

Dumfries and Galloway

EDUCATION AUTHORITY ANNUAL PLAN

August 2017 – July 2018

Purpose and Context

What is the purpose of this plan?

The Dumfries and Galloway Education Authority Annual Plan is a summary of ambitions and actions for all schools in Dumfries and Galloway over the next school year (August 2017 – July 2018). It is a duty under the Education (Scotland) Act 2016 to prepare and publish this plan and submit it to Scottish Ministers by 1 September 2017.

Where has this plan come from?

The plan sets out areas where we want to improve and how we plan to do this. The Education Authority Annual Plan is based on our Evidence Report which was published in June 2017. Also in June, each school prepared and published a School Improvement Plan. We have read and agreed these with Headteachers and this Authority level plan now takes account of where our schools – pupils and parents, staff and wider partners - want to see improvement.

For this plan to be useful to schools and partners it also needs to refer to what national and local agencies will be looking to see. For that reason, the plan also includes the Priorities and Commitments of our Council, the actions we need to take as part of the Dumfries and Galloway Children's Services Plan and the National Priorities expected by Scottish Government, including HM Inspectorate.

Who should read this plan?

This plan will be of interest to a wide audience. It is, first and foremost, a plan about and for children but due to the needs of the Education (Scotland) Act 2016 this document is written for those who are: parents of children; working with children; responsible for schools and services for children; holding schools and services to account for improvement. We have tried to balance the need to have a short and practical plan, with having enough detail to support school communities with their own school improvement, and national bodies with scrutiny.

How will this plan be used?

Headteachers and teachers will use this document to help them plan for improvement. It has a specific focus on differences in the outcomes for children who live in the most deprived and least deprived areas. This plan summarises what we need to do to improve children's achievement, attainment, health and wellbeing, and to support our schools in meeting the needs of their children, as well as the expectations of local and national Government.

How will we know we have made a difference?

We expect to see improvements in outcomes for our children and young people in Dumfries and Galloway in these areas:

- 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.

Priorities and Commitments

Education Services continues to have high expectations and high aspirations for pupils and staff. We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential. The Dumfries and Galloway Education Authority Annual Plan is a summary of ambitions and actions for all schools in Dumfries and Galloway over the next school year (August 2017 – July 2018).

We believe in the benefits of working in partnerships within a culture of collaboration and trust. We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Headteachers to make local decisions and by trusting professional judgements. This has been the basis for our approach to delivering Curriculum for Excellence, GIRFEC and Developing the Young Workforce (DYW) and will continue.

Our Council's Priorities and Commitments:

Our Council has set out four priorities for the next five years. These are to:

- 1 Build the local economy;
- 2 **Provide the best start in life for all our children;**
- 3 Protect our most vulnerable people and
- 4 Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to 'provide the best start in life for all our children'.

Within each of the four priorities, our Council has set out a series of commitments – and the work we need to do to give our children the best start in life are set out below:

Priority 2 Provide the best start in life for all our children

Our commitment is to:

Ensure early intervention, in particular to keep our region's most vulnerable children safe.

Invest in creating schools fit for the 21st century which are at the heart of our communities.

Raise ambition and attainment, in particular to address inequalities.

Support children to be healthy and active.

Planning for Improvement

We must monitor the progress we make on our priorities and commitments to make sure we are meeting what we set out to do; our Evidence Report was published in June 2017. This report gave us an overview of what we know about education in Dumfries and Galloway and the context in which our children and young people learn. It brought together current evidence on achievement, attainment, health and wellbeing and the wider education system, and had a specific focus on the differences in outcomes for children between children living in the most deprived and least deprived areas of our region. Our evidence report tells us what we are doing well, and where we should look to improve; this plan now sets out the actions we will take during the 2017 / 2018 school year and the performance measures which tells us how we know we are making a difference. The Scottish Government has also set out what it expects to see in the National Improvement Framework and the Council has also agreed a Children's Services Plan; we have included these responsibilities in this Annual Plan.

The evidence report concludes by setting out key strengths and aspects for development which we, as an Education Authority, need to take into account when planning for improvement for next session.

This is presented in the Summary of Evidence (Table 1).

The National Improvement Framework sets out six key drivers for improvement which provide a focus and structure when we plan for improvement. **School improvement, school leadership, teacher professionalism, assessing children's progress, parental engagement and performance information** are all factors that contribute to the quality of our education system. The links across these key areas are essential to enable continuous improvement. They are all equally important, and strengths and areas for improvement across these six factors are summarised in Table 2.

Dumfries and Galloway Education Authority Plan for 2017/18 will focus on the three pillars of the National Improvement Framework: Curriculum for Excellence, GIRFEC and Developing the Young Workforce. These Priorities have been matched into a five year overview from the Council Priorities & Commitments (2017-2022) and the Priorities from the Children's Services Plan (2017-2020) as set out in Appendix 1. Taking account of these plans Dumfries and Galloway's Education Authority Plan for 2017/18 is detailed in Table 3.

Table 1 - SUMMARY OF EVIDENCE REPORT (JUNE 2017)

Priorities	Key Strengths	Aspects for Development - planning for improvement
Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Standardised Assessment data at all stages show a year on year improvement. • Increasing % of schools leavers gaining one or more qualifications at SCQF level 6 or above • Literacy and Numeracy attainment at SCQF levels 3, 4, 5 has increased over the past three years 	<ul style="list-style-type: none"> • Build confidence in teacher judgements in relation to BGE achievement of a level (Quality Assurance and Moderation in the BGE) • Numeracy interventions – mental arithmetic and general Mathematics, particularly in upper primary. • Developing early years' pedagogy to ensure strong foundations in both literacy and numeracy to build on. • Build capacity of secondary school staff to consider improvement in attainment through evaluation of learner journey data using the tools available.
Closing the attainment gap between the most and the least disadvantaged children	<ul style="list-style-type: none"> • Increasing % of schools leavers gaining one or more qualifications at SCQF level 6 or above • Participating schools engagement in Scottish Attainment Challenge and Innovation Funding programmes • Widening access programmes and opportunities • Schools engagement with data to inform appropriate targeted interventions is increasing • Good examples of individual school projects and small test of change to reduce attainment gaps • Participating schools engagement in RAFA and engagement with improvement methodology 	<ul style="list-style-type: none"> • Focus target interventions through Excellence and Equity groups to raise attainment linked to specific groups of children and young people: LAC / ASN / FME / SIMD Quintiles 1 and 2 / Males. • Authority-wide focus to target interventions to support raising attainment in Reading, Writing and Numeracy. • Progression pathways in Senior Phase to ensure equity of opportunity and flexibility to meet the needs of all learners. • Further build capacity of staff to use data effectively to identify gaps and measure intervention impact • Continue to develop teacher / school use of improvement methodology (Raising Attainment for All (RAFA) toolkit) • Supporting schools /clusters to develop robust and manageable Broad General Education monitoring and tracking systems to track progress in skills, knowledge, capabilities and attributes.
Improvement in children's health and wellbeing	<ul style="list-style-type: none"> • Established a multi-agency strategic planning group and identified our priority areas for improvement in health and wellbeing. 	<ul style="list-style-type: none"> • Whole authority approach to training and development of mental health and resilience support for school based staff and young people.

	<ul style="list-style-type: none"> • 100% of all schools achieving national P.E targets and an upward trend in overall physical activity rates. • Annual increases over 10 year period in % of children with no obvious signs of dental decay. • Above target for those in P1-P3 accessing free school meals, 5th highest uptake in Scotland. • Pregnancy rates remain stable for under sixteen year olds 	<ul style="list-style-type: none"> • Developing additional mental health support on an individual basis for secondary aged young people. • Focus on increased uptake of school meals and an improving food culture within schools including a reduction in sugar consumption. • Development of a digital health intervention enabling young people to gain support across all aspects of health and wellbeing through direct interaction with professional staff. Partnership approaches (TBD)
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<ul style="list-style-type: none"> • Increasing number of schools offering vocational qualifications at SCQF level 5 and above. • Increasing number of schools offering accredited work based learning through the DG Employability Award • All schools operating core employability coordination groups to offer targeted support for those most in danger of leaving without a positive destination. • Coordinated work with the regional college to provide coordinated support for those young people who are in danger of leaving a college course before securing a positive destination. • Several schools operating wider employability groups to coordinate and plan support for career advice, information and guidance, development of employability skills and links with industry/employer's. • Good examples of individual schools linking employability skills to curriculum delivery. • Good examples of raising awareness of careers and pathways in early years and the broad general education. • Collaborative working to provide a residential Planning for Your Future event to raise aspirations and provide information and support for vulnerable young people in S3/4 prior to making decisions about future pathways. 	<ul style="list-style-type: none"> • Encourage all schools to increase the range and number of vocational qualifications available to all pupils. • Further build capacity of staff at all levels to recognise the value of vocational and work based learning pathways, building a parity of esteem with academic routes to employment. • Focus support to ensure all schools have a coordinated approach to planning the delivery of employability skills and the career education standard. • Progression pathways for the post compulsory sector to be developed in partnership with local employer's, further and higher education to ensure equity of opportunity and flexibility to meet the needs of all learners. • Continue to develop partnership working with support staff in school to ensure young people are supported to make an informed choice about destinations beyond school and plan learning in school to achieve chosen route. • Continue to work with Developing Young Workforce programme managers to develop effective partnership working between employers and schools, supporting the delivery of employability skills, raising awareness of pathways and opportunities in growth sectors and providing high quality work experience.

Table 2 - SUMMARY OF EVIDENCE FOR THE KEY DRIVERS OF IMPROVEMENT (JUNE 2017)

	Key Strengths	Aspects for Development – planning for improvement
School Improvement	<ul style="list-style-type: none"> • Strong effective leadership • Caring staff teams • Strong partnerships and the use of local area to enrich children’s learning experiences 	<ul style="list-style-type: none"> • Develop school self-evaluation for self-improvement collaborative reviews; • Build and support the capacity of schools to evaluate their provision and improve the quality of services they provide; • Support school’s own self-evaluation and quality improvement systems; • Support, promote, develop and share good practice across schools.
School Leadership	<ul style="list-style-type: none"> • The increased commitment in Dumfries and Galloway schools to develop the capacity of our school leaders at all levels including Headship. • Range of leadership development opportunities • Scottish College of Educational Leadership (SCEL) accreditation of Introduction to School Leadership (ISL) course for aspiring school leaders (2016/17). • Use of self-evaluation to inform current leadership development opportunities and shape future provision. 	<ul style="list-style-type: none"> • Further develop and evaluate a continuous and coherent leadership pathway which will be offered to aspiring leaders at all levels. The development of this pathway is ongoing and it will be in place for the start of the next academic year 2018/2019. • Planned evaluation of all courses/ activities to provide evidence of successful completion and subsequent reflection of impact on professional development, school performance and outcomes for learners. • Improvements in leadership recruitment and succession planning. • Ensure all Headteachers and Depute Headteachers use the Standards for Leadership and Management to complete the Professional Review & Development (PRD) and subsequent Professional Update (PU) process and gain feedback from colleagues with regards to what extent the Standards for Leadership and Management useful for this purpose. • Gather information from Headteachers and Depute Headteachers in relation to what extent their learning is relevant and appropriate to their development needs.
Teacher Professionalism	<ul style="list-style-type: none"> • Dumfries and Galloway’s partnership working with the University of Glasgow and approach to the Early Phase of teacher education; • Dumfries and Galloway’s commitment to SCQF Level 11 to meet the needs of its teachers; • Dumfries and Galloway’s responsiveness to the needs of its teachers; • Dumfries and Galloway’s compliance with the GTCS Professional Update requirements. 	<ul style="list-style-type: none"> • Improve tracking of teachers’ professional learning in order to measure impact; • To improve the focus on the impact of professional learning on pupils’ outcomes; • To establish a coaching and mentoring approach across the local authority to build capacity amongst staff; • To ensure an integrated approach to teachers’ professional learning with the General Teaching Council Scotland (GTCS) MyProfessional Learning (MyPL) tool. • There is a need to ensure that SCQF Level 11 opportunities are more closely aligned to both the local authority’s and teachers’ needs

Assessment of Children's Progress	<ul style="list-style-type: none"> • Good examples of individual school projects and small test of change to reduce attainment gaps and measure impact 	<ul style="list-style-type: none"> • Development of an annual stakeholder engagement to provide an opportunity to gather children and young people's views. This engagement will take the form of an annual survey (based on Education Scotland pupil questionnaires) and focus groups to consider particular themes to inform annual authority plan. • Engagement with school improvement planning process • Build capacity of secondary school staff to consider improvement in attainment through evaluation of learner journey data using the tools available.
Parental Engagement	<ul style="list-style-type: none"> • Responses to all statements in annual survey were positive with the average positive response to almost all statements above 70%. • Attendance at Committee - parent council forum? 	<ul style="list-style-type: none"> • Further develop the annual parental engagement survey to provide an opportunity to gather more detailed parental views. This engagement will take the form of an annual survey (based on Education Scotland parent questionnaires) and focus groups to consider particular themes to inform annual authority plan. • Engagement with school improvement planning process
Performance Information	<ul style="list-style-type: none"> • Schools engagement with data to inform appropriate targeted interventions is increasing • Range of available data held centrally and in school to inform practice and measure impact. 	<ul style="list-style-type: none"> • Education plan informed by relevant data and evaluations to support reduction in inequalities of outcomes experienced by children and young people as a result of social economic disadvantage . • Data scrutiny linked to excellence and equity • Alignment of Education Plan with broader Children's Services Plan. • Further build capacity of staff to use data effectively to identify gaps and measure intervention impact

TABLE 3 - Dumfries and Galloway's Education Authority Plan for 2017/2018

Priorities	Aspects for Development – planning for improvement	Links to Children's Services Plan	Links to Council Priorities
	Key Tasks		
Improvement in attainment, particularly in literacy and numeracy	Build confidence in teacher judgements in relation to BGE achievement of a level through Quality Assurance and Moderation	6.1	Raise ambition and attainment, in particular to address inequalities
	Design, implement and evaluate numeracy interventions – mental arithmetic and general Mathematics – with a particular focus on levels across the BGE and senior phase where the evidence indicates intervention is required.	6.1	√
	Develop early years' pedagogy to ensure strong foundations in both literacy and numeracy to build on.	6.1	√
	Build capacity of secondary school staff to consider improvement in attainment through evaluation of learner journey data using the tools available.		
	Implement an Authority-wide focus to target interventions to support raising attainment in Reading, Writing and Numeracy	6.1	√
	Focus target interventions through Excellence and Equity groups to raise attainment linked to specific groups of children and young people: LAC / ASN / FME / SIMD Quintiles 1 and 2 / Males	6.2	√
	Expect progression pathways in Senior Phase to ensure equity of opportunity and flexibility to meet the needs of all learners.	6.2 / 6.5 / 6.6	√
	Build capacity of staff to use data effectively; identify gaps and ensure impact of Pupil Equity Funding to close the poverty related attainment gap.	6.2	√

Closing the attainment gap between the most and the least disadvantaged children	Develop teacher / school use of improvement methodology (Raising Attainment for All (RAFA) toolkit)	6.1	√
	Support schools /clusters to develop robust and manageable Broad General Education monitoring and tracking systems to track progress in skills, knowledge, capabilities and attributes.	6.1 / 6.2	√
	Continue to improve our delivery of services to children and young people with additional support needs, through more effective partnerships with families, school, communities and other agencies	6.1/ 6.2/ 6.3	√
Improvement in children's health and wellbeing <i>This section will be led by Health and Wellbeing</i>	Determine and introduce a whole authority approach to training and development of mental health and resilience support for school based staff and young people.		
	Develop additional mental health support on an individual basis for secondary aged young people.		
	Improve the food culture within schools including a reduction in sugar consumption and focus on increased uptake of school meals.		
	Develop of a digital health intervention enabling young people to gain support across all aspects of health and wellbeing through direct interaction with professional staff		
Improvement in employability skills and sustained, positive school leaver destinations for all young people.	Encourage all schools to increase the range and number of vocational qualifications available to all pupils.	6.5 / 6.6	Raise ambition and attainment, in particular to address inequalities
	Further build capacity of staff at all levels to recognise the value of vocational and work based learning pathways, building a parity of esteem with academic routes to employment.	6.5 / 6.6	√
	Focus support to ensure all schools have a coordinated approach to planning the delivery of employability skills and the career education standard.	6.5 / 6.6	√
	Progression pathways for the post compulsory sector to be developed in partnership with local employer's, further and higher education to ensure equity of opportunity and flexibility to meet the needs of all learners.	6.5 / 6.6	√

<i>This section will be led by Economic Development / DG Tap/ DYW with input from ESMT</i>	Continue to develop partnership working with support staff in school to ensure young people are supported to make an informed choice about destinations beyond school and plan learning in school to achieve chosen route.	6.5 / 6.6	√
	Continue to work with Developing Young Workforce programme managers to develop effective partnership working between employers and schools, supporting the delivery of employability skills, raising awareness of pathways and opportunities in growth sectors and providing high quality work experience.	6.5 / 6.6	√
	Overtake the objectives from the 'Raising Aspiration in Science Education' (ASPIRE) programme as set by Scottish Government	6.5 / 6.6	√

KEY STRATEGIC PROJECTS

Priorities	Aspects for Development – planning for improvement	Links to Children's Services Plan	Links to Council Priorities
Leadership	Further develop and evaluate a continuous and coherent leadership development pathway which will be offered to aspiring leaders at all levels from August 2018/2019.		√
	Planned evaluation of all courses/ activities to provide evidence of successful completion and subsequent reflection of impact on professional development, school performance and outcomes for learners.		
	Overtake the planned improvements in leadership recruitment and succession planning.		
	Ensure all Headteachers and Depute Headteachers use the Standards for Leadership and Management to complete the Professional Review & Development (PRD) and subsequent Professional Update (PU) process; evaluate the usefulness of the Standards for Leadership and Management useful for this purpose.		
	Analyse the relevance and appropriateness of Headteachers and Depute Headteachers learning in relation to their development needs.		
Teacher	Improve tracking of teachers' professional learning in order to measure impact;		
	Improve the focus on the impact of professional learning on pupils' outcomes;		

Professionalism	Establish a coaching and mentoring approach across the local authority to build capacity amongst staff;		
	Ensure an integrated approach to teachers' professional learning with the General Teaching Council Scotland (GTCS) MyProfessional Learning (MyPL) tool.		
	Ensure that SCQF Level 11 opportunities are more closely aligned to both the local authority's and teachers' needs		
ASL/ GIRFEC	Update the performance and quality assurance framework, including engagement strategy	6.1,	√
	Review Social and Emotional Behaviour Needs Service - including reducing exclusions through earlier and effective interventions	6.2,	
	Undertake a review of resourced provision (learning centres), including Autism provision	6.3	
	Implement the Educational Psychology Improvement Plan with a focus on nurture, vulnerable children and young people, and improving numeracy		
	Provide staff support and development through a focus on ASL, Child Protection and GIRFEC		
	Revise Service structure to maximise effectiveness and efficiency		
	Update the policy framework – exclusion; attendance; home education and transitions policies reviewed and republished		
	Improve ASL assessment, planning and review through more robust tracking and monitoring		
ELCC	Undertake a Trial for increased provision of up to 1140 hours 2017-2018 in Newton Stewart and Minnigaff	2.14	√
	Deliver increased hours of provision across Dumfries and Galloway through a Service Delivery plan approved by Members and Scottish Government		
	Consult at a Community level, seeking the views of stakeholders and communities to reflect their needs for early learning and childcare.	2.14	
	Develop our infrastructure for early learning and childcare taking account of national design guidance using a phased approach.		

	Continue to explore staffing models including new models of delivery to include appropriate training to ensure that staff are qualified and meet Scottish Social services Council requirements.	2.15	
	Develop a robust Early Learning and Childcare Framework -Procure quality services from commissioned providers including childminders.	2.16	

Evidence and Impact

The impact of poverty on educational opportunities continues to be a major issue to be addressed and emphasise the very real difficulties often faced by pupils living in areas of deprivation. The gap in attainment in literacy and numeracy is linked to deprivation throughout primary school; attainment at the end of S4 has risen overall but a significant and persistent gap remains between low income and high income groups. Low attainment is strongly linked to destinations after school, with long-term effects on job prospects. Meeting this challenge requires a combination of targeted interventions and universal support for young people across Scotland. This plan, and the evidence report on which it is based, gives focus to this issue.

Our staff evaluate performance, measure success and manage risk every day as they work with children and young people. Teachers and schools monitor and report on progress in children's learning and Headteachers produce Standards and Quality Reports, School Improvement Plans and School Handbooks to inform parents and others on the life and work of the school. There is a national and professional requirement that these are published annually. Ongoing scrutiny, inspection and review activity from Education Scotland evidences the performance of our services, schools and early years establishments and our authority in meeting required national expectations. Education Scotland plays a key role in the Strategic Scrutiny Group, this shared risk assessment process is coordinated by Audit Scotland and the outcome of which is published for Dumfries and Galloway Council. The Dumfries and Galloway Council Local Scrutiny Plan 2017/18 stated that:

The Local Area Network noted the strong leadership of education services and positive progress that is being made across the National Improvement Framework within the Directorate of Children, Young People and Lifelong Learning, with key strategies in place to improve attainment whilst tackling the roots and impact of inequality of educational outcomes. The authority has spent the majority of its allocated Scottish Attainment Challenge funding. Plans for taking forward the Pupil Equity Fund (PEF) are under discussion.

The Performance Measures for this plan will also be contained and reported on within the Local Government Benchmarking Framework, Children, Young People and Life Long Learning Business Plan, and the Children's Services Plan. The evidence report will be prepared and reported on by May 2018.

Conclusion

The Education (Scotland) Act 2016 includes a number of duties to plan and report linked to both the National Improvement Framework and the duty to address inequality of outcome. We have prepared and published this annual plan which sets out areas where we want to improve and how we plan to do this. This plan also sets out the steps we will take to reduce inequality of outcome and the educational benefits for pupils from taking those steps.

<p>LINK TO PRIORITY AREA</p> <p>Responsible Head of Service: Gillian Brydson.</p> <p>The Service Senior Management Team: Elizabeth Baxter (LB) Susan Martin (SM) Sheelagh Rusby (SR) Hew Smith (HS) John Thin (JT).</p> <p>Headteachers are key strategic partners and are responsible for the outcomes for young people within their school, as stipulated within Delivering Excellence and Equity: A Delivery Plan for Scotland and the National Improvement Framework.</p>	<p>LEAD OFFICER</p> <p>Education Management</p> <p>Headteachers</p>	<p>SUPPORT OFFICERS</p> <p>School Management Teams</p> <p>Partners</p>
<p>Council Priority – Provide the best start in life for all our children</p>		
<p>Children’s Services Plan Priority 1 – We will ensure that children and young people are safe and free from harm</p>		
<p>Children’s Services Plan Priority 2 - We will ensure children and young people get support at the earliest appropriate time through prevention and early intervention</p>		
<p>2.1 Continue to review and refine GIRFEC practice materials and embed into practice</p>	<p>HS</p>	<p>Head teachers</p>
<p>2.2 Provide appropriate support to staff to deliver our local GIRFEC approach</p>	<p>HS</p>	<p>SM</p>
<p>2.4 Develop a quality assurance framework for GIRFEC</p>	<p>HS</p>	<p>Head teachers</p>
<p>2.12 Undertake a Trial for increased provision of up to 1140 hours 2017-2018 in Newton Stewart and Minnigaff</p>	<p>LB</p>	<p>Childcare Partnership</p>
<p>2.13 Continue to consult at a Community level, seeking the views of stakeholders and communities to reflect their needs for early learning and childcare.</p>	<p>LB</p>	<p>Childcare Partnership</p>
<p>2.14 Develop a plan for a range of flexible Early Learning and Childcare service delivery options within communities.</p>	<p>LB</p>	<p>Childcare Partnership</p>
<p>2.15 Develop our infrastructure for early learning and childcare taking account of national design guidance using a phased approach.</p>	<p>LB</p>	<p>CR / Schools for Future</p>
<p>2.16 Continue to explore staffing models including new models of delivery (nursery managers and nursery officers, teacher over two or more settings) to include appropriate training to ensure that staff are qualified and meet Scottish Social services Council requirements.</p>	<p>LB</p>	<p>Lifelong Learning / D&G College</p>

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2.17 Develop a robust Early Learning and Childcare Framework -Procure quality services from commissioned providers including childminders.	LB	Procurement
2.18 Deliver increased hours of provision across Dumfries and Galloway	LB	SM
Our Commitment – Ensure early intervention, in particular to keep our region’s most vulnerable children safe		
C2. Develop free breakfast clubs in every primary school across Dumfries and Galloway	SM	EEl Head teachers
C2.1. Ensure the early years’ workforce in Dumfries and Galloway has access to speech and language therapy skills to support parents with the basics of early language, and identify and refer children who need extra help.	LB	NHS D&G
C2.2. Complete the establishment of Family Centres at the Children’s Services Centres at Park Primary in Stranraer and Lochside Primary in Dumfries.	Life Long Learning	ESMT
C2.3. Complete the implementation of the ‘Children’s Services Plan’.	DAT Team	ESMT Head teachers
C2.4. Look at improving the flexibility of early education by aligning the nursery day with the school day and working better with childcare partners.	LB	Childcare Partnership
C2.5. Deliver 1140 hours childcare for every eligible preschool child.	LB	SM
C2.6 Improve the effectiveness of appropriately assessed Additional Support for Learning in schools across Dumfries and Galloway to meet growing demand and support for our most vulnerable children.	HS	SM
Our Commitment – Invest in creating schools fit for the 21 Century, which are at the heart of our communities.		
C3. Complete the delivery of Phase 1 of the Dumfries Learning Town project and develop a clear plan to fully implement Phase 2.	CR	GB
C3.1 Increase access to a broader curriculum in smaller or rural schools through the use of digital technology and cluster working.	AP/SR	Business and Technology Solutions
C3.2 Increase community use of the school estate.	SM	Communities
Children’s Services Priority 3 We will improve the wellbeing and life chances of our most vulnerable children and young people		
Priority - Protect our most vulnerable people		
Priority – Be an inclusive Council		

SEE CHILDRENS SERVICES PLAN FOR RESPONSIBLE AGENCIES & ROLE OF CORPORATE PARENTING GROUP / CSEG		
Children's Services Priority 4 – We will work to reduce or remove barriers so that all children and young people have equity of opportunity		
4.1 Poverty Awareness training – evaluate the impact of the training which has already been delivered to all Head Teachers and Teachers March 2018 Education Services	GB	Communities
4.2 Reduce the extra costs within the school day – identify areas where extra costs exist within the school	GB	SM Head teachers
4.3 Identify the total value of extra costs across the school day:	GB	SM
4.4 Identify areas where financial pressure could be alleviated or removed.	GB	SM
4.5 Establish Breakfast Clubs	SM	Communities
4.6 Develop and deliver awareness raising campaigns on anti-bullying, ensuring that they include prejudice, and inform pupils about their schools anti-bullying policy and the procedures for reporting.	HS	SM Head teachers
4.7 Review anti-bullying policies - Ensure they comply with the Council's Schools Anti-bullying Guidelines and cover all protected characteristics and socio-economic groups	HS	SM Head teachers
Children's Services Priority 5 – We will deliver the best possible health and wellbeing for all children and young people		
Our Commitment – support children to be healthy and active		
C4. Expand the courses and opportunities available to young people in the more remote parts of our region by working more closely with Dumfries and Galloway College and other partners.	GB	Employability
C4.1 Support our Active Schools including: increasing the number of children and young people achieving 60 minutes of physical activity daily support the introducing of the "Daily Mile" as a normal part of the school day	Health and Wellbeing	SR Head teachers
C4.2 Deliver healthy school meals and ensure they remain free for children in P1-P3.	SM	Enterprising D&G
C4.3 Support secondary schools in Scotland in having access to a qualified school counsellor, providing accessible counselling to young people who need it.	HS	Young People

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C4.4 Roll out school-based social work provision.	Social Work	HS
Our Commitment – Raise ambition and attainment, in particular to address inequalities		
C5. Maintain teacher numbers in line with pupil numbers.	JT	SM
C5.1 Work with schools and parents to maximise the use of the attainment fund to close the attainment gap.	SR	SM Head teachers
C5.2 Partner all schools across Dumfries and Galloway with local libraries to give every child a library membership.	Communities	SR Head teachers
C5.3 Maintain a school transport contingency fund across Dumfries and Galloway.	SM	EEl
C5.4 Curricular school music tuition is free.	LB	Head teachers
C5.5 Ensure that teachers can progress their career while staying in the classroom through further developing and accrediting the Dumfries and Galloway 'Into School Learning Programme (ISL) and make this available to all non-promoted staff.	JT	GTCS / SCEL
Children's Services Priority 6 – We will raise attainment and be ambitious for all children and young people		
6.1 Improve attainment for all Our schools will work to ensure that young people across Dumfries and Galloway achieve standards of Literacy and Numeracy as well as levels of qualifications which provide the best opportunities for future success	SR	Head - teachers
6.2 Close the attainment gap Schools and partners will work to ensure that we reduce the disparity in attainment for pupils from differing levels of affluence/poverty	SR	SM Head teachers
6.3 Continue to improve our delivery of services to children and young people with additional support needs, through more effective partnerships with families, school, communities and other agencies by: Establishing performance measures and develop satisfaction surveys to inform service improvement Agreeing challenging performance targets with stakeholders Introducing more robust assessment and planning (integrated with our local approach GIRFEC) Tracking and monitoring attainment, achievement and participation for all children and young people with additional support needs	HS	SR Head teachers

APPENDIX

Adjusting out structures to maximise the support available to children and young people		
6.4 Implement a strategy to ensure that we have appropriately trained and skilled workforce to meet the expectations of increased Early Learning & Childcare	LB	Lifelong learning
6.5 Improve curricular choice and attainment by young people in schools as well a positive outcome for the Dumfries and Galloway economy and the wider community.	SR	SM Head teachers
6.6 We will engage with young people and parents to raise aspirations and promote opportunities and range of pathways, supporting learners to make informed choices.	SR	Employability Head teachers
6.7 Provide support to: Deliver co-ordinated universal and targeted support to young people in school to encourage planning for the future and progression to positive destinations. Coordinate tracking and monitoring of young people in order to deliver DG Youth Guarantee of 100% positive destinations	Employability	Head teachers
6.8 Work in partnership to support schools to develop effective, sustainable partnerships with employers.	GB	SR Head teachers Local Employability Partnership / DWY
6.9 Implement and review a professional learning strategy for teaching staff including leadership development which supports teachers' development and professional review & development/ professional update	JT	Head teachers
Priority – Build the Local Economy		
Commitment – Improve the level of Skills within our communities and workforce		
C6. Tackle youth and long term unemployment with investment in initiatives such as our 'Youth Guarantee'- a place in education, training or employment for every young person in the region within four months of them leaving school.	GB	Local Employability Partnership /

APPENDIX

		DWY
Commitment – Invest in our Key Infrastructure		
C7. Support 100% coverage of next generation broadband by 2021 and lobby for further improvements to mobile connectivity.	Business and Technology Solutions	