level numeracy</th> <th>% achieving 4th level numeracy</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>83%</td> <td>32%</td> <td>81%</td> <td>45%</td> </tr> <tr> <td>16/17</td> <td>88%</td> <td>47%</td> <td>85%</td> <td>50%</td> </tr> <tr> <td>17/18</td> <td>88%</td> <td>51%</td> <td>85%</td> <td>53%</td> </tr> </tbody> </table>	Year	% achieving 3rd level literacy	% achieving 4th level literacy	% achieving 3rd level numeracy	% achieving 4th level numeracy	15/16	83%	32%	81%	45%	16/17	88%	47%	85%	50%	17/18	88%	51%	85%	53%					
Year	% achieving 3rd level literacy	% achieving 4th level literacy	% achieving 3rd level numeracy	% achieving 4th level numeracy																												
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Percentage of leavers attaining literacy level 3 or above	96.1%	95%	95.4%		96%	97%	<p>14/15, 15/16, 16/17 and 17/18 target</p> <table border="1"> <caption>14/15, 15/16, 16/17 and 17/18 target</caption> <thead> <tr> <th>Category</th> <th>14/15</th> <th>15/16</th> <th>16/17</th> <th>17/18 target</th> </tr> </thead> <tbody> <tr> <td>Percentage of leavers attaining literacy level 3 or above</td> <td>96.1%</td> <td>95%</td> <td>95.4%</td> <td>96%</td> </tr> <tr> <td>Percentage of leavers attaining Literacy level 4 or above</td> <td>92.3%</td> <td>92.37%</td> <td>93.9%</td> <td>94.5% (16/17 VC)</td> </tr> <tr> <td>Percentage of leavers attaining Literacy level 5 or above</td> <td>74.3%</td> <td>78.5%</td> <td>78.6%</td> <td>80%</td> </tr> <tr> <td>Percentage of leavers attaining literacy level 6 or above</td> <td>49.8%</td> <td>55%</td> <td>53%</td> <td>55% (16/17 VC)</td> </tr> </tbody> </table>	Category	14/15	15/16	16/17	17/18 target	Percentage of leavers attaining literacy level 3 or above	96.1%	95%	95.4%	96%	Percentage of leavers attaining Literacy level 4 or above	92.3%	92.37%	93.9%	94.5% (16/17 VC)	Percentage of leavers attaining Literacy level 5 or above	74.3%	78.5%	78.6%	80%	Percentage of leavers attaining literacy level 6 or above	49.8%	55%	53%	55% (16/17 VC)
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Percentage of leavers attaining numeracy at level 3 or more	96%	95%	95.4%		96%	96.8% (16/17 VC)
Percentage of leavers attaining numeracy at level 4 or more	92.3%	92.37%	93.9%		94.6% (16/17 VC)	95%
Percentage of leavers attaining numeracy at level 5 or more	62.6%	67%	66%		68%	69% (16/17 VC)
Percentage of leavers attaining numeracy at level 6 or more	30.5%	28.4%	27.3%		28%	28.6% (16/17 VC)



Raising Attainment Across the Curriculum and Particularly in literacy & numeracy			History 16/17		
ACTION	REVIEW of Progress	MEASUREMENT DATA	History 16/17	Current 17/18	Target 18/19 / Next Steps
Extend and enhance Highland Numeracy Strategies in early years and secondary schools	<ul style="list-style-type: none"> Stronger links have been built with the Early Years Educational Psychologist and Early Years settings by the creation of the working group of Numeracy development officer, early years officer and Educational Psychologist. Started to look at features of development approach to mathematics and numeracy. Demand for PSA training in primary schools has been high. Difficulties with releasing support staff for training have been met by developing short sessions which can be delivered at optimum times, typically assembly times. These short sessions have been based on Maths Recovery approaches Promoting the work of the Making Maths Count group and Maths Week Scotland Support the development of effective assessment and moderation in numeracy & maths 	<p>Numeracy Blog statistics show that viewing figures continue to rise</p> <p>Detailed breakdown of viewing statistics shows impact on practice</p> <p>Feedback from CPD session, Twilight training and Student training also shows positive impact</p> <p>HNP engagement of schools working with Development officer</p> <p>Numeracy Officer Engagement Record</p>	<p>8000 blog hits</p> <p>In session 16/17, 259 practitioners attended the 13 CPD events offered. Participants rated these courses an average of 3.37 out of 4.</p> <p>Contact/engagement with the development officer from schools across areas by end of 16/17:</p> <p>Mid - 100% North - 29 out of 36 South - 45 out of 60</p>	<p>11,000 blog hits</p> <p>High numbers of staff are accessing diagnostic assessments, games, resources and tracking documents.</p> <p>In session 17/18, 159 practitioners attended the 14 CPD events offered. The reduction in numbers was due to a more specialised and targeted approach to the CPD delivered. Participants rated these courses an average of 3.54 out of 4.</p> <p>Contact/engagement with the development officer from schools across areas by end of 17/18: Mid - 100% North - 33 out of 36 South - 53 out of 60</p>	<ul style="list-style-type: none"> Build a more consistent approach to Numeracy throughout early years settings and increase the capacity to support practitioners across Highland Continue to promote effective learning and teaching in numeracy & maths across the BGE Develop effective leadership at all levels through establishing numeracy networks to turn the shared vision for Numeracy into a sustainable reality Ensure Highland Numeracy Strategies support the connectedness of both primary and

	<p>across the BGE. This project has worked alongside the Authority plans which focus on consistent and rigorous assessment and moderation processes across Highland in relation to maths and numeracy as well as literacy.</p> <ul style="list-style-type: none"> Extend and enhance Highland Numeracy Strategies in secondary schools - developed training sessions and support based on work with Educational Psychologists and by promoting the use of diagnostic assessment with children who are not yet at Third Level. 	<p>Feb Inset secondary support for learning teacher training</p> <p>Levels of InCas testing mental maths scores showing increases over the period 2012 – 2017.</p> <p>CfE numeracy data: P1 P4 P7 CfE numeracy data for S3: Level 3 Level 4</p>	<p>West - 58 out of 67</p> <p>Average Mental maths scores from InCas testing started in 2012 with baseline average over P3, 5, 7 of 90.5</p> <p>16/17 data: 72% 68% 59%</p> <p>16/17 data 86% 51%</p>	<p>West - 100% Engagement records show breakdown of schools engaging with training and support and clearly shows how a wider range of both Primary and Secondary schools is continuing to grow.</p> <p>83% Positive evaluations showed that learning support teachers would welcome more targeted support</p> <p>Average Mental Arith scores for P3, 5, 7 from 2012 - 2017 rose from 90.5 to 95.0</p> <p>17/18 data 72% 65% 65%</p> <p>17/18 data 85% 53%</p>	<p>secondary schools across ASG settings in improving learning and outcomes for all learners.</p>
<p>Roll out emerging literacy training and resources to all schools inc.</p>	<ul style="list-style-type: none"> <i>As of April 2018, 153 out of 173 of Highland primary and special schools have had at least one practitioner attend the whole day introduction training and/or the Emerging Literacy networks.</i> 	<p>Percentage of coverage across schools</p> <p>CPD Evaluations</p>		<p>88% of Primary schools training for at least 1 practitioner</p> <p>Positive CPD evaluations -</p>	<p><i>In 2018/2019 there will be 11 network locations (including a remote network). Highland will invest in 10 Lead</i></p>

<p>early years settings</p>	<ul style="list-style-type: none"> Included in the Probationer training programme 17/18 <i>In the 2017/2018 session there were ten local networks of practice, each with five sessions throughout the year: 93 out of 174 of Highland primary and special schools consistently accessed and contributed to the Emerging Literacy networks during the 2017/2018 academic session.</i> There were short life working groups of practitioners from early years, schools, occupational therapy and speech and language therapy which concentrated on developing resources to support: <ul style="list-style-type: none"> Oral Language Pencil Control Progression. <i>Early Years Education Support Officers have delivered sessions across Highland, following self-evaluation with centres. This has been delivered to individual settings and clusters of early years settings.</i> Create Emerging Literacy guidance and checklist to be created for SMT/ QIT. <i>The audit tool was used within the network sessions during the 17/18 session to support schools in taking a</i> 	<p>Number of Local Networks and data feedback</p> <p>Evidence of impact of Early Years Emerging Literacy Training and Words Up Training</p> <p>Teacher Judgements in achievement of a level for P1</p>	<p>7 networks supporting 50 schools</p> <p>% CfE Level Reading - 70%</p> <p>% CfE Level Writing - 68%</p> <p>% CfE Level Listening & talking - 76%</p>	<p><i>'It has been a great way of enhancing my knowledge and understanding of emerging literacy and provided me with lots of good ideas and resources to bring into the classroom which the children have all greatly benefitted from.'</i></p> <p>10 local networks supporting 93 schools</p> <p>Numerical data which schools have collected and analysed is beginning to show an impact in children's attainment -</p> <p>% CfE Level Reading - 70%</p> <p>% CfE Level Writing - 66%</p> <p>% CfE Level Listening & talking - 76%</p>	<p><i>Practitioners, located across the geography of Highland, to support sustainability in terms of the delivery of local network sessions.</i></p> <p><i>The networks in the 18/19 session will support practitioners to embed new resources in practice</i></p> <p><i>2018/2019 – make links with Early Years Profiling and Reporting</i></p> <p><i>Audit tool developed through the use of a change model to support schools in monitoring their ongoing progress.</i></p>
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	<p><i>whole-school approach to Emerging Literacy. The networks provided opportunities for senior managers to work collaboratively, as part of their improvement planning, to discuss the impact and outcomes</i></p>				
<p>Establish a Structured Approach to Reading Comprehension -</p> <ul style="list-style-type: none"> Preventing difficulties from occurring through evidence based research leading to informed pedagogy. Using a three wave model of intervention, developing and identifying 	<ul style="list-style-type: none"> Wraparound structures have been developed and CPD training delivered in: Spelling Reading Comprehension Phonics Vocabulary Writing 4 Day Literacy Leaders Course - to upskill teachers who are able to drive forward change in their schools providing a sustainable model of development. Many schools have asked for twilight training and CAT sessions to include Working with parents Modelling lessons in class Training PSAs Discussions with SMT CAT sessions A large bank of resources has been created for both Primary and Secondary schools. 	<p>Number of schools where at least one practitioner trained</p> <p>A few schools carried out a small trial of the Wraparound Spelling.</p> <p>Number of participants and ASGs covered by literacy leaders</p> <p>Number of schools receiving in-house specific training</p> <p>CfE Level judgements in reading and writing for P7</p>	<p>% P7 CfE Level Reading 68%</p> <p>% P7 CfE Level Writing 58%</p>	<p>The results showed that in a 2.5 month period, the average improvement was 7 months. The greatest improvement was 2 years 2 months and this was achieved by the lowest ability pupils, some with an identification of dyslexia</p> <ul style="list-style-type: none"> 72 Teachers and librarians across Highland have taken part in the Literacy Leader's training Around 40 schools (primary and secondary) had in-house training in different aspects. <p>% P7 CfE Level Reading 70%</p> <p>% P7 CfE Level Writing 62%</p>	<p>Larger trials will be embarked on next session once the refining process is at a more completed stage.</p> <p>The aim for next year is to run a Year Two Literacy Leader's Training and a Second round of Year One training.</p> <p>The Educational Physiologist Literacy team are considering training the Year Two Literacy Leaders to deliver within their ASGs the training they normally provide in conjunction with me in Persistent Literacy Difficulties.</p> <p>Year 2 training, to train</p>

<p>existing screening and assessment tools to meet specific difficulties, and using a variety of strategies that are appropriate for meeting the individual needs.</p>	<ul style="list-style-type: none"> Trainers for Read, Write, Inc Fresh start were invited to Highland to training ASN teachers for P6/7 pupils and Secondary School in the Fresh Start intervention. 			<p>Around 60 teachers attended the two day training and found it to be worthwhile.</p>	<p>First Responders in Literacy. These would be practitioners who within their ASG have had training that enable them to advise others but also to know when to recommend more specialised input from other agencies.</p> <p>Talk for Writing trainers will come to Highland on the two September inset days to deliver training in writing.</p> <p>Develop a literacy progression in reading and also writing</p>
<p>Design and implement Highland strategy for effective assessment in schools</p>	<ul style="list-style-type: none"> Effective Profiling- key assessment task training rolled out to all Highland HTs and in many cases in full ASG staff context Similar key assessment planning and effective moderation rolled out to 28 out of 29 secondary school leaders/ deutes to roll out in school - though in some settings this did not happen. 16 Literacy and numeracy Quality 	<p>Training figures</p> <p>QAMSO and working group engagement</p>	<p>Tapestry Teaching Learning Communities in effective assessment - 105 assessment leaders trained across 70 schools</p>	<p>96% Primary schools had at least one SMT attend Effective profiling training.</p> <p>Secondary leader moderation training was attended by 28 out of 29 schools</p> <p>Feedback from secondary working group staff was positive but</p>	<ul style="list-style-type: none"> Set up Secondary curriculum working groups to support moderation and understanding standards Continued commitment to the QAMSO programme potentially enrolling more colleagues

	<p>Assurance moderation Support Officers as well as 17 secondary subject working groups supported regional moderation events in the Feb inset in most curricular areas</p> <ul style="list-style-type: none"> • Early Years Profiling and reporting package produced and training rolled out to HTs and practitioners • Key messages from Highland moderation and exemplars in planning and evidence for every level in literacy and numeracy issued to all schools 	<p>and feedback</p> <p>Feedback from National events - Highland standard</p> <p>Secondary subject evaluations and subject coverage</p> <p>Number of ASGs represented at the Highland moderation event in Feb</p>	<p>At least one member of staff trained from 25 ASGs</p>	<p>that not all schools had rolled out key training in their own setting - this made regional moderation more of a challenge.</p> <p>QAMSO feedback regarding Feb literacy/numeracy event was positive and their feedback from National events - Highland strategy and evidence / planning taken along was ahead of many other authorities. However, this only reflects confidence and understanding of standards of QAMSOs</p> <p>13 Secondary subject events attended by 400 teachers. Evaluations - 65% of those that evaluated rated events good or excellent.</p> <p>31 ASG leaders attended Feb moderation event - rep from 23 out of 29 ASGs 83% Positive evaluations of rating excellent or good from Feb events with many comments relating to</p>	<p>and expand to include listening and talking</p> <ul style="list-style-type: none"> • Deliver 2 day practitioner training on key assessment planning and achievement of a Level • Provide guidance and support pack for schools outlining good practice and timeline of moderation activity • Establish a Moderation tile on Glow to collate resources for schools
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		Number of schools contacted through authority quality assurance.	78 schools contacted	improved knowledge and understanding of standards. 75 school contacted	
Support STEM professional development to promote curriculum development in Primary schools	Appointment of funded 1.6 FTE science Development Officers to support sustainable and long-term improvements to science education in primary schools. - Established Highland STEM strategy means schools are now much more aware of the opportunities for activities from outside providers, most notably the STEM Hub at UHI and the SDS facility in Inverness.	% increase of schools utilising external providers training	60 schools engaged in a SDS digi hub visit	46 schools engaged in a SDS digi hub visit	Continue to link with SDS and UHI hub and encourage schools to make use of facilities and expertise.
Increased confidence, skills, knowledge and enthusiasm of primary school practitioners in relation to the teaching of Sciences	<p>Stem Mentor training –15 key mentors were trained in specific areas of Science – they will now lead training in ASGs.</p> <p>“Let’s get coding” twilights held at UHI</p> <p>Primary Science insets in September and February Workshops covered included Chemical reactions, use of Spheros, everyday Chemistry, Science benchmarks and Gender balance in Science.</p> <p>Continue Bog updates</p> <p>The Highland Primary Science Working group had the establishment</p>	<p>Number of staff attending events</p> <p>Schools embedding this into curriculum</p> <p>Number of followers of Blog</p> <p>Training numbers</p>	<p>120 followers</p>	<p>50 teachers attended twilights</p> <p>Inset training sessions were attended by over 180 staff.</p> <p>50 schools attended Spheros training</p> <p>Several schools purchased own spheros to embed into curriculum</p> <p>560 followers</p> <p>Feb Inset benchmark</p>	<p>Highland are one of 5 local authorities chosen for the next round of the SSERC Cluster programme. We have identified 3 ASG clusters in the Inverness area which have areas of deprivation and which have volunteered to take part in the programme. This commenced in summer term 2018</p>

<p>Undertake initial engagement with key science/STEM organisations, providers and business</p>	<p>of benchmarks for schools/teachers to use in their delivery of Science as its key outcome.</p> <p>The Development of STEM Bag resources based on Highland Science Assessment and Homework activities to increase engagement with staff, pupils and parents was well received at the inset day</p> <p>Regular meetings with key partners are continuing .The launch in 2018 of the first Newton rooms in the Highland Council area will be a collaboration between the Science Skills Academy, Highland Council, HIE SDS and UHI and will sit alongside the work being done by our Development Officers</p>			<p>training - 20 teachers.</p>	<p>The Highland Primary Science Framework will include videos to support teachers in carrying out practical activities. The first of these, little Lighthouse training videos, have been completed</p>
<p>Support Creativity in Learning and Teaching</p>	<p>Building on success of session 16/ 17 - aims were to encourage creativity in school improvement plans and support schools to deliver on this agenda. A specific box was introduced into the planning paperwork allowing for creativity input was included in the School Improvement Plan template. here were three separate interventions offered in terms of career-long professional learning opportunities as follows, encompassing ten events in all:</p>	<p>Number of schools engaging with the agenda through their improvement plans</p> <p>Number of HTs opting for and attending the HT workshops</p>	<p>In 17/18 creativity was included in 68.5% of School Improvement plans</p>	<p>78.8% of plans include reference to creativity with an increased number making specific reference to the progressive development of the key creativity skills.</p> <p>A total of 20 Head Teachers signed up for HT conference workshop</p> <ul style="list-style-type: none"> ● West Area (18 participants, all 	<p>Continue specific training to support the teaching and tracking of creativity skills, and also to address the way schools might audit provision of creativity skills through interdisciplinary approaches.</p> <p>Changed focus away from presentations and more towards participative workshops.</p>

	<p>1) Workshops on Creativity were included in the November Head Teacher conferences - the purpose here was to allow some sharing of practice and to outline the work already done]</p> <p>2) Two training sessions were offered on creativity theory and building work on creativity into improvement planning – these were aimed at schools already progressing creativity</p> <p>3) Six more general twilight sessions were offered about the importance of including creativity in the curriculum – these sessions were aimed at any interested staff</p>	<p>Staff attendance and participation at training sessions.</p> <p>Staff Evaluations</p>		<p>primary, 15 schools represented)</p> <ul style="list-style-type: none"> ● Mid Area (14 participants, 6 secondary, 8 primary, 12 schools) ● Inverness (31 participants, all primary, 20 schools) ● South Area (11 participants, 3 secondary, 7 primary, 1 special, 10 schools) ● North (18 participants, 15 secondary, 3 primary, 6 schools) ● Eden Court -(21 participants, 11 secondary, 10 primary, 20 schools) 	<p>Some participants this year felt that the sessions were too similar to last year's and were therefore not so useful in practical terms.</p> <p>Offer a “recall” day for staff who have previously attended training, so that sharing of practice and projects attempted in schools can take place.</p>
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PERFORMANCE DATA	History			Current		Future	
	Gap reduced Gap unchanged/ similar to VC Gap widening/ far from VC						
Reducing the Poverty Related Attainment Gap In Highland	14/15	15/16	16/17	17/18		18/19	19/20
	Value	Value	Value	Value (updated Feb 18)	Target	Target	Target
Percentage of Leavers attaining level 3 literacy - gap between most and least deprived	5.5%	8%	4.4% (VC 3.8%)		3.8%	3.5%	3%
Percentage of Leavers attaining level 4 literacy - gap between most and least deprived	12.6%	13%	8.4% (VC gap 7.2%)		7.8%	7%	6%
Percentage of Leavers attaining level 5 literacy - gap between most and least deprived	25%	27%	22.8% (VC gap - 23%)		22%	20%	18%
Percentage of Leavers attaining level 3 numeracy - gap between most and least deprived	6.2%	8.5%	6.2% (VC 4.5%)		5%	4.5%	4%
Percentage of Leavers attaining level 4 numeracy - gap between most and least deprived	15.9%	14%	17.3% (VC gap 12.2%)		14%	12%	11%
Percentage of Leavers attaining level 5 numeracy - gap between most and least deprived	26.6%	28%	28.6 (VC gap 29.1%)		27.8%	27%	26%
Attainment gap for percentage of pupils gaining 5+ Level 4 awards -	19.3% (VC 18)	24.5% (VC 17.5)	19.9% (VC gap 16.2%)		19%	17%	15%
Attainment gap for percentage of pupils gaining 5+ Level 5 awards -	32.6% (VC 33)	33.8% (VC 35.3)	35% (VC gap 35%)		34%	32%	31%
Attainment gap for percentage of pupils gaining 5+ Level 6 awards	26.3% (VC 28.4)	30.2% (VC 29.8)	33% (VC Gap 31.5%)		31.5%	30%	28%

Positive Destination gap between most and least deprived	8.7% (7.5%)	3.7% (VC 6.6%)	6.3% (VC 4.6%)		4.6%	4%	3%
CfE BGE Judgement Attainment gap for percentage of pupils attaining expected level in literacy P1; P4; P7; S3 (L3 only)			22% gap (national -17%)	17% gap		16%	15%
CfE BGE Judgement Attainment gap for percentage of pupils attaining expected level in numeracy in P1; P4; P7; S3 (L3 only)			29% gap (national 18%)	20% gap		18%	17%

Reducing the Poverty Related Attainment Gap In Highland		MEASUREMENT DATA	History 16/17		
ACTION	REVIEW			Current 17/18	Target 18/19
Effective use of data - Highland guidelines and support training	<ul style="list-style-type: none"> Effective Use of data Guidelines issued to all school Effective Use of data workshops in HT conferences CfE Level datasets produced and featured in HT conference workshop training Insight datasets issued to secondary schools and featured in HT conference workshops There was no appointment to a data officer as there was no uptake from schools to support this. While Secondary data support was offered to PTs secondary, Primary and SMT data training was cancelled due to a lack of central resource - this will progress this session National standardised Assessments were rolled out and workshops organised to support use of data for diagnostic purposes. 	<p>Feedback on guidelines</p> <p>Uptake to HT workshops</p> <p>Secondary PT Data Days uptake</p> <p>HT SNSA survey on use of SNSA data</p>	<p>Primary data days and twilight workshops- good engagement from 75 HTs/SMT - average rating 3.2 /4</p> <p>Secondary SMT data day - 26 attendees from 25 schools - feedback rating 3.6 / 4</p>	<p>We ran 4 workshops over 2 days at HT conferences. All workshops were full to capacity engaging with 65 cross sector HTs signing up.</p> <p>Ran 2 PT data workshops in different areas - total 35 staff - average rating 3 / 4</p> <p>SNSA workshops- 78% of those that attended reported they were useful. Feedback on use of data in schools - those that fed back were positive about diagnostic use of assessments; informing planning; identifying gaps in learning; discussion at meetings.</p>	<p>Update guidelines for schools to reflect changes to data - e.g. BGE toolkit, SNSA etc.</p> <p>Provide datasets in individual school location on Glow and tailor staff training around these. Advertise LA high level messages around our 'gaps' in an infographic poster</p> <p>Review school reporting paperwork to better record measurement of impact of previous actions</p> <p>Investigate effective tracking</p>

					tools template for Primary to aid effective monitoring and tracking.
Deliver Year 1 of Pupil Equity Funding	<p>Appointment of development officers to work with specific schools with interventions in data, numeracy, literacy and HWB/ Active play- This was planned as helpful resources to aid intervention on the back of initial feedback from schools. There wasn't sufficient uptake from schools to warrant to appointment of a data officer or numeracy post, however, we successfully appointed a PEF literacy officer and an Active Play officer - see progress of each below.</p> <p>PEF Literacy Officer Support - worked with 25 schools either as individual support, cluster schools or as an ASG. 5 schools in the West region, 2 schools in the North, 13 schools in the Mid region and 5 schools in the South Area. The role involved advising SMTs, training and shadowing class teachers and PSAs, delivering staff CPD and INSET sessions, teaching demo lessons, working with parents as well the development of literacy materials and programmes to match the needs of specific pupils targeted through PEF. Key areas of focus for PEF Literacy support in Session 2017-18 were –</p> <ul style="list-style-type: none"> • Reading (decoding and comprehension) • Spelling & Phonics • Listening and Talking • Specific Intervention aimed at PEF pupils with Persistent Literacy Difficulties <p>The PEF LDO worked closely with the Authority Literacy Development Officer, to ensure the</p>	<p>Case study progress data - literacy attainment in specific aspects of literacy.</p> <p>Pupil attitudinal data, staff feedback and school self-evaluations</p>		<p>PEF Literacy Impact case Studies</p> <p>In a school with a spelling intervention group, the results showed that in a 5 month period, the average improvement progress for children was an age equivalent increase of 10 months. The greatest improvement was 2 years 2 months.</p> <p>In a school with a phonics focus, the average score in the intervention baseline assessment rose from 23/40 to 35/40, with 3 of the 14 targeted pupils achieving full marks in the final assessment. The most successful intervention group, in terms of attainment, focused on reading comprehension. The results of four intensive support sessions a week was that pupils reading comprehension improved by an average of 1 year and 8 months over the course of 6 months.</p> <p>All 11 comprehension focus schools reported that pupil confidence and engagement in relation to the literacy focus area had greatly improved. In most schools, the LDO delivered training to the whole staff in order to improve the day to day teaching and learning experiences of PEF pupils,</p>	<p>PEF literacy officer to continue linking with school caseload - more engagement with whole ASGs.</p> <p>Continue to monitor progress in each school and build up case study reports to share more widely</p>

	<p>training and approaches shared with schools were consistent and in line with current research and teaching pedagogy. 11 out of 25 of the schools dedicated extra teacher or PSA time to teach or support PEF Literacy intervention pupil groups.</p> <p>Inspire Scotland – Active Play linked and planned into HWB support</p> <ul style="list-style-type: none"> • Development Officer post - 0.6 FTE PEF Active Play post • partnership working with Inspiring Scotland and CALA (Care and Learning Alliance) • undertaken Active Play sessions with 9 primary schools plus additional ASN work with the Killen project at Culbokie PS • Ed Psych trainee) who's using her Masters dissertation to look at additional tools to help measure the HWB impact of the work completed with pupils. • A number of workshops and CPD sessions were run that centred on Active Play. They include SHOWL (South Highland Outdoor and Woodland Group) Sept Conference (2017), HT Conference (Nov 17), Play Highland – Play Conference (Mar18) and CPD Staff sessions at Abernethy/Deshar and Kingussie (April 18) • CALA ran 5 community play events this term that tie in with the Active Play delivery <p>PEF officer appointment to monitor financial and impact of PEF spend in schools - PEF officer was appointed and started last August. Fulfilled role of monitoring school spends; monitoring</p>	<p>Still to be evaluated</p> <p>Schools data on PEF spend</p>		<p>reviews and feedback of training courses was positive. Head Teachers observed staff making changes to their daily practice in light of the training and many SMTs reported that staff were engaging in professional dialogue in relation to the focus area as having a greater focus and understanding of targets in relation to PEF impact.</p> <p>PEF data shows - Key Approaches for Schools 92% Literacy 56% Numeracy</p>	<p>Continue to support the financial monitoring of PEF and link with schools and teams to track this and address under spend.</p> <p>Continue to provide financial monitoring reports to SG, LA</p>
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	<p>underspend and regular communication with directorate, quality improvement team, area teams and schools to help monitor and plan for effective spending and measurement.</p> <p>We have asked schools to provide a PEF spend plan. They were asked to highlight their proposed interventions, impact and baseline measurements and within this they were to include a breakdown of their Key Approaches and Key Areas. This is in line with the type of data on which the Scottish Government has been reporting. The phrase “Key Approaches” refers to whether the schools are focusing on Literacy, Numeracy and/or Health and Well Being. “Key Areas” refers to whether the schools are looking at just closing the poverty related attainment gap, or whether they are also looking at Attendance, Inclusion/Exclusion, Participation and/or Engagement.</p> <p>Highland Glow tile – Highland interventions to support Equity - the creation of this tile and case studies to display has rolled into this session. Slippage occurred due to staffing changes in Quality improvement team and a vacancy in the strategic manager post.</p>			<p>66% HWB Note: 76% of these schools are not looking at just one key approach, and are instead focusing on approaches that work in hand in hand.</p> <p>Key Areas for Schools 100% attainment 24% Attendance 31% Inclusion/Exclusion 52% Participation 57% Engagement From the information provided to us by schools, 97% are looking at multiple Key Areas listed above.</p>	<p>and FOIs.</p> <p>Scope different approaches to monitoring and collating impact across different areas of intervention.</p> <p>Start to collate data around different intervention areas and build some case study data to populate the Glow tile and inform sharing of good practice.</p>
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PERFORMANCE DATA	History			Current		Future	
IMPROVE LIFE CHANCES FOR CHILDREN & YOUNG PEOPLE	14/15	15/16	16/17	17/18		18/19	19/20
	Value	Value	Value	Value	Target	Target	target
Percentage of Young People Entering a positive Destination	93.8%	94.9%	95.5%		95.5%	96%	96.5%
Percentage of Young people entering a positive destination from areas of most deprivation	88.2%	91.5%	91.3%		92%	92.5%	93%
Average Percentage Attendance (Primary / Secondary combined)	92.9%	93.2%	93.2%	93%		93.5%	94%
Percentage of schools meeting the PE target			99%	98%		99%	100%
Extending the curriculum College / external providers data - number of entries for graded / ungraded courses		786 entries 81% ungraded 100 courses	978 entries 81% ungraded 98 courses	1052 entries 86% ungraded 114 courses			

IMPROVE LIFE CHANCES FOR CHILDREN & YOUNG PEOPLE		MEASUREMENT DATA	History 16/17	Current 17/18	Target / Next Steps 18/19
ACTION	REVIEW				
HWB Framework linking to integrated service planning	<ul style="list-style-type: none"> Working Group restructured resources and information on GLOW have been reviewed and updated. A Newsletter has been started to share information and practice Promoting Positive Relationships team are piloting My World of Wellbeing universally targeted for P6 pupils. High 5 - Twilight CPD sessions have been provided and a dedicated website has also been developed (www.highfive.scot.nhs.uk) 	Number of teachers / schools involved in training	No baseline data	65 staff from 10 Primary schools	<p>Group are arranging INSET day and twilights for 2018-19 sessions.</p> <p>My World of Wellbeing to be reviewed when pilot evaluated.</p> <p>Increase schools attending CPD to 20</p>
Equalities and Diversity - provide support and training to ensure schools have a policy in place.	<ul style="list-style-type: none"> The online tool for Equality and Diversity training launched in June 2018. 75% of schools have an Equality and Diversity policy in place. Rights Respecting Schools - Purchase authority licence to allow more schools to afford to run this and increase LA knowledge and understanding of delivery, training and assessment in this area. 	<p>Percentage of schools with policy in place</p> <p>An increase in the number of schools registering for RRSA</p>	<p>50%</p> <p>Increase in uptake of 11% - 27 schools</p>	<p>88%</p> <p>Further increase of 13% (24% across 2 years) - 40 schools</p>	<p>100%</p> <ul style="list-style-type: none"> Further 9 schools registered for 18/19 Strategic lead trained to deliver effective CDP and QA process with schools Continue to build capacity for assessors within Highland
Developing the Young Workforce - Constructive partnership	<p>Enterprise Work continues to promote partners who support enterprise & employability. A booklet of opportunities has been created with a Highland context. This has been shared widely and was distributed at the DYW Lead training Day in Jan 2018.</p>	Number of schools participating in Young Enterprise Scotland.	6 Highland schools involved that remained to the final	5 Highland schools involved that remained to the final	CPD Event for Probationers (and anyone with an interest) in the process of being organised for 19 March 2019. ES, SDS and Scotland's Enterprising

<p>working and joined up service delivery</p>	<p>HC continue to support many programmes including the Young Enterprising Schools Company Programme. This funding supports some of the travel costs so that young people in rural areas can access Highland events. The Highland winning Team (Plockton) presented to Committee in June to highlight how this learning opportunity supports the development of skills that could benefit the wider Highland Economy.</p> <p>We were unable to organise an enterprise partnership event for probationers last session due to diary commitments of partners, staff shortages & a full probationers' calendar, however a CPD Day has been organised for Probationers next session.</p> <p><u>DYW Regional Groups</u> We now have an established quarterly Highland meeting with the 3 groups and the LA. The remit is to look at collective kpis/targets, keep each other updated and to share good practice. Much of the discussion contributes to the DYW strategy and informs future planning/responsibilities. Partnerships with schools and the LA is now well established and session 17/18 saw many events carried out in schools linked to work related learning.</p> <p>An events strategy with all DYW partners has been started and to be rolled out to schools to inform their calendars session 18/19.</p> <p>Continued partnership involves DYW groups aiding LA work experience process through organising and</p>	<p>Pupil Voice to inform change.</p> <p>Feedback from staff in schools</p> <p>HT feedback on DYW group engagement with school</p> <p>DYW updates on engagement and delivery</p> <p>Number of new work experience placements added to system</p>	<p>Uncleansed data so cannot compare</p>	<p>Staff Reflection on activities that have taken place in 2017/18 - due to reduced capacity of teaching staff & funding, preferred choice seems to be in-house or local interventions</p> <p>All schools had engagement with DYW group in some way</p> <p>703 employers on system (this is cleansed data so entire NHS counts as 1)</p>	<p>Schools will deliver in partnership with the LA focusing on DYW, Enterprise & Employability.</p> <p>Resource booklet to be updated.</p> <p>Further promotion of wider enterprise opportunities to be part of the DYW CPD Day for 2018/19 session including pupil presentation.</p> <p>Engage with young people to gather views /ideas on approaches in school.</p> <ul style="list-style-type: none"> ● Marketplace Implementation – DYW Lead ● Career Education Standards-LA Lead ● Collective Data – what measures? ● Collective Events Planning ● Planning for DYW CPD Day for School leads / Guidance Staff <ul style="list-style-type: none"> ● Hi-hope reports to inform priorities & measure
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<p>Work related learning</p> <p>Responsibility of All - Career Education Standard & Effective use of Data</p>	<p>funding health and safety visits for work placements.</p> <p>Work experience - Hi-Hope Phase 2 of Hi-hpe work experience development involved scoping various forms of reporting tools and producing reports. Reports allow data sharing of number of applications being made by pupils, number of, and which employers contacted, sectors involved, timings throughout the year etc. This is valuable information to inform planning for all partners, Scoping on reporting procedures with DYW groups and schools as to regularity of reports, by area etc.</p> <p>Development of SEEMiS Consultation has taken place with the HC SEEMiS Team and informally with ES to look at a solution for capturing work-related learning in a measurable and consistent format. SEEMiS would be the ideal tool, however due to the refresh of SEEMiS (SEEMiS 2?) this would not be a priority. A national solution needs to be developed – which would help measure DYW interventions.</p> <p>Career Education Standard and use of Data Work continues with SDS to promote MyWOW and lesson inserts.</p> <p>Career Education Standard was again emphasised at the DYW lead training Day in Jan 2018.</p> <p>Further content included:</p> <ul style="list-style-type: none"> • Career Education Standard - summary and update with information provided by Education Scotland and Skills Development Scotland. • Regional Update on Foundation Apprenticeships - 	<p>HI-Hope hits</p> <p>Number of applications made.</p> <p>Number of schools engaging with process</p> <p>Training day attendance and number of schools represented</p> <p>Staff evaluations</p>	<p>Page views up 59.3% and users up 9.7% between</p> <p>507 applications from 24 schools</p> <p>28 delegates from 27 secondary schools</p> <p>Positive evaluations with an average score of 3.3/4</p>	<p>Overall page views up 7.8% building on 16/17 views and 17.1% more users</p> <p>726 applications from 24 schools</p> <p>25 delegates from 21 secondary schools</p> <p>Positive evaluations with an average score of 3.2/4</p>	<p>impact</p> <ul style="list-style-type: none"> • Develop funding and operational strategy to take forward work placement site visits. • Develop a proactive alert facility to highlight opportunities that are requiring attention to remain live and current. • Continue to liaise with ES / SEEMiS to raise the profile of this request. A national solution should be developed. <p>Use the new ES survey to measure activity in school.</p> <p>Developing resources /toolkit to increase understanding of entitlements in Highland context. Planning to undertake some consultation with staff & students about the best way to promote & embed entitlements.</p> <p>Develop content for DYW CPD Day for Leads / Guidance for 2018/19 session.</p>
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	<ul style="list-style-type: none"> Skills Development Scotland Modern Apprenticeships, development of model - The Highland Council Use of SEEMiS Risk Matrix & Insight Partnership Summary Information - The Highland Council Equalities and 16+ Results - STEM Gender Imbalance Data - The Highland Council Using hi-hope work experience in context - Nairn Academy Pros & cons using online tools to develop work-related learning - Marketplace / Founders4Schools Skills Investment Plan and labour market intelligence for Highland - Skills Development Scotland Link to video - How to apply for Work Experience using hi-hope - DYW North Highland Video 				
<p>Opportunities for All</p>	<p>Activity Agreements now sit within Economic Development with the lead officer having overall responsibility for European funding which includes match-funding for AAs.</p> <p>More partners have been trained to contribute to opportunities for young people via the hi-hope noticeboard. We now have 6 organisations regularly contributing including DWP, DYW Groups, Skills Development Scotland and the Local Modern Apprenticeship Team.</p> <p>16+ Data Analysis of school leavers data and the wider participation measure (all young people between 16 & 20) continues to inform planning and priorities for early interventions to help prevent yp failing to secure a positive destination. DYW activities also support this</p>	<p>Post school positive participation</p>	<p>93%</p>	<p>95.5%</p>	<p>Continue 16+ meetings take place in many schools to identify need of pupils most at risk of not achieving a positive post-school destination & to look at early interventions / key partners to support young people.</p> <p>- priorities set by risk matrix and anticipated leave date</p> <p>95.5%</p>

	<p>priority.</p> <p>SDS reports are now sent directly to HTs on a monthly basis to highlight SDS interventions and completed information on anticipated leave dates, Preferred routes, preferred occupations.</p> <p>All secondary schools are using the SEEMiS 16+ tab to record intended leaving dates, preferred routes & preferred occupations for all s4-s6 pupils. This information is used to support planning to ensure successful transition to post-school destinations.</p> <p><u>Datahub</u> Work continuing with national SDS Data Sharing Team to further develop the datahub & the capture of useful information via SEEMiS to support the DYW and Opps for All agenda. Issues with recording have been identified with 'unable to determine' on SEEMiS not pulling through to the datahub, hence showing as a gap, when schools have undertaken some consultation with pupils. Further work on-going with SDS nationally to try and find a solution.</p> <p>Alignment of sectors on hi-hope, SEEMiS, Marketplace and Datahub has been developed to ensure that raw data can be used to best effect to plan for work-related learning and employer interventions.</p>	<p>Data capture reports</p>		<p>Schools data capture has increased - anticipated leave date as are up 3.6%, Preferred route is up 6.1% and preferred Occupations are up 14.2%.</p>	<p>Use of data to set up interventions such as taster sessions at College, work-related learning opportunities, building capacity via DYW agenda.</p>
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Supporting School Improvement through improved leadership		
ACTION	REVIEW	Target 18/19 / next steps
<p>Supporting Leadership pathways within Management of Schools (Sustainable Education)</p> <p>Further Develop Approaches to Effective Mentoring at all levels and develop a consistent approach to assigning mentors to newly appointed Head Teachers</p>	<p>Engagement has taken place with a number of the ASGs in Phases 1& 2 including - Kinlochbervie, Dornoch, Farr, Kilchuimen, Mallaig, Thurso and Wick to develop leadership strategies appropriate for the 3-18 ASGs model.</p> <p>The level of engagement is based on needs of Individual ASGs and either individual Leadership support plans or a group leadership plan has been developed.</p> <p>The group leadership plan has been developed for schools in the North identified by EQIM and QIO. The programme has been designed to meet the needs identified by the whole group and will include input from various sources.</p> <p>Some engagement with 3-18 cluster school has taken place with discussion around School Handbooks, Parent Councils merger, School Improvement Plans, Major Incident Plans, Diversity and Equality Policies also took place with individual 3-18 Associated School Groups</p> <p>There continues to be a positive uptake of the Effective Mentoring training that is in place and a significant number of probationers are receiving a positive mentoring experience.</p> <p>A small working party has been put together to look at the mentor training that is in place and to further extend this to enable people to apply for professional recognition for effective mentoring practice.</p> <p>In collaboration with the Northern Alliance Leadership group, work has begun on developing a leadership strategy for Highland and a leadership Pathway document will be issued to all schools during session 2018/19 to support the Northern alliance Action 2.</p>	<ul style="list-style-type: none"> • Further develop the model for the North leadership and explore the idea of the Self- Improving Schools initiative currently being used in North Lanarkshire using this group as a pilot • Link to the Northern Alliance Action 1 Cultures -Ensure that a culture is established that focuses on leadership development and promotes leadership of learning. Action 4. Professional review and development • Look outwards to further develop the 3-18 ASG model focusing on development of curriculum, tracking and monitoring etc. • Find a systematic way of identifying al newly appointed acting / Head Teachers to ensure there is equity of provision across all four areas • Further develop the mentoring roles and training to include people who wish to gain Professional recognition for the work they are doing around effective mentoring • Build capacity within ASGs for mentors to support leadership appointments or programmes • • In conjunction with Northern Alliance Leadership Action 6. Accessibility- Develop solutions that ensure there is equality of access to programmes and <ul style="list-style-type: none"> • Local authorities should Monitor levels and reasons for of engagement and non-engagements with programmes with a view to removing barriers to participation in leadership development programmes

Work in partnership with the University of the Highlands and Islands and others to develop a middle leadership programme.

Leadership Frameworks.

The UHI Middle Leadership Programme aims to consolidate or develop skills and knowledge for middle leaders in the context of their own schools. The programme is aligned to the Standard for Middle Leadership (GTCS, 2012) and the National Framework for Middle Leadership (SCEL).