

Education and Learning

Business Plan 2019-2023



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1. Introduction and Context

In Dumfries and Galloway we are committed to all of our children, young people and families to have an equal chance to fulfil their potential, a positive impact on what they will be able to do, who they may become and how they will contribute to our society.

The Education Plan for 2019/20-2022/23 is informed and influenced by our self-evaluation and improvement activity alongside scrutiny and review from the Care Inspectorate, Education Scotland, Audit Scotland and the Local Government Benchmarking Frameworks which provide national point of references The production and submission to Scottish Government of the Education Report and Plan for 2019/22 was central to ongoing self-evaluation for improvement across our Directorate and forms the basis of this Business Plan. A summary of National Improvement Priorities and Local Commitments is given below and the plan incorporates both

Our Commitments:	National Improvement Priorities:
Ensure early intervention, in particular to keep our region's vulnerable children safe	Improvement in attainment, particularly in literacy and numeracy
Invest in creating schools fit for the 21 st century which are at the heart of our communities	Closing the attainment gap between the most and the least disadvantaged children and young people
Raise ambition and attainment, in particular to address inequalities	Improvement in children and young people's health and wellbeing
Support children to be healthy and active	Improvement in employability skills and sustained , positive school leaver destinations for all young people.

To improve outcomes for learners, Dumfries and Galloway Council as a local education authority, operates under a governance framework in which there is clarity of both responsibility and accountability for headteachers and central officers.

Integral to our improvement agenda is an expectation that all establishments have a systematic approach to quality assurance and moderation, data analysis, evaluating and improving the quality of learning experiences and promoting stakeholder involvement as key strategies in improving learning, raising attainment and narrowing the poverty related attainment gap. This Business Plan takes account of what we know, informed by our National Improvement Framework Evidence Report for 2018/19, and sets out our improvement priorities and outcome measures for next year, in conjunction with our Children's Services plan and Regional Improvement Collaborative plan, and taking account of our Council's Transformation agenda.

Transformation

The Transformation Programme for 2019/20 will require to close the budget gap. As part of Transformation, key pieces of policy work will be delivered this year – work which will shape the future models of delivery for education in our region over the coming years. We will be undertaking a review of 2-18 delivery models, focussed work in schools in relation to senior phase pathways and the overview of core and curricular delivery and school models as part of long- term planning to respond to demographic and financial challenges across our rural area.

The challenge of the financial climate is not underestimated. Given the financial constraints of the Council and the decisions to be taken in relation to budget and transformation, this Business Plan must be kept under review and may require to be adapted or prioritised.

Statutory Requirements

The Council's statutory responsibilities in respect of education are primarily detailed in the Standards in Scotland's Schools etc Act 2000. Other key pieces of legislation include: the Children (Scotland) Act 1995; the Disability Discrimination Act 1995; the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009; the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002; Equality Act 2010; the Children and Young People (Scotland) Act 2014; the Education (Scotland) Act 2016 and the Child Poverty (Scotland) Act 2017.

Under the Standards in Scotland's Schools etc Act 2000 the Council has a statutory duty to make pre-school education available for any child eligible to access it. The Children and Young People (Scotland) Act 2014 and Statutory Guidance set out the increased entitlement of 600 hours; includes provision for targeted two year olds; and places a duty on the Council to offer increased flexibility to parents as to when their child can access the 600 hours. We are planning for the increased expectation to provide to 1140 hours by 2020.

The Education (Scotland) Act 2016 makes provision in relation to school education about priorities, objectives, and reducing pupils' inequalities of outcome. We are required to report on the steps that the authority proposes to take during the planning period 'with a view to reducing inequalities of outcome for pupils' and 'in pursuance of the National Improvement Framework'. These are set out in the improvement plan as Appendix 4.

By setting out the objectives and strategic priorities, this Business plan incorporates and meets the statutory requirement for Dumfries and Galloway to publish an annual Education Improvement Plan.

2. Values and objectives

The values which underpin Curriculum for Excellence are Wisdom, Justice, Compassion and Integrity. Professional values are at the core of the standards for registration with the General Teaching Council for Scotland.

We expect our staff to uphold professional values and commitments from their professional bodies, the values and behaviours as modelled by the corporate management team, as well as our shared values that centre our work as a Directorate.

Alongside colleagues across the Council we collectively seek to

Lead by example

Work together

Seek the facts

Respect each other

Be open and honest

Act with integrity and trust

Adopt the principle of do it right first time

Organise our services to meet the needs of service users, putting the customer first to support the community

3. Delivering the Council Plan

We know that children and young people have good experiences in our schools and early years establishments and have good outcomes from their learning.

Our Aim is to: Provide the best start in life for all our children.

Our Commitments are:

- 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

As the council lead Directorate for Council Priority 2 we will continue to have high expectations and high aspiration for children, young people and staff. We contribute to Dumfries and Galloway Council priorities by delivering a school education which will provide a good start in life for all our children. We are committed to giving all our children and young people an equal chance to fulfil their potential.

The executive summary of improvements published in the NIF Evidence Report sets out these strengths and this is evidenced in Our Data Story. From this detailed analysis, we know that attainment for children and young people across Dumfries and Galloway continues to be in line with or better than comparators, and is generally improving, but we know there are areas we can improve within and across our settings.

Our priority for this planning period is to give a closer focus on the interventions to raise attainment for our most vulnerable children and young people – particularly children and young people who are subject to child protection processes, are care experienced and those with additional support for learning needs. The priority for this coming year is for focused and better targeted support and collective interventions across all agencies about explicitly and collectively raising aspirations for our most vulnerable children and young people. These shared commitments are reflected in our Children’s Services Plan and the Local Child Poverty Action Plan.

As well as delivering the Council plan, as an Education Authority we have a responsibility to deliver on other national planning and reporting requirements. These are appended to this document to allow the work of the Directorate to be considered in the local, regional and national context.

The National Improvement Framework – Education Authority Improvement Plan is set out in Appendix 4.

The South West Educational Improvement Collaborative (the Regional Improvement Collaborative) Improvement Plan Summary is set out in Appendix 6

The Children’s Services Plan is agreed by Dumfries and Galloway Council and is available on the Council website under Council and Democracy – Strategies, Plans and Policies.

The Child Poverty Action Plan and Report which is agreed by Dumfries and Galloway Council.

As we move through the Transformation programme for the Council we recognise the fiscal challenge we face. The Directorate will be reflecting each of the theme areas in the work that it does and this is incorporated throughout the annual plan for the central team. These workstreams are set out in Appendix 1 and will develop as we generate the output from the Transformation programme. The six themes are as follows:

- Prioritisation
- Digital
- Modernisation
- Assets

Workforce
Fees and Charges / income generation

The Council has recently agreed commitments to tackle climate change. The GTCS standards already include requirements to sustainability and Curriculum for Excellence has included related experiences and outcomes as expectations for schools for some years. Many schools already have externally validated programmes for environmental impacts and work with local and national partners. The overarching Council commitment to the environment will be supported by this local work and all policy decisions throughout the year will be considered for their environmental impact.

4. Communicating and involving

As a Directorate we communicate and engage with our stakeholders to maintain and continue to improve our reputation. We use the expected consultation frameworks for strategic projects and, where the subject matter requires it, follow the statutory guidance as set out. The transformation work that we will take forward this year is likely to include statutory consultation related to amendments to pupil enrolment arrangements.

We value and are committed to internal communication with staff and colleagues across the Council. In our communities, we expect all schools to meet our local and the national expectations of working with children, families and partners. It is not appropriate to set out the full set of exemplification from Education Scotland within this Business Plan, but in relation to communicating and involving partners the following statements give an overview of Education Authorities' responsibilities.

We expect that

- headteachers to empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school.
- all Senior leaders to create the conditions for effective leadership at all levels and as a result all staff undertake leadership roles which focus on leading learning.
- all staff participate in individual and collective professional learning which improves outcomes for learners.
- all schools to demonstrate an ethos of professional engagement and collegiate working.
- staff to build and maintain constructive relationships, within their setting and beyond, which foster collective responsibility and mutual support.
- all staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.

- that children and young people are confidently engaged in reviewing their own learning and the work of the school.
- that parents have regular opportunities to support improvement by participating in a range of formal and informal activities.
- that all stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.
- that all stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum
- that the learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes
- that children and young people and their parents/carers are fully involved in decisions about how their needs will be met
- that partnership work with stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect.
- that all schools consistently involves parents and carers in shaping policy and services to improve impacts.
- that staff support parents/carers to actively engage in their children's learning, attainment and achievement

We have well established formal groups for consultation with parents and pupils, and professional dialogue with Headteachers and staff and stakeholders.

5. Working in Partnership

Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. Strong, effective partnerships at local and national level are the key to improvements in our Education and Learning Directorate. These partnerships can be within and across schools and with partner from other sectors. As an Education Authority we have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with us to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs also work with our staff in schools to remove barriers to learning and ensure all children and young people experience success in school and beyond school.

The life and work of our schools is supported by a range of support services from colleagues across the Council such as property, finance, IT, school transport and school meals services.

How Good is Our School 4 sets out the features of highly effective partnerships and what we as an Education Authority aim to see. The Headteacher and Authority self-evaluation will capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community.

As an example of the detail expected is set out in QI 2.7

Features of highly-effective practice:	Challenge questions:
<ul style="list-style-type: none"> ✓ Partnership work with stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect. ✓ The school consistently involves parents and carers in shaping policy and services to improve impacts. ✓ Staff support parents/carers to actively engage in their children's learning, attainment and achievement. ✓ All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner. ✓ The school's learning pathways take account of key features of the local community. ✓ The school understands and plays a significant role in the life of the local community. ✓ Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved. ✓ The school jointly plans and evaluates shared projects with partners. ✓ The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere. ✓ Feedback from partner organisations indicates strong and effective relationships with the school. ✓ The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability. ✓ The school can demonstrate the impact of partnerships through improved outcomes for learners. 	<ul style="list-style-type: none"> ✓ How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect? ✓ How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? ✓ How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement? ✓ Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this? ✓ How well do we understand our local community? Are the key features of the local community reflected in our learning pathways? ✓ How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with? ✓ How clear are the partnership agreements we enter into? Do we involve partners at the earliest stages of planning? ✓ How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings? ✓ How well do we share skills, information, knowledge and experience across partners and partnerships? How well do we learn from successful partnerships? Do we engage in shared professional learning opportunities with partners? ✓ What opportunities do our learners and staff have to work with others to contribute effectively to their communities as active citizens?

DIAGRAM 1 – Features of Highly Effective Practice and Challenge Questions from How Good is Our School 4 (Quality Improvement Indicator 2.7)

Our Partners and how we work with them:

Pupils: our Service has agreed pupil voice and parental involvement strategies with schools who have consequently established Parent Forum, Parent Council and Pupil Council arrangements; our schools carry out survey work involving parents, staff and pupils as part of their school improvement planning work.

Parents: parental involvement is central to our work. The authority has a parental involvement strategy and has established area and authority Parent Forums. Schools have active Parent Council arrangements. Our schools carry out self-evaluation involving parents, as part of their school improvement planning and this is reported through the annual Standards and Quality Report.

Staff: Headteachers and school management teams: termly Headteacher business meetings are held alongside annual Headteacher and Depute Headteacher conferences to progress learning and teaching issues. Monthly meetings with HT representatives establish strategic direction and promote shared policy making. Many opportunities for school management engagement are provided through the strategic development groups. In schools and establishments, there is an expectation that leaders develop leadership at all levels

Collaborative work with teaching and support staff is promoted on a wide range of issues - progressed in keeping with the School Empowerment agenda and Devolved school management arrangements

Members: in addition to Education Committee, Area Committee and routine engagement with elected Members, our Member seminars offer opportunity to discuss areas of policy development. Elected Members are regularly invited to Parent Council meetings within their wards.

Trade Unions: the Local Negotiating Committee for Teachers is involved in the agreement of devolved matters for teaching staff. School support staff union representation is sought formally through the Education Services Health and Safety Committee and working sub-groups. Scottish Joint Committee Union representatives meet with the Director quarterly.

Multi-agency Partners: the Children's Services Executive Group and the Public Protection Committee serve as the strategic accountable groups for multiagency working, and have communication and engagement arrangements. Both groups report to the Community Planning Partnership and Chief Officers. Senior members of staff from Education and Learning Directorate represent schools interests within this framework. The Children's Services Plan is agreed by Dumfries and Galloway Council and Dumfries and Galloway Health Board.

Working across the Council with delivery partners ensures that the school communities are supported through the work of many colleagues such as property, facilities, school meals, school transport, HR, Finance, legal and IT. These partnerships are important as a local education authority and we maintain the balance of work as a local education authority within a regional collaborative, while also the provider of the school estate and employer.

6. Risks and impact assessment

The risks for the Education Authority, as the Directorate of Education and Learning are managed by the Directorate Management Team. We have identified four strategic level risks that require to be managed to ensure that this Education Authority Annual Plan is delivered. The Risk Register is reviewed every six months at senior management level. These risks are as follows:

Failure to meet statutory duty to deliver education and deliver on parental, pupil and other stakeholder expectations

Failure to deliver positive outcomes for children and young people through weaknesses in engagement with identified stakeholders and delivery partners.

Failure to reduce gap in attainment for the most vulnerable pupils

Failure of IT systems and processes which support pupils and staff.

The risks, together with the actions to manage or mitigate them, will be reported to Education and Learning Committee alongside Business Plan performance information on a six-monthly basis. The management of risk is considered as part of the support and challenge function of the Local Education Authority and is discussed at monthly meetings with Education Scotland. Risks are monitored at an establishment level in conjunction with Headteachers, and at a Directorate level.

The risk register is attached within the performance information at Appendix 1.

Business continuity is well developed across the Directorate and at school / establishment level and tested on a regular basis and/as required.

A full Impact Assessment has been undertaken as this is a new Business Plan. The Impact Assessment Summary can be viewed via this link [Education and Learning Impact Assessment](#) on the Council website.

7. Monitoring and reporting on performance

The Directorate of Education and Learning monitors and reports on performance using our agreed performance indicators. Most of the attainment indicators are annual measures and the reporting cycle is set nationally. Benchmarking information is available through the LGBF, National Improvement Framework and Insight benchmarking tool. The performance measures against our objectives focus on key outcomes for children and young people and families such as attendance, exclusion, evidence of achievement in school, transition, parental engagement and national examination results.

Ongoing scrutiny, inspection and review activity from Education Scotland evidences the performance of our schools and our authority in meeting required national expectations. These expectations are set out within the National Framework How Good is Our School 4

The framework consists of a set of 15 quality indicators (QIs) designed to answer three questions linked to important aspects of the work and life of our schools. The quality indicators are therefore divided into three categories:

1. Leadership and Management: How good is our leadership and approach to improvement?
2. Learning Provision: How good is the quality of care and education we offer?
3. Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Headteachers have overall responsibility for ensuring the school has a clearly communicated strategic plan for self-evaluation which is ongoing and evidence-based. For the purposes of national benchmarking, the six point scale remains an important aspect of our self-evaluation. For each quality indicator in the framework there is an illustration of what an evaluation of “very good” might look like. These illustrations are intended to support professional dialogue and critical reflection during ongoing self-evaluation. Alongside each indicator there are exemplar features of highly-effective practice and a starter set of “challenge questions” which Headteachers can use with their school community to aspects of practice which might require further improvement.

All staff are responsible for ensuring active self-evaluation in partnership with all stakeholders is at the heart of school improvement. In our schools, self-evaluation is not considered an “add-on” but is focused on learning and teaching, with evidence gathered from the ongoing work of teachers which demonstrates impact in relation to improved outcomes for learners. Our Education Authority guidance for schools sets out our expectations on the tracking and monitoring of children and young people’s successes and achievements. Self-evaluation identifies where our schools and early years settings are performing well and where they could do better. 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.

Where outcomes are either not improving or are deteriorating, the local Education will act, in conjunction with Education Scotland and the school community.

In addition to the Education Authority performance measures for outcomes for pupils, there are measures which are set by Council, in terms of finance and workforce.

Where improvement projects are agreed, project milestones set out at Appendix 1.

Table 1: Reporting Directorate Performance

Scottish Government	
Scottish National Assessment	Annually
National Improvement Framework Evidence Report	Annually
Education Plan	Annually
Curriculum for Excellence Return (Achievement of a Level)	Annually
Self Evaluation Summary	Annually
South West Education Improvement Collaborative	Annual

Directorate Management Team	Monthly
The Head of Service 1-1 meeting with the Director	Monthly
Corporate Management Team	Quarterly
Education & Learning Committee	Bi-annually
Annandale and Eskdale Area Committee	Bi-annually
Nithsdale Area Committee	Bi-annually
Stewartry Area Committee	Bi-annually
Wigtown Area Committee	Bi-annually

Directorate

Education Scotland plays a key role in the Shared Risk Assessment (SRA) process coordinated by Audit Scotland, the outcome of which is published for Dumfries and Galloway Council.

As a local authority, we have a legal duty to provide an annual Improvement Plan and report publicly on how we are performing as an Education Authority. Our National Improvement Framework Evidence Report is published in the Summer of each year and uses evidence from the following sources:

- Education Scotland
- Care Inspectorate
- Service Reviews
- Self-evaluation Activity
- Key Performance Indicators Business Plan Objectives
- Local Government Benchmarking Framework
- School Standards and Quality Reports and School Improvement Plans
- School Profiles and Chronologies
- Attainment Data
- Audits
- School Reviews
- Building Your Curriculum groups
- Staff and Stakeholder surveys
- Public consultations
- Audit Scotland
- Budget Analysis

The Council's performance management system is used to record and report performance. This is in conjunction with Scottish Governments expectations for assessment reporting and benchmarking for the Local Education Authority through the South West Education Improvement Collaborative (SWEIC) and through Education Scotland.

Benchmarking information at Directorate level is embedded in our performance information at Appendix 4 and will also form part of our performance reporting. This will allow us to understand our own performance as an Education Authority over time as well as how we compare to others. This information can then be used to help us understand how good we are at the services we deliver, the areas where there is scope for us to do better and if there are any areas where, compared to others, we are over-achieving. This helps us to set realistic targets, prioritise the services that we deliver and where we target our resources.

Education and Learning Service Plan – APPENDIX 1

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2. PROVIDE THE BEST START IN LIFE FOR ALL OUR CHILDREN

PROVIDE THE BEST START IN LIFE FOR ALL OUR CHILDREN

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

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

2.1.01 - Develop free breakfast clubs in every primary school across Dumfries and Galloway

Develop free breakfast clubs in every primary school across Dumfries and Galloway

Ongoing Activities to support this:

Project complete, any schools/communities where a breakfast club was needed was supported to achieve this (See Anti Poverty Strategy)

2.1.02 - Improve the effectiveness of appropriately assessed Additional Support for Learning

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.



Key Performance Indicators
Percentage of Learning Outcomes from Individual Education Plans (IEP) achieved

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
Available July 2020	50%			50.7%	50%	64.1%	50%	


2.1.03 - Deliver 1140 hours childcare for every eligible preschool child

Deliver 1140 hours childcare for every eligible preschool child.

Key Performance Indicators
% of Nurseries offering early 1140 hour provision for eligible children in line with agreed phasing

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
	100%			42%	42%	18%	18%	


Improvement Projects
Early Learning and Childcare Expansion

Start Date	Due Date	Current Position	Status
01-Mar-2017	31-Aug-2021	<div style="width: 88%;">88%</div>	

2.1.04 - Look at improving the flexibility of early education by aligning the nursery day with the school day and working better with childcare partners

Look at improving the flexibility of early education by aligning the nursery day with the school day and working better with childcare partners.

Improvement Projects
Look at improving the flexibility of early education by aligning the nursery day with the school day and working better with childcare partners

Start Date	Due Date	Current Position	Status
24-May-2019	31-Mar-2023	<div style="width: 30%;">30%</div>	

2.1.05 - Complete the implementation of the 'Children's Services Plan'.

Complete the implementation of the 'Children's Services Plan'.

Ongoing Activities to support this:

Education and Learning contribute towards this multi-agency plan (Social Work Lead)

2.1.06 - Ensure the early years' workforce in Dumfries and Galloway has access to speech and language therapy skills

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.

Improvement Projects
Access to speech and language therapy skills across early years workforce

Start Date	Due Date	Current Position	Status
01-Oct-2018	30-Jun-2020	50%	

2.1.13 - Develop and implement a strategy for disabled children across Dumfries and Galloway

Develop and implement a strategy for disabled children across Dumfries and Galloway

Ongoing Activities that support this:

Develop and implement a strategy for disabled children across Dumfries and Galloway in conjunction with Health and Social Care Partnership



2.2 Invest in creating schools fit for the 21st Century, which are at the heart of our communities


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

2.2.1 - Increase community use of the school estate.

Increase community use of the school estate.

Key Performance Indicators
Levels of Community Use of the School Estate
Community Use of the PPP Estate

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
	4,290							
	880							

Improvement Projects	Start Date	Due Date	Current Position	Status
Replace and Upgrade wireless technology in our secondary schools	06-Dec-2018	31-Mar-2023	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	

2.2.2 - Complete the delivery of Phase 1 of the Dumfries Learning Town project and develop a clear plan to fully implement Phase 2

Complete the delivery of Phase 1 of the Dumfries Learning Town project and develop a clear plan to fully implement Phase 2

Improvement Projects	Start Date	Due Date	Current Position	Status
Deliver a programme of learning development hubs	04-Sep-2014	31-Mar-2018	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Complete the delivery of Phase 1 of the Dumfries Learning Town project	16-Jan-2019	31-Mar-2022	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Develop a clear plan to fully implement Phase 2	01-Apr-2019	31-Mar-2022	<div style="width: 10%;"><div style="width: 10%;"></div></div> 10%	

2.2.3 - Increase access to a broader curriculum in smaller or rural schools through the use of digital technology and cluster working

Increase access to a broader curriculum in smaller or rural schools through the use of digital technology and cluster working

Ongoing Activities that support this:

We will increase access to a broader curriculum in smaller or rural schools through the use of digital technology and cluster working as part of our 'Build Capacity to implement the key workstreams within the Dumfries and Galloway Senior Phase Strategy' project, progress of which is available above

2.3 Raise ambition and attainment, in particular to address inequalities

Raise ambition and attainment, in particular to address inequalities

2.3.01 - Raise attainment and be ambitious for all children and young people


Raise attainment and be ambitious for all children and young people

Key Performance Indicators	2019/20		2018/19				2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Percentage of pupils gaining 5+ awards at level 5 AREA	Available Feb 2021		Available Feb 2020				59%	62%	LGBF
Percentage of pupils gaining 5+ awards at level 6 AREA	Available Feb 2021		Available Feb 2020				29%	34%	LGBF
Overall Average Total Tariff Score for S6 Pupils AREA	Available Feb 2021		Available Feb 2020				834.00	891.00	LGBF
School Attendance Rate AREA	Collected every 2 years		Available Feb 2020				Collected every 2 years		LGBF
School Exclusion Rates (per 1000 pupils) AREA	Collected every 2 years		Available Feb 2020				Collected every 2 years		LGBF
Proportion of School Leavers entering positive destinations AREA	Available Feb 2021		Available Feb 2020				93.9%	95%	LGBF
Literacy and Numeracy @ National 4 for school leavers AREA	Available Feb 2021		Available Feb 2020				88.71%	87.59%	Insight
Literacy and Numeracy @ National 5 for school leavers AREA	Available Feb 2021		Available Feb 2020				62.57%	63.41%	Insight
Improving Attainment for All - The complimentary tariff score of school leavers (lowest 20%)	Available Feb 2021		Available Feb 2020				143	127	Insight
Improving Attainment for All - The complimentary tariff score of school leavers (middle 60%)	Available Feb 2021		Available Feb 2020				592	598	Insight

Key Performance Indicators	2019/20		2018/19				2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Improving Attainment for All - The complimentary tariff score of school leavers (highest 20%)	Available Feb 2021			Available Feb 2020			1,251	1,242	Insight
Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Literacy – (all pupils)	Available Jan 2021			Available Jan 2020			69%	71%	National Average
Percentage of S3 children achieving CfE 3rd Level or better in Literacy – (all pupils)	Available Jan 2021			Available Jan 2020			88%	87%	National Average
Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Numeracy – (all pupils)	Available Jan 2021			Available Jan 2020			77%	78%	National Average
Percentage of S3 children achieving CfE 3rd Level or better in Numeracy – (all pupils)	Available Jan 2021			Available Jan 2020			88%	89%	National Average
Percentage of school leavers with 1 or more qualification at SCQF Level 4 or better – (all pupils)	Available Feb 2021			Available Feb 2020			97%	96%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 5 or better – (all pupils)	Available Feb 2021			Available Feb 2020			88%	86%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 6 or better – (all pupils)	Available Feb 2021			Available Feb 2020			61%	62%	Insight
Percentage of children meeting developmental milestones at their 27-30 month review	Available Feb 2021			Available Feb 2020			81%	80%	LGBF
Participation Rate for 16 -19 year olds	Available Feb 2021			Available Feb 2020			92%	91%	LGBF


2.3.02 - Work with schools and parents to maximise the use of the attainment fund to close the attainment gap

Work with schools and parents to maximise the use of the attainment fund to close the attainment gap.

Improvement Projects	Start Date	Due Date	Current Position	Status
Work with schools and parents to maximise the use of the attainment fund to close the attainment gap	06-Dec-2018	30-Jun-2019	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	

2.3.03 - Reduce or remove barriers so that all children and young people have equality of opportunity

Reduce or remove barriers so that all children and young people have equality of opportunity

Improvement Projects	Start Date	Due Date	Current Position	Status
Work with schools and parents to maximise the use of the attainment fund to close the attainment gap	01-Apr-2019	30-Jun-2020	<div style="width: 15%;"><div style="width: 15%;"></div></div> 15%	

2.3.04 - Maintain teacher numbers in line with pupil numbers

Maintain teacher numbers in line with pupil numbers.

Key Performance Indicators	2019/20				2018/19		2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Maintain Teacher/Pupil ratio in line with pupil numbers	Available Feb 2021		Available Feb 2020			13.1	13.6	National Average	

2.3.05 - Raise attainment, achievement and participation for children with protected characteristics and Looked After Children


Raise attainment, achievement and participation for children with protected characteristics and Looked After Children

Key Performance Indicators	2019/20		2018/19				2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
School Attendance Rate for Looked after Children	Collected every 2 years		Available Feb 2020				Collected every 2 years		LGBF

Key Performance Indicators	2019/20		2018/19				2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
School Exclusion Rates for Looked after Children (per 1000 pupils)	Collected every 2 years		Available Feb 2020				Collected every 2 years		LGBF
Proportion of Looked after Children School Leavers entering positive destinations	Available Feb 2021		Available Feb 2020				82.86%	87.14%	LGBF
Percentage of school leavers with 1 or more qualification at SCQF Level 4 or better – (LAC)	Available Feb 2021		Available Feb 2020				71%	86%	Insight

2.3.06 - Design, implement and evaluate numeracy interventions

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.

Improvement Projects	Start Date	Due Date	Current Position	Status	Exception Report
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	06-Dec-2018	31-Mar-2020	<div style="border: 1px solid black; padding: 2px; display: inline-block;">55%</div>		

2.3.07 - Focus target interventions through Excellence and Equity groups

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

Key Performance Indicators	2019/20		2018/19				2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Percentage of pupils in lowest 20% SIMD achieving 5 or more awards at SCQF level 5 or higher	Available Feb 2021			Available Feb 2020			38%	42%	Insight
Percentage of pupils in lowest 20% SIMD achieving 5 or more awards at SCQF level 6 or higher	Available Feb 2021			Available Feb 2020			10%	16%	Insight
Average Total Tariff Score SIMD Quintile 1	Available Feb 2021			Available Feb 2020			531.00	618.00	Insight
Average Total Tariff Score SIMD Quintile 2	Available Feb 2021			Available Feb 2020			697.00	750.00	Insight
Average Total Tariff Score SIMD Quintile 3	Available Feb 2021			Available Feb 2020			901.00	896.00	Insight
Average Total Tariff Score SIMD Quintile 4	Available Feb 2021			Available Feb 2020			928.00	1016.00	Insight
Average Total Tariff Score SIMD Quintile 5	Available Feb 2021			Available Feb 2020			1117.00	1221.00	Insight
Average educational tariff points score of school leavers from the 20% most deprived data zones in Scotland (SIMD)	Available Feb 2021			Available Feb 2020			582	554	Insight
Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Literacy – (lowest 20% SIMD)	Available Jan 2021			Available Jan 2020			61%	68%	National Average
Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Literacy – (highest 20% SIMD)	Available Jan 2021			Available Jan 2020			77%	85%	National Average
Percentage of S3 children achieving CfE 3rd Level or better in Literacy – (lowest 20% SIMD)	Available Jan 2021			Available Jan 2020			74%	84%	National Average
Percentage of S3 children achieving CfE 3rd Level or better in Literacy – (highest 20% SIMD)	Available Jan 2021			Available Jan 2020			93%	95%	National Average
Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Numeracy – (lowest 20% SIMD)	Available Jan 2021			Available Jan 2020			71%	75%	National Average
Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Numeracy – (highest 20% SIMD)	Available Jan 2021			Available Jan 2020			87%	88%	National Average

Key Performance Indicators	2019/20		2018/19				2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Percentage of S3 children achieving CfE 3rd Level or better in Numeracy – (lowest 20% SIMD)	Available Jan 2021			Available Jan 2020			79%	84%	National Average
Percentage of S3 children achieving CfE 3rd Level or better in Numeracy – (highest 20% SIMD)	Available Jan 2021			Available Jan 2020			91%	96%	National Average
Percentage of school leavers with 1 or more qualification at SCQF Level 4 or better – (lowest 20% SIMD)	Available Feb 2021			Available Feb 2020			94%	89%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 4 or better – (highest 20% SIMD)	Available Feb 2021			Available Feb 2020			99%	99%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 5 or better – (lowest 20% SIMD)	Available Feb 2021			Available Feb 2020			71%	68%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 5 or better – (highest 20% SIMD)	Available Feb 2021			Available Feb 2020			97%	94%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 6 or better – (lowest 20% SIMD)	Available Feb 2021			Available Feb 2020			42%	41%	Insight
Percentage of school leavers with 1 or more qualification at SCQF Level 6 or better – (highest 20% SIMD)	Available Feb 2021			Available Feb 2020			77%	79%	Insight

2.3.08 - Build capacity of staff to use data effectively; identify gaps and ensure impact of Pupil Equity Funding to close the poverty related attainment gap. Build capacity of staff to use data effectively; identify gaps and ensure impact of Pupil Equity Funding to close the poverty related attainment gap.

Improvement Projects	Start Date	Due Date	Current Position	Status
Support all establishments to become data literate to improve learning & teaching	01-Apr-2019	30-Jun-2021	10%	

2.3.09 - Develop a framework and network of support to enable looked after young people and care leavers to access suitable training and learning opportunities to help get them into work


Develop a framework and network of support to enable looked after young people and care leavers to access suitable training and learning opportunities to help get them into work

Ongoing Activity to support this:

Contribution through Corporate Parenting Group as part of the Children's Services Plan (Chair – Manager, Children and Families Social Worker)

2.3.10 - Partner all schools across Dumfries and Galloway with local libraries to give every child a library membership.

Partner all schools across Dumfries and Galloway with local libraries to give every child a library membership.

Improvement Projects	Start Date	Due Date	Current Position	Status
Partner all schools across Dumfries and Galloway with local libraries to give every child a library membership	01-May-2019	31-Mar-2023	10%	

2.3.11 - Maintain a school transport contingency fund across Dumfries and Galloway.

Maintain a school transport contingency fund across Dumfries and Galloway.

Ongoing activities that support this:

Maintain a school transport contingency fund across Dumfries and Galloway to support families who do not qualify for statutory transport, but where the pupil lives more than 2 but less than 3 miles from school, attends their catchment school, is in receipt of Free School meals and has been previously

declined for “grave and favour” transport. Applications are made by parents with a supporting statement from the Headteacher.

2.3.12 - Curricular school music tuition is free


Curricular school music tuition is free.

Ongoing activities that support this:

Curricular music tuition will continue to be free for pupils undertaking national qualification courses

2.3.13 - Ensure that teachers can progress their career while staying in the classroom

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.

Improvement Projects	Start Date	Due Date	Current Position	Status
Introducing School Leadership	30-Aug-2019	30-Jun-2020	<input type="text" value="0%"/>	

2.4 Support children to be healthy and active


Support children to be healthy and active

2.4.04 - Expand the courses and opportunities available to young people in the more remote parts of our region

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.

Improvement Projects

Build capacity to implement the key workstreams within the Dumfries and Galloway Senior Phase strategy document.









Start Date	Due Date	Current Position	Status
01-Apr-2019	30-Jun-2021	10%	

2.4.05 - Support our Active Schools including: - increasing the number of children and young people achieving 60 minutes of physical activity daily - support the introduction of the 'Daily Mile' as a normal part of the school day

Support our Active Schools including: - increasing the number of children and young people achieving 60 minutes of physical activity daily - support the introduction of the 'Daily Mile' as a normal part of the school day

Key Performance Indicators


Number of schools delivery the 'Daily Mile'
% of 'very active' children achieving Physical Activity Guidelines on 7 days
% of 'active' children achieving Physical Activity guidelines on 5-6 days
% of 'moderately active' children achieving Physical Activity guidelines on 3-4 days
% of 'inactive' children achieving Physical Activity guidelines on 0-2 days

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
Available July 2020				61	62	60	62	
Available July 2020				17%	22%	19.8%	22%	
								
								
Available July 2020				18%	19%	18%	19%	

2.4.07 - Support secondary schools in Scotland in having access to a qualified school counsellor

Support secondary schools in Scotland in having access to a qualified school counsellor, providing accessible counselling to young people who need it.

Improvement Projects
Support secondary schools in Scotland in having access to a qualified school counsellor, providing accessible counselling to young people who need it

Start Date	Due Date	Current Position	Status	Exception Report
18-Dec-2018	31-Mar-2021	75%		

Key Functions - Performance Scorecard

Key Functions - Performance Scorecard

1. People / Learning and Growth Indicators




People / Learning and Growth Indicators

Key Performance Indicators
The average number of days lost per teacher through sickness absence
The average number of days lost per all other (non-teacher) local government employees through sickness absence
Percentage of days lost per employee through sickness absence as a percentage of total possible attendances
Percentage of staff who have completed an annual performance development review
Level of positive engagement recorded in employee survey
Percentage of Council staff who know how their job contributes to Council Priorities

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
				7.45 days	7.5 days	7.19 days	7.5 days	
The information was previously reported at directorate level and therefore comparator information at service level is being collated for the first time for the new services								

2. Process Indicators

Process Indicators

Key Performance Indicators	2019/20		2018/19		2017/18		Benchmark Source		
	Value	Target	Status	Short Trend	Value	Target		Value	Target
Percentage of Community Council enquiries dealt with through the Community Council Enquiry Service within the agreed timescale.		85%							Some responses are taking too long to implement and although the numbers are low it brings the overall target down.
Percentage of MP/MSP enquiries dealt with through the Enquiry Service within agreed timescale									
Percentage of Member enquiries dealt with through the Elected Members Enquiry Service within the agreed timescales									
Percentage of Stage 2 complaint responses issued within statutory timescales	The information was previously reported at directorate level and therefore comparator information at service level is being collated for the first time for the new services								
Percentage of FOI requests received that have been responded to within 20 working days of receipt									
Percentage or requests for personal information completed within 30 days - Learning and Resources									
Percentage of funded Early Years Provision which is graded good or better	Available Feb 2021			Available Feb 2020			88%	92%	LGBF

3. Customer Indicators

Customer Indicators

Key Performance Indicators
Percentage of adults satisfied with local schools

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
Available Feb 2021		Available Feb 2020				70%	85%	LGBF

4. Finance / Asset Indicators

Finance / Asset Indicators

Key Performance Indicators
Revenue Budget Outturn - Projected Outturn as a % of Budget
Capital Spending - Projected Capital spend as a % of Agreed Capital Plan
Cost Per Primary School Pupil
Cost Per Secondary School Pupil
Cost per Pre-School Education Registration

2019/20		2018/19				2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	
The information was previously reported at directorate level and therefore comparator information at service level is being collated for the first time for the new services								
Available Feb 2021		Available Feb 2020				£5,580.00	£4,984.00	LGBF
Available Feb 2021		Available Feb 2020				£7,194.00	£6,880.00	LGBF
Available Feb 2021		Available Feb 2020				£4,122.00	£4,200.00	LGBF


Transformation Activities

Transformation Activities

1. Prioritisation

Prioritisation

Improvement Projects
Remove early years Scotland contract

Start Date	Due Date	Current Position	Status
01-Apr-2019	31-Mar-2020	100%	

Improvement Projects	Start Date	Due Date	Current Position	Status
Primary class composition	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
New integration process		31-Mar-2020	<div style="width: 0%;"><div style="width: 0%;"></div></div> 0%	

2. Digital	Digital
3. Modernisation	Modernisation

Improvement Projects	Start Date	Due Date	Current Position	Status
Reduce primary devolved budgets	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Reduce secondary devolved budgets	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Reduce running costs across CYPLL	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	

4. Assets	Assets
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Improvement Projects	Start Date	Due Date	Current Position	Status
PPP School Team	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Optimise the use of current school estate	21-Aug-2019	31-Mar-2020	<div style="width: 5%;"><div style="width: 5%;"></div></div> 5%	

5. Workforce	Workforce
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Improvement Projects	Start Date	Due Date	Current Position	Status
Re-alignment Education Central Team	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	

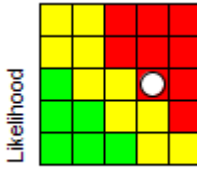
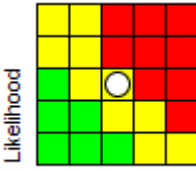
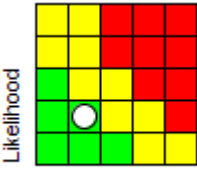
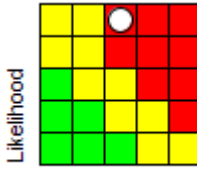
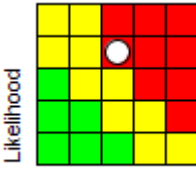
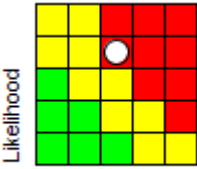
Improvement Projects	Start Date	Due Date	Current Position	Status
Appointing Early Learning and Childcare Managers to lead authority	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Reduce teaching staffing complement in secondary schools	01-Apr-2019	31-Mar-2020	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%	
Supporting Learners	21-Feb-2019	31-Mar-2022	<div style="width: 29%;"><div style="width: 29%;"></div></div> 29%	


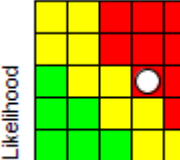
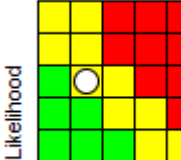
6. Fees and Charges

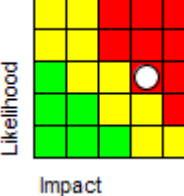
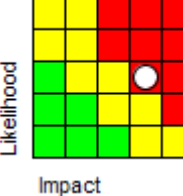
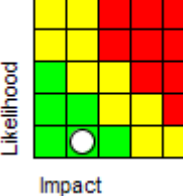
Fees and Charges

Improvement Projects	Start Date	Due Date	Current Position	Status
Increased Revenue from Selling Additional Hours	21-Aug-2019	31-Mar-2020	<div style="width: 20%;"><div style="width: 20%;"></div></div> 20%	

Code	Risk	Risk Factors	Mitigation / Contingency	Original Risk	Current Risk	Target Risk	Latest position
L&R01	Failure to recruit and retain motivated and high calibre staff across the Education Service	1. Inability to provide services in specific affected areas. 2. Loss of confidence in the ability of schools to deliver services 3. Over reliance on supply staff to fill vacant positions. 4. Inconsistency and progression of learning and teaching and the consequences for attainment and achievement of pupils.	Mitigation 1. On-going proactive recruitment and management of Education Staffing. 2. On-going management of professional learning opportunities available to Education Services staff. 3. Agreement of LNCT sub-group and Education Committee to offer enhancement packages for certain posts 4. Adhering to National Guidance on teacher recruitment.				

Code	Risk	Risk Factors	Mitigation / Contingency	Original Risk	Current Risk	Target Risk	Latest position
L&R02	Failure of systems and processes which support pupils and the management of change in schools	<p>1. Lack of management information systems in schools leading to loss of pupil information</p> <p>2. Business Continuity and data protection issues</p> <p>3. Reduction in learning and teaching resources leading to reduced quality of provision</p> <p>4. Breakdown in communication between curricular and corporate network.</p> <p>5. Core provision, eroded confidence in GLOW.</p> <p>6. Lack of strategic direction for school's ICT and new technologies.</p>	<p>Mitigation</p> <p>1. SEEMIS Board of Management and national agreement</p> <p>2. Service Business Continuity plans produced and cascaded across service.</p> <p>3. Engagement with Essential Services Continuity Group, Major Emergency</p> <p>4. Group, Corporate Business Continuity Policy & Critical Activities list</p> <p>5. ICT Strategy Group Roles and Responsibilities agreed and Regular evaluations of performance with BTS</p>	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	
Q&C01	Failure to meet statutory duty to deliver education and deliver on parental, pupil and other stakeholder expectations	<p>Failure to:</p> <p>1. Meet statutory duty for quality educational provision and school improvement, while supporting pupils and parents with a reduced central service.</p> <p>2. Meet nationally set obligations such as 11400 hours early education and childcare entitlement</p> <p>3. Failure to fulfil ASL duties and residential placement arrangements and operational change</p>	<p>Mitigation</p> <p>1. Continued engagement with staff representative groups on the budget processes.</p> <p>2. Budget development process and Business plans linked to Council priorities</p> <p>3. Implementation of Service Reviews to ensure consultation and prioritisation.</p> <p>4. Continued engagement with Scottish Government to mitigate against</p>	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	

Code	Risk	Risk Factors	Mitigation / Contingency	Original Risk	Current Risk	Target Risk	Latest position
		and improvement associated with GIRFEC 4. Inability to meet budget savings targets because of teacher number commitments. 5. Inability to respond to and provide revised service delivery to meet expectations e.g. Response time standards.	financial sanctions in reduction in teacher numbers and professional forums to maximise funding availability and use within national guidelines.				
Q&C02	Failure to deliver positive outcomes for children and young people through weaknesses in engagement with identified stakeholders and delivery partners.	1. Poor outcomes for children 2. Reputational damage/Legal action 3. Loss of confidence from staff and the public 4. Increase in complaints relating to service provision	Mitigation 1. Implementation of revised arrangements to engage stakeholders (parents, public, private and independent sector) in major project delivery 2. Management of stakeholder expectations and delivery partner performance in implementing GIRFEC 3. Employability partnership and associated actions 4. Robust procurement and commissioning arrangements in place with service providers 5. Children's Services Improvement Team and action plans Actions associated with the GIRFEC risk register	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>	

Code	Risk	Risk Factors	Mitigation / Contingency	Original Risk	Current Risk	Target Risk	Latest position
Q&C03	Failure to reduce gap in attainment for the most vulnerable pupils	1. Social costs of the consequence of inequality 2. Increased youth un/under employment and impact on young people and families 3. Increased reliance on benefit support services and reduction in economic potential 4. Reputational risk for Council given ongoing political scrutiny 5. Failure to deliver Council and National priorities	Mitigation 1. Implement rigorous benchmarking and target resource accordingly to identify areas for improvement and reduce the gap in attainment for more vulnerable children and young people: living in areas of multiple deprivation, receiving FSM, with Additional Support Needs, Looked After, protected characteristics and those in the bottom 20% for attainment 2. Continue focus on recording and responding to data on pupil destinations. 3. On-going implementation of external inspection regime findings and recommendations within school improvement planning. 4. Review of resource allocation via Service Review of Supporting Learners 5. Local responses to National Performance Framework, Raising Attainment Challenge.				

1 Our Service will set out and demonstrate our commitment and arrangements for health and safety

Key Performance Indicators	2019/20				2018/19		2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Head of Service H&S Management Arrangements are up-to-date, relevant and within programmed review.									

2 Our Service shall incorporate health and safety considerations when planning activities and before carrying out tasks

Key Performance Indicators	2019/20				2018/19		2017/18		Benchmark Source
	Value	Target	Status	Short Trend	Value	Target	Value	Target	
Health & Safety priorities from Head of Service (risk based) have been provided to H&S.									
Head of Service has trained Health & Safety Duty Holders appointed and recorded in register									
Planned occupational health needs verified and submitted to OD&HR.									
H&S risks and resource considered within business cases/Project Briefs									

3 Our Service shall ensure people have the competency to enable them to fulfil their H&S responsibilities

Key Performance Indicators
Competence requirements for Service Manager posts reviewed in terms of managing their service safely
Service Health & Safety training requirements reviewed, prioritised and submitted to Lifelong Learning Centre

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

4 Our Service shall consult, engage and communicate effectively on H&S arrangements

Key Performance Indicators
Consultation arrangements for H&S Implemented
Communication arrangements for H&S Implemented
Number of Service wide Management meetings where H&S is discussed
Number of H&S Briefing Notes provided to managers
Number of H&S Newsletters issued to staff

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

5 Our Service shall work safely and be positive and pro-active in our approach

Key Performance Indicators
Implementation of service H&S risk priorities
Action plans produced within 6 weeks following health and safety management audits

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

Key Performance Indicators
Percentage of Corporate Health & Safety Audit Service action plans completed or on target as planned and agreed

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

6 Our Service shall monitor that we are managing H&S effectively

Key Performance Indicators
H&S Support offered and performance reviewed with Service Management
Percentage of Service Health & Safety Plan actions completed or on target and verified by the Head of Service
Number of planning/review meetings held between Head of Service and H&S Partner
Number of performance reports incorporating delivery of Service Health & Safety Action Plan submitted to Service Committee
Carry out statistical analysis of work-related incidents and ill health and take appropriate actions
Percentage of RIDDOR investigations completed within 3 weeks
Percentage of RIDDOR incidents reported to HSE within legal timescales

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

7 Our Service shall audit and review our H&S arrangements to encourage continuous improvement

Key Performance Indicators
Percentage of planned Service Health & Safety audits carried out

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

8 Incident Information

Key Performance Indicators
Number of Service-wide employee accidents
Number of Service-wide violent incidents (all)
Number of Service-wide employee near miss incidents
Total number of Service-wide employee RIDDOR reportable incidents
Service-wide RIDDOR employee reportable incidents over 7 days
Service-wide RIDDOR employee serious injuries
Number of Service-wide RIDDOR employee specified diseases
Number of Service-wide RIDDOR dangerous occurrences.
No. 3rd party RIDDOR incidents

2019/20				2018/19		2017/18		Benchmark Source
Value	Target	Status	Short Trend	Value	Target	Value	Target	

WORKFORCE

The functions and resources of Education and Learning are focussed upon the meeting the needs of pupils, provision of staffing, infrastructure, devolved school management arrangements and educational delivery in our 15 secondary schools, 99 primary schools and 2 special schools and 45 Early Learning and Childcare (ELC) establishments within our schools. This is led through the central strategic team of Education Services which acts as the statutory functions of a local education authority.

Scottish Government policy decisions have a significant impact on strategic workforce planning in Education Services, such as the requirement to maintain the pupil teacher ratio, commitments to SCQF Level 11 Learning, mandatory leadership qualifications for Head Teachers (by 2019) and the expansion of ELC to 1140 hours by 2020. This requires a significant expansion in both the numbers of our workforce within ELC and Supporting Learners, along with the requisite competencies and qualifications to undertake the range of duties.

It is recognised that authorities across Scotland are experiencing teacher shortages, in particular within rural areas and within particular secondary subjects. These include Physics, Home Economics, Mathematics, Modern Languages and Technical Education.

The probationer Trainee Induction Scheme is an important workforce resource which supports the provision of the teaching workforce of Dumfries and Galloway. The Service continues to be proactive in its recruitment activity and is proactive in delivering options for localised delivery for initial teacher education. Recently, the Service has been working in partnership with the Scottish Government and the University of West of Scotland (UWS) to create opportunities for local employees who met the essential criteria to engage in a one year PGDE with UWS to become a Probationer Teacher within D&G. The scheme commenced in 2015/16 and allowed for 10 Education Services staff to undertake their probation year within the primary sector with 9 successfully completing the course. This scheme was extended for session 2016/17 to include individuals who worked within public sector, mainly Dumfries and Galloway Council, Police Scotland and the National Health Service. The 2016/17 cohort consisted of 19 individuals from across both primary and secondary sectors. The secondary uptake was very low with only 2 individuals completing the PGDE. Dumfries and Galloway has, year on year, taken an increasing number of probationer teachers in order to provide sufficient numbers of staff to cover vacancies.

The expansion of statutory responsibilities for meeting the needs of pupils with Additional Support Needs (ASN) to a wider cohort of children and young people has resulted in a significant increase in pupils assessed as having an Additional Support Need. There has also been an increase in the numbers of children and young people with increasingly complex needs who require a support from a flexible, adaptable and skilled workforce; increased levels of training and qualifications for support staff are a continuing priority. In addition, Pupil Equity Funding (PEF) has been allocated to schools directly from Scottish Government to support them in raising attainment and closing the poverty related attainment gap, with potential implication for the allocation and use of centrally funded ASN staffing. The recent Supporting Learners Service Review led to the creation of new roles and this continues to be an area for workforce development and recruitment.

The immediate priorities for Education Services are: Early Learning and Childcare (ELC); raising attainment for all; developing the young workforce (DYW) and improving the positive destinations for our school leavers; getting it right for every child, and; reviewing our school estate. The Service requires to consider what the workforce will look like in the future, how many individuals have the relevant skills to be senior leaders within our educational settings and where, within the service, competencies can be found.

In addition to Scottish Government direction, the influence of teacher trade unions is significant. As a result we have a substantial element of our workforce who have clearly prescribed terms and conditions which are negotiated at a national level. Within our non-teaching workforce, there is a predominance of female workers who are primarily low-waged.

1. Key Challenges

There are significant pressures in ensuring the adequate quantity and quality of teaching staff. This is particularly pertinent in relation to specific subject areas in the secondary and is compounded in rural areas in both sectors. The service, as most local authorities across Scotland, faces significant challenges in the recruitment of senior leaders. This is particularly prevalent for Head Teacher position (as highlighted in the ADES Report on Head Teacher Recruitment 2012).

Whilst the authority continues to invest heavily in the Trainee Induction Scheme, this presents some challenges in terms of retention. This also results in the age profile of our teaching workforce being reduced thus there is a risk in terms of the requisite experience within our schools and Early Learning & Childcare settings.

The Scottish Government's focus on devolution of resources directly to schools presents a challenge of ensuring our senior leaders have the requisite skills to manage the increased expectations.

Resource Pressures/Challenges

- Increasing financial pressures and meeting increased demand/public/ Scottish Government expectations
- Age and stage of teaching workforce
- Delivery of 1140 Hours of ELC by 2020
- Requirement for Head Teachers to hold mandatory qualification for Headship by 2019
- Recruitment and retention of workforce
- Rising complexity of need in children and young people
- Career pathways for staff
- Implications of Scottish Government's Governance Review
- Increasing ASN numbers and the complexity of their needs
- Availability of Learning Assistants to meet the demand from ASN, PEF and ELC.

2. Future Requirements

We predict a continuing challenge in the years ahead in recruitment and retention to Education and Learning staff. There is a national shortage of teachers. We historically

experience difficulties in recruiting to D& G and indications are this will continue to be a challenge for us, particularly in the west of the region. The workforce profile of our Head Teachers and potential future Head Teachers shows that we need to take active steps to ensure sufficient supply and readiness for this position.

We need to recognise the significant impact on service delivery as a consequence of the changes in legislation and the statutory duties imposed from central government. There are some significant changes planned, however, it is difficult to predicate the impact for the service both in terms of service delivery, but also the impact on resource.

The charts below provide an overview of our current staffing position.

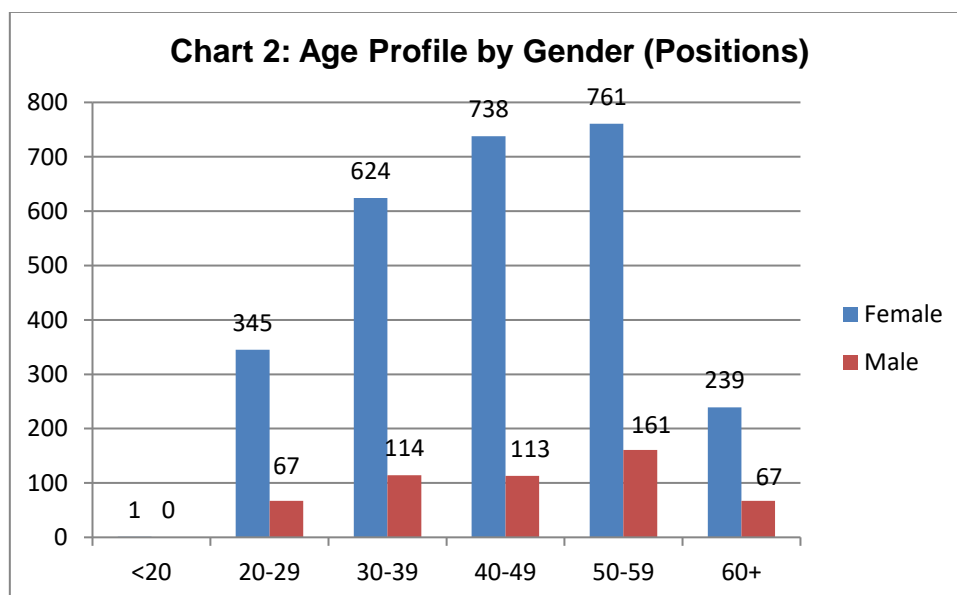
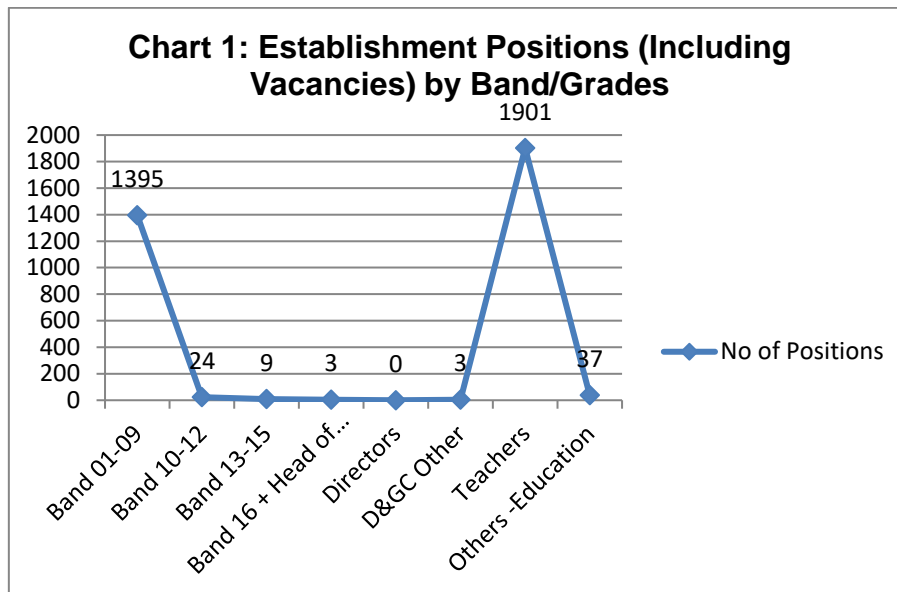


Chart 3: Age Profile by Bandings (Positions)

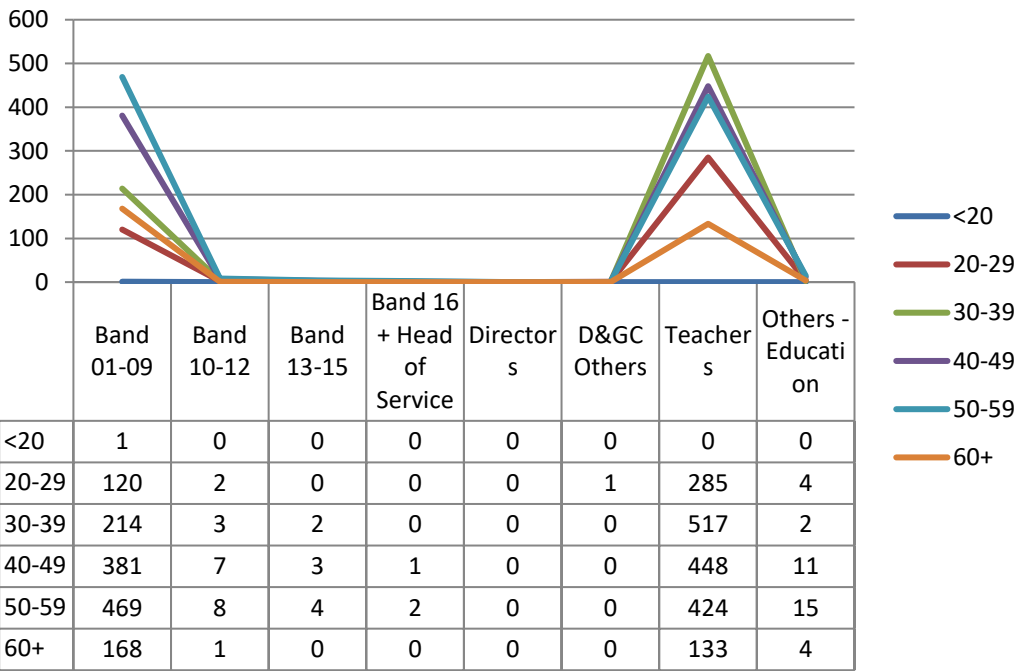


Chart 4: Age Profile by Gender and Type (Positions)

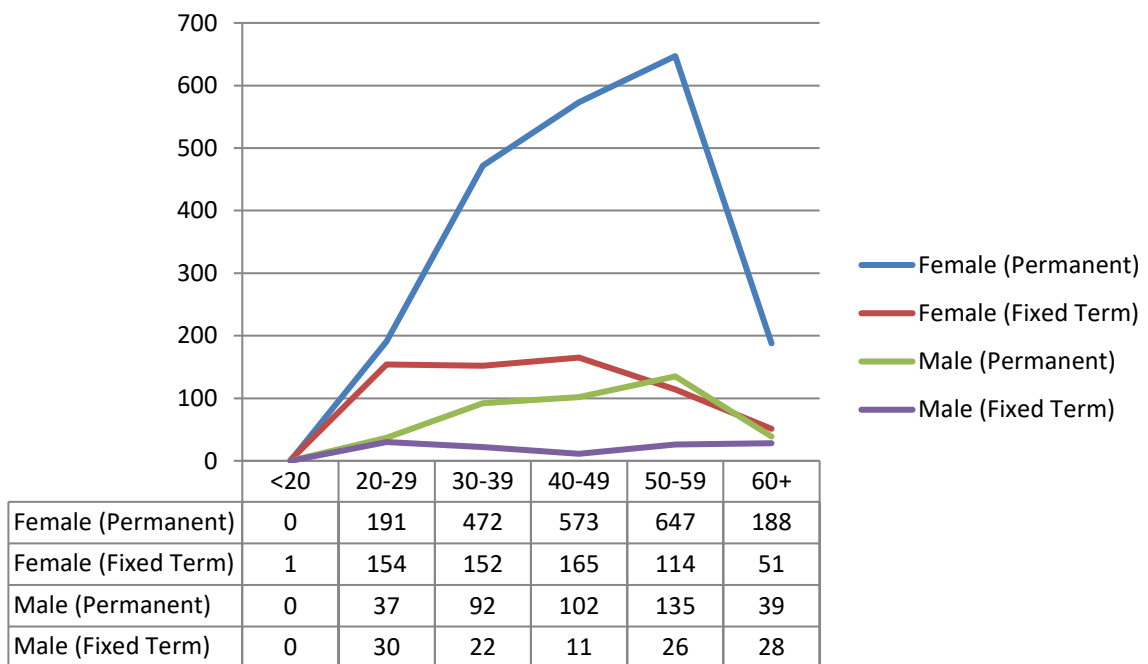
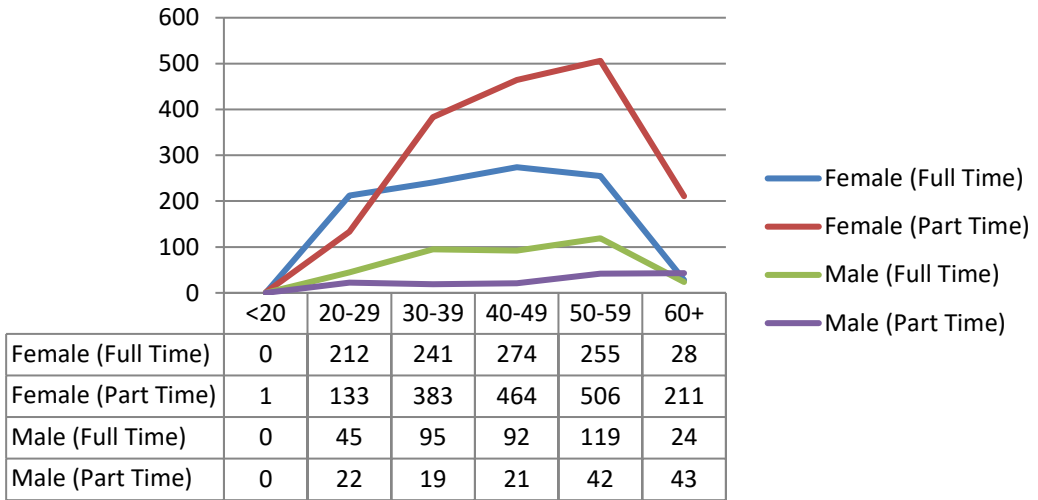


Chart 5: Age Profile by Gender and Basis (Positions)



Education and Learning

Appendix 3

Education and Learning Budget Estimates Summary Subjective Analysis	Early Learning & Childcare	Primary Schools	Secondary Schools	Supporting Learners	Education Policy & Strategy	Schools For The Future	Budget Estimates 2019/20
	£	£	£	£	£	£	£
Expense							
Staff Costs	5,828,897	36,242,954	40,568,334	14,226,143	4,162,624	0	101,028,952
Property Costs	200,353	3,665,169	4,812,451	52,985	36,547	0	8,771,325
Transport Costs	6,499	29,107	14,817	162,128	53,425	0	265,976
Supplies, Services and Administration Costs	118,690	2,666,037	1,637,985	137,094	595,173	0	5,154,979
Payments to Other Bodies	2,538,288	48,282	3,147,092	517,364	1,336,514	15,487,950	23,071,670
Central Support Charges	0	0	0	0	0	0	0
Capital Charges	0	0	0	0	0	0	0
	8,692,727	42,651,549	50,180,679	15,095,714	6,184,283	15,487,950	138,292,902
Income							
Fees and Charges	(4,800)	(89,986)	(125,290)	(193,879)	(189,990)	0	(603,945)
Government Grants	0	(495,912)	(1,956,082)	0	(548,584)	0	(3,000,578)
Other Grants	(296,100)	0	0	0	(744,638)	0	(1,040,738)
Client Contributions	0	0	0	0	0	0	0
Other Contributions/Donations	0	0	0	0	0	0	0
External Recharges	0	0	(102,316)	0	0	0	(102,316)
Other Income	0	0	0	0	0	0	0
Internal Recharge Income	(144)	0	0	(25,000)	0	0	(25,144)
	(301,044)	(585,898)	(2,183,688)	(218,879)	(1,483,212)	0	(4,772,721)
Total Education and Learning	8,391,683	42,065,651	47,996,991	14,876,835	4,701,071	15,487,950	133,520,181

Dumfries and Galloway Council – Our Aim is to: Provide the best start in life for all our children

DRAFT FOR 2019/20 EDUCATION AUTHORITY IMPROVEMENT PLAN (updated annually to reflect NIF priorities and national reporting requirements)

<p>Our Commitments are:</p> <ul style="list-style-type: none"> • Ensure early intervention, in particular to keep our region's 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 	<p>National Improvement Priorities:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and the least disadvantaged children and young people • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained , positive school leaver destinations for all young people.
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NIF Priority - Improvement in attainment, particularly in literacy and numeracy

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Links to Childrens Services Plan	Links to SWEIC Plan
Teacher Professionalism	In collaboration with key partners: Build staff capacity to deliver language learning and teaching (in particular the emergent L3 – Spanish) in the BGE. Improve the quality of language learning and teaching.	Improved quality of language learning and teaching.	Qualitative comments within Education Scotland reports. High quality language learning and teaching in 80% of the schools sampled.				
	Ensure new Scottish Government funded Early Learning and Childcare Senior Practitioners are trained as Communication Champions, and in TLQ to deliver programmes in ELC centres in areas of high deprivation	Improved language and communication skills for children attending ELC	Pre and post assessment using Renfrew Action Picture Test	P2C1S6_CY PLL1	√	√	√
	Completion of Train the Trainer materials. School ownership of running, managing and evaluating the programme.	Completed Train the Trainers resource pack.	Analysis of whether school improvement planning and reporting reflects effective use of TLQ.	SLT3			√

	<p>Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy Continue to provide bespoke support to individual establishments and practitioners on aspects of Literacy and Numeracy - Closing the Gap .. 'to ensure consistency, progression and sustainability</p> <p>Continue with Literacy and Numeracy Excellence and Equity Meetings to disseminate key local and national priorities and to provide networking opportunities</p> <p>Literacy - Continue to embed & extend evidence-based approaches to the teaching of reading and writing as highlighted by Excellence and Equity in Literacy Group Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Literacy interventions and share good practice Numeracy - Continue to embed & extend evidence-based approaches linked to the nine pedagogical themes for numeracy and developing number knowledge as highlighted by Excellence and Equity in Numeracy Group Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Numeracy interventions and share good practice</p>	<p>Teachers will demonstrate increased skill, knowledge and confidence in teaching reading and writing Improved pupil attainment in reading writing and numeracy</p> <p>Teachers will demonstrate increased skill, knowledge and confidence in teaching numeracy.</p>	<p>Reader engagement surveys</p> <p>Track establishment engagement with the School Libraries</p> <p>Monitor children and young people participation in planned programmes and impact on individual attainment</p> <p>Stakeholder engagement CfE SNSA results</p> <p>SQA Literacy and Numeracy results</p> <p>Closing the Numeracy gap impact evaluation report</p> <p>Achievement of Level data</p>	<p>P2C3S6-CYPLL1</p> <p>P2C3S1 CYPLL11-14</p> <p>PSC3S10-CYPLL1</p>	<p>√</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>
	<p>Contribute to Numeracy Excellence and Equity group priorities, including the development of Numeracy with Nurture</p>	<p>Completion of agreed tasks and measurement of outcomes within Numeracy E&E plan. Improvement in executive function for targeted children. Improvement in attunement of staff with targeted children.</p>	<p>Seek feedback on EPS contribution to E&E plan. Data gathering and analysis.</p>	<p>SLT3</p>		<p>√</p>	<p>√</p>

Performance Information	As part of literacy, progress the Education Authority's language 1 + 2 implementation by August 2021	Increasingly, children and young people are receiving their entitlement to language learning through a raised awareness and agreed language 1 + 2 approach in schools and clusters.	100% primary and secondary schools delivering language learning and teaching in the second language (L2). 75% primary and secondary schools delivering language learning and teaching in the third language (L3). Increased % of young people taking a language national qualification.				
	<p>Support all establishments to become data literate to improve learning & teaching Continue to provide a programme of CLPL in addition to bespoke support to establishments to improve the analysis and use of data and ensure appropriate interventions are identified and embedded</p> <p>Work with schools to support embedding the Dumfries and Galloway Raising attainment strategy to ensure that high quality approaches are being used across all schools to successfully impact on pupil attainment.</p> <p>Develop and support the use of the BGE Benchmarking Toolkit to support and secure improvement in schools. Continue to support use of Insight senior phase benchmarking tool to support and secure improvements in learner outcomes.</p>	<p>Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need Every school is data literate</p> <p>Data is used effectively to improve learning and teaching and increase attainment</p> <p>Staff at all levels confidently using benchmarking tools to support and secure improvements</p>	<p>Training evaluations QI Attainment Meetings Minutes of INSIGHT meetings QI school visits QI 3.2 evaluation Achievement of Level data</p>	<p>P2C3S6-CYPLL1</p> <p>P2C3S1 CYPLL11-14</p>	<p>√</p>	<p>√</p>	<p>√</p> <p>√</p>
*Parental Engagement	Ensure that parents are provided with opportunities to access relevant support, advice and information to enable them to be involved in their child's learning.	Increased awareness of parental involvement and engagement	Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 3.2 Information shared with Parent Forum once per term to cascade to wider parent councils One DGGov Delivery email per month to inform parents/carers of involvement and engagement opportunities and information				

			Develop and publish a range of information leaflets for parents				
* Assessing Children's Progress	<p>Support and improve approaches to assessment & moderation to improve teacher skills in planning and assessment</p> <p>Continue to engage in the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme</p> <p>A number of QAMSOs will be involved in the SWEIC moderation programme</p> <p>Continue to develop local authority support for moderation across the broad general education</p> <p>Provide career long professional learning (CLPL) opportunities for practitioners to further develop understanding of the moderation process</p>	<p>Teachers are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the QAMSOs</p> <p>Clear procedures and guidance are provided to support improved teacher judgement</p> <p>Headteachers and senior leaders develop the knowledge and skills to better support moderation within establishments</p> <p>Teachers are confidently using assessment information to inform and improve learning and teaching</p> <p>Teachers will further develop their expertise in assessment and moderation, enabling them to make confident assessment judgements</p>	<p>Feedback from QAMSOs/ assessment & moderation activities</p> <p>Participant evaluations of CLPL moderation activities</p> <p>CfE and SNSA results</p>	<p>P2C3S6-CYPLL1</p> <p>P2C3S1 CYPLL11-14</p>			√
	In line with the SWEIC BGE workstream further develop assessment, monitoring and tracking information to support learning and improve attainment through the BGE	<p>Robust T&M systems across the SWEIC region that have a positive impact on attainment</p> <p>Robust approaches to measuring pupil progress over time</p>	<p>4 Stages of progress informing interventions</p> <p>Tracking and Monitoring reports</p> <p>All schools able to effectively track progress through the BGE</p> <p>Achievement of Level data</p>	As above			√
	Ensure that parents are provided with opportunities to access relevant support, advice and information to enable them to be involved in their child's learning.	Better understanding of assessment and participation	<p>Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 2.3</p> <p>Information shared with Parent Council once per term to cascade to wider parent forum</p>				

NIF Priority - Closing the attainment gap between the most and the least disadvantaged children and young people

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Links to Childrens Services Plan	Links to SWEIC Plan
School Leadership	Develop understanding and knowledge in the principles of Signs of Safety, for senior staff with a remit for child protection.	Better assessment and planning to resolve, minimise or eliminate risk.	Multi agency evaluation of signs of safety		√	√	
	Work with Headteachers to implement transformational change to more efficiently meet the needs of children and young people with Additional Support Needs (ASN)	All school-based staff will feel more confident in their ability to meet the needs of children and young people with ASN	Reduction in requests for additional resources Reduction in requests for assistance from specialist services Lower exclusion rates Improved attendance rates Improved attainment rates Reduction in parental complaints Increased number of Individual Education Plan (IEP) targets met Reduction in day placements and inclusion base placements Quality assurance of ASN pupil education planning (such as IEPs and CSPs) Fewer Team Teach reports and accident/incident reports Reduction in staff absences	SLT3	√	√	
Teacher Professionalism	Implement the Stages of Intervention framework	Fewer requests for support from additional resources and specialist services Lower number of exclusions Contributes to improving attainment Increased number of Individual Education Plan (IEP) targets met Reduction in day placements and inclusion base placements	Set benchmark from local information and measure in 12 months Set benchmark from local and national indicators and measure in 12 months Benchmarking from national indicators and local attainment levels Set benchmark from local indicators and measure in 12 months Set benchmark from local indicators and measure in 12 months	SLT3		√	

	Develop a system and framework using Video Interactive Guidance and Video Enhanced Reflective Practice to support Care Experienced Education Team priorities	Production of an effective system and protocols. Increased use of nurturing/solution focussed approaches.	Feedback from CEET and school staff on changes in practice. Feedback from Care Experienced young people.	SLT3			
Performance Information	Improve attendance by adopting a more targeted approach by Supporting Learners Service in identifying, escalating and addressing low attendance.	Improved statistics in relation to attendance under 60%	Compare against baseline information for 2018/2019	P2C3S1CYP LL03		√	
	Support all establishments to become data literate to improve learning & teaching Continue to provide a programme of CLPL in addition to bespoke support to establishments to improve the analysis and use of data and ensure appropriate interventions are identified and embedded Work with schools to support embedding the Dumfries and Galloway Raising attainment strategy to ensure that high quality approaches are being used across all schools to successfully impact on pupil attainment. Develop and support the use of the BGE Benchmarking Toolkit to support and secure improvement in schools. Continue to support use of Insight senior phase benchmarking tool to support and secure improvements in learner outcomes.	Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need Every school is data literate Data is used effectively to improve learning and teaching and increase attainment Staff at all levels confidently using benchmarking tools to support and secure improvements	Training evaluations including SNSA events QI Attainment Meetings Minutes of INSIGHT meetings QI school visits QI 3.2 evaluation Achievement of a Level data	PSC3S7-CYPLL01-06 PSC3S7 CYPLL07-21 P2C3S1 CYPLL15-17 P2C3S1 CYPLL10	√		√ √
	Develop Early Learning and Childcare Framework to commission providers including childminders to deliver Early learning and Childcare on behalf of Dumfries and Galloway Council Develop an audit tool in line with the National Standard and undertake Quality Assurance of all Early Learning and Childcare Providers	Sufficient provision of Early Learning and Childcare offering parents quality, flexible services that meet their needs. Improved Early Years Team knowledge and understanding of settings performance in relation to meeting the National Standard by August 2020.	Care Inspectorate grades across all themes of Good or above Compliance with National Standard for Early Learning and Childcare External validation including Education Scotland Quality Assurance visits	CYPLLKEY0 2			√ √ √

	(including local authority classes, private and voluntary providers and childminders) Phase three implementation of 1140 hours expansion programme August 2019 Phase four implementation August 2020	Using quality assurance processes to inform the operational work of the team will ensure that providers are best supported to comply with the National Standard from August 2020 Children have early access to increased hours of Early Learning and Childcare provision	Discussions with staff S&Q Reports 1140 hours of Early Learning and Childcare is available to children across Dumfries and Galloway				
	Refine the use of data to inform service delivery and resource allocation (such as red amber green (RAG) risk register, exclusions, attendance, attainment, violence and aggression, staff wellbeing) Continue to use data to support and challenge schools to reduce exclusions and improve attendance and engagement Implement the Looked After Children (LAC) Raising Attainment plan with a particular focus on building capacity of staff and partners and map the journey of care-experienced children and young people in collaboration with social work and health	Resources are more effectively deployed to address service pressures Supporting Learners staff will be better equipped to engage with schools on exclusions, attendance and engagement Completion of LAC Raising Attainment Plan Completion of education priorities within the Corporate Parenting action plan.	Evidence from audit of early intervention through effective deployment of resources to minimise service pressures, disruptions Local indicators Lower exclusion rates Higher attendance rates Improved attainment rates Reduction in LAC exclusion, Improvement in LAC attendance, improvement in LAC attainment at Level 4. Feedback from care experienced young people	SLT3 SLT3	√	√ √ √	
*Parental Engagement	Implementation of PEEP programme to support parental engagement in areas of deprivation Further promote access to Early Learning and Childcare for eligible two year olds	Parents are better equipped to support early learning and progress towards developmental milestones of children accessing Early Learning and Childcare Increase in number of funded places for eligible two year olds	Implementation of PEEP in nurseries supported by Scottish Government funded Excellence and Equity Leads (ELC Senior Practitioners). Uptake of places through NAMS	CYPLLKEY0 1	√	√	√

	Undertake Parental survey to inform delivery models of expansion of Early Learning and Childcare	1140 hours is delivered through a flexible, accessible delivery model within geographical areas.	Families access Early Learning and Childcare which meets their needs Parental feedback				
	Develop and implement a parental engagement strategy within Supporting Learners	Parents feel an increased sense of involvement in their child's educational planning	Develop and implement a parental engagement strategy within Supporting Learners	SLT3			
	<p>Improve use of social media, and timely, appropriate communication using plain English and parent-friendly-language to ensure that the wider parent forum is aware of services and opportunities to support their children</p> <p>Implementation of parental involvement and engagement strategies Provide and share expertise on parental involvement and engagement. Case Studies and best practice.</p> <p>Consider available data on deprivation, employment, community resources as part of parental involvement and engagement strategies.</p>	<p>Raised awareness across parent community</p> <p>Increased participation in events and activities that show the impact of parents as partners in learning</p> <p>Increased awareness of practical steps and projects</p> <p>Raised awareness across parental forums of Pupil Equity Funding and Scottish Attainment Challenge</p>	<p>Evidence both qualitative (views, feedback, evidence of impact from what parents say) and quantitative (data, statistics, satisfaction figures).</p> <p>Recorded through collaborative Reviews in our primary and secondary schools under Quality Improvement 3.2</p> <p>Gathered as best practice examples and shared across schools.</p>				
Assessment of Children's Progress	<p>Support and improve approaches to assessment & moderation to improve practitioner skills in planning and assessment</p> <p>Continue to engage in the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme</p> <p>A number of QAMSOs will be involved in the SWEIC moderation programme</p> <p>Continue to develop local authority support for moderation across the broad general education</p> <p>Provide career long professional learning (CLPL) opportunities for practitioners to further develop understanding of the moderation process</p>	<p>Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the QAMSOs</p> <p>Clear procedures and guidance are provided to support improved teacher judgement</p> <p>Headteachers and senior leaders develop the knowledge and skills to better support moderation within establishments</p> <p>Teachers are confidently using assessment information to inform and improve learning and teaching .</p> <p>Teachers will further develop their expertise in assessment and</p>	<p>Feedback from QAMSOs/ assessment & moderation activities</p> <p>Participant evaluations of CLPL moderation activities</p> <p>CfE and SNSA results</p>	<p>PSC3S7-CYPLL01-06</p> <p>PSC3S7 CYPLL07-21</p>			√

		moderation, enabling them to make confident assessment judgements					
	In line with the SWEIC BGE workstream further develop assessment, monitoring and tracking information to support learning and improve attainment through the BGE	Robust T&M systems across the SWEIC region that have a positive impact on attainment Robust approaches to measuring pupil progress over time	4 Stages of progress informing interventions Tracking and Monitoring reports All schools able to effectively track progress through the BGE Achievement of a Level data				√
	Develop and implement a parental engagement strategy within Supporting Learners	Parents feel an increased sense of involvement in their child's educational planning	Develop and implement a parental engagement strategy within Supporting Learners	SLT3			
*School Improvement	In collaboration with the Scottish Government, Education Scotland and SWEIC, increase capacity of Headteachers and staff to use data effectively to identify gaps and measure the impact of interventions to improve outcomes for children and young people.	Appropriate, timely interventions improve outcomes for children and young people.	School improvement progress reports evidence positive impact of strategies and actions - particularly for Pupil Equity funded interventions. % of schools reporting improvement against the NIF measures and sub-measures.		√	√	√
	Provide high quality education throughout the BGE and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups Ensure that staff and resources, secured through Pupil Equity and Attainment Challenge funding are providing targeted supports to the most disadvantaged children and young people as appropriate Use a proportionate approach to support and challenge schools As part of the SWEIC regional improvement collaborative, work with teachers and practitioners across the four local authorities to	Improved outcomes for all young people, particularly the more vulnerable, throughout the BGE and Senior Phase More robust approaches to tracking and monitoring the progress of children and young people to ensure they are being supported and challenged to achieve their potential Targeted interventions are impacting positively on the attainment and achievement of identified children and young people .	Data analysis of CfE, SNSA and SQA results Views of children and young people through focus groups School leaver destination Data School improvement plans and Standards and quality reports QI visits and reports School collaborative reviews and reports PEF Planning and Impact reporting Feedback from key stakeholders External validation including Education Scotland and Care Inspectorate	PSC3S7-CYPLL01-06 PSC3S7 CYPLL07-21 P2C3S1 CYPLL15-17 P2C3S1 CYPLL10 P2C3S2	√	√	√

	<p>further develop skills through collaboration to support professional learning, drive innovation and improvement in learning and teaching, use data to raise attainment and close the poverty related gap .</p>	<p>The poverty-related attainment gap is reduced</p> <p>A robust quality improvement framework supports and challenges schools, supporting the ongoing cycle of self-evaluation and improvement planning across establishments Proportionate support provided where required to secure improvement and raise standards</p>	<p>Dumfries and Galloway schools engagement with PEF workstream activities and events</p>	<p>CYPLL1</p>			
	<p>Provide 1140 hours of high quality Early Learning and Childcare across Dumfries and Galloway that will meet the needs of children and families ensuring the recruitment of quality staff and leaders.</p> <p>Further develop training programme for Early Learning and Childcare staff and improve approaches for sharing best practice focusing on developmentally appropriate children's experiences in line with best practice across all providers.</p> <p>Develop a Dumfries and Galloway model for tracking, monitoring and profiling children's progress through early learning</p>	<p>Children are given the best start in life and are supported to reach their full potential.</p> <p>Staff and leaders are highly skilled, knowledgeable and effectively support children in their learning and development.</p> <p>Dumfries and Galloway's Early Learning and Childcare expansion plan continues to ensure that quality is at the heart of service delivery.</p> <p>Effective practice is shared and used to improve quality across all Dumfries and Galloway's early years establishments</p> <p>Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting.</p>	<p>High quality staff are recruited to deliver 1140 hours of Early Learning and Childcare is available to children across Dumfries and Galloway</p> <p>External validation including Education Scotland and Care Inspections</p> <p>Quality assurance and improvement visits</p> <p>Discussions with staff S&Q Reports</p> <p>Children are making appropriate progress in line with their age and stage of development</p>	<p>CYPLLKEYO2</p>	<p>√</p>	<p>√</p>	<p>√</p>

	<p>Map the ASN learner journey (including transition points) to identify gaps and inform the use of resources</p> <p>Develop funding proposals to enhance resourced provision such as Learning Centres, Inclusion Bases and additional specialist provision</p> <p>Enhance the Care-Experienced Education Team through additional local resourcing, and evaluate the impact</p> <p>Restructure and realign central resources to prioritise the needs of the most vulnerable children (such as Care Experienced Team, Primary and Secondary Inclusion Teams, Learning Centres, Opportunities for All and Pupil Equity Funding)</p> <p>Disaggregation of resources between the centre service and schools</p>	<p>Up to date data to allow more efficient use of resources Allowing for forward planning and workforce development Smoother transitions</p> <p>Capital investment which allows for better, fit for purpose specialist provision to meet pupil needs Increased capacity in local settings</p> <p>The Care-Experienced Education Team will be fully staffed with teachers and support officers and have the capacity to help support the attainment and engagement of care-experienced pupils</p> <p>Centrally and school managed resources are more effectively targeted and utilised to address the key pressure points for the Education Authority.</p> <p>To improve outcomes for our most educationally vulnerable children and young people Improved outcomes for learners through more effective deployment and delivery of schools based and specialist provision</p>	<p>Reduction in requests for assistance for enhanced transition Higher attendance rates Improved attainment rates Increased number of Individual Education Plan (IEP) targets met Reduction in inclusion base placements Quality assurance of ASN pupil education planning (such as IEPs and CSPs) Reduction in Resourced Provision appeals. Reduction in day placements Reduction in transport costs Increased attendance Fewer exclusions. Lower exclusion rates for care-experienced pupils Higher attendance rates for care-experienced pupils Improved attainment rates for care-experienced pupils</p> <p>Establishment of 3 new region wide targeted specialist services – supporting children and young people: Attendance issues Care experienced Social communication (including autism) Data on exclusions, attendance and attainment improve for these targeted groups Enrolment procedures for resourced provision (special schools) Establishment of Inclusion Hub in Dumfries. Reduction in use day education placements. Staff satisfaction reporting</p>	<p>SLT3</p> <p>SLT3</p> <p>SLT3</p> <p>SLT3</p>		<p>v</p>	
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	Build the capacity of school staff to meet the needs of all learners with additional support needs	School staff will feel more confident in their ability to meet the needs of children and young people with ASN which in turn will allow those children & young people to access the full curriculum	Improved attainment rates Reduction in requests for alternative education provision Reduction in requests for additional support Reduced transport costs	SLT3	√	√	
	Raise the attainment and improving the educational experience of targeted care-experienced children and young people	More Care-Experienced pupils will be attaining at appropriate levels to their age and stage, as well as going on to positive and sustained destinations	Lower exclusion rates for care-experienced pupils Higher attendance rates for care-experienced pupils Improved attainment rates for care-experienced pupils	SLT3			
	Implementing and communicating structural changes within the Supporting Learners Service	Redefined and communicated structure, roles and responsibilities for the Supporting Learners Service	New Supporting Learners structure in place by end of 2019/20 session	SLT3			
	Work together to address barriers that limit parents' involvement and engagement	Sharing of best practice between schools and early learning and childcare settings AND via parent conference and forums. Support and challenge Parent Councils to ensure they are inclusive and represent the demographic of parents.	Attendance data at qualities and inclusion training for Parent Councils				

NIF Priority - Improvement in children and young people's health and wellbeing

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan
School Leadership	Implementation of Multi-Agency Guidance to increase use and confidence in the use of Integrated Chronologies.	Improved use of chronologies	Single and multi-agency audit			√	
	In collaboration with the Scottish Government, Education Scotland, SWEIC and relevant partners/services, build leadership and staff	Increased levels of engagement and participation, resulting in children and young people's improved health and wellbeing.	School improvement progress reports evidence positive impact of strategies and actions to improve health and wellbeing - particularly for those			√	

	capacity to improve health and wellbeing outcomes for children and young people.		children supported by Pupil Equity Funded interventions. % of schools reporting improvement against the National Improvement Framework Health and Wellbeing NIF measures and sub-measures.				
	Build the capacity of school staff to keep children safe	Understanding and knowledge in the principles of Signs of Safety, for senior staff with a remit for child protection	Multi agency evaluation of signs of safety evidencing better assessment and planning to resolve, minimise or eliminate risk.	SLT3	√	√	
	Support secondary school having access to a counsellor	Provide opportunity for early support for young people experiencing mental health issues through having counsellors in school Local initiatives to support access to Mental Health support	Number of young people with access to a counsellor Evaluation of programme supported by local business	P2C4S7 CYPLL1	√	√	
	Cool to Talk – interactive digital intervention	Provide a support mechanism for young people in partnership with NHS	Roll out of Cool to Talk Programme	P2C4S2 CYPLL1			
	Schools Health and Wellbeing Group (Excellence and Equity Group)	Re-establish group with partners to provide focus on delivering HWB programmes across schools Ensure compliance with new guidelines on school nutrition	Regular updates from HWB group to both Curriculum and School Improvement Group and Headteachers Number of positive Schools Nutrition Inspection Development of a new school meals menu				
Teacher Professionalism	Increase number of ELC practitioners trained in Solihull approach.	Children receive appropriate care and support in nurturing environments	Care Inspectorate theme Care and Support evaluations are Good or better Number of Early Learning and Childcare Practitioners trained	CYPLLKEY0 2		√	√
	Provide 2 hours of high quality PE lessons in all schools	Support primary class teachers in developing high quality PE programmes	A range of age appropriate PE programmes will be developed and rolled out to all schools		√		

			Number of teaching staff attending CPD on new programmes				
Performance Information	Active Schools Programme	<p>Deliver active schools programme across all schools as set out in SportScotland delivery plan</p> <p>Extending programme delivery to include developing understanding of nutrition and health</p> <p>Improve links with NHS Anti-Obesity initiatives by developing "Health Zones" in schools through existing Sports Leaders</p> <p>Improve links between active school sessions and breakfast club provision</p>	<p>Develop case studies to demonstrate impact</p> <p>Physical Activity Survey – by Cluster</p> <p>Development and roll out of a "fuel facts five minutes" as part of Active School sessions.</p> <p>Number of Health Zones developed in schools.</p> <p>Developing links between early morning activity and food sessions</p>	P2C4S5 CYPLL 1-4	√		
	Develop emotionally based non-attendance protocols in partnership with Child and Adolescent Mental Health Services (CAMHS) to support young people who are not attending school due to anxiety issues.	Production of a multiagency protocol to support young people who have emotionally based non-attendance.	Develop emotionally based non-attendance protocols in partnership with Child and Adolescent Mental Health Services (CAMHS) to support young people who are not attending school due to anxiety issues.	SLT3		√	
	Undertake Health and Wellbeing (HWB) Census – Develop with Scottish Government and other LA's the census to be completed by pupils (primary 5 and all secondary school stages) in all 32 Local Authorities, to go live from Autumn 2019 and completed by March 2020.	Results from the Health and Wellbeing (HWB) Census will contribute to the ongoing conversations between the SG, Las and schools to further improve overall pupil health and wellbeing and to help provide insights into the school environment. Information will be published at a national and local level, and where possible at a school level.	From the results of the survey at national and local level. The national working group will be instrumental in developing this area.			√	
*Parental Engagement	Develop understanding and knowledge of positive behaviours in school by working with RespectMe and Parent Councils as part of schools expectation to involve children, young people and parents/carers.	Increased engagement and involvement of Parent Councils in positive behaviour / Anti-bullying policies in schools	Reduction in the number of complaints around bullying behaviour AND Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020.				

*Assessing Children's Progress	<p>Multi agency project with NHS to share data from 27-30 month assessment with the relevant nursery for children and families who receive additional support from health.</p> <p>Streamline Personal Plans and ensure robust strategies are in place to support children's safety, health and welfare needs.</p>	<p>Focused joined up planning for children across services to better support planning and interventions to improve outcomes for children.</p> <p>Children to make good progress towards developmental outcomes</p>	<p>Number of nurseries receiving information from health service</p> <p>NHS – Ages and Stages Questionnaire Pre-school assessment data</p> <p>Robust Personal Plans in place for all children with 28 days of commencing an Early Learning and Childcare service</p>	CYPLLKEYO 1		√	√
*School Improvement	<p>Progress Council Recommendations – Linked to Time for Inclusive Education (TIE) Campaign which is supported by the Scottish Government</p> <p>Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan</p> <p>Develop the Police Youth Engagement Officer partnership</p> <p>Replicate Police Partnership within Fire and Rescue Service</p> <p>Launch of Multi-Agency "Incidents Involving Weapons – Linked to Schools Guidance"</p>	<p>More inclusive school policy and guidance</p> <p>Decrease in bullying incidents in relation to protected characteristics</p> <p>Raised awareness across school community</p> <p>Consistent approaches in developing anti-bullying guidance</p> <p>Safer school communities</p> <p>Equitable service across schools</p> <p>Increased pupil safety in relation to specific risks i.e. fire/water</p> <p>A consistent approach to monitoring and responding to weapon related incidents</p>	<p>Through information collated as part of Safeguarding Health Checks</p> <p>Business reporting through SEEMiS Bullying and Equality Module.</p> <p>Staff and pupil focus groups</p> <p>Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020.</p> <p>Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy</p> <p>Fire and Rescue Service delivery and evaluation reports.</p> <p>Central recording and Police Recording and reporting</p>			√	
	<p>In partnership with headteachers develop a bereavement support framework and resources for schools.</p> <p>Contribute to the mental health focus of the Health and Wellbeing Excellence and Equity group priorities</p>	<p>Completion of framework and a suite of accessible resources.</p> <p>Completion of agreed tasks within the plan and measurement of mental health outcomes for young people.</p>	<p>School staff will report increased confidence to support young people and staff members at times of bereavement</p> <p>Reduction in RFA requests for mental health support for young people.</p>			√	

			Improved school attendance.				
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NIF Priority – Improvement in employability skills and sustained , positive school leaver destinations for all young people.

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan
School Leadership	Develop understanding and knowledge of the SCQF framework to inform curricular provision in the senior phase	All children and young people will have equity of opportunity in terms of the senior phase offer available to them	Number of schools with SCQF Ambassador status	(P2C3S9EEI 1) P2C3S1 CYPLL01	√	√	
	Build capacity to implement the key workstreams within the Dumfries and Galloway Senior Phase strategy document, i.e. improving the curricular offer, ensuring appropriate advice and support, extending partnership working, engaging with new delivery approaches ,and ensuring targeted support for our most vulnerable children and young people. Key focus of work to also include : <ul style="list-style-type: none"> • Further development of networking arrangements in Dumfries and piloting in other areas across Dumfries and Galloway • Pilot and develop digital learning as a priority through use of digital hubs. 	The senior phase offer will ensure pupils have access to a wide range of courses, awards and pathways to better prepare them for a sustained positive destination Increased range of subjects / opportunities available to young people Greater use of the Bridge as a learning facility More feasible class sizes so maximising use of resource to benefit all pupils Across Dumfries and Galloway young people have access to and are benefiting from a digital learning resource to expand range of courses available to them	Reviews of progress towards key priorities identified in the Senior Phase Strategy Numbers of young people accessing s ‘the Bridge’ as a learning facility Increased range of subjects available Maximising and making more efficient use of resource Number of young people using digital learning resource as mode of delivery to access classes - maximising resource and increased accessibility.	(P2C3S9EEI 1) P2C3S9CYP LL01 P2C3S5CYP LL3	√	√	
Teacher Professionalism	Support high quality professional learning for staff at all levels with a particular focus on embedding employability skills within the curriculum	Learners awareness of career management skills will be increased	School reviews where appropriate	(P2C3S9EEI 1) P2C3S9CYP LL01	√	√	

	Support high quality professional learning for staff at all levels to use the SCQF framework to ensure learners can access a curriculum that provides a range of pathways that supports sustained and positive destinations	Raised levels of attainment will be secured by ensuring a comprehensive suite of appropriate qualifications and awards is on offer to all young people	Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc	(P2C3S9EEI 1) P2C3S9CYP LL01	√	√	
	Support high quality professional learning in STEM for staff in early years, primary and secondary. Continue to provide bespoke support to individual settings, schools and practitioners on aspects of STEM, including learners accessing The Bridge. Continue to engage with local STEM organisations and partners to support schools & settings to deliver STEM learning opportunities in their local contexts. Continue to meet as a D&G STEM Partnership Group to disseminate key local and national priorities, to provide networking opportunities and work together to meet the aspirations of the STEM strategy.	Practitioners/Teachers will demonstrate increased skills, knowledge and confidence delivering STEM experiences. Learners will demonstrate increased skills, knowledge and confidence in STEM learning. Improved and planned partnership working opportunities creating high quality learning experiences for our learners.	Ongoing evaluations as part of CLPL activity. Ongoing evaluations as part of bespoke support. Heat Map of school engagement with DG STEM team. Monitor children and young people participation in planned programmes. Monitor engagement activity with partners.		√		√ √
Performance Information	Staff at all levels to build understanding of key performance information / data required to evaluate provision in the Senior Phase and inform planning for the future	Increasingly, children and young people are receiving their entitlement to a range of progressive curricular pathways in all schools and clusters.	Authority review of option choice offers Review of HGIOS4 QI2.2 Curriculum	(P2C3S9EEI 1) P2C3S9CYP LL01	√	√	
	Review data relating to % leaving schools with sustained and positive destinations	Staff at all levels are supported to use pupil destination data to plan and improve the effectiveness and relevance of the senior phase curriculum Every school is data literate	Interrogation of Insight data Interrogation of tracking data/ assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc	(P2C3S9EEI 1) P2C3S9CYP LL01	√	√	

		Data is used effectively to improve learning and teaching and increase attainment					
	Review specific data around looked after young people care leavers and those with ASN to access suitable training and learning opportunities to help get them into work	Targeted support for looked after and care experienced young people will be effective Outcomes and life chances for our most vulnerable will improve Young people with additional support needs are better prepared for the world of work and employability Increased numbers of young people with additional support needs are moving into positive and sustainable destinations post school	Interrogation of Insight data Interrogation of tracking data/assessment data in schools including NQ results, numbers accessing vocational courses, FAs etc	P2C3S9_CY PLL1	√	√	
*Parental Engagement	Engage with D&G Parent Forum to help shape the Senior Phase Strategy	Parents will be better informed about a range of pathways available and will support their children to make appropriate choices		(P2C3S9EEI 1) P2C3S9CYP LL01			
	Ensure representation from Dumfries and Galloway Parent/Carer Forum are included in relevant local authority policy development groups and Parent Councils for arrangements for self-evaluation at school and local authority level. Launch Pupil Council GLOW group as part of pupil / parent / School triad of engagement	Increased, acknowledged and valued contribution to policy that is shared with Parent Council Chairs for sharing with wider parent forum Recording of pupil voice alongside parental involvement qualitative data	Recording and reporting through Dumfries and Galloway Parent/Carer forum Self-evaluation report				
*School Improvement	Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers	An increase in the number of young people gaining accreditation for personal achievement programmes	School leaver destination data Increased numbers of young people sustaining their post school destinations.	(P2C3S9EEI 1)	√	√	

	Support schools to offer a wider range of personal achievement opportunities	Children and young people will be better equipped for the world of work in terms of qualifications, confidence and interpersonal skills. A more consistent approach is evident across schools in successfully supporting young people into positive and sustained post school destinations Improved leaver destinations	Evidence from schools about programmes offered and the uptake and success of these S&Q reports and School improvement plans School Collaborative Reviews External validation including Education Scotland inspections			√	
	Support schools to ensure that skills are a key element of learning and teaching across the curriculum in all sectors and that the language of skills is being used explicitly						
	Support schools to embed the Career Education Standard 3-18 so that teachers have a greater awareness of their role in supporting all young people into positive and sustainable destinations post school						
	Support schools to work collaboratively, with local colleges and partners and with SWEIC partners to audit and improve senior phase provision	Effective networks to ensure a wide range of choices and pathways will be available	Evidence from the senior Phase Strategy Group			√	√

Empowering Schools

NIF Key Driver (*Responsibility sits with schools)	What are we going to do?	What is the expected impact ?	How will we measure this?	Pentana Reporting Code	Links to Council Plan	Childrens Services Plan	SWEIC Plan
School Leadership	Induction Programme for Nursery Managers BA Childhood Practice Second and Third Cohort	Nursery Managers will be able to confidently undertake all aspects of their role to secure positive outcomes for children Second cohort will complete BA Childhood Practice, in preparation for leadership roles within Early Learning and Childcare. Improved quality of provision for children accessing funded hours.	Care Inspectorate Grades of Good or above across all themes Compliance with National Standard	CYPLLKEY02	√	√	√

	<p>HNC Childhood Practice; targeting career changers from across the Council to be appropriately qualified as practitioners in ELC aligned to 1140 hours expansion programme</p> <p>Ensure new Early Learning and Childcare staff engage with the new National Induction Resource</p>	<p>Third Cohort will commence BACP in August 2019</p> <p>Qualified and skilled workforce</p>					
	<p>Support and strengthen strategic leadership to support and challenge schools continuous improvement through a self improving system of collaborative reviews</p>	<p>Build and support the capacity of schools to evaluate their provision and improve the quality of services they provide;</p> <p>Support school's own self-evaluation and quality improvement systems;</p> <p>Support, promote, develop and share good practice across schools.</p>	<p>Participation in school collaborative reviews including evaluation reports re involvement</p> <p>Number of collaborative reviews led by Headteachers</p>				√
	<p>Develop an evidence-based approach to school leadership through a robust workforce strategy which responds to leadership needs by: a. providing relevant Professional Learning for leaders/ potential school leaders; b. signposting relevant Professional Learning for school leaders/ potential school leaders; c. further develop leadership opportunities across the South West Educational Improvement Collaborative.</p> <p>To establish a programme of professional learning to sustain a coaching culture across education services (by August 2022).</p>	<p>a>The teacher workforce profile will reflect teachers' capacity to meet the relevant Professional Standards in readiness to assume school leadership positions.</p> <p>b> Increased numbers & quality of those applying for school leadership positions.</p> <p>c> School leaders' understanding and practice in relationship to the development of leadership at all levels is increased.</p> <p>Staff will demonstrate increased engagement, confidence and value. Staff will demonstrate increased empowerment to influence school improvement plans.</p>	<p>Numbers of teachers undertaking Introducing School Leadership, SCQF Level 11 leadership, Middle Leadership, Into Headship, Excellence in Headship and local delivery courses.</p> <p>Evaluation of impact from those participating in the above.</p> <p>Impact on participants' performance and their schools.</p> <p>Staff wellbeing. Staff absence rates. Staff engagement/ feedback in appropriate Professional Learning related to effective Professional Review & Development and subsequent Professional Update.</p>	DG02 – CORP6	√		√ √

	<p>Improve attendance by adopting a more targeted approach by Supporting Learners Service in identifying, escalating and addressing low attendance.</p> <p>Implement and quality assure multi-agency policy and practice</p> <p>Progress Council Recommendations – Linked to Time for Inclusive Education (TIE) Campaign which is supported by the Scottish Government</p> <p>Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan</p> <p>Develop the Police Youth Engagement Officer partnership</p> <p>Replicate Police Partnership within Fire and Rescue Service</p> <p>Launch of Multi-Agency “Incidents Involving Weapons – Linked to Schools Guidance”</p> <p>Develop quality assurance processes and measures</p>	<p>Improved statistics in relation to attendance under 60%</p> <p>More inclusive school policy and guidance</p> <p>Decrease in bullying incidents in relation to protected characteristics</p> <p>Raised awareness across school community</p> <p>Consistent approaches in developing anti-bullying guidance</p> <p>Safer school communities</p> <p>Equitable service across schools</p> <p>Increased pupil safety in relation to specific risks i.e. fire/water</p> <p>A consistent approach to monitoring and responding to weapon related incidents</p> <p>Identify, evidence and share good practice</p> <p>Measured improvements</p> <p>Identify barriers to improvement, and take action to address these</p>	<p>Single and multi-agency audit</p> <p>Improved attendance rates</p> <p>Through information collated as part of Safeguarding Health Checks</p> <p>Business reporting through SEEMIS</p> <p>Bullying and Equality Module</p> <p>Staff and pupil focus groups</p> <p>Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020</p> <p>Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy</p> <p>Fire and Rescue Service delivery and evaluation reports</p> <p>Central recording and Police Recording and reporting</p> <p>Through an overarching framework which collates and cross references all measurements set out within this plan under Supporting Learners.</p>	<p>SLT3</p> <p>SLT3</p> <p>SLT3</p>			
	<p>Support Headteachers and Senior Management Teams to discharge their responsibilities under Health & Safety legislation</p>	<p>School managers will be more confident in managing all aspects of H&S</p>	<p>All Headteachers will complete IOSH Managing Safely qualification</p> <p>All Senior Managers will be trained in carrying out Risk Assessments</p>				
Teacher Professionalism	<p>Through the Professional Learning Reference Group (PLRG) to review the systems in place and analyse the emerging trends in relation to teachers’ Professional Learning/ Professional Review & Development process and engagement in order to develop a consistent approach in the understanding of the purpose,</p>	<p>Increased understanding by teachers of Professional Learning and Professional Review Development expectations at all levels.</p> <p>Increased understanding, reflection and articulation of the General</p>	<p>Numbers of teachers undertaking annual Professional Review & Development.</p> <p>Compliance rates for Professional Update.</p>	<p>DG11 – CYPLL</p>	<p>√</p>		

	<p>process and procedures in relation to the expectations of Professional Learning/ Professional Review Development.</p> <p>Improved relevance of SVQF Level 11 (Masters) learning which meets teachers' development needs.</p>	<p>Teaching Council for Scotland's Professional Standards at all levels.</p> <p>Teachers show increased commitment, motivation and engagement in their own professional learning.</p>	<p>Number of teachers being awarded General Teaching Council for Scotland's Professional Recognition. Evaluative data through staff surveys/ focus groups.</p> <p>Number of teachers undertaking SCQF Level 11 learning. Numbers of teachers achieving SCQF Level 11 awards. Feedback from teachers in terms of the impact of their learning in relation to stated outcomes.</p>				
	<p>Support schools to begin implementing relational approaches such as Nurture, Restorative, Solution-Focused approaches and the Compassionate and Connected Classroom Provide training for trainers Coach-Consult for management teams and implementation teams in relation to implementation science Support schools with their data collection, analysis and next steps</p>	<p>Schools will have: Created an implementation team Developed a clear vision Completed needs analysis in schools and identified which of the approaches they will adopt</p> <p>Teachers will have: Increased knowledge, understanding and confidence in relational approaches</p> <p>Long term outcomes: Increase attendance Reduced exclusions (and referrals if applicable) Increased attainment Improvement in mental health and well-being</p>	<p>Number of schools with relational approaches in their school improvement plans Number of people trained as trainers for their schools or cluster (List of attendees) Evaluation of training (evaluation data) Number of management teams receiving coaching and consultation (Minutes as evidence) Evaluation of coach/consult model Evidence of children/young people's voice</p>	SLT3			
	<p>Enhance the skills associated with parental involvement, parental engagement and family learning amongst practitioners with regional and external partners</p>	<p>Consistency of approach to parental involvement and engagement</p>	<p>Qualitative and quantitative data gathered at professional development opportunities Training events attendance and evaluation data</p>				

	Support schools in delivering Digital Literacy by supporting teachers to use digital technology appropriately and effectively	A fit for purpose infrastructure that supports curriculum delivery Improved confidence in the use of digital technologies in classrooms	Completed roll out of Windows 10 operating systems across all schools Complete Wifi upgrade in all primaries Ability to support Bring Your Own Device in all secondary classrooms Software solutions which deliver consistency between schools while still providing for flexibility to meet the needs of all learners Develop a D&G Apple Store to ensure iPads can be used effectively in learning Continue to develop and provide online training resources and sessions in the use of systems/software available in schools Develop Digital Champions Groups in every secondary school. Increase the number of schools who achieve a Digital Schools Award. Deliver distance learning opportunities through the use of appropriate blended learning approaches.		√		√
Performance Information	Review existing policy and practice, and update as necessary in relation to ASN	Policies and practice comply with legislation and statutory guidance. All staff are aware of and use the relevant policies and procedures to inform their practice	Consistent application of policy and practice across schools. Reduction in parental complaints. Fewer requests for advice and support from central officers	SLT3			
	Consider the role that co-design and participatory methods can play in delivering strong collaboration between parents and decision-makers.	Performance information to include data for Q12.7 Partnerships	Qualitative and quantitative data gathered from Individual School Improvement Plans				
*Parental	Review and implementation of Volunteer Policy in line with revised Council Volunteer Strategy	Consistent approach to engaging volunteers	Volunteer focus groups	SLT3			

Engagement	Production of acronyms guidance to break down barriers to engagement and involvement	Increased understanding of terms of reference used in Education and NHS	Recording and reporting through Dumfries and Galloway Parent/Carer forum Sharing on DGC Parental Involvement and Engagement page				
	Review and Development of School Handbooks to create a more accessible Continue to support our school parent councils with funding for parental involvement and engagement at school and regional level.	User-friendly format for parents and community partners. Continuation of Parent Councils in our schools	Primary and Secondary Head Teacher Strategy group and Dumfries and Galloway Parent/Carer Council annual review Summary report from CONNECT on activity and support				
	Undertake annual Parental Survey to support school improvement In conjunction with parent forum undertake annual Parent Council Conference In conjunction with parent forum develop and deliver training opportunities for parent councils	The national Parental Involvement and Engagement (PIE) census aims to rationalise the collection of Parental Involvement and Engagement data by providing a set of questions that all authorities will be invited to ask in their respective areas, which should result in comparable data being collected. Through a range of presentations and workshops provide support to parent council's in their role Training programme to include: Respect Me, Strength to Strength session on Inclusion, Connect opportunities	From the results of the survey at national and local level. The national working group will be instrumental in developing this area. Feedback from conference collated and action plan drafted to inform future training opportunities Quantitative data on number of attendees Qualitative data from feedback gathered				
*Assessing Children's Progress	Through engagement in school, cluster, local and regional improvement collaborative quality assurance and moderation, increase teacher confidence in applying professional judgement in relation to Achievement of a Curriculum for Excellence Level.	Increased validity of, and reliability in, Curriculum for Excellence level submissions.	School improvement progress reports evidence increased focus, at school and cluster level, on agreed, shared understanding of standards and expectations.			√	√

*School Improvement	<p>In collaboration with the Scottish Government, Education Scotland and SWEIC, build staff capacity to:</p> <ul style="list-style-type: none"> • More effectively use 'How Good is Our School? 4' and 'How Good is Our Early Learning and Childcare?' to identify priorities for improvement. • Adopt a whole-school professional enquiry approach to secure improvement. <p>Engage with local and regional collaborative reviews aligned with families of schools.</p>	<p>Effective and accurate self-evaluation inform priorities for improvement.</p> <p>Targeted schools use research and a professional enquiry at whole school level to identify, inform and formulate agreed strategies and actions, resulting in improvement.</p> <p>School leaders and staff have increased capacity to support and challenge continuous improvement.</p>	<p>Positive feedback from schools involved in local and regional collaborative reviews.</p> <p>Validation of schools' evaluations.</p>				v
	<p>Ensure appropriate policies and procedures are in place to promote staff wellbeing, including reducing and minimising risk, and managing staff absence</p> <p>Develop and implement an Educational Psychology telephone consultation service to provide health and wellbeing early interventions which will contribute to improved mental health and wellbeing of all.</p>	<p>All staff are aware of, and use the relevant policies and procedures to inform their practice.</p> <p>All staff appropriately supported through supervision sessions.</p> <p>School staff will feel able to provide focussed interventions at an earlier stage to support all young people.</p>	<p>Fewer staff absences</p> <p>Increased Return to Work interviews carried out.</p> <p>Reduced accident and incident reporting</p> <p>Reduction in request for Assistance (RfA) to Educational Psychology Service</p> <p>Improved attendance</p> <p>Reduced exclusions</p>	SLT3			
	<p>Develop and implement Better Relationships Better Learning by contributing to the development of the Dumfries and Galloway Relationships Framework in partnership with Headteachers</p>	<p>School staff will feel included, engaged and involved in the development of the D and G Relationships Framework.</p> <p>Schools will be empowered to implement change in their settings.</p> <p>A positive shift in culture and ethos in schools and services</p>	<p>Relationship Framework document</p> <p>Evaluation of the process with Relationships Framework Group participants</p> <p>QI 3.1 (HGIOS4) evidence</p> <p>Increased attendance</p> <p>Reduced exclusions (and referrals if applicable)</p> <p>Increased attainment</p> <p>Improvement in mental health and well-being</p> <p>SALSUS Data on children and young people's health and wellbeing</p>	SLT3			

			Focus groups with school staff and children and young people				
	Work with national parent organisations to identify opportunities for effective and meaningful collaboration in improvement and all matters which are important to parents.	Consistent approach to working with parents Parental involvement and understanding of School Improvement Plans	Creation of parent friendly guide/template for School Improvement Planning for Schools and Parents				
Invest in creating schools fit for the 21 st century which are at the heart of our communities	Develop a clear plan to fully implement phase 2	Update full lifecycle costs for current scheme and present to Members along with advice on new SG funding models. Act on Members decisions to develop a bid to Scottish Government for investment prior to August 2020	Clarity of Member decisions on actions to invest in the five schools in DLT phase 2	P2C2S2 CYPLL3			

Dumfries and Galloway

EDUCATION AUTHORITY ANNUAL PERFORMANCE REPORT

August 2018 – August 2019

Introduction

To improve outcomes for learners, Dumfries and Galloway Council as a local education authority, operates under a governance framework in which there is clarity of both responsibility and accountability for headteachers and central officers. The production of this Education Report and Plan for 2019/22 forms part of the ongoing self-evaluation for improvement across our Directorate.

We know that children and young people have good experiences in our schools and early years establishments and have good outcomes from their learning. The executive summary of improvements sets out these strengths and this is evidenced in Our Data Story. From this details analysis, we know that attainment for children and young people across Dumfries and Galloway continues to be in line with or better than comparators, and is generally improving, but we know there are areas we can improve within and across our settings. Our priority for 2019/20 is to give a closer focus on the interventions to raise attainment for our most vulnerable children and young people – particularly children and young people who are subject to child protection processes, are care experienced and those with additional support for learning needs. The priority for this coming year is for focused and better targeted support and collective interventions across all agencies about explicitly and collectively raising aspirations for our most vulnerable children and young people. These shared commitments are reflected in our Children’s Services Plan and the Local Child Poverty Action Plan. Integral to our improvement agenda is an expectation that all establishments have a systematic approach to quality assurance and moderation, data analysis, evaluating and improving the quality of learning experiences and promoting stakeholder involvement as key strategies in improving learning, raising attainment and narrowing the poverty related attainment gap. This is reflected in our annual Education Plan and in establishments via school improvement progress reports, improvement planning and PEF planning sheets. This report takes account of what we know, informed by our National Improvement Framework Evidence Report for 2018/19, and sets out our improvement priorities and outcome measures for next year, in conjunction with our Children’s Services plan and Regional Improvement Collaborative plan, and taking account of our Council’s Transformation agenda.

As part of Transformation, key pieces of policy work will be delivered this year – work which will shape the future models of delivery for education in our region over the coming years. We will be undertaking a review of 2-18 delivery models, focussed work in schools in relation to senior phase pathways and the overview of core and curricular delivery and school models as part of long- term planning to respond to demographic and financial challenges across our rural area.

Context

Education Services contributes to Dumfries and Galloway Council priorities by delivering a school education which will provide a good start in life for all our children. We are committed to giving all our children and young people an equal chance to fulfil their potential.

Our Aim is to: Provide the best start in life for all our children.

Our Commitments are:

- 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

Dumfries and Galloway is the third largest region in Scotland covering 6,426 sq. km (8.2% of the total land area of Scotland). It has population of 149,200 (National Records of Scotland), Mid-2017 Population Estimates (2.8% share of the total population of Scotland). 2017 estimates show 18.8% of the population in Dumfries and Galloway are in the 0 to 18 years old age bracket compared to the national average of 20%.

It is one of the most rural areas of Scotland (Scottish Government Urban Rural Classification 2016) with 20.9% of the population living in remote rural locations compared to national average of 5.9%. This is characterised by small settlements of 4,000 people or less spread across a large area. Of our 16 secondary schools, 53.8% have fewer than 500 pupils and of our 98 primary schools, 42.9%, have fewer than 50 pupils.

33.2% of all pupils had an additional support need recorded in September 2018 compared to the national value of 29.5%. As of September, census 2018, 323 school children in Dumfries and Galloway were reported as looked after. This is an increase of 37 on the previous year .

Key Reference Documents linked to this report.

- Appendix 1 - Dumfries and Galloway 2019 NIF Evidence Report
- Appendix 2 - Annual Plan
- Appendix 3 – PEF Spend Summary Report (March 2019)

Executive Summary of Improvements

- Overall schools across Dumfries and Galloway show an improving record over time of raised attainment in Literacy and Numeracy in both the Broad General Education and Senior Phase.
- In Attainment vs Deprivation a similar level of performance in all SIMD deciles is recorded to national values. In decile 1, the most deprived decile, the average tariff points reported for Dumfries and Galloway young people, is almost half the value of the least deprived decile. However, over time, since 2012 attainment of young people from SIMD 1 has been steadily increasing and is continuing to do so.
- The national benchmarking measure of leaver initial destinations shows a very slight drop in the percentage of school leavers in a positive destination approximately 3 months after leaving school (i.e. initial destination). Current focussed work in schools in relation to senior phase pathways will ensure all young people have the opportunity and the necessary support required to help them participate and progress to their next stage of learning whether that be further or higher education or to training and employment.
- Early indications are that schools use of Pupil Equity Fund is supporting progress in reducing inequality of educational outcome. Almost all schools have reported that this additional funding has enabled focused delivery with identified children and young people to reduce inequality of educational outcome experienced as a result of socio-economic disadvantage. In general, schools allocated Pupil Equity Fund to widen and increase the range of strategies and interventions to improve outcomes for the identified children and young people. Using existing knowledge of learners, other children also benefited from inclusion in these interventions. This focus, along with the key strategies and actions to deliver the National Improvement Framework priorities, has been central to schools' improvement work and has made a positive difference to outcomes for children and young people.
- The latest published Child Health 27-30 Month Review Statistics showed that the coverage of the review was 94.4% (93.1% in the previous year) for Dumfries and Galloway in 2017/18 compared to 90.2% (89.5% in the previous year) nationally. A new or previously known

concern was noted for at least one aspect of the child's development in 16.2% of reviews compared to 20.2% the previous year and 15.4% nationally.

- Dumfries and Galloway has taken a phased approach to the expansion of Early Learning and Childcare and where possible has prioritised areas of deprivation to ensure that those families who stand to gain the most from the early access to these hours are able to do so. Phase one of the expansion in Dumfries and Galloway commenced in August 2017 with nine settings; eight authority nursery classes, one voluntary provider and a number of childminders beginning to deliver 1140hrs of Early Learning and Childcare during the academic year 2017 – 18.
- Access to funded hours of Early Learning and Childcare across the phase one settings demonstrates a range, from as low as 10% of children in one setting taking the full 1140 hours to as much as 91% in another. The average uptake of the full 1140hrs being 50%. 86% of children are taking more than 600 hours, the current statutory entitlement. The children accessing the additional hours in phase one and two are already benefitting from access to a free meal as part of the offer of funded ELC.
- A strategic commitment to an evidence informed approach to improvement is supporting an outcome focused approach to delivering excellence and equity.
- Informed by national priorities and the local context, the Local Authority provides clear strategic direction to education leaders about the priorities for improvement.
- Dumfries and Galloway makes very good use of research and data to plan and lead improvements aimed at improving outcomes for all children and young people.
- Dumfries and Galloway provides the conditions and environment for leaders to make particular innovative decisions on available spend, based on research and self-evaluation activities.
- To improve outcomes for learners, Dumfries and Galloway operates under a coherent governance framework at all levels, in which there is clarity of both responsibility and accountability.

Self-Evaluation and Improvement

Our local authority National Improvement Framework evidence report (Appendix 1) , which should be read in conjunction with this annual report, gives an overview of our current available evidence on achievement, attainment, health and wellbeing and the wider education system, with a specific focus on the differences between children and young people living in the most deprived and the least deprived areas as well as any other gaps in our levels of attainment overall. The National Improvement Framework report provides a clear evidence in relation to progress against the National Improvement Framework priorities as well as how the key drivers for improvement are supporting improvements across our schools. This information has informed our annual education plan (Appendix 2).

Schools continued to engage in self-evaluative approaches to report on the previous year's priorities and to inform next steps for improvement. The local authority continues to support and challenge school improvement through professional dialogue, using the national document, *'How Good Is Our School? 4'* quality indicators, particularly leadership of change and raising attainment and achievement. *'How Good Is Our Early Learning and Childcare'* supported the dialogue around securing children's progress in nursery classes. Focus has been maintained on the use of Pupil Equity Funding to improve outcomes for disadvantaged learners. All schools were required to

rationalise their use of Pupil Equity Funding (PEF) and to discuss planned spend with their respective stakeholders. This , as with the national picture has been completed with varying levels of success.

Strategies

In 2018 – 19, Dumfries and Galloway’s Raising Attainment Strategy was launched as a key part of our improvement agenda in schools. The strategy underpins our commitment to improving outcomes by aiming to provide the best start in life for all our children and young people and an equal chance to make the most of their potential. Our aim and commitments of this strategy also take account of the National Improvement Framework.

This strategy complements Dumfries and Galloway’s approach to implementing Curriculum for Excellence (CfE), including ensuring wellbeing, equality and inclusion, approaches to improving learning, teaching and assessment, developing leadership at all levels to support change, enhancing partnership working and embedding approaches to securing improvement through a culture of self-evaluation.

Our authority wide approach to improving learning, raising attainment and narrowing the poverty related attainment gap is underpinned by a very strong commitment to securing improvement through self-evaluation. Integral to our improvement agenda is an expectation that all establishments have a systematic approach to quality assurance and moderation, data analysis, evaluating and improving the quality of learning experiences and promoting stakeholder involvement as key strategies in improving learning, raising attainment and narrowing the poverty related attainment gap. This is reflected in our annual Education Plan and in establishments via school improvement progress reports, improvement planning and PEF planning sheets.

Two schools situated in Upper Nithsdale continue to be part of the Scottish Attainment Challenge Schools programme. Both are making good progress towards achieving the deliverables within their plans. The schools’ programme secondary school is continuing to make good progress in some aspects of its plans. Numeracy interventions are now well-embedded and beginning to improve the percentage of young people achieving Curriculum for Excellence third and fourth level. The school is further developing and extending its work with partners to provide targeted health and wellbeing interventions with young people in S1 to S4. Next steps include work to improve family engagement. The school has made limited progress in literacy as a result of recruitment challenges in appointing staff. Alternative plans are now in place to address this through a mixture of universal and targeted interventions.

The schools’ programme primary school is also continuing to make good progress in implementing and embedding planned interventions and approaches. The school is making effective use of data to track the progress of individual children in particular interventions, mainly in literacy. The school is using Boxall profiling as part of its focus on nurture and are reporting that children’s confidence, communication and relationships are improving. In-class exclusion has reduced. These interventions are not yet having the intended impact on improving attendance. The school now plans to increase its focus on improving numeracy across the school. Education Scotland have highlighted both schools would benefit from being more outward looking in their approach to using data to monitor to what extent they are closing the poverty-related attainment gap. This alongside a greater focus on collaborative working between the secondary school and the two associated primary schools will be a priority for session 2019- 2020. Recruitment of staff still remains a potential risk, but the schools are aware of these challenges will adjust their plans if and when required

During session 2018-19, almost all schools reported that Pupil Equity Funding (PEF) has enabled focused delivery with identified children and young people to reduce inequality of educational outcome, experienced as a result of socio-economic disadvantage. In general, schools allocated Pupil Equity Funding to widen and increase the range of strategies and interventions used. Most schools

have some staff trained to monitor interventions using improvement science methodology. Progress is also being measured using a range of other tools including the Likert, Leuven and Rosenberg scales, Pupil Attitude to Self and School Survey (PASS) and Boxhall Profiles. Early indications of how the use of Pupil Equity Funding is reducing inequality of educational outcomes include:

- improved health and wellbeing,
- improved attainment in literacy and numeracy;
- alleviation of financial barriers;
- increased participation and engagement in learning;
- increased access to local facilities, groups, activities, holiday programmes and parenting initiatives; and
- increased engagement with parents, families and collaboration with partners.

Dumfries and Galloway has supplemented the national pupil equity funding guidelines to ensure that local policy and procedures are considered by schools when planning their pupil equity funding spend. For session 2018-19 Pupil Equity Funding planning sheets were incorporated into the School Improvement Planning (SIP) process to capture planned spend at an early stage. The impact of this budget spend is reported through School Improvement Planning progress report. The local authority has a range of processes in place to track and monitor exactly how Pupil Equity Funding is being spent by individual schools.

People and Partnerships

The local authority raising attainment strategy provides a strategic, systematic and rigorous approach to securing improvement. Over the past few years, a clear focus on data analysis has been a key driver for change and improvement. During session 2018–19, a number of schools piloted the introduction of a robust authority wide tracking and monitoring system to monitor pupil progress through the levels of the Broad General Education. This has been well received with a 2nd pilot group commencing the use of the system from August 2019. This will allow the remainder of schools to come on board by 2020 so providing a universal approach to monitoring and tracking progress and achievement through the Broad General Education. The tracking and monitoring system complements existing Senior Phase tracking systems and provides a system which enables support and challenge across transitions and targeted groups of children and young people leading to improvement.

The Dumfries and Galloway's approaches to assessment and moderation is providing an effective collaborative framework for establishments and learning communities to plan and moderate standards. Further to the publication of our Quality Assurance and Moderation Framework in session 2017-18, schools and clusters have been working together this session to plan and moderate standards across the Broad General Education. This work alongside authority wide moderation activity is supporting practitioners to make confident judgements about achievement of a level and to raise attainment for all. Standards in literacy and numeracy are improving overall with robust measures used in the majority of schools and clusters to inform teacher judgement. This is further supported by a team of 25 Quality Assurance and Moderation Support Officers (QAMSOS) who have led, in conjunction with central officers', authority wide moderation. Moving forward further work and support in this area is being developed in collaboration with the South West Education Improvement Collaborative (SWEIC) and the Education Scotland regional team in session 2019-20.

Key aspects of our raising attainment work are being supported by professional learning opportunities for staff at all levels which is focused on improving outcomes for young people and children. Staff are committed to engaging in continuous professional learning, enquiry and collaborative groups through

national, local authority and school level activity. A wide range of professional learning opportunities are promoted with participation very much encouraged in the local authority.

In taking cognisance of National Improvement Framework priorities, authority wide Excellence and Equity strategic groups in Literacy, Numeracy and Health and Wellbeing groups have been established to ensure that the full range of services within Children, Young People and Lifelong Learners, and our partners, work coherently with schools and early learning and childcare settings to maximise the impact of available resources. These practitioner / partnership groups have been created to support, guide and share practice with schools and early learning & childcare settings to raise attainment and close the attainment gap. Revised Literacy and Numeracy strategies have been developed during the past session as an outcome of the work and research by these respective groups.

In seeking to deliver best possible health and wellbeing for all children and young people, a strategic approach to improving wellbeing is being taken. A multi-agency strategic group for Health & Wellbeing encompassing partners from Schools, Early Years, Public Health, Education Psychology, Clinical Psychology, CAMHS, GIRFEC, Youth Work and Lifelong Learning and Wellbeing leads the schools work in relation to Health and Wellbeing. This strategic group have reviewed the available data and undertaken direct engagement with the GIRFEC named persons operating across all schools to identify their Health & Wellbeing areas of greatest priority across the primary and secondary sector. This highlighted the following two areas;

- Resilience & Mental Health
- (Exam) Stress & Anxiety

As a direct result the primary focus of the multi-agency Strategic Group for Curricular Health & Wellbeing has been these aforementioned areas and 'moving towards a culture of prevention and early intervention'. Using a multi-agency approach a mental health action plan has been developed which identifies a number of opportunities in this area. In particular funding has been secured to provide 3 Full Time Equivalent 'Youth Information Workers' delivering low level mental health support. Furthermore, the group also committed to a stress control pilot within a secondary school delivering to S3/4 students through the curriculum as part of Personal and Social Education. In excess of 40 teachers at the pilot secondary school have undertaken the stress control training to reinforce a school ethos that promotes positive mental health.

Cool 2 Talk; - 'cool2talk' is an interactive digital service where young people age 12+ in four areas of Scotland can have health related questions answered within 24 hours of their posting by a health or youth work professional. The website offers reassurance, encouragement, information and advice on any health related issue as well as sign posting to appropriate local or national services. A two year pilot of 'cool2talk' in Dumfries and Galloway was launched in August 2017. Two hundred and seventy three (273) questions were posted by Dumfries and Galloway young people during the first 6 months of the pilot from mid-August 2017 to the end of February 2018.

1140 Early learning and Childcare Expansion - Children's experiences and development during their early years have an effect on their learning throughout their lives. We know early learning and childcare which is accessible and affordable is important for families. Affordable, accessible and flexible Early Learning and Childcare is fundamental in supporting parents to work, train or study. Investment in Early Learning and Childcare also has key economic benefits for Dumfries and Galloway; where subsidised childcare removes barriers to employment.

Dumfries and Galloway on track to deliver the Scottish Government's commitment to nearly doubling of the funded entitlement from 600 to 1140 hours per year from August 2020 for all 3 and 4 year olds, and eligible 2 year olds. This will be high quality, underpinned by a National Standard that all settings

will have to meet regardless of whether they are in the public, private or third sector or are childminders.

Phase one of the expansion in Dumfries and Galloway commenced in August 2017 with nine settings; eight authority nursery classes, one voluntary provider and a number of childminders beginning to deliver 1140hrs of Early Learning and Childcare during the academic year. Phase two included five more settings in January 2019 with an additional two local authority nursery classes, two voluntary providers, one private provider and several additional childminders offering 1140 hours to children within their community.

Phase three is due to commence in August 2019 with an additional sixteen settings and further childminders offering early access to the additional hours. Phase 4 is when the statutory duty to provide 1140hrs for all children comes into force and will be delivered across Dumfries and Galloway across a full range of providers. Parents will be able to choose from a variety of delivery models at a provider of their choice that best suits their family needs.

Access to funded hours of Early Learning and Childcare across the phase one settings demonstrates a range, -from as low as 10% of children in one setting taking the full 1140 hours to as much as 91% in another. The average uptake of the full 1140hrs being 50%. 86% of children are taking more than 600 hours, the current statutory entitlement. The children accessing the additional hours in phase one and two are already benefitting from access to a free meal as part of the offer of funded ELC.

To ensure that the Council is well placed to meet the demands of an expanding workforce, a new staffing structure is in place to support career progression in Early Learning and Childcare. Council Officers have worked in partnership with Dumfries and Galloway College to support staff to undertake the relevant qualifications to work as an Early Years Support Assistant (EYSA) or Nursery Nurse with opportunities for wider Council staff to undertake the HNC Social Services (Children and Young People) SCQF Level 7 on a part time basis. EYSA Trainee posts are in place enabling new members of staff to undertake work-based learning, working towards SCQF Social Services (Children and Young People) SCQF Level 6/7.

Council Officers have also worked in partnership with the University West of Scotland to support two cohorts of existing Early Learning and Childcare staff to undertake the BA Childhood Practice degree. This is the qualification required for nursery managers and the course usually takes two years to complete. Thirteen members of staff were supported from August 2017. A further fifteen have been supported from August 2018 and the Council will support a further cohort of staff from August 2019. A Depute Manager role has also been introduced to enable staff to gain experience in leadership roles and several nursery managers have now been appointed across the region.

Ten Scottish Government funded additional graduates (known as Early Learning Centres Senior Practitioners in Dumfries and Galloway) who hold or are working towards the BA Childhood Practice (or equivalent) are in place in areas of high deprivation to provide children who face the greatest disadvantages with increased access to highly qualified staff with expertise in early childhood learning and development. These practitioners have undertaken training in delivering Talking Listening questioning (TLQ) and Communications Champions training to support children's developing communication and literacy skills. The practitioners have also undertaken training in Peers Early Education Partnership (PEEP) to support family learning and parental engagement.

Capital works have been completed in an initial four projects in preparation to meet the capacity demands of the expansion of Early Learning and Childcare with a further two having had some minor refurbishments. Further site is imminent in a further 3 setting. Project briefs are under development for four additional primary school nurseries with a further four projects in the design phase. A total of eight projects will be completed during financial year 2019/20.

Supporting Learners

A third (33%) of our learners are reported as having an additional support need (SG Nov 2018) for national census purposes. In March 2019, there were 8,211 learners facing a barrier to their learning under our staged intervention approach, 1440 with an Individual Education Plan and 113 with a Coordinated Support Plan. There has been a continuing growth in the number of children and young people with a Child's Plan (951 in March 2019), through the delivery of our GIRFEC named person functions.

The Supporting Learners Service has introduced a refocussed strategy to implement a clear, consistent approach to supporting learners across our schools. This aims to ensure that teachers, school managers and support staff are clear on roles and responsibilities, with staff in schools central to developing sustainable and devolved models of support for all learners. We are building on our clear commitment to the delivery of improved outcomes for young people and families, through access to high-quality provision that delivers on equity and inclusion. We have made good progress with our approach to inclusion and the "presumption of mainstream" is well embedded across our schools. Of the 8,211 children and young people currently identified by our schools as experiencing at least one barrier to learning - 98% are being supported in mainstream classes. We continue to strengthen the shared understanding of needs through the review of our staged intervention model, updated and agreed by Elected Members in July 2019.

Support is accessible to our learners through an improving approach to inclusive learning and teaching practices, based on our ethos and culture of relationships, with learners at the centre of their planning. Where required our students are supported by specialist teaching staff and learning assistants across our school estate.

Most of this cohort of 8,211 students are experiencing a varied curriculum tailored to meet their needs. The high numbers of children identified evidences how additional support needs are being identified early. For those requiring more targeted supports, learning targets and plans are in place and regularly reviewed. A quarter of our 8,211 cohort have either an Individual Education Plan, Coordinated Support Plan and/ or a Child's Plan. When evaluated these plans evidence an improving effectiveness in actively engage learners, through improved differentiation to ensure appropriate pace and challenge. There is evidence in these plans of sustained efforts in working with parents, carers and partners; including acknowledging their expertise in knowing and supporting children and young people. Needs are identified and reviewed in consultation with students, families and partners.

We are improving our use of data to ensure that we are more able to respond quickly and more effectively target children and young people at greater risk of not meeting their full potential – including care experienced, children with disabilities, young offenders and those experiencing exclusion and low attendance.

The relocation of Langland Special School, as part of the North-West Community Campus, has set a new benchmark for the standard and quality of our specialist provision in learning centres across the school estate. We are now looking at plans to update the provision.

Our wider responsibilities for embedding the Getting it right for every child approach continues to be well supported. Our Safeguarding support to schools and their management teams, continues to be regarded as highly effective by schools.

In meeting our duties with regard to equity and excellence for all, the Supporting Learners Service continues to effectively target barriers to participation and achievement. Pupils identified with a barrier to learning, make up 70% of the total number of children qualifying for Pupil Equity Funding for 2018/19 session. Given the local evidence of links between poverty and barriers to learning, the Service has supported schools to deliver PEF funded projects and improve outcomes for our most socio-disadvantaged students.

The continued delivery of quality support and the improvement agenda takes place in the context of increased demands on the service and reducing resources, both within the Service and, as

importantly, for those other services supporting our children, young people and their families. Resourcing and capacity pressures across the children's services partnership, have resulted in a reduction of preventative, early intervention support being available to children with additional support needs.

However, in this challenging financial context, our commitment to providing support is evident in the protection of the annual learning assistant allocation:

2017/18	11,345 hours of Learning Assistant support a week
2018/19	11,378 hours of Learning Assistant support a week
2019/20	11,418 hours of Learning Assistant support a week

Key activities, in addition to delivering core services to 8,211 children and young people across 116 schools, have included:

- Restructure of Inclusion Services** - Increasing pressures on our primary schools to support children who are disengaged from learning and exhibiting challenging behaviours, has led to an increase in the number of primary aged children requiring more specialist support from our primary inclusion team. We continue to explore ways of enhancing the quality of our primary inclusion provision. In partnership with our secondary schools, both planning and funding, we have developed a new secondary inclusion support team. This new service developed in 2019 will be in place from August 2019 to provide specialist support alongside mainstream schools for secondary-aged pupils with social, emotional and behavioural needs who have been excluded from school or are at serious risk of exclusion.
- Raising the attainment of looked-after children** – The multi-agency LAC Raising Attainment Group plan, recently revised, focuses on LAC attainment. A key development from this plan is the formation of the Care Experienced Education Team. This has been possible by building on local Policy Development funding and Scottish Government funding through the Scottish Attainment Challenge. The purpose of the team is to target children and young people who are or have been looked after, by using data provided by all schools on key curricular areas of literacy, numeracy, and health and wellbeing. The aim is to raise attainment and achievement for these pupils. Since the team was formed in February 2019, a total of 101 looked after or care-experienced pupils have accessed support from the team's teachers. From August 2019, 71 of these pupils will continue to access the service, meaning there is capacity for further pupils to be taken on in the new term. Further work is also underway to augment this team with a non-teaching support service, allowing schools to request additional support for care-experienced pupils where there are concerns around attendance, engagement or exclusions. The latest Corporate Parenting Group report has shown that Dumfries and Galloway has a higher than average number of young people looked after at home (38% compared to our comparators at 27%). Moving forward, we intend to separate the categories of LAC for the purpose of data gathering: LAC at home, LAC away from home, and care-experienced.
- Learning Centre Development** - Work continues with our Health Board colleagues to look at their role in supporting the complex health needs of children and young people in our learning centres. A learning centre audit identified three key functions: education; respite care; and therapeutic interventions. This development requires a new staffing model to deploy staff with the right skills to take on more differentiated roles and Policy Development Funding has been secured to develop this new staffing model.
- Safeguarding and anti-bullying and transgender policies** - In October 2018 our revised Anti-Bullying Guidance was launched. Respect Me delivered seven Workshops across the region and 99.09% of schools were represented. Each school is now expected to develop an individual Anti-Bullying Policy as part of the 2019/2020 School Improvement Plan. In November 2018 we launched local guidance to support the national "Supporting Transgender Young People – Guidance for Schools." Training was delivered by LGBT Youth Scotland to 80% of our schools.

- **Development of Exclusion and Attendance Monitoring Groups** - Scrutiny arrangements have been put in place to monitor attendance and exclusions, based on monthly data. The Monitoring Exclusions Group and the Monitoring Attendance Group aim to intervene at an earlier stage and are developing approaches to supporting and challenging schools to reduce exclusions and improve attendance, with a particular focus on looked after children, those with additional support needs and those living in SIMD 1 and 2.
- **Better Relationships Better Learning** - Increased awareness of challenging behaviour in our schools is being addressed through the Better Relationships Better Learning approach being further rolled out this session. This is a cultural shift across learning and teaching and underpins our aims and aspirations for a relationship based and rights led educational experience. We will continue to develop and embed the approach as part of teacher professionalism and leadership, through coaching and mentoring. At the Headteacher Authority Priority in May 2019 the Better Relationships, Better Learning conference invited Education staff to focus on the vital role that good quality relationships play and the impact of trauma on improving outcomes for children and young people. The event was opened by a choir from a Primary School and throughout the day participants enjoyed talks and seminars from a wide range of presenters from national, regional, and local levels; including 3 of our recently elected Youth Council members. Many of the attendees described the event as “inspiring” and we now look forward to developing, in partnership with our Headteachers, a Better Relationships - Better Learning framework for Dumfries & Galloway.

Refocus of Educational Psychology Service Priorities – The Educational Psychology Service have realigned their priorities to embed them within the National Improvement Framework and Annual Education Plan. A weekly moderation panel has been set up to consider all requests for assistance to the service, ensuring equity and providing ongoing data. A system for data analysis has been established to identify priority schools and young people. The service is also in the process of establishing a telephone consultation service for schools, To provide advice and promote earlier intervention.

This year, the service priorities include care-experienced children and young people. Of the 352 open files as of June 2019, 16.5% of these are care-experienced young people. The service will be supporting the Care-Experienced Education Team through consultation and Video Interactive Guidance and Video Enhanced Reflective Practice throughout the next year and is also focused on closing the poverty-related attainment gap, and improving wellbeing including mental health.

The process of review and change for the Service is being overseen by a reference group with membership from schools, both management and classroom, teaching and non-teaching unions and parent council representatives. Representing our key stakeholders in the provision of school education for children and young people with additional support needs.

Child Poverty Action Plan and Report

It is estimated that 25% of children live in poverty in Dumfries and Galloway; local data at Ward level shows this to vary between 16% - 37%. We know that Around 15% of children between P4-S6 are registered for Free School Meals with close to 5000 children in households with Council Tax Reduction Claims. Alongside the work related to Pupil Equity Funding and the Children’s Services Plan, there is a requirement to report on specific activity in relation to The Child Poverty (Scotland) Act 2017. The subsequent national Child Poverty Delivery Plan 2018-2022, Every Child, Every Chance recognises that poverty is fundamentally about a lack of income. As a result, national targets, and our Delivery Plan actions, are focused on increasing family incomes or reducing costs.

The Children’s Services Executive Group led on the development of the Child Poverty Action Report 2018/19 and Plan 2019/20. This report and plan were agreed by Dumfries and Galloway Council in June, and by the Health Board in September, and was submitted to Scottish Ministers as required.

This joint approach to identifying content for the Report, agreeing its structure and governance arrangements has ensured ownership for the Report across both organisations.

Although we recognise that the greatest impact on child poverty will occur through nationally set policies and strategies, and much out with the direct influence of schools and children's services partners, it is recognised that local agencies and communities have much to offer. The Local Action Plan for Dumfries and Galloway outlines the challenges faced, details existing activity and highlights key actions we intend to take forward during 2019/2020. This is available on the Council website.

Senior Phase - In September 2018, a Senior Phase Group was convened. The group is charged with ensuring that all young people in Dumfries and Galloway have access to a dynamic and progressive senior phase that will take cognisance of national guidance and emerging practice from around the country. All sixteen secondary schools play an active part in this group. The development of an authority wide senior [phase strategy is supporting this work setting out clearly our vision for a Senior Phase which enables all young people across Dumfries and Galloway to progress in learning and equip them with the skills, knowledge and positive attitudes they need to participate and progress to their next stage of learning whether that be further or higher education or to training and employment. In this way, we look to improve the life chances of all of our young people, including our most vulnerable, through the provision of learning and training opportunities and the personal support they need to help them achieve and progress.

Current workstreams for the group are summarised in the diagram below and focus on the universal entitlements of all our pupils in S4, S5 and S6. In the main these focus on

- a) extending the curriculum offer to include expanding the range of Foundation Apprenticeship frameworks on offer to our schools.
- b) profiling skills, advice and support
- c) the need for proactive and effective partnerships through local networks arrangements and college academy expansion and
- d) the need to revisit delivery approaches fit for the 21st century – digital learning

In focussing on the curriculum offer the aim is to ensure all young people across Dumfries and Galloway are able to have access to an increased, broader senior phase offer to ensure appropriate pathways for all– no matter the size or location of the school. The aspirations of Developing Young Workforce, the Career Education Standard and the Learner Journey Review should be realised in all our schools. More opportunities to undertake vocational qualifications including foundation apprenticeships should be available and this should be enhanced with complementary college offers from Dumfries and Galloway College and, in future years, from SRUC – Barony. To help schools be creative in designing their senior phase curriculum there is an expectation that all schools will undertake SCQF Ambassador training during Session 19/20. Schools also need to ensure young people are developing career management skills so they are well prepared for the world of work.

School Leadership / Teacher Professionalism - The Dumfries and Galloway school workforce profile continues to highlight the need to support the development of leadership at all levels in our schools to ensure that there is the availability of appropriately qualified and experienced colleagues when recruiting for leadership positions across Dumfries and Galloway.

There also continues to be an awareness and commitment from colleagues in the authority's schools of the need to develop their capacity and confidence as school leaders. This is demonstrated by the interest in and demand for places on the locally delivered courses including the Scottish College for Educational Leadership (SCEL) accredited Dumfries & Galloway 'Introducing School Leadership' Course (ISL), and the SCQF Level 11 SCEL Middle Leadership Programme, Into Headship Course, In Headship (IH) and the Excellence in Headship Programmes.

A focus and review of the leadership development opportunities on an annual basis using a range of self-evaluation strategies is ensuring that there is a continuous and integrated leadership programme

offered to staff. Self-evaluation data and information from previous activity informed the provision and support offered through the leadership development opportunities at both a local and national level in session 2018/19. With the increased commitment to, engagement in and emphasis on leadership development within Dumfries and Galloway over the last few years, there has been a continued focus on more rigorous evaluation of the impact of this work. Planned evaluation of local and national leadership programmes has provided evidence of successful participation, completion and subsequent impact on school performance, outcomes for learners, recruitment and succession planning.

Where appropriate, aspects of the leadership development provision have been evaluated in partnership with colleagues from Scottish College for Educational Leadership and Stirling University. This evaluation has been carried out using a variety of strategies including questionnaires, focus groups and recruitment data and has allowed us to validate our self-evaluation and compare our practice, performance, thinking and strategy with that of colleagues in other local authorities.

The Dumfries and Galloway Trainee Induction Programme, Introducing School Leadership Programme and Teaching Fellows are three examples included in a wide range of highly valued locally delivered professional learning and development activities which support the schools' empowerment agenda. Development of secondment policy/ procedure across the South West Education Improvement Collaborative (SWEIC) to increase opportunities for staff and the collaborative approach being fostered across the collaboratives. The local authority Professional Reference Group, the Headteachers' Strategy Groups and other short-term working/focus groups allow colleagues from schools to contribute to and influence the approach to building and sustaining the capacity of our workforce in schools.

Dumfries and Galloway's Raising Attainment Strategy is successfully building leadership capacity using a blended approach of strategic direction from the centre combined with collaboration and a collegiate approach to improvement.

Our Data Story (Detailed analysis of performance data can be found in Appendix 1 of this report)

Dumfries and Galloway is data rich. Staff at all levels are increasingly becoming more confident in scrutinising data to inform improvement. There are well developed approaches to analysis of data at local authority, establishment and classroom levels enabling staff to identify attainment gaps and implement appropriate interventions to secure improvement. This will be further supported next session as a bespoke offer to schools to support accessing and analysing Scottish National Standardised Assessments (SNSA) is developed. This will allow classroom practitioners to more effectively triangulate all the information they hold about children and young people to support diagnostic assessment to improve outcomes.

Insight Comparison data

In 2017/18, achievement in S5 showed an increase in overall performance at SCQF (Scottish Curriculum Qualifications Framework) with 56.28% achieving 1 or more awards at SCQF Level 6, 34.17% achieving 3 or more awards at SCQF Level 6, 15.58% achieving 5 or more awards at SCQF Level 6. These show on average a five-year improvement trend of 3.53%. S6 performance was down slightly on the previous year 3.8% although maintains a five-year improvement trend of 1.16% overall.

Session 2017 /18, saw the removal of national units by SQA (Scottish Qualifications Authority) as an assessed component part of the National 5 examination. This has resulted in achievement at National 5 from 2017 /18 now being based solely on examination performance. It is therefore difficult to make year on year comparisons at this stage. National negative press around the National 4 qualifications has also resulted in schools often feeling pressured to present some young people at National 5 despite it being an inappropriate route for them. S4 data for Dumfries and Galloway reflected an increase in presentations at National 5 and the % achieving an A – D award overall with the grade

boundary for a D pass extending from 45% - 40% . The % achieving an A - C award was however down 3% from the previous year. SQA frequently report nationally that there is a significant number of young people being inappropriately presented at National 5. Schools across Dumfries and Galloway remain aspirational for their young people however they are considering carefully the correct pathway for an individual working closely with the young people and their parents and carers to ensure they are working towards an appropriate level of qualifications.

In summary in S4 - National 5 entries increased by 1.1%. National 4 entries decreased by 1.1% National 5 A- C passes decreased by 3%, National 5 passes increased by 2% (not comparable because of increase in Band D) .

Achievement in **Literacy and Numeracy** @ National 4 and 5 for 2018 school leavers across Dumfries and Galloway was down on average by 1-2% on previous year's (2017) performance. Overall however the five-year trend continues to be an improving trend building on previous performance levels.

With the removal of national units by (Scottish Qualifications Authority) as an internally assessed component part of the National 5 examination a number of practical subjects saw the introduction of a written examination during the 2018 exam diet. This change resulted in a significant drop in the % of A-B passes in these subject areas at National 5, this was evidenced both locally and nationally e.g. In Dumfries and Galloway Hospitality Practical Cookery A – B passes 2017- 75% , Hospitality Practical Cookery A – B passes 2018 - 39.7% , A similar drop was noted in Design and Manufacture

The national benchmarking measure **improving attainment for all** (average tariff scores) shows school leavers attainment in Dumfries and Galloway 2018 for the lowest 20% was above the Virtual Comparator and similar to the South West Education Improvement Collaborative (SWEIC) and National averages. For the middle 60% was similar to our Virtual Comparator and below South West Education Improvement Collaborative (SWEIC) and National averages. Values for the highest 20% was below the Virtual Comparator, South West Education Improvement Collaborative (SWEIC) and national averages. None of these comparisons in testing showed any significance

When considering **attainment versus deprivation** across Dumfries and Galloway, the attainment of young people (2018 leavers), based on total tariff points across the Scottish Index of Multiple Deprivation (SIMD) deciles 1 – 10 is overall similar to the national averages . In Deciles 4, 8 and 10 performance is however lower. An average attainment gap of 521 total tariff points exists between the performance of young people in SIMD Decile 1 and those in SIMD Decile 10. This is a smaller gap than the national average.

Breadth and Depth - The proportion of young people in **S4** achieving awards at SCQF level 4 (2018) is generally in line with virtual comparator for 1+ to 4+ awards. It is slightly above the virtual comparator for 5+,6+, 7+ and 8+. Attainment at SCQF level 3 is in line with the virtual comparator. The proportion of young people achieving awards at SCQF level 5 (2018) is broadly in line with the virtual comparator for all combinations from 1+ to 8+. In 2018, the % of young people in **S5** achieving awards at SCQF Level 6 is lower than the Virtual Comparator for 6+ and 7+ awards. It is broadly in line with the virtual comparator for 1+ to 5+. The proportion of young people achieving awards SCQF Level 5 awards is higher than the virtual comparator for 4+, 5+,6+ 7+ and 8+ and in line for 1+ to 3+. In 2018, the performance of young people in **S6** gaining awards at level 5 was generally in line with the Virtual Comparator. The proportion of young people achieving awards at SCQF level 6 in 2018 is lower than the virtual comparator for 3+,4+,5+ and 6+ It is broadly in line for 1+ and 2+ . The proportion of young people achieving awards at SCQF level 7 in 2018 is above the virtual comparator for 1+ 2+ 3+ and 4+.

Curricular Areas - In 2018, the % of young people attaining qualifications in Sciences and Social Subjects and for awards recognising wider achievement were greater than the Virtual Comparator values. In 2018, the % of young people attaining qualifications in line with the Virtual Comparator in English, Maths, Expressive arts and RME. In 2018, the % of young people attaining qualifications in

Technologies, Health and well Being and Languages (apart from English) was lower than the Virtual Comparator.

Partnership Course Summary - In 2018, a number of young people in Dumfries and Galloway gained qualifications at SCQF 7 to SCQF level 4 in neighbouring secondary schools. In 2018, a number of young people from Dumfries and Galloway gained qualifications at SCQF 4, 5 and 6 through Dumfries and Galloway College and SRUC (Scotland's Rural College) Barony campus.

Attainment in the Broad General Education: Achievement in Literacy and Numeracy

Nationally in 2018 the achievement of a level data remained 'experimental data' (official data undergoing development), as teachers across Scotland work collaboratively to develop confidence in moderating and assigning levels of achievement. Achievement of a level data is based on teacher professional judgements and is therefore drawn from a range of evidence collected by teachers during the on-going assessment of children and young people's learning. A wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing children's knowledge and understanding by talking to them about their learning, and assessing their work in class. Session 2018-19 saw the addition of Scottish National Standardised Assessments (SNSA) as a further form of assessment to support judgement .

Declared achievement of a level data in 2018 across Dumfries and Galloway showed in almost all areas and stages (P1, P4, P7 and S3) achievement of a level shows year on year improvement since 2015. Attainment however in 2018 Early Level (P1) - Reading was lower than 2017 values. Overall children and young people across Dumfries and Galloway perform better in listening and talking at all levels than reading and writing. At third level (S3), young people perform less well in numeracy than literacy. At fourth level, young people perform better in numeracy.

Achievement in Literacy and Numeracy by Scottish Index of Multiple Deprivation

Analysis of Curriculum for Excellence teacher judgement 2018 data by SIMD Quintiles across Dumfries and Galloway show at **Early Level** there is a notable gap of 12% between the most and least deprived P1 pupils achieving Early Level Reading. A difference of 10% is also noted in achieved levels for Writing, 11% Listening and Talking and 14% in Numeracy for these groups.

Analysis of Curriculum for Excellence teacher judgement 2018 data by SIMD Quintiles across Dumfries and Galloway show at **First Level** there is a considerable gap of 19% between the most and least deprived pupils achieving First Level Reading. A considerable difference of 25% is also noted in achieved levels for Writing, 23% Listening and Talking and 24% in Numeracy for these groups.

Analysis of Curriculum for Excellence teacher judgement 2018 data by SIMD Quintiles across Dumfries and Galloway show at **Second Level** there is a notable gap of 12% between the most and least deprived pupils achieving Second Level Reading. A difference of 15% is also noted in achieved levels for Writing, 16% Listening and Talking and 14% in Numeracy for these groups.

Analysis of Curriculum for Excellence teacher judgement 2018 data by SIMD Quintiles across Dumfries and Galloway show at **Third Level** there is a considerable gap of 16% between the most and least deprived pupils achieving Third Level Reading. A difference of 18% is also noted in achieved levels for Writing, 12% Listening and Talking and 14% in Numeracy for these groups.

Progress in closing the gap

	Early Level		First Level		Second Level		Third Level or better	
	Difference between Quintile 1 and 5		Difference between Quintile 1 and 5		Difference between Quintile 1 and 5		Difference between Quintile 1 and 5	
	2017	2018	2017	2018	2017	2018	2017	2018
Reading	16%	12%	26%	19%	18%	12%	31%	16%
Writing	13%	10%	17%	25%	17%	15%	28%	18%
Listening and Talking	11%	11%	29%	23%	13%	16%	33%	12%
Numeracy	9%	14%	27%	24%	20%	14%	27%	14%

Measures used for poverty related attainment gap in NIF – Dumfries and Galloway	All children %			Most disadvantaged (bottom 20% SIMD)			Least disadvantaged (top 20% SIMD)			Gap (percentage points)		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
27-30 month review (Children showing no concerns across all domains)	76%	79%	81%	69%	74%	69%	87%	87%	86%	18pp	13pp	17pp
Primary – Literacy (P1, P4, P7 combined)		67%	69%		67%	61%		82%	77%		15pp	16pp
Secondary Literacy (S3, 3rd level or better)		82%	88%		56%	74%		90%	93%		34pp	19pp
Primary – Numeracy (P1, P4, P7 combined)		74%	77%		72%	71%		85%	87%		13pp	16pp
Secondary Numeracy (S3, 3rd level or better)		85%	88%		73%	79%		94%	91%		21pp	12pp
SCQF 4 or above (1 or more on leaving school)	97.7%	97.1%	96.7%	94.9%	93.0%	93.5%	100%	99.2%	99.2%	5.1pp	7.0pp	5.7pp
SCQF 5 or above (1 or more on leaving school)	88.4%	87.2%	87.9%	70.9%	73.2%	71.0%	98.0%	95.2%	96.9%	27.1pp	22.0pp	25.9pp
SCQF 6 or above (1 or more on leaving school)	65.7%	63.8%	61.3%	40.2%	43.7%	42.1%	84.0%	77.0%	77.3%	43.8pp	33.3pp	35.2pp
Participation measure	90.6%	92.5%	92.2%	79.1%	83.2%	83.5%	93.7%	95.2%	95.7%	14.6pp	12.0pp	12.2pp

Key to above tables:

	% Decrease in gap		% Same or similar as previous year's gap		% Increase in gap
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This evidence shows that whilst improvements have been made more needs to be done to continue to improve outcomes for all our children and young people in Dumfries and Galloway. The year ahead will see a continued focus on improving attainment with the sharing practice work of the Excellence and Equity Groups in Literacy, Numeracy and Health and Wellbeing being key to this. This work will be further supported regionally by the South West Education Improvement Collaborative (SWEIC) and our Quality Assurance and Moderation Officers supporting moderation activities across Dumfries and Galloway.

Self-Evaluation for Self-Improvement - In 2018 -19, the education authority prioritised strengthening strategic leadership to support and challenge schools' continuous improvement through a self-improving system of collaborative reviews, based on a validated self-evaluation model. The sample of nineteen schools, including stand-alone schools and partnerships across the region, worked collaboratively with the authority and partners. Review teams consisted of the school's senior management team, peer Headteacher/Depute Headteacher/ Principal Teacher, authority officers and

the school's educational psychologist – where appropriate. The teams worked closely with staff, pupils and parents throughout the two days of the review to evaluate the impact of the school's self-evaluation and practice, using the national document, *'How Good Is Our School? 4'* quality indicators for learning, teaching and assessment and raising attainment and achievement. This validated self-evaluation model of school collaborative reviews is generating valid qualitative evidence of progress in improving learning, teaching and assessment – at school and authority level. It is also generating robust qualitative evidence of the impact of schools' work to raise attainment and achievement. The collaborative review process is strengthening and empowering strategic leadership to support and challenge schools' continuous improvement so empowering schools to lead effectively in this area.

Session 2018-19, saw a further group of staff being supported to develop their knowledge, understanding and use of improvement methodology to effectively plan, carry out and measure the impact of changes on outcomes for children and young people. Since commencing implementation in August 2014, a total of ninety-two schools - eighty-nine primaries and five secondary schools – representative of a variety of arrangements: stand alone; partnerships and all-throughs, have engaged in the professional learning, resulting at least one member of staff able to use improvement methodology, and / or taking the lead for its use in their school/s. For sustainability, some schools have engaged more than one member of staff via the region's professional learning programme (four learning sessions over the course of an academic session) or through twilight sessions. In some schools, all teachers are encouraged to use the improvement approach. Specific areas for focus have included attendance, reading, writing, mental maths and wellbeing – as identified for improvement by the school.

The authority's *'Improvement Approach Interactive Learning Resource'* is revised annually to share new examples of projects, support the learning of new cohorts, refresh the knowledge and understanding of previous cohorts and to support school leaders in scaling up use of the improvement approach within their settings.

Parental Engagement - The local authority has a continuing clear focus on improving stakeholder involvement. Parents are included and consulted at a strategic level through a dedicated support officer with a remit to promote parental engagement and senior management team engagement with the chair of the parent forum and at a school level through an active network of Parent Councils. Parents are represented for example at CYPLL committee meetings and in senior staff appointment procedures. They have also been consulted in relation to improvement priorities for our annual plan and have in the past been involved in local authority service reviews. The importance of engaging children and young people in evaluating and improving educational provision is also recognised and at authority level this is being further developed. This session saw the launch of the nation parental survey which has been used as an alternative to our locally produced version. Participation in this survey will allow us to gather valuable information to inform further improvement of the service. At establishment level, children and young people are regularly involved in the evaluation of learning and teaching and are consulted about a wide range of issues via a range of forums but particularly through the development of pupil councils and the use of HGIOS 4 (learner engagement version) which is in the early stages of use.

Family Learning - The Lifelong Learning Service continue to work to support improved life chances for children and families through the delivery of a wide range of family learning interventions, targeted within areas of identified need within Dumfries and Galloway, with a priority given to the following key catchment areas: Stranraer (including Park School catchment); Newton Stewart; North West Dumfries (including Lochside/Lincluden catchment; Upper Nithsdale (including Sanquhar and Kelloholm catchment) and Annandale. Following a reshape within the local authority in January 2019, all Lifelong Learning staff now have family learning as an explicit element of their job description. Family learning continues to be embedded within the Dumfries and Galloway Children's Services Plan with a key priority being the testing of parenting approaches. Two members of staff have completed

Peep ‘train the trainer’ training which has enabled courses to be delivered locally, significantly increasing our delivery capacity from 12 to 28 deliverers. Participation in Peep programmes is positively impacting on parents and families, with 100% of participants in the 18/19 academic year agreeing that they are more confident supporting their children’s learning. Peep sessions are also building parental capacity by providing opportunities for parents to work towards accredited qualifications and progress to other positive destinations, with many examples of parents going on to volunteer, or continue with learning, and in some cases progressing to employment.

Other key family learning initiatives which are delivering positive outcomes, and which continue to be implemented include Roots of Empathy; Incredible Years; FAST, FLASH, RESPECT, PICL and MATCH. Lifelong Learning Service staff are also working with Head Teachers, other colleagues, Parent Councils and other community partners to maximise PEF opportunities aimed at raising attainment and closing the poverty related attainment gap.

The National Review of Family Learning – Supporting Excellence and Equity continues to be utilised alongside the new Family Learning Framework in helping to shape delivery, inform and improve practice.

Getting it right for every child (GIRFEC) - Across Dumfries and Galloway, while awaiting further guidance on information-sharing from Scottish Government, existing GIRFEC processes and products were reviewed to ensure that they remain fit for purpose. This ensured that support and governance arrangements for named persons across Education and NHS were clearly articulated and communicated to staff. As part of these arrangements Dumfries and Galloway established a GIRFEC Practice Log as a single point where staff could record issues, seek initial advice, or raise awareness of training needs. The Practice Log allows information to be collated in order to identify emerging themes or training needs. A post of 0.4 GIRFEC Support Officer has been resourced through Education Services.

Key successes in our implementation of GIRFEC include:

- Production and communication of support and governance arrangements for named persons, including the GIRFEC Practice Log.
- Simple guidance on key processes has been produced for staff – for example on when a child requires a plan; when a meeting is necessary and when a plan should be closed.
- Tests have been done on minor amendments to the Child’s Plan template to better inform progress and outcome measurements.
- A survey of named persons has been carried out and the report on the survey findings has provided useful information and some positive findings regarding the continued implementation of GIRFEC in Dumfries and Galloway.
- Issues raised through the Practice Log have been reported to the GIRFEC Leadership Group. This has enabled a better understanding of some of the challenges facing named persons and has enabled the Leadership Group to plan responses, including the production of guidance materials for staff.
- The Skills Framework continues to support evidence of staff skills and informs the development of the Learning and Development calendar
- Multi-agency and single agency training continues to be delivered to staff and findings from the survey indicate that staff feel supported to fulfil their roles both with training and processes.

Dumfries and Galloway continues to implement early support for children and young people through the GIRFEC agenda and the Named Person Service as evidenced by the increasing number of child’s plans being produced and the findings of the named person survey.

Realigning Children’s Services Programme - Dumfries and Galloway are part of the third tranche of local authorities to take part in the Realigning Children’s Services (RCS) programme. This is a Scottish Government programme aimed at helping Community Planning Partnerships to make better strategic decisions about services for children and families.

Realigning Children's Services is about using data and evidence to gain a better understanding of children's needs; local services and spending on services. The aim is to achieve a better match between children's needs and the services available to meet them. The programme also aims to find ways of investing in prevention and early intervention. This will ultimately help families avoid crisis situations and reduce the need for intensive, high-cost services.

The first stage of the Realigning Children's Services programme involves wellbeing surveys which all primary children in P5 to P7 and all secondary children in S1 to S4 are asked to take part in. These surveys collect information about various aspects of children's lives, ranging from physical health, activity and diet, to relationships with peers, family and teachers, life satisfaction and general mental wellbeing. The survey was completed through February and March 2019 with excellent take up across our schools. The next stage of the programme will involve the mapping of existing services and resources for children and young people. This work will help the Community Planning Partnership, to identify shared priorities for the next Children's Services Plan (2020 to 2023).

Outcomes

In improving attainment for all, we continue to make progress. Across our schools in Dumfries and Galloway 2018 declared data shows an increase overtime in achievement across all stages and measures for literacy and numeracy. This set of results is encouraging as it shows that the range of interventions being used in our schools to support children and young people are leading to improved outcomes.

- There is a good focus on attainment across all SIMD levels which is leading to improvements
- Partnership working is a key strength in the senior school – for example when preparing young people to leave school – this is evidenced in a number of ways including the Employability Coordination Groups and the developments linked to our senior phase strategy.
- In almost all national measures reported on in Insight 2017/18 data for Dumfries and Galloway shows an improved performance
- In 2018 , Literacy and Numeracy SCQF Level 4 attainment is just above the virtual comparator data. Literacy and Numeracy SCQF Level 5 attainment is just below the virtual comparator data.
- In 2018 , the national measure of improving attainment for all shows the average tariff points for the lowest 20%, middle 60% and highest 20% values for Dumfries and Galloway is similar to the virtual comparator and the south west improvement collaborative values.
- In Attainment vs Deprivation a similar level of performance in all SIMD deciles is recorded to national values with Dumfries and Galloway having slightly lower levels of performance in SIMD deciles 4,8 and 10. In decile 1, the most deprived decile, the average tariff points reported are almost half those of the least deprived decile. However, over time, since 2012–13 this has been steadily increasing and is continuing to do so.

In reducing the attainment gap, we have made some progress. Curriculum for Excellence data collected for the last two years by the Scottish Indices of Multiple Deprivation (SIMD) deciles shows that although there is a gap in achievement for those pupils living in SIMD most deprived data zones compared to those living in the least deprived data zones there has been improvement in each and every decile from the previous year so demonstrating ongoing improvement.

- Literacy 61% - Combined P1, P4, P7 is above the 2018 Scot Gov measure 59.8% for 20% most disadvantaged. S3 Literacy 74% is below the 2018 Scot Gov measure 80.5% for 20% most disadvantaged .

- Numeracy 71%- Combined P1, P4, P7 is above the 2018 Scot Gov measure 69.2% for 20% most disadvantaged. S3 Numeracy 73% is below the 2018 Scot Gov measure 80.7% for 20% most disadvantaged
- Insight national measures for Attainment vs Deprivation In lower deciles, 20% most deprived data zones show an improving performance over time. Average tariff points in decile 1- 3 are on average almost half the average tariff points of the 20% least deprived data zones. This value has increased overtime demonstrating on going improvement
- CfE data collected for the last 2 years by the SIMD deciles shows that although there is a gap in achievement for those pupils living in SIMD most deprived data zones compared to those living in the least deprived data zones there has been improvement in across the deciles from the previous year so demonstrating ongoing improvement.

Children’s Services Plan

Children, young people and their families have a diverse range of needs. Within Dumfries and Galloway there is an infrastructure of services which support children and young people. These range from universal services accessed by all children, such as education or health visiting, to highly specialised services provided to our most vulnerable children such as child protection planning or looked-after children health specialists. Services are provided by a wide number of agencies including Social Work, Police, NHS, and the Third Sector. Partnership working is helping to deliver shared approaches to service delivery

<p>Our children’s Multi-Agency Safeguarding Hub (MASH) delivers fast effective multi-agency information-sharing and decision-making when children and young people are at risk of harm.</p>	<p>We have invested in our school estate to ensure our children have improved opportunities to learn and develop – examples include Dalbeattie Community Campus and St Joseph’s College in Dumfries.</p>	<p>We have maintained our focus on increasing physical activity rates and can demonstrate that we have fewer inactive children and young people</p>
<p>We have developed an integrated approach to education in S5 and S6 across all 16 secondary schools in Dumfries and Galloway.</p> <p>This approach means that schools can offer young people more flexibility with their options and choices and this will help us ensure that young people continue to enter positive destinations.</p>	<p>We consulted with children and young people about their health needs and they told us that support with mental health was very important to them.</p> <p>This led us to prioritise support for mental health in schools and we developed an approach which involves Youth Workers delivering low-level mental health interventions in schools</p>	<p>Our delivery of the Incredible Years parenting programme has been successful.</p> <p>This programme is for the parents and carers of children aged 3 to 6 and parents who took part have given us positive feedback about how they have gained confidence and improved their parenting skills.</p>
<p>We developed an Action Plan to address Child Sexual Exploitation in Dumfries and Galloway.</p> <p>We launched this plan with a publicity campaign to raise awareness across the community and support effective identification of young people at risk</p>	<p>We set up a GIRFEC Practice Log to help staff get support with issues they faced in carrying out the function of named person.</p> <p>The overall aim is to help staff so that GIRFEC processes work more effectively for the child and family.</p>	<p>The development of our Regional Youth Council will give young people a representative role - including those from marginalised groups - and ensure that young people’s voices are listened to and acted upon by Elected Members and Officers.</p>

GIRFEC implementation in Dumfries and Galloway continues to provide support for children and families at an early stage. Improvement activity in 2018/19 has focused on the continued review and refinement of GIRFEC practice materials and increased support arrangements for staff. We have introduced a GIRFEC Practice Log to allow a fast, multi-agency response to issues from staff. This makes us better able to identify emerging issues and if there are patterns we can see, we can escalate this to senior managers across the partnership. We continue to focus on supporting the learning and development of our staff to give reinforce their existing knowledge and skills and learn new ones. We had hoped to receive national direction for staff on information sharing but we now know national guidance will not be given, this has led to a delay as we now have to progress local agreements.

Young people have told us that good mental health is a priority for them. We have a wide range of data on young people, but there are some gaps in aspects of child health. The 2018 surveys on well-being of children and young people will provide a detailed picture of how children and young people feel about their well-being across Dumfries and Galloway and we can then work with partners and prioritise services.

In engaging with young people and parents to raise aspirations and promote opportunities and range of pathways and supporting learners to make informed choices, Dumfries and Galloway Education services have worked together with partners to deliver a coordinated progressive support service to young people. The aim is to support young people in making more informed choices based on skills, aspirations and raise awareness of opportunities for future employment. This includes young people at risk of leaving school without an appropriate pathway being supported through Employability Coordination Groups (ECGs); widening access programmes are in place to raise aspirations and support young people to address any barriers to entering higher education; conversations with learners on 'Planning for your Future' are beginning to take place earlier and information recorded on preferred route / sector and anticipated leave date is being used to inform pathway choices; engagement with parents through the parent forum has taken place to find a way to support parents to understand the need for different pathways and the focus on skills ,partnership working informed by pupil voice and labour market information is beginning to inform curricular planning, increasing the range of pathways available to our young people.

The Opportunities for All (OfA) Annual Participation Measure identifies the participation status of the wider 16-19 cohort and can be used as an indicator of success for the youth guarantee partnership. The latest participation measure shows that 92.2% of our 16-19year olds are participating in training, education employment, or personal development, compared to 91.8% nationally.

The chart below shows 69% of our 16–19year olds were in education as of August 2018 (school/college/higher education). This figure is similar to the results from 2016 and 2017.

	Dumfries and Galloway Participation Measure		
	2016	2017	2018
Education	69%	70%	69%
Employment	20%	21%	22%
Training	2%	2%	2%
Not Participating	3%	3%	3%
Unconfirmed	6%	4%	4%

Please note: figures are rounded to the nearest whole number

The Youth Guarantee partnership has a tracking and monitoring subgroup which accesses Dumfries and Galloway data via the 16+ Data hub to inform policy, planning and service delivery and determine the impact of the Opportunities for All commitment.

In 2018, 93.89% of leavers in Dumfries and Galloway achieved a positive destination. For the first time in 3 years, this was slightly below the figures for the virtual comparator (94.24%), the South West collaborative (94.17%) and the national average (94.39%). In 2016 and 2017 the numbers achieving a positive destination were around 94.6% - above the comparator figures for the virtual comparator, the collaborative and the national figure.

Pupil Equity Funding

Dumfries and Galloway received £2,972,520 across 110 schools (5 Schools received no PEF allocation) with amounts received ranging from £1200 to £116,640.

PEF Planning sheets have been incorporated in the School Improvement Planning process to capture planned spend at an early stage. Impact of this budget spend is then reported through the School Improvement Progress Report. Criteria has been established around carry forward budgets to meet the national expectation that this is only in “exceptional circumstance”. A procedure has been created to provide schools the opportunity to demonstrate where they should be allowed to carry forward funding into the next school year.

A summary of the key areas of PEF spending in 2018/19 is provided below with more detail in Appendix 3 : PEF Spend Summary Report.

Areas of Spend – Primary and Secondary (as at end of financial year 31 March 2019)

Areas of Spend - Primary and Secondary Allocation (including 2017/2018 carry forward)	Staffing:- Teaching	Staffing: Non-Teaching	Professional Learning	Resources /Equipment	IT Equipment /Software	PVG Checks	Transport /Travel	Photocopying /Printing	Pupil Catering Provisions	Room Hire	Project Costs	Payment to Other Bodies	BALANCE
£4,379,009	£1,066,948	£1,019,885	£67,234	£672,450	£81,878	£277	£20,345	£6,518	£8,416	£62	£79,915	£23,224	£1,331,856
100%	24.37%	23.29%	1.54%	15.36%	1.87%	0.01%	0.46%	0.15%	0.19%	0.00%	1.82%	0.53%	30.41%

Spend by Curricular Area – Primary and Secondary (as at end of financial year 31 March 2019)

Spend by Curricular Area - Primary and Secondary (including 2017/2018 carry forward)	Allocation	Literacy	Numeracy	Health & Wellbeing	Unknown/ Other	BALANCE
£4,379,009	£2,881,200	£352,496	£140,416	£986,188	£1,568,053	£1,331,856
100%	100.00%	8.05%	3.21%	22.52%	35.81%	30.41%

Impact of Pupil Equity Funding (PEF)

All schools reported that Pupil Equity Funding was used to reduce inequality of educational outcomes and experiences for identified children and young people. Schools allocated Pupil Equity Funding to address literacy, numeracy, health and wellbeing needs, financial barriers, increase participation and parental engagement, in line with National Improvement Framework priorities and drivers.

To close gaps in learning and ensure that the gains made were measurable and sustainable, most schools had targeted interventions for identified children, young people and groups using the 'small test of change' improvement approach. A range of approaches have been implemented by schools including authority initiated and developed interventions, evidence -based published programmes, and school/cluster developing their own interventions.

Indications of how Pupil Equity Funding has made progress in reducing inequality of educational outcomes and experiences were noted across Dumfries and Galloway schools as follows:

Improved Health and Wellbeing – Most schools identified health and wellbeing as a pre-requisite in closing the poverty related attainment gap. Schools continue to measure the improvements in health and wellbeing using Pupil Attitudes to Self and School (PASS) Assessment, Leuven and Likert Scales, Boxall profiles and the SHANNARI self-evaluation wheel. There is, therefore, evidence of increasing confidence, self-esteem and resilience for identified children and young people through engagement with counselling services, Attachment and Trauma Friendly School programme, CogMed Working Memory Training, Roots of Empathy; Emotion Works; Growth Mindset; Nurture; Mindfulness; Lego Therapy and Therapeutic Drawing and Talking.

Schools have also focused on improving relationships within the school, cluster and community. Examples include the anti-bullying programme delivered by KiVa – a research based anti-bullying programme, playground leaders, trained and upskilled pupils as School Counsellors and Learning Assistants as Family Engagement Workers, the latter with a focus on positive transitions and improving home school relationships for identified children and young people. Programmes such as local swimming, 'Fit 4 Fun', 'Better Movers, Better Thinkers', 'Balance Bikes and Scooters' and 'Let's Move On' focused on increasing physical activity and wellbeing. To address sustainability of gains made in this aspect, schools focused on empowering children / young people and engaging parents; for example, young people's training in Health and Food Technology; breakfast and activity clubs. In most cases these interventions have allowed the children and young people to maintain attendance and engagement in school and reduce exclusion in some.

Reducing the impact of financial barriers for identified children and young people- Pupil Equity Funding has supported families facing financial barriers, allowing children and young people to be fully included in the wider life of the school, community and experiences out-with. Funding has allowed access to residential and day educational trips including theatre and cultural visits. Schools have provided school uniform and essential equipment such as at home stationary, PE equipment and outdoor clothing. Some have also provided access to music tuition, a range of sporting activities, digital technology beyond the school day and transport to participate in after-school clubs to mitigate rural deprivation. The impact for children and young people of these opportunities has been to widen life experiences and improve social interaction while reducing the cost of the school day for all families facing poverty related barriers.

Improved attainment in literacy - In all schools there is now an increased awareness of the need to identify gaps in attainment in literacy through effective use of data. In working to improve attainment, schools are taking on a range of approaches and interventions which target specific areas of literacy, for example reading for information, reading for enjoyment, listening and talking, spelling, genre approaches to writing. There is evidence of impact in literacy for identified children through interventions such as 'Talking, Listening and Questioning' (TLQ) delivered in collaboration with Speech and Language Therapy (SaLT), 'Closing the Literacy Gap', 'Collaborative Strategic Reading', 'Accelerated Reader' and 'Talk for Writing'.

Talking Listening Questioning (TLQ) - evidence of impact - As in previous sessions, TLQ continues to be administered to good effect across the authority. We have now been measuring the impact for five years on talking, listening and questioning skills in P1s and our huge sample over that period confirms the benefits of this intervention. This academic year, new TLQ training uptake has been more limited, perhaps linked to the number of schools who have already accessed TLQ training

and also a change which was made; asking settings to send a manager or Headteacher with their staff to the sessions, to acknowledge the need for senior management to prioritise this as an intervention, and to ensure programme fidelity. Refresher training was also offered last session to emphasise fidelity. There have been 35 staff trained and 3 schools in the West, 5 schools East and all Early Years Graduates in 10 establishments. Over 80% of Early Years settings in D&G have accessed training on TLQ in the last three years. Although there were fewer new schools involved this year, as would be expected as we reach saturation point, the number of establishments facilitating and reporting impact continues to increase year on year.

In 2018/19, Pre-TLQ was piloted in 3 establishments. This consisted of 1 local authority Nursery and 2 Early Years and Childcare providers. Next session will see a further ten settings invited to take part.

As part of the TLQ training in this reporting period (18/19) a further 44 Communication Champions have been trained and 8 Super Champs have volunteered to undergo further training to deliver targeted interventions such as Pre-TLQ, Phonological awareness and Vocabulary. This will be taken forward in Session 19/20.

- **2018** 15% of Dumfries and Galloway Preschool settings had a Communication Champion and 9% of Dumfries and Galloway Primary settings had a Champion
- **2019** 40% of Dumfries and Galloway Preschool settings have a Champion and 28% of Dumfries and Galloway Primary settings have a Champion
- **Projected for 2020** (if everyone registered completes the course) 74% of Dumfries and Galloway Preschool settings will have a Champion and 44% of Dumfries and Galloway Primary settings will have a Champion.

'Words Together' - evidence of impact - Words Together is a universal intervention that aims to raise awareness of key messages re language and interaction for parents of Early Years children. This session It has been developed at two early adopter sites, Belmont nursery and Hecklegirth nursery with involvement from Improvement Advisor, Scottish Government. This has been evaluated and the most effective practice analysed and evolved. So far the less screen time message has been most successful with parents. Staff have also gathered data on the children's levels of engagement in learning and play and their expressive language skills.

Dumfries and Galloway Closing the Literacy Gap Intervention- evidence of impact

49 primary schools across Dumfries and Galloway now have lead teachers who strategically manage the intervention's high-quality assessment process, whilst supporting learning assistants and liaising with class teachers and parents. 87 learning assistants have been trained to expertly 'notice, prompt and praise' a wide range of interconnected literacy skills, based upon enhanced professional knowledge and shared, high quality pedagogy. All pupils, parents and learning assistants are motivated by rapid progress and success demonstrated. This has created a pool of trained, skilled staff to ensure roll-out, continuity and sustainability of the intervention.

Closing the Literacy Gap Outcome Data for 2018-19 - During this third year, standardised data collected from 226 pupils who received 8 weeks of *Closing the Literacy Gap* intervention demonstrated average gains of:

- 11 standardised points in Reading Accuracy, equivalent to 12 months in age.
- 9 standardised points in Reading Comprehension, equivalent to + 17 months in age.
- 9 standardised points in Spelling, equivalent to +8 months in age.

All schools also reported significant improvements in pupil self-esteem and confidence, motivated by accelerated progress and a sense of empowerment and achievement.

The table below provides an overview of the impact of the closing the literacy gap programme supported by Pupil Equity Funding and Additional Support for Learning

	Schools with Lead Teachers	CLG Tutors (LAs)	Pupils benefitting from CLG	Average Gain in Reading Accuracy		Average Gains in Reading Comprehension		Average Gains in Spelling	
				Standard Score	Equivalent in months	Standard Score	Equivalent in months	Standard Score	Equivalent in months
2016-17	8	15	40	+12	+13 months			+5	**
2017-18	31	64	>135	+11	+12 months	+15	+14 months	+8	**
2018-19	49	87	>226	+11	+12 months	+9	+19 months	+8	+8 months

Dumfries and Galloway Fastlane Reading Intervention- evidence of impact - building capacity to deliver programme - 32 primary schools across Dumfries and Galloway now have lead teachers who strategically manage the intervention's high-quality assessment process, whilst supporting learning assistants and liaising with class teachers and parents. 57 learning assistants have been trained to expertly 'notice, prompt and praise' a wide range of reading skills, based upon enhanced professional knowledge and shared, high quality pedagogy.

Impact on Attainment 2018-19 During this second year, standardised data was collected from 44 Primary 4-7 under-achieving learners (27 of whom attracted PEF) in 9 schools received four 20-minute *Fastlane Reading* lessons each week, for a period of 8 weeks. Data demonstrated average gains of:

- 6 standardised points in reading accuracy, equivalent to + 12 months in age.
- 11 standardised points in reading comprehension, equivalent to + 20 months in age.
- Schools also reported high levels of motivation and engagement and significant improvements in learner confidence and self-esteem.

The table below provides an overview of the impact this Fastlane Reading Intervention supported by Pupil Equity Funding and Additional Support for Learning

	Schools	Fastlane Reading Tutors	Learners benefitting from Fastlane	Average Gains in Reading Accuracy		Average Gains in Reading Comprehension	
				Standard Score	Equivalent in months	Standard Score	Equivalent in months
2016-17	1	1	5	**	**	**	**
2017-18	4	5	23	+ 10	+ 20 months	+ 11	+25 months
2018-19	33	59	>44	+ 6	+ 12 months	+11	+ 20 months

Improved attainment in numeracy - An increasing number of schools are now more aware of the need to also focus on raising attainment in numeracy. In working to improve attainment, schools are taking on a range of approaches and interventions which target specific aspects of numeracy, for example Developing Number Knowledge, Number Talks, Catch up Numeracy, Number Boost, Mental Maths, Closing the Numeracy Gap, SumDog and Maths Mindset.

Authority Closing the Numeracy Gap Intervention- evidence of impact - Closing the Numeracy Gap is a bank of short-term numeracy intervention programmes designed to accelerate progress in learning and close the attainment gap. The intervention materials build on the Developing Number Knowledge approach to support planning, assessment, learning and teaching.

Professional Learning to develop staff skills and strategies and have been organised into six sequential Learning Phases. Additional phases are planned for Multiplication/Division and Fractions (Session 2019-20).

Feedback from the recent Dumfries-based pilot of Closing the Numeracy Gap materials has been very positive: 98% of delegates indicated that learners' attainment and achievement in Numeracy was likely to increase and 95% of delegates believed that they would be more likely to meet learners' needs. 137 practitioners have attended training and piloted the intervention in their schools. Delegates included Head Teachers, Class Teachers, ASL Teachers and Learning Assistants.

In addition, three 'Introduction to *Closing the Numeracy Gap*' CLPL Events were held in May 2019 with 65 practitioners attending across Dumfries and Galloway. 186 practitioners are now members of the *Closing the Numeracy Gap* Glow Group, a digital space created for staff to share practice, network and gain support in raising attainment in numeracy.

Nurture Through Maths - Following training delivered by our Educational Psychologists, a number of schools across Dumfries & Galloway have purchased resources to support nurture through maths. Schools have created resource bags/sacks which can be used in school by targeted pupils or which can be borrowed by their families and taken home. The nurture through maths resources are helping family members support their children at home with numeracy and related skills. School tracking shows that almost all of the targeted children have shown an improvement in their maths scores as a result.

Developing Number Knowledge - An increasing number of schools and clusters have participated in professional learning associated with Developing Number Knowledge. This is preparing teachers to approach mathematics instruction in a new way. It emphasises ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics. A number of clusters have taken this forward as a collaborative approach to Developing Number Knowledge, and PEF has supported focused training of teaching staff and learning assistants to develop this approach.

The impact of this approach in one primary school is outlined below:

	General Maths 2017-2018	General Maths 2018-2019
P2 (4 children)	89	95
P3 (7 Children)	100	117
P5 (2 children)	82	111
P6 (1 child)	96	111
P7 (1 child)	74	99
Overall average score of pupils receiving Maths Recovery intervention	88	106

This approach is also now also beginning to be used in a number of our secondary schools. The impact of this in one school is outlined below in a sample set of results :

Pupil	Year	Standardised Score (Baseline)	Standardised Score (April, 2019)
A	S1	60	86
B	S1	60	75
C	S1	No Data	91
D	S2	55	94
E	S2	80	114
F	S2	87	103
G	S3	72	94

Catch-Up Numeracy - One cluster has engaged with the Catch-Up Numeracy approach. Catch-Up numeracy is a structured intervention for learners who find numeracy difficult. It involves 15 minute individual sessions delivered at least twice a week and addresses key components of numeracy. Additional learning assistant or teacher time, purchased through PEF, is used to support this intervention. Schools report learners are making very good progress as they follow this programme.

An example of progress made with one group of learners is outlined below:

Name	Stage	SS/NA Aug	SS/NA Dec	SS/NA Mar	SS/NA May	Difference
Child 1	P3	81 / 5.4	80 / 5.8	-	86/6.6	+ 1 yr 2 months
Child 2	P4	71 / 5.4	81 / 6.6	-	70/5.4	=
Child 3	P2	71 / 5.1	86 / 6.6	-	78/6.3	+ 1 yr 2 months
Child 4	P6	77 / 7.8	80 / 8.3	87 / 9.5	81/8.10	+1 yr 2 months
Child 5	P6	86 / 8.0	82 / 8.0	84 / 8.7	87/9.2	+1yr 2 months
Child 6	P5	86 / 8.0	98 / 9.5	N/A	100/10.1	+2 yr 1 month
Child 7	P5	72 / 5.11	87 / 7.8	90 / 8.3	80/7.5	+1yr 6 months
Child 8	P3	-70/-5.0			-70/-5.0	=
Child 9	P4	70/5.4			88/7.8	+ 2yrs 4 months

Focused Teaching Groups The purchase of additional teacher time has supported primary schools in 'setting' maths classes by attainment grouping. This has reduced the number of pupils in maths classes and has supported small group teaching time. Feedback from pupils regarding maths groups has been positive, they like the smaller groups and working at their level.

In one large primary school 50% of pupils in receipt of free school meals are in teaching groups with fewer pupils (10 and 14 pupils). Class results show targeted pupils are beginning to catch up with their peers. The school used MALT assessment which show children are making good progress:

Yr Group	Standardised Scores September 2018	Standardised Scores May 2019	Improvement
P7	102.6	105.3	+ 2.7
P6	94.7	102.6	+ 7.9
P5	96.7	102.5	+ 5.8

Family Learning Events A number of schools have organised family learning opportunities and events. Parents and carers have been invited into schools to participate in activities with their children. This has increased parents' knowledge and confidence in supporting their children's learning in Numeracy & Maths and is encouraging and supporting learning at home. Parent/carers who attended have given positive feedback. There were high levels of attendance at these events, in one particular schools parental attendance was recorded as:

	% of parents attending
P1-P4	82%
P5-P7	68%

Increased participation, access, engagement with parents, families and collaboration with partners -Extended opportunities were provided by schools for children and young people to benefit from activities, organisations and teams such as Aberlour, Greystone Rovers, Queen of the South, Yoga, Tai Chi, and Let's Get Sporty.

Some schools have collaborated with the Health Improvement Team Family Healthy Eating Programme, YMCA, Tree of Knowledge, Sleep Scotland and the Stay, Play and Learn initiative which was delivered in collaboration with Early Years Scotland. A few schools had allocated PEF to develop children / young people's skills for life and work through digital technologies (iPads). Some schools had engaged the expertise of parents in supporting the development of skills for life and work through engagement with 'World of Work' and Career Standards. Additionally, to ensure sustained advantage

of specific interventions, several schools trained pupils, staff and parents. There were also a range of holiday activity programmes, pre-nursery clubs and parenting initiatives – Identified children and families gained access to services and support during the holiday period.

In summary

During this reporting period (18/19), there is greater evidence from most schools in identifying clearer impact on attainment and using data to provide evidence. This progress continues to vary between literacy, numeracy, health and wellbeing. A few are recognising and beginning to successfully address the issue of sustainability within schools, mainly by building capacity in staff. Progress also reflects a better appreciation of the challenges facing the communities they are serving and there is evidence to demonstrate a stronger understanding and use of contextual factors. There continues to be common themes of improving learning through providing additional professional learning opportunities for staff for example in TLQ, Closing the Literacy Gap, Nurture or Maths Recovery approaches. In most schools this is clearly linked to improvements in outcomes for children and young people. There are now emerging examples of increases in attainment over time, and improved attendance and participation as having a positive impact on school life. Partnerships are evident as supporting, predominantly literacy and health and wellbeing.

The effective use of data was an area for improvement identified in last session's report and we now have improved systems for capturing and using data to improve attainment and ambition for vulnerable groups – this includes better tracking, monitoring and reporting systems which have been developed and implemented with an increasing range of staff to verify progress and plan improvements. There are clear governance arrangements in place to support the planning and delivery of PEF as well as evaluating the use of PEF through reporting on impact in School Improvement Planning. This will be further developed in the coming session as schools are increasingly challenged on the quality and depth of interventions used to improve impact and outcomes for children and young people.

August 2019

GLOSSARY

NIF	National Improvement Framework
SWEIC	South West Education Improvement Collaborative
PEF	Pupil Equity Funding
BGE	Broad General Education
SIMD	Scottish Index of Multiple Deprivation
CFE	Curriculum for Excellence
CIAG	Children Integrated Agency Group
SAC	Scottish Attainment Challenge
QAMSO	Quality Assurance and Moderation Support Officers
ASN	Additional Support Needs
PIN	Parents Inclusion Network
LAC	Looked After Children
CYPLL	Children Young People and Lifelong Learning
SCQF	Scottish Curriculum Qualifications Framework
GIRFEC	Getting It Right for Every Child
PEEP	Peers Early Education Partnership

Dumfries and Galloway Education Summary of Achievement 2018/19

In Dumfries and Galloway we have:

20,000 3-18 year olds in our 159 Learning Establishments with about 1500 young people leaving school each year.



Improvement in pre school children showing no concerns at **27 - 30 month Health Checks**

Pupils leaving school are showing an improvement over 3 years for **Literacy** from **92.0%** at level 4 or better to **94.3%**



Pupils leaving school are showing an improvement over 3 years for **Numeracy** from **86.3%** achieving level 4 or better to **90.3%**



Education Scotland Inspection of Schools show for **Learning, Teaching and Assessment** **67%** rated good or better **88%** rated satisfactory or better

Education Scotland Inspection of Schools show for **Raising Attainment and Achievement** **67%** rated good or better **94%** rated satisfactory or better

Pupils leaving school who are in positive destinations remains high at **94%**



83%

of parents survey think that staff in our schools are approachable



Dumfries and Galloway are working in collaboration with Ayrshire Authorities to improve attainment overall. Staff are in workstreams looking at areas including closing the poverty related attainment gap, increasing teacher confidence, leadership and numeracy

£2.8 million Pupil Equity Funding



in 110 schools supporting Headteachers to improve outcomes for children and young people.

Secondary Schools are increasingly offering a wider choice of courses for pupils to access allowing **individualised learning**



Pupil Attendance remains high and improving



	2016	2017	2018
Primary	94.6	94.9	95.1
Secondary	91.4	91.1	91.7

Over 14,000 entries for SQA awards ranging from National 2 to Advanced Higher in 2018/19



80 young people

from across the region are undertaking Foundation Apprenticeships across 5 frameworks – at the Bridge and in Dumfries and Galloway College





Summary Improvement Plan

September 2019



Excellence through
collaboration



Introduction and Rationale



The South West Educational Improvement Collaborative remains committed to building collaborative capacity across the south west. Our aim is to improve outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders.

The South West Educational Improvement Collaborative approach is based on building capacity to lead learning at all levels and investing trust in the professional autonomy of head teachers and teachers. Our four local authorities have high expectations and high aspirations for all learners and staff and we aim to give all our children and young people an equal chance to make the most of their potential. This plan is a summary of ambitions and actions for the regional collaborative, where we aim to add value by continuing to work together over the next year, building on the work undertaken since January 2018.

We believe in the benefits of working in partnerships within a culture of collaboration. 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, children and young people, by empowering head teachers to make local decisions and by trusting professional judgements. This has been the basis for our approach as four local authorities to delivering Curriculum for Excellence, GIRFEC and Developing the Young Workforce (DYW) and will continue as the South West collaborative. By working together, challenging each other and sharing what works, we will strengthen the 'middle' of our system. The interventions at regional level will aim to accelerate this agenda and therefore support the best chance of success in terms of outcomes for young people with a focus on closing the poverty related attainment gap and helping to achieve excellence and equity for all learners.

We recognise that the accountability for improvement remains with the local authorities and with the regional collaborative and our duties to secure better outcomes for our poorest and most vulnerable children remain our focus. To add value best to what we do, we will use our collected and extended evidence to challenge ourselves and each other while maintaining local flexibility on planning and quality assurance.

The aim of our collaboration in the South West remains to deliver on the purpose of Curriculum for Excellence which is to ensure that all young people leave school education as successful learners, confident individuals, responsible citizens and effective contributors. At present however, the educational system is not consistently strong enough to mitigate the impact of deprivation and ensure that all young people achieve what they are capable of regardless of their background or circumstances. As a result, a consistent focus of SWEIC will be to raise the attainment of children and young people living in the most deprived circumstances.

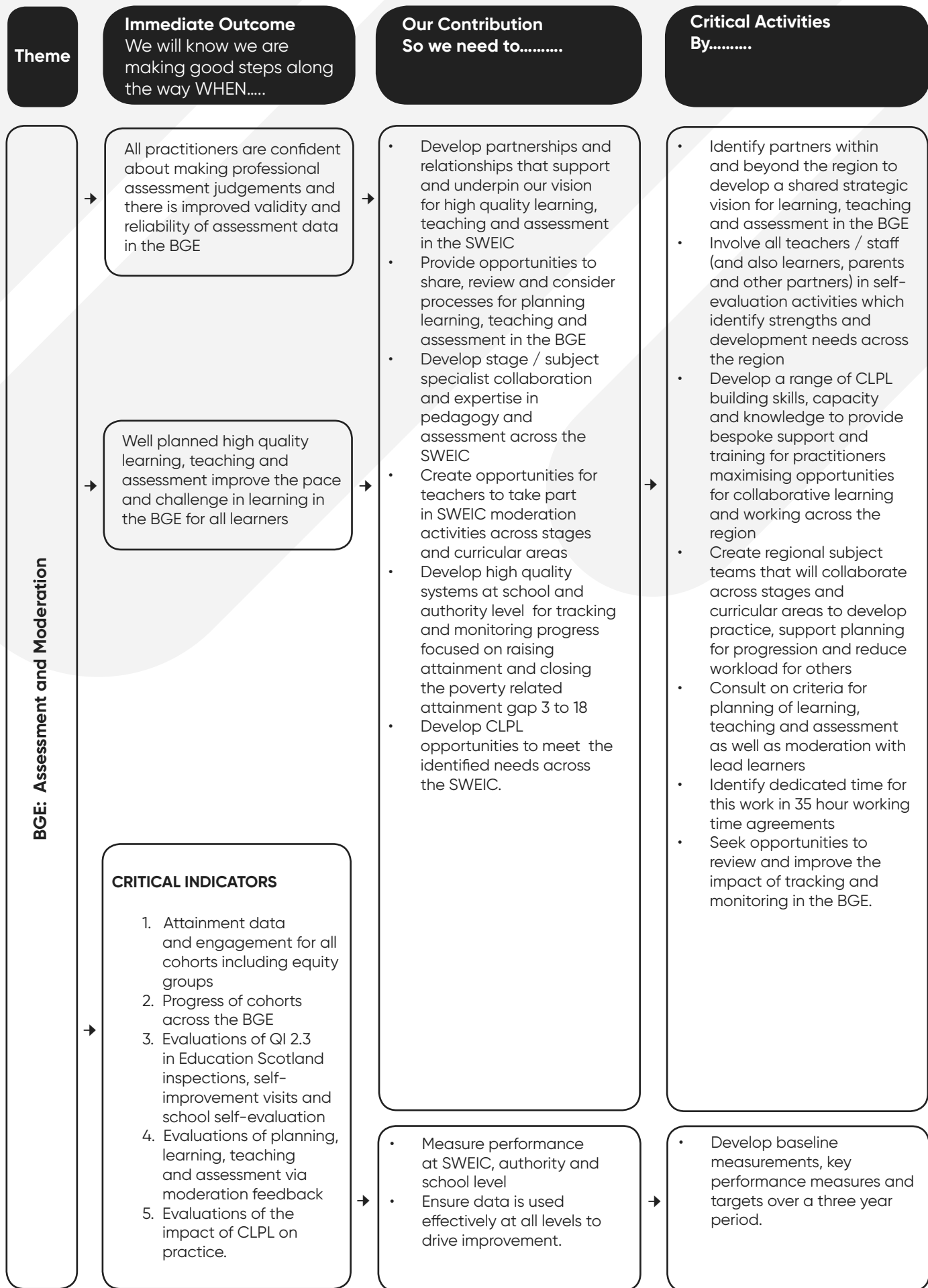
National Priorities

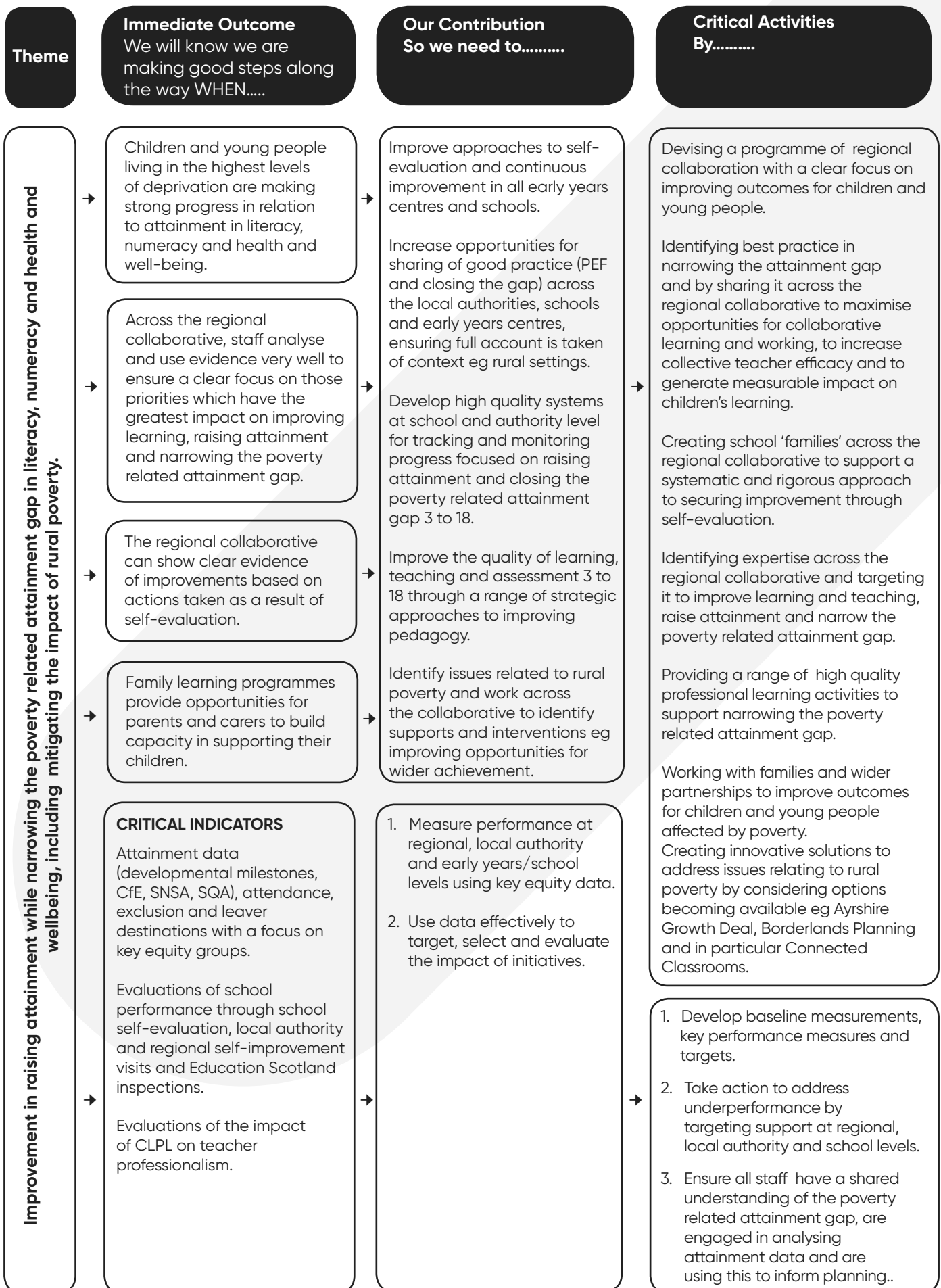
As a regional improvement collaborative, we aim to deliver improvement through collaboration focused on delivering the National Improvement Framework priorities of:

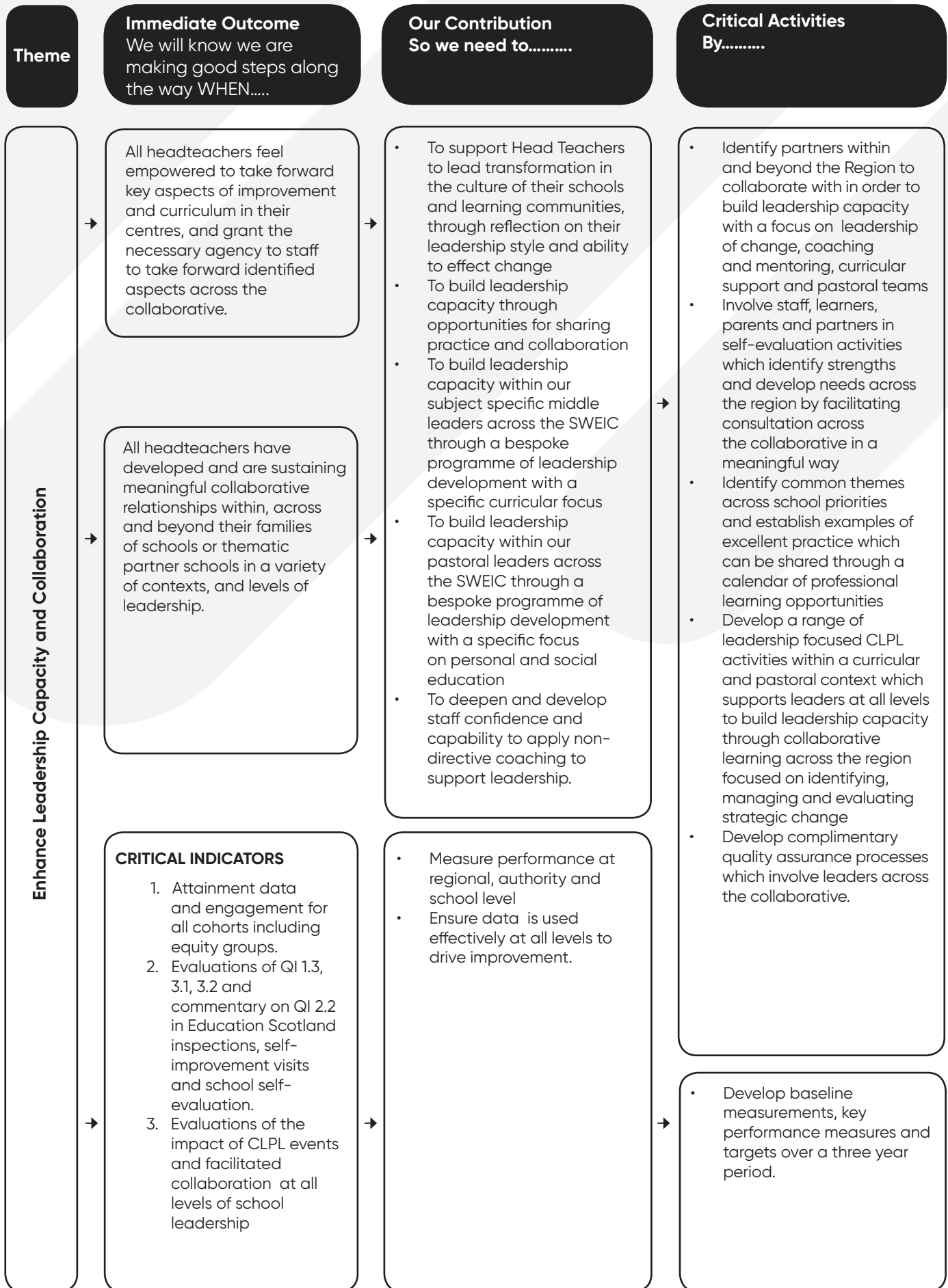
- 1. Raising attainment, especially in literacy and numeracy.**
- 2. Closing the poverty related attainment gap**
- 3. Improving children's and young people's health and wellbeing**
- 4. Improving post-school destinations.**

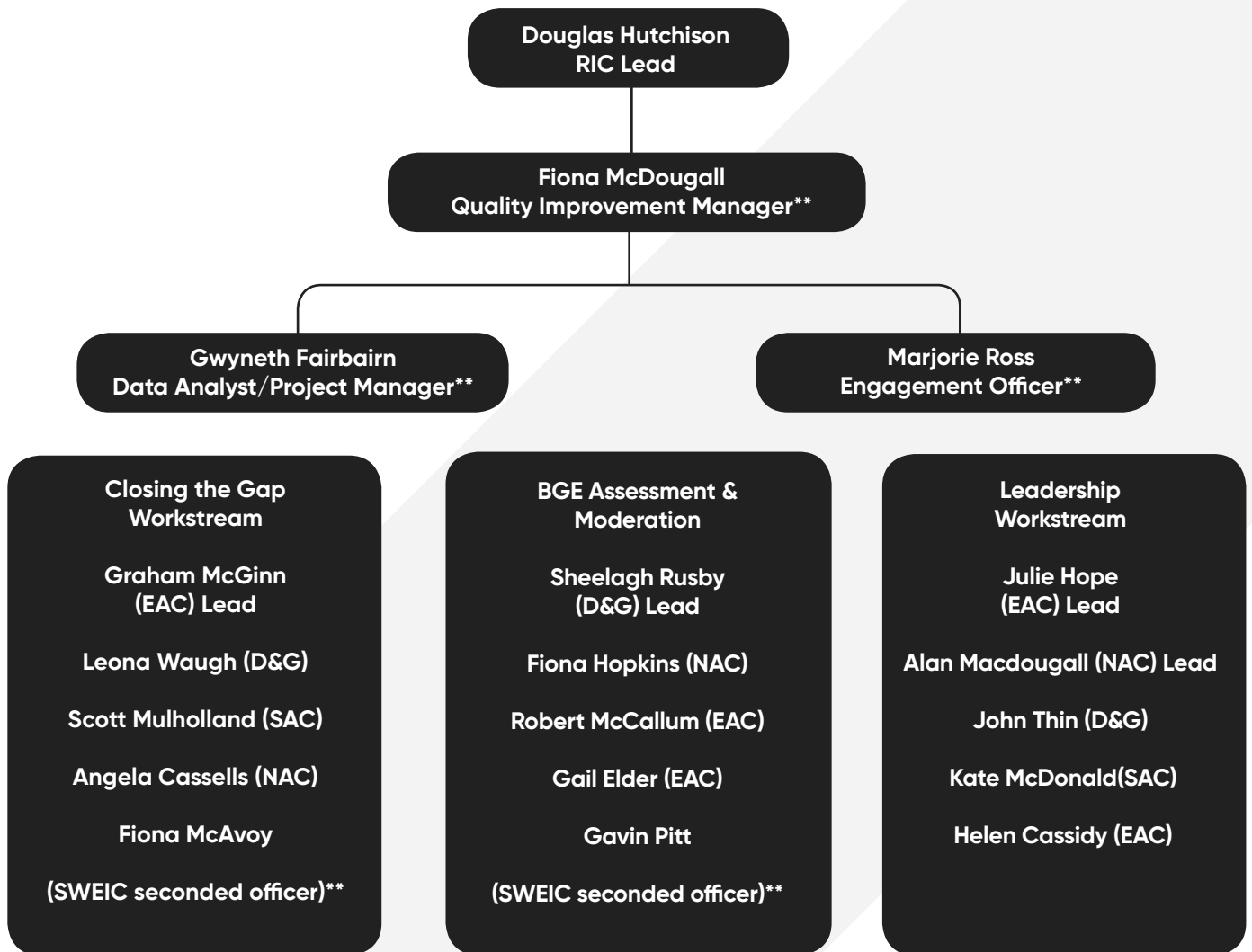
The following single page represents a summary of South West Educational Improvement Collaborative Local Priorities and Outcomes.

Priority Focus	Priority Outcome 1	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism (NIF)	Improve attainment in the broad general education for all learners.	Teacher professional judgment data across the Broad General Education across the South West shows inconsistency	Priority Workstream 1 Improve pace and challenge for learners by improving processes for planning learning, teaching and assessment in the BGE and by developing consistency in teacher professional judgements.	Improve the validity and robustness of attainment data for all cohorts assessed by achievement of Curriculum for Excellence levels.
Priority Focus	Priority Outcome 2	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism & Closing the Gap (NIF)	Improve attainment more quickly for children and young people who are most disadvantaged.	Almost all measures of attainment and engagement show a significant gap in outcomes between the most and least deprived children and young people.	Priority Workstream 2 Share effective practice on the use of Pupil Equity Fund and strategies for closing the poverty related attainment gap (with a focus on rural poverty), further develop systems for tracking and monitoring pupil progress and measuring the impact of PEF.	Improve attainment, attendance, leaver destinations and reduce exclusions for the most deprived children and young people.
Priority Focus	Priority Outcome 3	Why is This An Issue?	What Will We Do?	Our Targets Are
Leadership (NIF)	To develop leadership capacity at all levels by inspiring and empowering educational leaders to improve outcomes for learners.	All education leaders should ensure the highest possible standards and expectations are shared across a school to achieve excellence and equity for all. By developing leadership capacity across the South West, we will be able to focus on where leadership action is delivering excellent outcomes for all learners.	Priority Workstream 3 Build leadership capacity through opportunities for engagement, collaboration and reflection.	Raise attainment and engagement for all learners.









Liz Candlish (SWEIC Early Years seconded officer supporting all workstreams) **

Additional Groups

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South West



Educational Improvement
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