

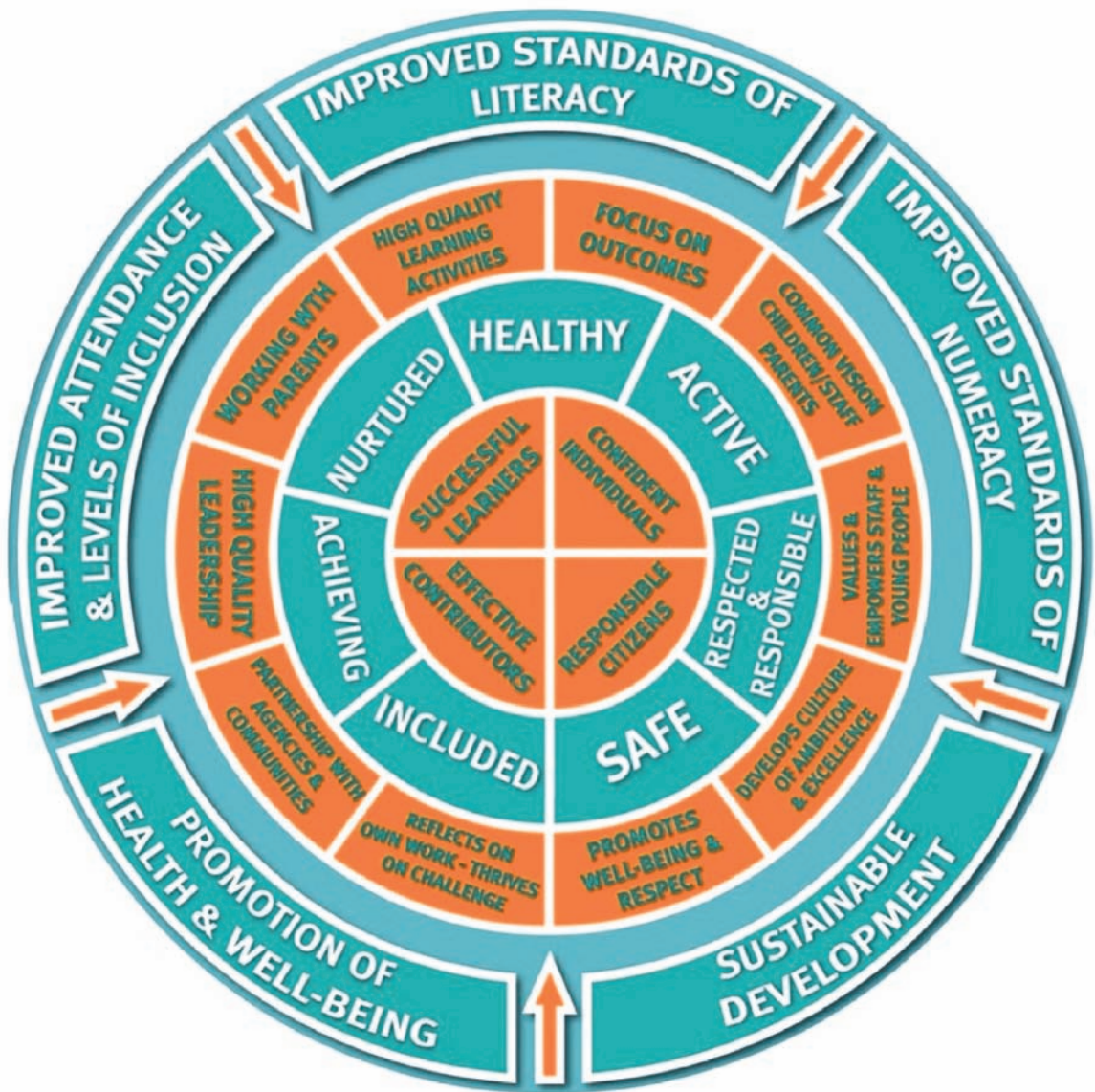


Department of Educational & Social Services
STANDARDS & QUALITY REPORT

Education Service

2008





INTRODUCTION

Public reporting on the performance and quality of provision within Educational Services is an integral part of the self-evaluation process which is undertaken systematically, both centrally and across the various sectors of the Service.

A number of evaluation frameworks are available to Educational Services. These include How Good is Our School, The Child at the Centre and Quality Management in Education. The diagram above represents the focus of performance of the Service. With the child at the centre of learning our aim is that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors. To develop these capacities young people should be safe, healthy, active, achieving, nurtured, included, and, respected and responsible. The third ring of the circle sets out the ten dimensions of excellent to which all of our schools aspire. The five outer Priorities represent the Improvement Agenda to which the Service has committed for the next three years.

This Standards and Quality Report provides information on the statistical Performance Measures against which we measure ourselves and the Quality Indicators used to judge the our provision has on:

- children and young people
- our staff
- families and the wider community.

I am pleased to commend this report on Educational Services to all those interested in the education of the children and young people in East Ayrshire.

Graham Short

Executive Director of Educational and Social Services

Councillor Ian Linton

Spokesperson for Lifelong Learning

Councillor Jim Roberts

Spokesperson for Lifelong Learning

PRIORITY 1: IMPROVED STANDARDS OF LITERACY

	5-14 Attainment (Primary)					
	Reading			Writing		
	2006	2007	2008	2006	2007	2008
East Ayrshire	78%	79%	80%	71%	71%	73%

	5-14 Attainment (Secondary)					
	Reading			Writing		
	2006	2007	2008	2006	2007	2008
East Ayrshire	65%	67%	63%	47%	50%	49%

	S Grade English Level 3		
	2006	2007	2008
East Ayrshire	95%	94%	92%
Comparator Authority	94%	95%	95%
Scotland	94%	94%	95%

OBJECTIVE 1.1: Improve professional competence in teaching literacy

Impact on children, young people and learners:

- As a result of participation in high quality CPD almost all teachers are using a well planned, participative approaches to teaching reading and writing.
- Teachers, supported by classroom assistants have improved the reading skills of individual pupils using the “Closing the Literacy Gap” methodology.
- Pupils involved in Literature Circles have reported they now enjoy reading more and have read more books.
- Pupil attainment in 5-14 reading and writing has increased.
- Pupil attainment in 5-14 reading and writing earlier than expected, has increased in most levels.

Impact on staff:

- Literacy leaders in all primary schools have facilitated and disseminated good practice leading to improved approaches to the teaching of reading and writing.
- The materials designed to support the 10 challenges of reading and writing have been aligned to the outcomes for literacy and English language for a Curriculum for Excellence. This makes planning for teaching and learning more streamlined.

OBJECTIVE 1.2: Provide high quality information, advice and guidance to schools and establishments on improving literacy

Impact on children, young people and learners:

- Some learners have benefitted from high quality targeted support delivered or designed by literacy curriculum developers.
- Leaders in literacy in most schools have facilitated the improvement of the teaching of literacy.
- Principal teachers of literacy have improved learning and teaching for pupils by developing literacy across the curriculum initiatives

Impact on staff:

- Staff have access to high quality resources to support the teaching of literacy.
- Professional dialogue relating to the teaching of literacy is facilitated at networks and curriculum management meeting.

OBJECTIVE 1.3: Implement a range of activities to tackle underachievement in vulnerable groups

Impact on children, young people and learners:

- More detailed information is being shared at transition stages enabling teachers to make appropriate arrangements for continuity of learning.
- The attainment of looked after and accommodated pupils has increased to 29.2% in 2007/08 from 21.2% in 2006/07.
- Selected pupils have increased reading skills after completing a programme of Reading Recovery style intensive intervention through the Closing the Literacy Gap initiative.

Impact on staff:

- The Profile of Skills has been updated and is being piloted in Onthank Nursery School, Kilmaurs Nursery School, Crosshouse Nursery School, Bellsbank Nursery and Family Centre, Flowerbank Nursery and Family Centre, Dalrymple Nursery class and Primary 1, Auchinleck Nursery class and Fenwick Playgroup.

- Staff trained in Closing the Literacy Gap intervention have an expert knowledge in teaching reading.

Impact on the Community:

- Family learning initiatives developed by Learning Partnership staff have successfully involved parents / carers in their children's learning.

OBJECTIVE 1.4: Ensure a coherent and integrated approach to effective learning and teaching throughout East Ayrshire establishments

Impact on children, young people:

- Pupils have benefited from well planned programmes of study which are evaluated and improved as necessary.
- Resources are well targeted to support individual learners.

Impact on staff:

- Interesting practice in literacy across all sectors has been disseminated to enable practitioners to evaluate their practice against very good examples of literacy initiatives.
- Staff are well supported by a coherent approach to the teaching of literacy in all establishments.
- Attainment data has enabled staff to evaluate school performance against national and international data.

PRIORITY 2: IMPROVED STANDARDS OF NUMERACY

	5-14 Attainment (Primary)		
	Maths		
	2006	2007	2008
East Ayrshire	83%	83%	84%

	5-14 Attainment (Secondary)		
	Maths		
	2006	2007	2008
East Ayrshire	61%	69%	68%

	S Grade Maths Level 3		
	2006	2007	2008
East Ayrshire	93%	91%	91%
Comparator Authority	93%	94%	94%
Scotland	93%	93%	94%

	5+Standard Grades @ Level 3			5+Standard Grades @ Level 4		
	2006	2007	2008	2006	2007	2008
East Ayrshire	91%	90%	90%	79%	78%	77%
Comparator Authority	91%	91%	91%	75%	76%	77%
Scotland	91%	91%	91%	79%	78%	79%

	5+Standard Grades @ Level 5			1+Higher Grades @ Level 6		
	2006	2007	2008	2006	2007	2008
East Ayrshire	46%	42%	44%	41%	37%	39%
Comparator Authority	43%	43%	44%	38%	38%	39%
Scotland	48%	47%	48%	43%	42%	43%

	3+Standard Grades @ Level 6			5+Higher Grades @ Level 6		
	2006	2007	2008	2006	2007	2008
East Ayrshire	28%	25%	26%	17%	15%	16%
Comparator Authority	26%	25%	26%	16%	15%	16%
Scotland	30%	29%	30%	20%	19%	19%

OBJECTIVE 2.1: Improve professional competence and confidence in teaching numeracy and mathematics

Impact on children, young people and learners:

- Attainment in 5-14 mathematics at primary level has increased.
- Attainment in 5-14 mathematics earlier than expected has increased at most levels.
- Children and pupils are more motivated by the opportunity to develop mathematical skills through active learning and the use of ICT.

Impact on staff:

- Staff who attended CPD opportunities are more skilled in delivering active mental mathematics.
- Staff have shared good practice and ideas relating to planning for improvement in mathematics.

OBJECTIVE 2.2: Provide high quality information, advice and guidance to schools and establishments on improving numeracy

Impact on children, young people and learners:

- Children and pupils have benefited from the use of specific mathematical methodologies.

Impact on staff:

- Staff have benefitted from opportunities to share practice through networks and CMM's.
- Support materials have been developed and disseminated to enable staff to plan appropriate interventions for children and pupils.

OBJECTIVE 2.3: Implement a range of activities to tackle underachievement in vulnerable groups

Impact on children, young people and learners:

- More detailed information is being shared at transition stages enabling teachers to make appropriate arrangements for continuity of learning.
- The attainment of looked after and accommodated pupils has increased to 29.2% in 2007/08 from 21.2% in 06/07.

Impact on staff:

- Staff have access to well planned detailed transition information to enable continuity of learning.

Impact on the Community:

- Parents/Carers have had the opportunity to participate in numeracy initiatives delivered by establishments, schools and Learning Partnerships.

OBJECTIVE 2.4: Ensure a coherent and integrated approach to effective learning and teaching throughout East Ayrshire establishments

Impact on children, young people and learners:

- Children and pupils learning experiences in mathematics is more appropriate to their needs.
- Pupils are engaged in learning experiences based on continuity and progression.

Impact on staff:

- Staff have high quality attainment data available to enable them to make informed decisions on the needs of their pupils to ensure effective learning and teaching.

PRIORITY 3: IMPROVED ATTENDANCE AND LEVELS OF INCLUSION

	Attendance (Primary)			Attendance (Secondary)		
	2006	2007	2008	2006	2007	2008
East Ayrshire	95%	95%	95%	90%	90%	90%
Comparator Authority	95%	94%	#	89%	87%	#
Scotland	95%	95%	#	90%	95%	#

#Not published

	Exclusions Per 1000 pupils (Primary)			Exclusions Per 1000 pupils (Secondary)		
	2006	2007	2008	2006	2007	2008
East Ayrshire	27	16	19	132	133	87
Comparator Authority	15	17	#	135	145	#
Scotland	15	16	#	115	120	#

#Not published

	Percentage of Care Leavers with some qualifications			Percentage of Care Leavers with English & Maths at SCQF 3		
	2006	2007	2008	2006	2007	2008
East Ayrshire	19%	28%	#	15%	15%	#
Comparator Authority	52%	40%	#	36%	28%	#
Scotland	50%	52%	#	34%	34%	#

#Not published

OBJECTIVE 3.1: Extend the staged approach to intervention as outlined in Standard Circular 76 to include Social Services

Impact on children, young people and learners:

- A multi agency integrated process of planning, and review is available to all children identified as having additional support needs, subject to child protection investigation or looked after by the authority
- When fully implemented all children will have access to appropriate support to meet their level of need
- All children and young people who have been identified as having additional support needs now have an appropriate action plan with an agreed timescale for review

Impact on staff:

- All staff across the department have comprehensive guidelines on the staged approach to intervention leading to a constancy of practice

Impact on the community:

- Parents and carers have clear information on how support is made available to their children and young people
- More opportunities for parents and carers to contribute to all levels of review meetings and have their views noted

OBJECTIVE 3.2: Continue to find an ICT solution to support the sharing of information between agencies and to provide a means of collecting data

Impact on children, young people and learners:

- Some progress has been made to facilitate the sharing of information using ICT. Templates for Integrated Assessment Framework can now be accessed electronically by Education, Health and Social Work staff. This has improved the quality of assessments and consequently improved support for children and young people
- The electronic Additional Support Needs log has been revised. This has ensured that all relevant children and young people have been identified as requiring additional support
- A Getting it Right for Every Child (GIRFEC) forum chaired by the police has been established. This multi agency group considers referrals from the police following their involvement in domestic abuse cases. Information is shared from all agencies. This has had a positive impact for some children who were considered at risk

Impact on staff:

- In the long term staff will benefit from the increased use of ICT

Impact on the community:

- Parents and carers have a clearer understanding of the process for identification of children and young people who have additional support needs

OBJECTIVE 3.3: Develop the use of the ASL Log to facilitate the deployment of classroom assistants

Impact on children, young people and learners:

- The revised system of deployment of Classroom Assistants is now in place
- The system based on the ASL log ensures a fair distribution of support to all children and young people

Impact on staff:

- The system, formula based, is transparent to all staff and encourages all managers to have rigorous arrangements in place for the identification of children and young people who have additional support needs

Impact on the community:

- Parents and Carers can be assured that support to schools is fair and based on need

OBJECTIVE 3.4: Develop a quality assurance process in order to monitor the implementation of the ASL Act

Impact on children, young people and learners:

- A quality assurance to monitor the implementation of the Act is now in place
- Almost all children and young people identified as having additional support needs have an appropriate learning plan of high quality and consistent in format
- All requests for assessment are carried out within the 10 week timescale

Impact on staff:

- All staff have access to comprehensive ASL guidelines
- Almost all schools have an ASL policy available to staff

Impact on the community:

- Parents are aware of the processes in place to support their children and have access to information on resolving disputes

OBJECTIVE 3.5: Finalise the authority guidelines on transition

Impact on children, young people and learners:

- Guidelines although not yet distributed aspects have been implemented in most establishments
- More effective secondary school to post school transition arrangements in place
- More effective Through Care and after care planning for children in crisis
- Improved transition pathways for LAAC and children with a disability

Impact on staff:

- All establishments have draft transition guidelines to ensure improved continuity of support for children and young people at all transition stages

Impact on the community:

- Parents and carers have clearer expectations of the establishment arrangements for transition

OBJECTIVE 3.6: Provide an ongoing staff development programme pertaining to additional support needs

Impact on children, young people and learners:

- Children and young people have their needs identified, an appropriate learning plan in place which is regularly reviewed

Impact on staff:

- Improved knowledge and skills of staff of the legislation and how to support learners who have additional support needs

Impact on the community:

- Parents and carers have more confidence that staff have the ability to meet their child's support needs

OBJECTIVE 3.7: Promote equality of opportunity between disabled persons and other persons

Impact on children, young people and learners:

- More timeous reporting of discriminative incidents
- Appropriate learning plan for all children identified as having additional support needs
- Improved monitoring of young people in outwith placements
- Improved equality of access to all aspects of school life for children with a disability
- Through implementation of 'speaking' menu boards children have more choice and increased independence in choosing their own meals
- Improved assessment arrangements for candidates with a disability

Impact on staff:

- Increased knowledge of disability through training of partner providers of early years education
- Increased staff awareness of disability issues
- All establishments have policy on disability to ensure that all staff comply with DDA

Impact on the community:

- Access to published information on disability in a range of formats has been of benefit to the community
- Views of parents and carers of issues of disability have been actively sought

OBJECTIVE 3.8: Promote functional and effective behaviour management approaches in all educational establishments

Impact on children, young people and learners:

- Across all sectors there has been a reduction of 29% exclusion incidents in 2007/8 compared to 2006/7. This is the lowest level reported in the last ten years
- Over the last five years school pupils have been excluded a fewer number of times

Impact on staff:

- Most staff through access to staff development have developed their skills in a wide range of behaviour management approaches which has had an impact on their practice

OBJECTIVE 3.9: Ensure that all children and young people in educational establishments have equality of access to all aspects of the school experience, both within and outwith school.

Impact on children, young people and learners:

- Exclusion by Ethnicity reflects the current school demographics with 0.4% "other ethnic", 1.2% "white other"
- An audit by each establishment has informed improvement planning to meet the needs of disabled children and young people
- Monitoring and reporting system in place to identify harassment and bullying on the grounds of disability, enables pupil support.

Impact on Staff:

- Accessibility strategy has been reviewed, updated and a draft has been distributed to all educational establishments
- Heads of establishments have received training on equality legislation
- Equalities training as part of Head Teacher and Probationer Induction Programme informs newly appointed staff of their obligations to service users.

Impact of the Community:

- Information about services available in formats that can be accessible by all persons
- Parental views are sought to improve services
- Improved access to Council Premises is ongoing to enable accessibility for all service users.

OBJECTIVE 3.10: Improve levels of attendance

Impact on Children:

- Individual support needs are identified through monitoring patterns of attendance
- Effective behaviour management developed as alternatives to exclusion.

Impact on Staff:

- All staff have been made aware of procedures outlined in Standard Circulars on Attendance and Absence Procedures, Pupil Registration and Children missing from Education
- Staff monitor attendance levels and act to reduce these
- Schools have significantly reduced the number and length of time of exclusions.

Impact on Community:

- Support for families is provided through Breakfast clubs and Group Call
- Parents/Carers are encouraged not to plan family holidays during term-time.

PRIORITY 4: PROMOTE HEALTH AND WELLBEING

	Percentage of pupils taking school meals (Primary)			Percentage of pupils taking school meals (Secondary)		
	2006	2007	2008	2006	2007	2008
East Ayrshire	45%	43%	50%	36%	40%	42%
Scotland	47%	46%	47%	43%	45%	43%

	Percentage of pupils taking entitle to FM who take them (Primary)			Percentage of pupils taking entitle to FM who take them (Secondary)		
	2006	2007	2008	2006	2007	2008
East Ayrshire	81%	82%	85%	58%	57%	64%
Scotland	76%	76%	77%	58%	50%	53%

Number of...	Active Schools - Primary			Active Schools - Secondary		
	2006	2007	2008	2006	2007	2008
a) activities	70	72	77	65	72	68
b) sessions	5,088	4,969	4,903	3,192	3,469	3,547
c) participation sessions	133,306	125,495	105,940	49,237	64,323	67,445

OBJECTIVE 4.1: Educational establishments are supported to become health promoting

Impact on children, young people and learners:

- Almost all children and young people are engaged in planned health promotion activities either through establishment or community activities. This has led to greater participation in and understanding of healthy lifestyle choices.

Impact on staff:

- Health promotion coordinators have participated in developing and designing healthy initiatives supported by health professionals, parents and the wider community.
- All staff have access to high quality information regarding healthy lifestyle choices.

Impact on the Community:

- Almost all establishments and schools have a health promotion action plan which involves parents and the community. This has resulted in greater participation in health promotion activities.

OBJECTIVE 4.2: Each Learning Partnership provides opportunities for all children to be physically active

Impact on children, young people and learners:

- Through activities designed and delivered by Active Schools Coordinators children and young people are participating in more physical activity.
- Children and young people have more choice in which sports and activities they wish to participate in.

Impact on staff:

- Staff knowledge of sports activities has increased by working with the Active Schools Coordinators.

Impact on the Community:

- There is more awareness among parents / carers of the importance of healthy lifestyle choices.

OBJECTIVE 4.3: Provide high quality, nutritious food in educational establishments

Impact on children, young people and learners:

- All children have access to nutritious school meal menus.
- Family dining service in some schools has improved the atmosphere and ambience in school meal settings.
- Children make informed choices of nutritious snacks and school meals.
- The introduction of cashless systems has helped reduce stigma associated with free meals or special requirements.

Impact on staff:

- Staff have more knowledge of choices for healthy lifestyle choices relating to nutrition.

Impact on the Community:

- Parents/Carers are now more aware of issues relating to healthy nutrition.

OBJECTIVE 4.4: The implementation of Curriculum for Excellence will include health and well being

Impact on staff:

- Staff are beginning to engage with the outcomes for health and well being.

OBJECTIVE 4.5: Work in partnership with NHS to improve health

Impact on children, young people and learners:

- Partnership working has ensured that children and young people have access to coordinated support and education relating to health and well being issues.

Impact on staff:

- Staff have access to specialist health and well being professionals to support developments in oral health, sex and relationship education and health promotion.

Impact on the Community:

- Partnership working in establishments and schools supports the health promotion activities underway in communities across East Ayrshire.

PRIORITY 5: SUSTAINABLE DEVELOPMENT

	Pupil to Adult FTE Ratio		
	2006	2007	2008
East Ayrshire	14:1	13:1	13:1
Comparator Authority	11:1	11:1	12:1
Scotland	11:1	10:1	12:1

	Positive Destinations after school			Negative Destinations after school		
	2006	2007	2008	2006	2007	2008
East Ayrshire	95%	95%	95%	90%	90%	90%
Comparator Authority	95%	94%	#	89%	87%	#
Scotland	95%	95%	#	90%	95%	#

	Eco Schools and Green Flags						Green flags	
	Registered		Bronze Award		Silver Award		No. of schools	No. of schools
	No. of schools	No. of schools	No. of schools	No. of schools	No. of schools	No. of schools	7	10%
East Ayrshire	70	96%	39	53%	25	10%	166	36%
Comparator Authority	439	96%	294	64%	249	55%	540	18%
Scotland	2817	94%	1547	52%	1101	37%		

OBJECTIVE 5.1: Ensure all establishments are involved in the Eco Schools Programme

Impact on Children, Young people and Learners:

- Almost all children and young people are involved in the Eco-School Scotland programme
- Outdoor play is part of the early years curriculum. Almost all children access the outdoors regularly
- Some schools have developed outdoor areas in partnership with East Ayrshire Ranger Service, Scottish Natural Heritage and Grounds for Learning.

Impact on Staff:

- Increased numbers of staff are involved in the Eco-School Scotland programme
- CPD training has been extended to meet staff's training needs in sustainable development

- East Ayrshire Eco-School DVD of examples good practice has been issued to all establishments.
- Outdoors Learning Pack has been developed and issued to schools.
- A number of schools have a sustainable development policy. Guidelines have been distributed to schools to support the development of a Sustainable Development policy.

Impact on Community:

- Establishments involve the wider community to improve the local environment
- Many communities involved in global citizenship initiatives.

OBJECTIVE 5.2: Improve levels of engagement and participation in the performing arts and provide greater opportunities for creative, enterprising and innovative learning.

Overall Impact and Wider Achievements

- Local Heroes Project (SAC funded to support ACfE) in partnership with TAG Theatre Company and Replico working with six primary schools and five secondaries in preparation for future work as part of Homecoming 2009
- Partnership with National Theatre of Scotland working to develop a drama context for the new Grange Campus
- Early Years Literacy Programme in Stewarton LP and Loudoun LP with supporting CPD
- Big Hitters and Preparation for Independence pilot projects in James Hamilton Academy supporting young people as part of the More Choices: More Chances initiative
- Remittances Project with Loudoun Academy. Visit to Houses of Parliament & World Bank conference in London. Educational CD produced and distributed to schools
- Shooting Stars – Moving Image project with Greenmill Primary School and Doon Academy, both receiving Artist in Residence support to create and produce films for public exhibition
- Stewarton LP Art Project – artist Eoghann MacColl working with pupils of 4 primary schools for 4 months to devise and create new art installations specific to each school, based on local heritage/ECO theme
- Link Programme with Northern Ireland (Ballydown PS / Fenwick PS)
- Cumnock Regeneration – art project/exhibition of pupils' art on large banners in town centre as part of re-development programme
- Shaken, Not Stirred – a programme of graphic art and dance workshops organised to enable schools to access the Robert Brownjohn exhibition in the Dick Institute (Educational DVD produced)

- Ancient Egyptians – Museum on the Move: in partnership with National Museums Scotland, ES collaborated in the design of a new interactive touring learning resource; this resource for primary schools was produced with funding from NMS and is now being well utilised by schools
- Dance Motivation Programme supporting healthy living providing information packs and training for teachers including film and media support
- Partnership programmes with Scottish Ballet, Scottish Youth Dance and Ballet West
- CfE collaboration regarding pod casting and learning French through dance
- Showcase performances at the Palace Theatre and the Theatre Royal, Glasgow
- Funding through the Youth Music Initiative has enabled the development of summer school and out-of-school hours learning opportunities for all, enhance primary choral work and offer exciting new experiences relating to Scottish traditional instruments and our indigenous musical heritage.
- Over 2,500 pupils participated in authority-wide projects and opportunities including eight authority bands, choirs and ensembles, performance opportunities such as Xtravaganza! and Showcase, and curricular partnership experiences including Scottish Chamber Orchestra Masterworks, Scottish Opera, Drake Music Project Scotland and the RSAMD Scottish Traditional Music Saturday Morning Centre.
- Following Honourable Mentions in 2003 and 2004, East Ayrshire was one of only eight Local Authorities UK wide to receive the prestigious Diploma of Merit from the National Music Council of Great Britain in 2005.
- In 2006 East Ayrshire received the top award. The Major Award, in 2007 received an unprecedented third consecutive award receiving a Diploma of Merit at a ceremony in London



Department of Educational & Social Services