

## Education Service

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## Service Improvement Plan 2024 - 2027

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# Our Service Improvement Plan

I am delighted to present the Service Improvement Plan for 2024-27 for the East Ayrshire Education Service. This Plan affirms our commitment to providing the very best learning opportunities for all our young people and we remain absolutely committed to ensuring our children have access to the highest standards of education delivered by dedicated staff in nurturing environments.

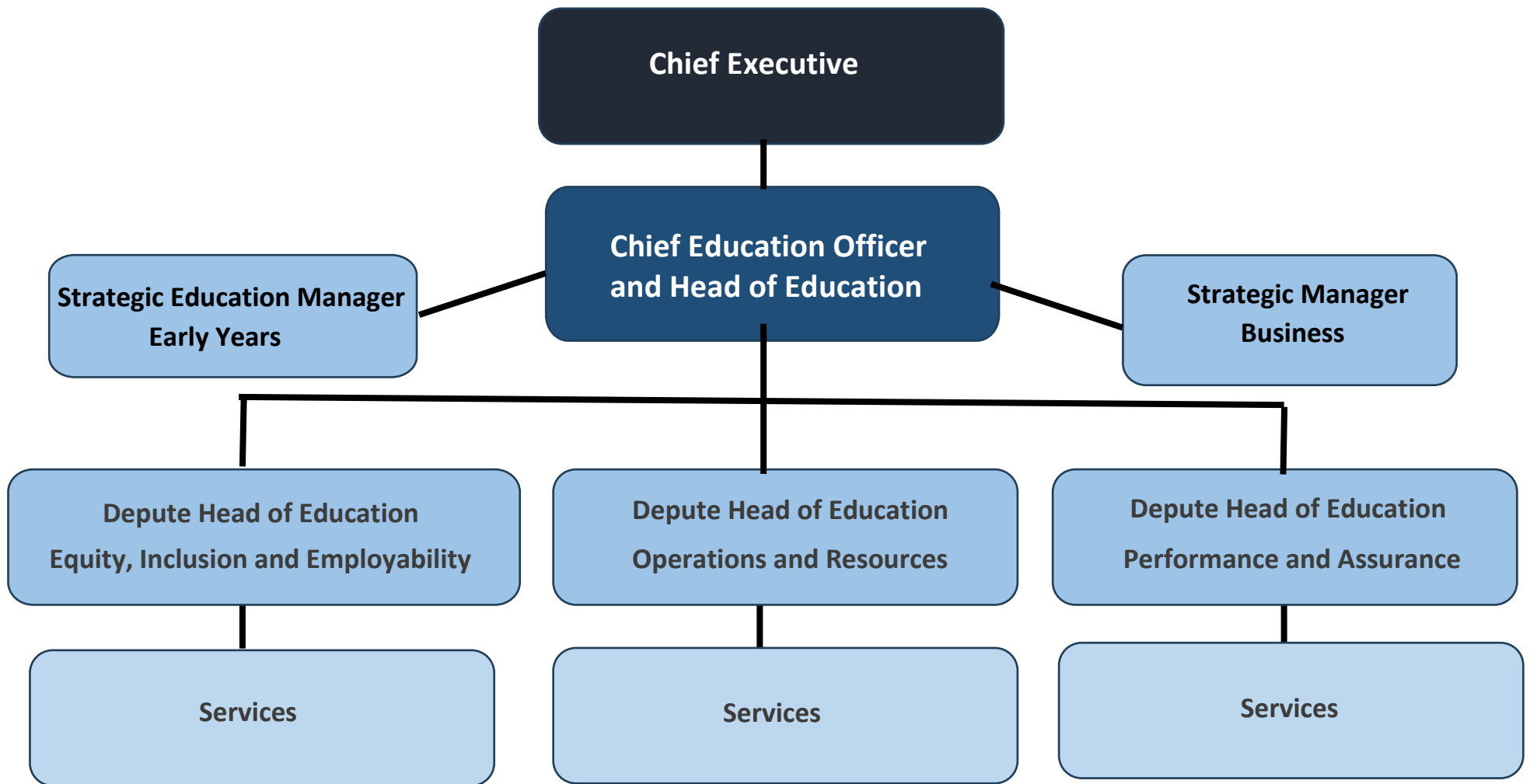
I am hugely grateful for the hard work and dedication of all staff in our schools, Early Childhood Centres (ECCs), partner agencies and central support services in achieving the best possible outcomes for our learners that are represented in the “Looking Back – 2021-24” section of this report. The 2024-27 Plan outlines what the Service intends to achieve over the next three years within the framework of national, local, economic and social conditions, to ensure we continue the journey towards excellence and equity for all.

We will continue to build on our authentic and purposeful partnerships and relationships which is hugely important in these difficult times, and I look forward to continuing to develop and nurture these collaborations to best support our young people, families and our communities as we move forward.



**Linda McAulay-Griffiths**

*Chief Education Officer and  
Head of Education, East Ayrshire Council*



# Vision and Values

The vision and values of the Education Service are aligned to East Ayrshire Council's Community Plan and to those of the National Improvement Framework from the Scottish Government.

The Education Service have undertaken extensive consultation in 2023/24 to align our Education Service Improvement Plan for 2024-27 to our aspirations for our young people, their families, our staff and our communities in being one service. Our vision for our young people, staff, families and communities is expressed in four key priorities.

## **Priority 1: Our Leadership**

**We actively support, promote and enact leadership at all levels. Our children and young people are encouraged to be leaders of their learning in our centres, schools and communities. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre**

## **Priority 2: Our Learning**

**Our young people should experience a learning, teaching and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people**

## **Priority 3: Our Wellbeing and Belonging**

**We want all of our young people to feel supported by people who know them well and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.**

## **Priority 4: Our Attainment, Achievements and Destinations**

**We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.**

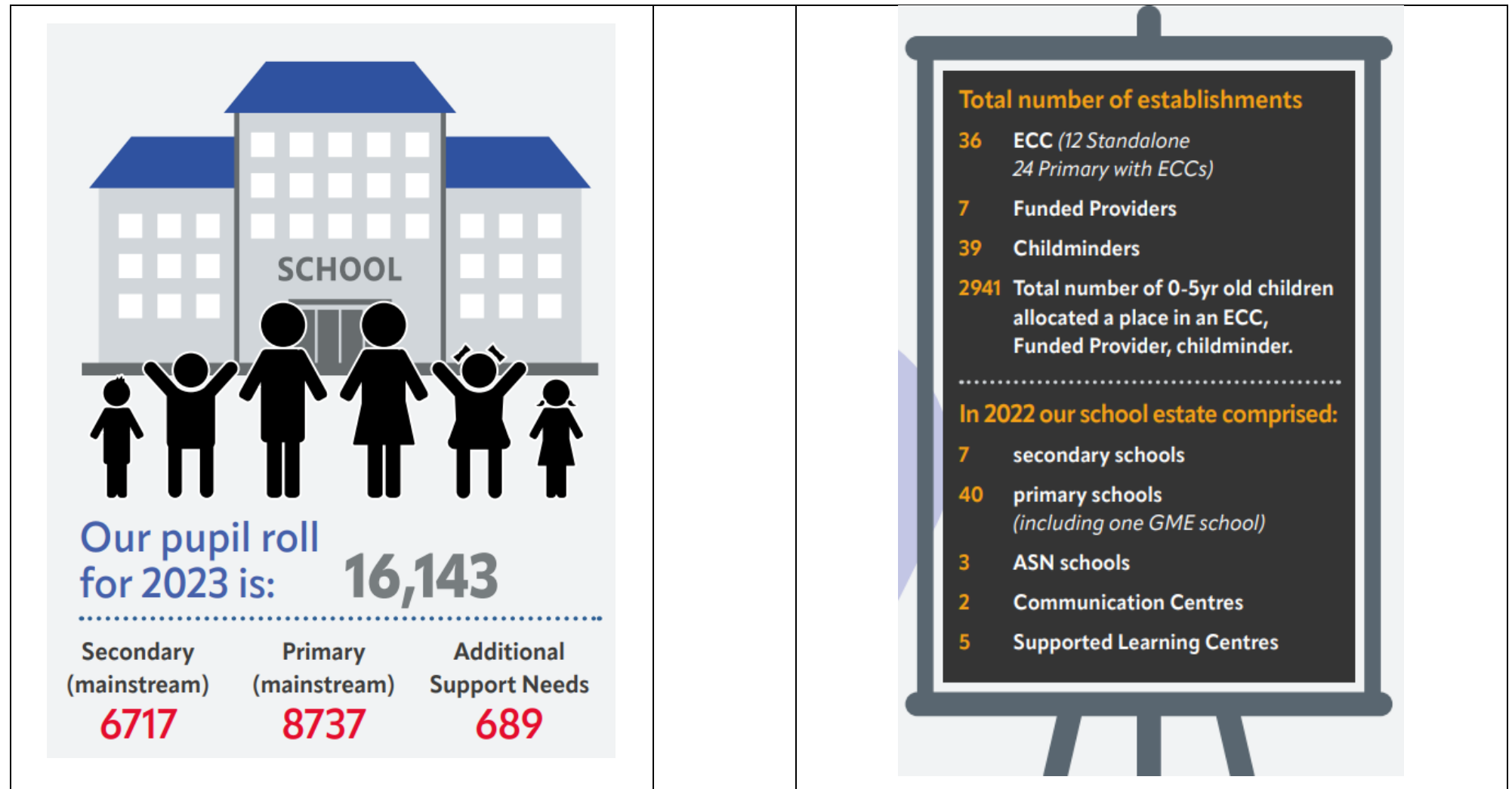
## **Our Values in the Education Service**

Our values are aligned to the core FACE principles of our council, in that all staff are: **Flexible, Approachable, Caring, Empowered**

All non-teaching staff across our team, have a yearly review whereby they are asked to reflect on our values and ascertain and develop any areas for improvement. Our teaching staff use the standardised GTCS Professional Review and Update processes to reflect on professional values, skills and competencies.

# Our Service Profile

Aligned to the Chief Executive's Office, the Chief Education Officer and Head of Education is responsible for the learning and care of around 16,000 school age children and 2,800 early years 0-5 year olds.



# Financial Profile of the Education Service

The 2024/25 baseline budget for the Education Service is set out in the table below.

Subjective Heading	£
Employees Related Expenditure	118,615,520
Premises Related Expenditure	6,140,040
Transport Related Expenditure	2,079,370
Supplies and Services	3,852,830
Third Party Payments	2,633,710
Transfer Payments	1,075,000
<b>Gross Budget</b>	<b>134,396,470</b>
Income	(2,666,700)
<b>Net Budget</b>	<b>131,729,770</b>

Financial uncertainty continues to impact on the Council's operating environment. As the Council continues to face a number of unprecedented challenges, ensuring our long-term financial sustainability is key. It means that we will need to prioritise our resources and continue to find new and innovative ways of working in order to ensure the delivery of services that are affordable, sustainable and which meet the needs of our communities.

At the meeting of Council on 26 October 2023, elected members agreed that a number of cross-cutting reviews would be carried out in order to identify inefficiencies and opportunities for improvement, leading to more effective and efficient organisational performance. The Council Management Team agreed project Briefs for all five reviews on 28 November 2023. The cross-cutting reviews were reported to Council on 18 June 2024. The five cross-cutting reviews currently taking place are:

- Employability;
- Financial Inclusion;
- Wellbeing;
- Children and Young People's Services, and
- Leisure and Culture.

The main areas of concern in respect of the Education Service include:

- ASN transport costs are projected to exceed budget by £2.283m, which does not account for any movement in contracts that may be required at the beginning of the new academic year.
- Primary & Secondary cover costs are projected to overspend by £1.085m and £0.450m respectively.
- The costs of probationers is expected to exceed relevant income by £0.422m. These amount are not devolved to Head Teachers and therefore not included in the school carry forward calculation.
- Early Years – As reported in the [East Ayrshire Performs 2023/24 Outturn Summary Report](#) on 7 February 2024, the Early Years provision started the year with an adverse budget position of £1.027m carried forward from 22/23. Through a reduction in costs and the utilisation of a non-recurring balance, this was reduced to a year-end overspend of £0.418m.

The Education Service has developed a recovery plan to ensure the long term financial sustainability of the Service.



# Workforce Profile of the Education Service

## Workforce

The Council's Workforce Strategy 2022-27 recognises the resilience, skills and flexibility of the workforce and sets out how the workforce will support delivery of the Council's ambitions, while taking account of wider external and internal drivers including Economic Recovery, Financial Sustainability, Digital Strategy, Climate Change/Net Zero, Community Wealth Building, Caring for East Ayrshire and the Ayrshire Regional Economic Strategy. Workforce planning has been a key component in service redesign, making sure our services achieve greater flexibility and embed an empowered approach. The Workforce Strategy is shaping our workforce for the future and has opened up new career change pathways for employees.

The six key priorities of the Strategy are:

- Investing in young people.
- Reviewing and updating the employment framework.
- Financial sustainability.
- Investing in future skills of our workforce.
- Employee engagement and recognition.
- Supporting attendance and employee wellbeing.

Progress in respect of the Workforce Strategy is reviewed and monitored regularly at the Workforce Planning Board. A high-level action plan has been developed and actions are being progressed by People and Culture, with support from other services, where appropriate.

The Education Service continues to work towards the wider aims of this Strategy, with a workforce covering the main areas shown in the table below. Table 1 summarises the age profile and employment status of the workforce as at 5 July 2023:

<b>TABLE 1</b>						
<b>Section</b>	<b>16-24</b>	<b>25-34</b>	<b>35-44</b>	<b>45-54</b>	<b>55-64</b>	<b>65+</b>
Additional Support Needs	18	66	108	127	133	17
Bank Non-Teaching	58	125	129	122	75	11
Early Learning and Childcare	68	197	215	145	89	3

Education (Other)	9	11	18	16	6	2
Primary Schools	40	260	253	192	77	10
Psychological Services	0	4	6	5	1	0
Scottish Attainment Challenge	0	8	10	22	9	0
Secondary Schools	34	194	234	159	112	52
Snr Management Team	0	0	0	4	6	0
Special Schools	7	68	57	48	40	2
Support Service	1	11	45	73	63	5
<b>Total 3880</b>	<b>235</b>	<b>944</b>	<b>1075</b>	<b>913</b>	<b>611</b>	<b>102</b>
<b>%</b>	<b>6%</b>	<b>24%</b>	<b>28%</b>	<b>23%</b>	<b>16%</b>	<b>3%</b>

Below is a table summarising the number of staff within each of the sections described above as at 5 July 2023:

Status	Additional Support Needs	Bank Non Teach	ELCC	Ed (Other)	Primary Schools	Total	%
Casual/Bank	31	520	70	12	159	792	20.4
Permanent F/T	59	0	234	16	439	748	19.3
Permanent F/T TT	4	0	227	1	7	239	6.1
Permanent J/S TT	0	0	9	0	0	9	0.2
Permanent J/S	1	0	8	0	4	13	0.3
Permanent P/T	21	0	49	16	114	200	5.2
Permanent P/T TT	260	0	86	0	4	350	9.0
Temporary F/T	4	0	21	8	60	93	2.4
Temporary F/T TT	0	0	2	0	1	3	0.1
Temporary J/S	0	0	0	0	1	1	0.1
Temporary P/T	1	0	2	3	4	10	0.3
Temporary P/T TT	88	0	9	6	39	142	3.7
<b>Total</b>	<b>469</b>	<b>520</b>	<b>717</b>	<b>62</b>	<b>832</b>	<b>2600</b>	<b>67.1</b>

Status	Psychology	SAC	Second School	Snr Mgt Team	Special School	Support Service	Total	%
Casual/Bank	0	0	170	0	83	9	262	6.8
Permanent F/T	8	28	431	10	44	26	547	14.1
Permanent F/T TT	0	5	6	0	0	44	55	1.4
Permanent J/S TT	0	0	0	0	0	2	2	0.1
Permanent J/S	0	0	2	0	1	0	3	0.1
Permanent P/T	4	1	94	0	20	46	165	4.3
Permanent P/T TT	0	8	6	0	37	69	120	3.1
Temporary F/T	3	7	57	0	11	0	78	2.0
Temporary F/T TT	0	0	0	0	26	1	27	0.6
Temporary J/S	0	0	0	0	0	0	0	0
Temporary P/T	1	0	5	0	0	0	6	0.1
Temporary P/T TT	0	0	14	0	0	1	15	0.4
<b>Total</b>	<b>16</b>	<b>49</b>	<b>785</b>	<b>10</b>	<b>222</b>	<b>198</b>	<b>1280</b>	<b>33</b>

### Current Early Years age breakdown

#### As at July 2024

	Male	Female
16-24	3	59
25-34	5	194
35-44	1	201
45-54	2	140
55-64	2	91
65+	0	7
<b>TOTALS</b>	<b>13</b>	<b>692</b>

#### As at July 2023

	Male	Female
16-24	4	64
25-34	6	193
35-44	1	212
45-54	2	143
55-64	2	88
65+	0	3
<b>TOTALS</b>	<b>15</b>	<b>703</b>

#### As at July 2022

	Male	Female
16-24	3	79
25-34	6	198
35-44	1	205
45-54	2	147
55-64	2	85
65+	0	3
<b>TOTALS</b>	<b>14</b>	<b>717</b>

#### As at July 2021

	Male	Female
16-24	0	59
25-34	6	196
35-44	0	192
45-54	3	128
55-64	1	78
65+	0	4
<b>TOTALS</b>	<b>10</b>	<b>657</b>

The Scottish Government have mandated that teacher and support staff numbers should be maintained at September 2022 levels for all local authorities. More than 80% of the Education Budget is related to staff costs. If this mandate remains in place then there will continue to be significant pressure on the Education budget and savings will need to be found through reduction in service provision.

There are strict adult, child ratios in Early Learning and Childcare Centres which means that we cannot reduce numbers of staff in centres and deliver the Scottish Government 1140 hours policy.

Staff Turnover is shown in the table below for the period 25 August 2023 – 25 August 2024:

Turnover	Leavers in 12 month period	289	X 100	=	8.62%
	Average no. of Employees	3350			

## Workforce Survey Report

### Workforce Survey 2023

The Council undertook a workforce survey in autumn 2023 covering 11 areas of interest, these are:

1. Environment and Resources
2. Your employment
3. Your work
4. Leadership
5. Face Employee Development
6. Employee development opportunities
7. Coaching / mentoring
8. Wellbeing
9. Supporting Attendance at work
10. Equalities
11. Communication and engagement

The results arising from the Workforce Survey 2023 were reported to Corporate Management Team on 6 March 2024, and continue to be a focus for the service moving forward,

# Improving the School and Centre Estate

East Ayrshire Council's Ten Year General Services Capital Investment Programme outlines the commitment of the Council to invest significant sums in updating and upgrading the educational estate.

There remains further ambition to continue to improve all aspects of the learning estate. Ongoing investment is planned to continue to meet the 21st century learning needs of all children and young people; to ensure our schools and centres support 'place-based' approaches and serve as a central resource for all our communities; to ensure all Council assets have a focus on sustainability and to be sector leading in the delivery of digitally enabled establishments.

As part of the Council's Asset Management Framework, which supports the Council's strategic objectives, the Learning Estate Management Plan (LEMP) is reviewed annually and is aligned with the 10 guiding principles as established within Scotland's Learning Estate Strategy 2019. The LEMP is submitted to the Scottish Government annually and details the status of the existing learning estate; the vision for the estate; the required capital investment to meet this vision and the timescales within which this vision would be achieved.

The learning estate accounts for the largest element of the overall operational estate of the Council in terms of scale and investment. Investment and project development of our learning estate is based on inclusive design principles that seeks to maximises opportunities for all of our children and young people and community, whereby consideration is given to shared facilities that support health and wellbeing, sports excellence, the arts, culture and events, community integration and lifelong learning; with the objective of ensuring the maximum level of activity and accessibility of the facilities on offer.

## Progress of Enhancements to the Learning Estate

As part of the Current Asset Management Framework and Capital Investment Plan, a range of work has been progressed in relation to the learning estate, with a number of significant schemes completed during 2023/24. Further investment has been prioritised towards enhancing the learning estate during 2024/25 and over the following 5 years, as noted in the table below.

CAPITAL PROJECT	OVERALL PROJECT BUDGET £m	PLANNED COMPLETION
Dunlop ECC	4.500	June 2024
St Sophia's PS refurbishment	5.800	April 2025
Kilmaurs PS refurbishment (new dining and kitchen facilities using Enerphit informed approach)	2.500	March 2026
Stewarton Academy refurbishment, extension & ASN	15.675	March 2026
Logan Primary refurbishment	0.690	2026/27
Dunlop Primary and ECC Refurbishment	5.000	2027/28
Doon Academy Campus	25.000	2027/28
Willowbank ASN	10.000	2027/28
Hillhead Primary refurbishment	6.950	2027/28
Onthank PS	5.000	2028/29
Mount Carmel PS	3.000	2028/29
Lainshaw PS	5.500	2028/29
Nether Robertland Primary refurbishment	2.850	2029/30
Loudoun Academy refurbishment	3.910	2029/30
<b>TOTALS</b>	<b>96.475</b>	

## THE COUNCIL'S STRATEGIC FRAMEWORK

[East Ayrshire Community Plan 2015-2030](#) sets out our shared high-level vision for the delivery of public services across East Ayrshire. This provides the strategic framework within which the Council works with local and national partners to improve outcomes for local people and to address inequalities across our communities.

Our Community Plan has an in-built three yearly planning cycle which allows partners to review and reset partnership delivery plans to ensure that they continue to reflect the current and emerging challenges facing the people of East Ayrshire. The most recent review was concluded in Summer 2024, setting in place new partnership delivery plans as priorities for 2024-2027. Our shared partnership priorities for this period are set out in the [Community Plan Review Supplement 2024-2027](#).



A new [Local Outcomes Improvement Plan 2024-2027](#) has also been developed, setting out the high-level outcomes that we are working collectively to achieve and against which our partnership performance will be measured. Three Delivery Plans (for Economy and Skills, Safer Communities and Wellbeing) set out the agreed partnership activity that will be taken forward to achieve the ambitions set out in the LOIP.

[East Ayrshire Council Strategic Framework](#) sets out the Council's Strategic Plans for 2022-2027, and the role that the Council plays in achieving the agreed partnership priorities.

The [Council's Strategic Framework 2022-27](#), was approved by Council in October 2022 and comprises:

- **2022-2027 Strategic Plan - Action Plan and Key Indicators:** details those actions that have the potential to make the biggest impact towards the outcomes that we want to achieve and sets out how we intend to measure success, ensuring a clear and effective mechanism for measuring impact and outcomes, against our priorities.
- **Medium Term Financial Strategy 2022-2027:** sets out the resources available to deliver the Council's priorities and the necessary mechanisms that are in place to mitigate against potential future financial challenges that may adversely impact on the achievement of these priorities, with an annual update provided to Elected Members.
- **Workforce Strategy 2022-2027:** recognises the resilience, skills and flexibility of the workforce and sets out how the workforce will support delivery of the Council's ambitions, while taking account of wider external and internal drivers including Economic Recovery,

Financial Sustainability, Digital Strategy, Climate Change/Net Zero, Community Wealth Building, Caring for East Ayrshire and the Ayrshire Economic Strategy.

- **Digital Strategy 2022-2027:** sets out our vision and future direction for digital technology, innovation, services and infrastructure. It recognises that technology is changing the world at a rapid and ever-accelerating pace and for many of us, is intrinsic to our daily lives, whether at work, home or leisure.

The Strategic Framework ensures good governance and a focus on improvement, to deliver the best possible outcomes for our communities. The introduction of the Council's Strategic Plan in 2022 strengthened and enhanced the golden thread linking our high level strategic priorities with more specific objectives for services, teams and individuals and ensures clear performance and impact measures, at each level of planning, all for the benefit of those we serve.

A number of other key strategies are also aligned to the Strategic Framework, providing further context and details in relation to the work being advanced by the Council and its partners. These include:

- [Ayrshire Regional Economic Strategy](#)
- [East Ayrshire Health and Social Care Partnership Strategic Plan 2021-2030](#);
- [East Ayrshire Children and Young People's Services Plan 2023-2026](#)
- [East Ayrshire Climate Change Strategy](#)
- [Capital Investment Programme](#)

The first annual update report on the Strategic Framework was presented to [Council on the 26 October 2023](#). The update was focussed on progress made during the last year on agreed actions and related performance measures. Actions specific to Education are reflected in the Service Improvement Plan 2024-27 Look Forward Action Plan

## **Equalities**

Every area of the Council has a role to play in promoting equality and diversity. The Equality Act 2010 protects people from unfair treatment and asks public bodies to show how they make a positive difference to equality groups. The implementation of the Public Sector Equality Duty as set out within the Equality Act 2010 involves all services to ensure that the general duty to eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited; to advance equality of opportunity between people who share a relevant protected characteristic and those who do not share it, and to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Council published Shared [Equalities Outcomes](#) covering the period 2021- 2025, and an [Equalities Mainstreaming Report 2021](#) which sets out how equalities will be advanced and further embedded into the functions and activities of the Council, and provides information on the ways in which we have met the general and specific duties as set out in the Equality Act 2010.



All services have a responsibility to undertake Equality Impact Assessments (EQIA) to ensure that our policies and practices do not discriminate, and any negative impacts highlighted have been mitigated. The Economic Growth Service will continue to undertake Equality Impact Assessments that ensure our policies and practices do not discriminate, and any negative impacts highlighted have been mitigated. All Economic Growth EQIAs will be monitored through our action plan to improve our commitment to undertaking robust EQIAs in a timely manner.

### **Gender Pay Gap**

East Ayrshire Council is required under Section 7 of The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012) to publish a single gender pay gap figure, which is the percentage difference between men's and women's hourly pay, excluding overtime.

The delivery of quality services is dependent on a trained and motivated workforce, and it is therefore, essential that councils' employment policies reflect their commitment to equal opportunities.

The pay gap indicator provides a picture of the current pay gap between male and female employees. This helps councils to identify areas of potentially unfair or discriminatory practices as well as providing a baseline for measuring improvement over time.

The LGBF Pay Gap Indicator for East Ayrshire Council for the 5 year period 2019/20 to 2023/24 is set out below.

<b>Year</b>	<b>Pay Gap</b>	<b>Scotland</b>
2019-20	5.5%	3.4%
2020-21	5.2%	3.7%
2021-22	5.7%	3.5%
2022-23	5.9%	2.5%
2023-24	3.9%	N/A

The table above shows that East Ayrshire Council has in the last 5 years been consistently above the Scottish average for the gender pay gap.

Our Gender Pay gap exists largely because we have a much larger percentage of women than men in our workforce and in our lowest paid roles. The Council recognises the need to and is committed to continuing to develop and deliver measures to incrementally reduce and remove our Gender Pay Gap over time.

To enable us to reduce the pay gap, we have analysed the implications of our Gender Pay Gap information as at 31 March 2024, in order to identify our priorities for action and developed an Equal Pay Statement and action plan.

To support the incremental reduction of our gender pay gap, service managers will be supported to develop a clear understanding of the causes of pay gaps and their role in reducing the gap. Information on the gender pay gap and occupational segregation for each service area will be provided to managers.

An action and target to reduce the gender pay gap incrementally across all service areas by 1% in the life of this service improvement plan has been agreed by Council. The Education Service will actively participate in achieving this goal.

### **Data and Analytics Strategy**

It is a priority for services to make the best use of data to guide and inform strategic decisions, ensuring that actions are evidence-based and aligned with the outcomes detailed in East Ayrshire Council's Data & Analytics Strategy. By using data effectively, we will enhance our ability to deliver targeted, efficient and impactful services, ultimately improving outcomes for our communities.

# Educational Policy Context

There are a number of national and local policy initiatives that will impact on delivery of the services provided by the Education Service. Details of the diverse range of local and national policies and programmes, together with an outline of how these impact upon the key priorities of the Education Service are set out below. These inform the objectives for the forthcoming year and the Education Service Improvement Plan at the end of this document will set out how these matters will be taken forward by the Service in the next year.

<a href="#"><u>Children and Young People (Scotland) Act 2014</u></a>	<a href="#"><u>Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot (www.gov.scot)</u></a>	<a href="#"><u>The Education (Additional support for Learning:) (Scotland) Act 2009</u></a>	<a href="#"><u>Curriculum for Excellence   Education Scotland</u></a>
<a href="#"><u>All Learners in Scotland Matter - national discussion on education: final report - gov.scot (www.gov.scot)</u></a>	<a href="#"><u>National Improvement Framework (NIF)</u></a>	<a href="#"><u>Keep The Promise</u></a>	<a href="#"><u>Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 (www.gov.scot)</u></a>
<a href="#"><u>It's Our Future - Independent Review of Qualifications and Assessment: report - gov.scot (www.gov.scot)</u></a>	<a href="#"><u>United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill: leaflet - gov.scot (www.gov.scot)</u></a>	<a href="#"><u>Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)</u></a>	<a href="#"><u>the new quality framework for daycare of children, childminding and school-aged childcare</u></a>

# Service Delivery and Provision

The following provides a brief summary profile of the sections which make up the Education Service:

## Early Learning and Childcare

Early learning and childcare (ELC) is an important stage in a child's development and helps children to learn through play. A high quality early learning and childcare experience builds on the valuable learning that takes place in and around the home and also promotes the development of other essential skills that they will rely on in later life. Children greatly enjoy and benefit from playing and sharing their learning with other children.

[The Early Years Plan 2022-24](#) ensured the delivery of 1140 hours and the vision was underpinned by the principles of Quality, Flexibility, Accessibility and Affordability which was supported by a more progressive service model which prioritised and safeguarded quality provision of ELC while offering parents a greater choice of settings. East Ayrshire Council's, ELC provision is delivered through a blended model of local authority, voluntary and private sector providers.

All registered daycare of children service and childminders are inspected by the Care Inspectorate. The Care Inspectorate use [the quality framework for daycare of children, childminding and school-aged childcare](#) to evaluate the quality of service using against a set of quality indicators. The framework focuses on children's wellbeing and sets out the elements that will help inspectors answer key questions about the impact care and learning is making to outcomes for children. HMIE inspectors from Education Scotland also inspect ELC settings delivering the funded hours. Currently, inspectors use the quality indicator framework [How Good is Our Early Learning and Childcare](#) to evaluate the quality of leadership and management, learning provision and successes and achievement.

East Ayrshire, like many other local authorities, is facing significant challenges in meeting all of the commitments of the early years' expansion policies and is having to make changes to delivery to meet fiscal pressures.

## Our Schools

We work hard to make sure that every pupil benefits from an education best suited to their needs, helping them to succeed in school, in their community, in work and in life. To do that, we will offer an education that provides specialisation and depth, preparing pupils to gain the best possible level of achievement. We also offer a wide range of activities and opportunities for pupils to develop skills for learning, life and work.

We aim to provide an excellent education in a safe and happy environment for all learners. We will provide a relevant and meaningful curriculum linked to the demands of an ever-changing world that develops the skills for learning, life and work. We will ensure that all of our learners achieve a sustained positive destination upon completion of their time in our centres and with our partner providers.

## Additional Support Needs

The majority of children and young people are able to access their learning without the need of additional help other than that which is normally provided. However, there will be children/young people, who may, at some point in their education, have difficulties that will act as a barrier to

their effective learning. In such circumstances the child or young person may require additional support beyond universal level in order to help them overcome these barriers.

In addition to the mainstream provision, there is a broad continuum of specialist provision across the authority, including specialist units within the primary and secondary sector and special schools.

### **Psychological Service**

The Psychological Service is a statutory service within the Education Service. The team provide advice and support through consultation, assessment and intervention, to all of the centres in East Ayrshire, for all children and young people. An Educational Psychologist (EP) is concerned with children's learning and the full range of development, with difficulties that can arise in education, and with methods of supporting those involved to overcome such difficulties as far as is possible.

EPs in East Ayrshire work to support children and young people in our early childhood centres, primary, secondary and special school provision. The majority of the work is done in partnership with parents, establishment staff and other children's services, such as speech and language therapists, CAMHS, other allied health professionals, and social services. Systems level work is also undertaken with the central management team and a range of support services and partner agencies.

# Our Education Service Performance

## **Council Level**

The Local Government Benchmarking Framework is an annual publication published by the Improvement Service which contains performance and cost indicators for a wide range of Council services. This includes a number of measures of economic development performance, and again these are reported annually to the Governance & Scrutiny Committee. The report can be found here: [Governance & Scrutiny Committee](#).

The Council's Electronic Performance Management System (EPMS) is central to the monitoring and reporting not only of the Community Plan but also of the wider Performance Management Framework. This framework includes key components such as Statutory Performance Indicators (SPIs), the Local Government Benchmarking Framework, and the Local Outcomes Improvement Plan (LOIP).

## **Service Level**

The Service is required to publish an annual report in respect of the performance of the Education Service. Our approach is fully aligned with statutory duty, the Council's Corporate Framework via the East Ayrshire Community Plan. A link to our Standards & Quality Report for 2023-24 can be found here:

<http://eacintranet/services/education/quality-improvement/education-service-standards-quality-report.aspx>

In addition to the Standards and Quality report, a section in this report entitled "Looking Back 2021-24" gives further detail on specific targets towards service delivery and progress.

## **School / Centre Level**

In line with the Education Service approach, all schools/ECCs have a statutory duty to publish a School/ECC Improvement Plan and Standards and Quality Report. These can be found on the school/ECC website.

## **Risk Management**

The Council's Risk Management Strategy 2024-27 was approved by our Governance and Scrutiny Committee on 18 April 2024. A robust risk management framework is essential to monitor performance and deliver high quality, efficient and user-focused services.

To do so, the Council have developed an Electronic Performance Management System (Pentana). This system allows Services to effectively monitor progress of Key Performance Indicators and Strategic Actions, and informs our regular performance reports to elected members, [East Ayrshire Performs](#), so that local residents have access to a comprehensive range of useful performance reports.

Pentana is also used to record and manage risks, both at Service level and Corporate level. Risk registers are an important component of any successful risk management process and help mitigate emerging risks using a particular degree of foresight.

Every Service within the Council has their own Risk Register which is monitored and reviewed by two or more nominated colleagues. Service Risk Registers require to be assessed and updated on a quarterly basis.

It is important to highlight that Services are exposed to varying degrees of risk and therefore, will typically differ in terms of risk count, as well as context. However, it is not uncommon for Service Risk Registers to encompass several of the same 'core' risks such as:

- Financial risk due to revenue budget pressures;
- IT system loss from any cause for an extended period; • Fraud and misappropriation of Council resources; and
- Failure to effectively manage employee absence.

Depending on their severity and likelihood, these risks will inform and populate the Council's overarching Corporate Risk Register. The Council's Strategic Risk Officers' Group – chaired by our Chief Executive – is responsible for reviewing and updating our Corporate Risk Register on a quarterly basis. This group ensures a consistent approach is taken in regards to the appropriate escalation of Service risks to Strategic level.

The Risk Register for the Education Service is reviewed quarterly and any risks designated as red are reviewed monthly at the Education Service Senior Leadership Team Meeting. Access to Service Risk Registers are available via Pentana or can be requested from the relevant Head of Service.

# Reviewing our Performance: Looking Back 2023/24

The following pages provide an update on progress at August 2024, at the end of our 2021-24 strategic three year plan. A simple RAG rating is used to determine overall progress on each target reference aligned with overall priority.

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
<b>Improvement in attainment, particularly in literacy and numeracy: Performance Information</b>					
1.1	All centres will have a continued and contextual focus on pedagogy to improve learning, teaching and assessment and increase attainment outcomes to facilitate effective transitions at all sectors and stages.	<ul style="list-style-type: none"> <li>• All Heads</li> <li>• <b>Literacy and Numeracy Leads</b></li> <li>• Attainment Advisor</li> <li>• CLPL Lead</li> </ul>	See Table 1		<p>Developing pedagogy to improve learning, teaching and assessment is evident in all establishment improvement plans. Developing pedagogies evident through S&amp;Qs, Learning Visits, Education Group discussions and within practitioner networks (Literacy and Numeracy Leads)</p> <p>Universal East Ayrshire CLPL offer (Literacy and Numeracy) available via East Ayrshire Literacy MS Team and Glow Tile and the Raising Attainment in Numeracy and Maths Toolkit. BGE tracking group established involving all secondary schools.</p> <p>22/23 ACEL data highlights East Ayrshire showing positive trends in relation to virtual comparator and national averages.</p> <p>2023 SCQF Level 4 and Level 5 Literacy and Numeracy data highlights East Ayrshire above the Virtual Comparator in all measures.</p> <p>There has been a continued and contextual focus on pedagogy through the Leader of Learning (LOL) Programme which has run across almost all primary schools. This universal approach to leading aspects of pedagogy has been identified as a successful</p>



REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
<b>Improvement in attainment, particularly in literacy and numeracy: Performance Information</b>					
					strategy to drive continuous improvement at all levels.
<b>1.2</b>	To work within centres, the authority, the SWEIC and beyond to provide CLPL opportunities to develop staff leadership and understanding of effective formative assessment strategies. This will support staff to work with the moderation framework to ensure a consistent approach to high quality planning for learning, teaching and assessment (PLTA), in support of the Stretch Aims in Table 1.	<ul style="list-style-type: none"> <li>• All Heads</li> <li>• <b>CLPL Lead</b></li> <li>• <b>Literacy and Numeracy Leads</b></li> <li>• <b>SWEIC QIM</b></li> </ul>	See Table 1		<p>PLTA working group established to collaborate on updating the East Ayrshire PLTA guidance and the move to the three-point progress scale. EA PLTA Guidance and Tools to Support PLTA shared via HT networks.</p> <p>All primary schools have a Leader of Learning (LoL) supporting moderation activity in relation to differentiation, assessment and effective use of data.</p> <p>Evaluation from CLPL and TLCs evidence positive impact and improving outcomes for children and young people.</p> <p>The updated PLTA guidance, LoL programme, universal and bespoke CLPL and moderation activity are supporting the aims of achieving excellence and equity for all children and young people.</p> <p>Literacy and Numeracy Leads continued to collaborate with strategic leads across the SWEIC and with Education Scotland colleagues to share practice and develop CLPL for practitioners. The Literacy and Numeracy Leads are also involved in national curricular reform collaboration and development within NRIM and NRIL partnerships.</p>
<b>1.3</b>	Ensure all young people in Senior Phase gain the highest possible level of certification in literacy and numeracy qualifications linked to	<ul style="list-style-type: none"> <li>• All Heads</li> <li>• <b>G McGinn</b></li> </ul>	See Table 1		Very good progress has been made with this outcome based on the most recent school leaver attainment which was published in March 2024:

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
<b>Improvement in attainment, particularly in literacy and numeracy: Performance Information</b>					
	the SCQF at the point of leaving school, in support of the Stretch Aims in Table 1.				<ul style="list-style-type: none"> <li>At SCQF level 4, 91.04% of school leavers in East Ayrshire attained literacy and numeracy qualifications. This was an increase from 89.63% the previous year and above the Virtual Comparator (86.84%), above the SWEIC (89.36%) and above the National performance (89.01%)</li> <li>At SCQF level 5, 71.75% of school leavers in East Ayrshire attained literacy and numeracy qualifications. This was an increase from 68.51% the previous year and above the Virtual Comparator (64.66%), above the SWEIC (66.62%) and above the National performance (68.01%)</li> <li>At SCQF level 6, 23.66% of school leavers in East Ayrshire attained literacy and numeracy qualifications. This was slightly lower than the previous year (23.89%) however remained above the Virtual Comparator (19.82%), above the SWEIC (21.38%) and above the National performance (23.36%).</li> </ul>
1.4	To continue with a programme of CLPL on the national practice guidance <i>Realising the Ambition: Being Me</i> for all new ELC practitioners and Primary 1 teachers	<ul style="list-style-type: none"> <li><b>Janie Allen</b></li> <li>All Heads</li> <li>Depute Managers</li> <li>Early Years Central Team</li> <li>Education Scotland ELC colleagues</li> </ul>	85% of all new ELC practitioners and primary 1 teachers have accessed CLPL on <i>Realising the</i>		<p>Child development training delivered to 6 early childhood centres (ECCs) based on the national practice guidance <i>Realising the Ambition: Being Me</i>.</p> <p>Room Planner introduced for children birth to 3 years. Format fully reflects the philosophy within <i>Realising the Ambition: Being Me</i></p> <p>Progression Pathways devised to monitor and track children's development from birth to start</p>

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
<b>Improvement in attainment, particularly in literacy and numeracy: Performance Information</b>					
			<i>Ambition: Being Me</i>		<p>of Early Level. Introduction session delivered to 35 ECCs plus 5 Funded Providers.</p> <p>Moderation of newly drafted frameworks was carried out in conjunction with Primary 1 colleagues and QIOs/Literacy &amp; Numeracy Leads.</p>
<b>1.5</b>	To provide opportunities for ELC practitioners and Primary 1 teachers to collaborate and plan a continuous 'early level' curriculum experience for children moving from an ELC setting to school.	<ul style="list-style-type: none"> <li>• <b>Audrey Hill</b></li> <li>• All Heads</li> <li>• Early Years Central Team</li> <li>• SAC Team</li> <li>• Education Scotland colleagues</li> </ul>	85% of ELC settings and schools are working collaboratively to support children's transition from ELC to school		<p>Working Group re Transitions in place.</p> <p>Transition practice note shared with all ECCs.</p> <p>2 primary schools involved in Early Level Monitoring and Tracking Consultation Group. Feedback gathered from Primary 1 colleagues in 4 primary schools</p> <p>Review of transition reports is ongoing with further consultation with Primary 1 colleagues planned.</p>

**TABLE 1**

Measure	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
ACEL, Primary Literacy	58.6	65.0	N/A	52.4	67.0	68.2
ACEL, Primary Numeracy	68.0	72.5	N/A	61.7	75.0	77.5
1+ at SCQF 5 or better	82.4	80.0	83.0	85.0	81.3	85.6
1+ at SCQF 6 or better	60.5	58.1	59.2	60.3	57.0	60.0
Annual Participation Measure	89.3	88.7	90.0	91.0	91.9	92.4

## Improvement in children and young people's health and wellbeing : School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
2.1	<p>As Rights Respecting Schools and Early Childhood Centres, promoting and realising children's rights and the values of respect, dignity and non-discrimination, embed UNCRC in all practices ensuring children are at the heart of strategic decision making and actively involved in all aspects therefore preparing for UNCRC incorporation.</p> <p>UNCRC will be a key cross-cutting theme across all school improvement plans.</p> <p>To ensure that, at all levels and within all sectors, the voices of our learners are heard in a strategic and equitable manner.</p>	<ul style="list-style-type: none"> <li>• All Heads</li> <li>• <b>K Ramsay</b></li> </ul> <ul style="list-style-type: none"> <li>• All Heads</li> <li>• <b>Central Education Team</b></li> </ul>	<p>Schools continue to work within the UNICEF RRSA framework towards achieving the following:</p> <ul style="list-style-type: none"> <li>• 7 Gold Awards</li> <li>• 26 Silver Awards</li> <li>• 10 Bronze Awards</li> </ul>		<p>UNICEF RRSA framework we currently have achieved:</p> <p>11 Gold Awards 16 Silver Awards 26 Bronze Awards</p> <p>All schools are registered with UNICEF for RRS awards at varying levels.</p> <p>UNCRC on all SIPs as compulsory inclusion</p> <p>Good evidence of use of pupil voice using HGIOURS and other vehicles for school improvement and also pupil leadership opportunities.</p>
2.2	Learning Settings to fully consider and undertake actions aligned to the Scottish Government's Child Poverty Plan, "Better	<ul style="list-style-type: none"> <li>• All Heads</li> <li>• <b>C O'Neil</b></li> </ul>	All establishments undertaking actions aligned to the Child Poverty Plan.		All schools have a number of COSD projects and use their PEF funding to support pupils where poverty is a barrier to their learning e.g. breakfast clubs, clothing stalls

## Improvement in children and young people's health and wellbeing : School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
	Starts, Bright Futures” <a href="#">Best Start, Bright Futures: Tackling Child Poverty Delivery Plan 2022-2026 (www.gov.scot)</a> and evaluate the impact of such actions.				(uniform and out of school clothing), payment for trips.
2.3	Continued implementation of The Promise 10-year Action Plan, in partnership with wider Children's Services to support wellbeing and improve achievement. This Action Plan is aligned to corporate parenting plan and through effective utilisation of SAC Care Experienced Children and Young People funding, will deliver improved outcomes for care experienced learners.	<ul style="list-style-type: none"> <li>• All Heads</li> <li>• I Burgoyne</li> <li>• <b>K Ramsay</b></li> </ul>	All Actions in The Promise Action Plan for session 23/24 to be completed.		<p>Projects funded through SAC CECYP continued in session 2023-24 with Vibrant Communities managing the CE Home Link Service and Young Person's Mentors.</p> <p>As of February 2024, the mentoring service supported <b>75</b> CE young people across <b>6</b> secondary schools. The HLW service has supported 50 care experienced children through targeted intervention as part of enhanced transitional primary/secondary programmes. A new Care Experienced Advisory Board has been established which includes representation from Education and Social Work. Implementation of a Virtual School platform for care experienced learners (P1 to S6)</p>

## Improvement in children and young people's health and wellbeing : School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
2.4	Continue to improve, monitor and evaluate the impact of the school's counselling service, in partnership with provider and relevant stakeholders.	<ul style="list-style-type: none"> <li>• K Jarvis</li> <li>• N Stewart</li> <li>• All Heads</li> <li>• Counselling Leads</li> </ul>	<p>100% of secondary schools will share regular information and updates on the Service with C&amp;YP &amp; parents</p> <p>100% of secondary schools will have representation from YP on School Counselling Focus Groups</p> <p>Robust data is collected and analysed on a termly basis</p> <p>.</p> <p>100% of schools will have completed the Resilience framework training</p>		<p>Schools are communicating information regarding the service through their own communication routes.</p> <p>All Secondary schools have included counsellors in whole school assemblies, induction events and parents evenings to ensure all C&amp;YP and parents/carers are well informed about the service.</p> <p>All Secondary schools participated in focus groups</p> <p>Data collection and analysis has continued to develop, with the provider of the counselling service providing detailed quarterly reports on involvement and impact/outcomes. This is complemented by data gathered from school staff, yp and parents/carers regarding their experience of the service and associated outcomes.</p> <p><u>Resilience Training</u> The majority of primary and secondary schools have now received the training.</p>
2.5	All learning settings will work with community	<ul style="list-style-type: none"> <li>• All Heads</li> </ul>	All learning settings will work with community		All establishments are engaging with partners to ensure children, young people and their families have

## Improvement in children and young people's health and wellbeing : School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
	partners to provide contextualised rich and diverse opportunities for children and young people which also supports parents and carers.		partners to provide contextualised rich and diverse opportunities for children and young people which also supports parents and carers.		access to a wide range of opportunities to enhance the curricular offer Key strengths include addressing any cost of the school day barriers to learning, engagement in a number of Parental Empowerment and Family involvement Programmes.
2.6	<p>Continue to embed the EAC Health and Wellbeing <a href="#">Progression Frameworks</a> (All), HWB authority tracker and where appropriate the <a href="#">2 year rolling HWB programme</a> (primary only).</p> <p>Pilot approaches to assessment of Glasgow Motivational and Wellbeing Profile (GMWP) using model in selected schools.</p>	<ul style="list-style-type: none"> <li>• C O'Neil</li> <li>• All Heads</li> </ul>	Use findings of Collaborative Improvement visit of March 2023 in conjunction with Pilot on GMWP to enable the setting of appropriate targets.		<p>The progression frameworks are embedded in almost all establishments.</p> <p>All primary schools are reporting on their HWB curricular attainment levels tri-annually via the authority tracker. Some secondary schools are monitoring and tracking progress in PSE with selected year groups.</p> <p>22 schools took part in the pilot and used GMWP to carry out biannual wellbeing profiles. The two secondary schools used GMWP to profile the wellbeing of a selected year group.</p> <p>All primary schools confirmed, via the authority tracker, that they have completed biannual wellbeing profiles with all pupils.</p> <p>An audit was carried out to ascertain which profiling tools each primary school is using to monitor and track wellbeing.</p>



## Improvement in children and young people's health and wellbeing : School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
2.7	<p>Establishments to actively engage in EAC Education Cyber Resilience Workshops (included in workshops is support to gain digital wellbeing award and CEOP).</p> <p>Fully develop features of Safer Schools Scotland App to inform and empower all stakeholders.</p>	<ul style="list-style-type: none"> <li>• <b>Donna Kirkwood-Emery</b></li> <li>• All Heads</li> </ul>	<p>All establishments participate in CR-IS workshops.</p> <p>100% of establishments use Safer Schools App.</p>		<p>EAC CRIS modules available to all 2 x CEOP ambassadors and Technology Assisted Sexual Harmful behaviour trainers available to support schools, Safer Schools App in use across 100% of establishments.</p>
2.8	<p>Equity and Excellence Leads and ELC Community Practitioners trained in the Parents as Early Education Partners PEEP Learning Together Programme (LTP) and Peep Progression Pathway to deliver the national family learning programme across ELC settings.</p>	<ul style="list-style-type: none"> <li>• <b>Carol McGregor</b></li> <li>• LTP trained practitioners</li> <li>• Early Years Central Team</li> <li>• Scottish Family Learning Programme</li> </ul>	<p>2 practitioners will have completed the accredited programme "Supporting Parents and Children Learning Together".</p> <p>10 Practitioners will attend a training to adopt a partnership and empathic approach to working with families.</p> <p>Practitioners will work in partnership with</p>		<p>1 practitioner completed their accreditation in November 23, 1 practitioner continuing to work on accreditation.</p> <p>8 practitioners have been trained in the family connect programme. The six week blocks are being with delivered across EA in partnership with the ECCs</p> <p>Community Practitioners continue to work in partnership with colleagues from Health. Community</p>



## Improvement in children and young people's health and wellbeing : School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
	To have the Centre accredited and staff trained to deliver the qualification in the PEEP Learning Together Programme to parents/carers.		Health colleagues who are delivering the Baby Chat Programme.  40% of practitioners trained to deliver/assess the accredited qualification to parents and all parents taking part in PEEP achieve the qualification.		practitioners support 2 weeks of the 6 week programme.  CSPP have secured funding to deliver the PEEP Learning Together programme which will conclude in March 2026. The fund includes 50 PEEP Progression Pathways which supports parents/carers gain a qualification.
2.9	Fully implement the recently revised Standard Circular 8, within the context of effective inclusion across all schools and centres.	<ul style="list-style-type: none"> <li>• <b>R Miller</b></li> <li>• J McCulloch</li> </ul>	SC8 fully implemented		SC8 has been revised and implementation of system progressed. This will be subject to further review
2.10	Develop and implement an East Ayrshire Education specific policy on assessing and supporting dysregulated learners. This will include clear guidance on seclusion, physical intervention, and restraint.	<ul style="list-style-type: none"> <li>• <b>R Miller</b></li> <li>• J McCulloch</li> <li>• C Rodger</li> </ul>	Policy completed		Draft policy has been developed and will be finalised when Scottish Government policy is completed and shared. Inclusive Leaders are currently undertaking test of change in relation to implementing Tracking and Analysing Dysregulated Behaviour tools.
2.11	Redraft and update Education's Relationships Framework and implement	<ul style="list-style-type: none"> <li>• <b>R Miller</b></li> <li>• J McCulloch</li> </ul>	Framework updated		Relationships Framework has been updated and will be finalised.

**Improvement in children and young people's health and wellbeing : School Leadership**

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
	with associated CLPL to best support education practitioners to meet the needs of children and young people.				Relationships and Behaviour CLPL Framework has been developed.
2.12	Improve practices to support Young Carers' Champion, including the nomination of a YCC in all schools and centres.	<ul style="list-style-type: none"> <li><b>K Ramsay</b></li> </ul>	All schools to ensure there continues to be a Young Carers' Champion and ensure young carers who request them have a Young Carers' Statement.		There requires to be a further audit of all schools in respect of practices in regards to YCC and the roles and responsibilities of this post. Only 21 schools have a YCC clearly identified

### Closing the attainment gap between the most and least disadvantaged children : Performance Information

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
3.1	Ensure that all Attainment Scotland Fund monies (SEF / PEF / CECYPF), and all other funding streams, are targeted to improve outcomes for all learners.	<ul style="list-style-type: none"> <li>• <b>L Bull</b></li> <li>• <b>G McGinn</b></li> <li>• <b>I Burgoyne</b></li> <li>• <b>PEF Lead</b></li> </ul>	See Table 1		All ASF resources have been deployed across all schools with focus on those with high SIMD Q1 cohorts. CYPIF governance forum scrutinised impact reports from 33% of EAC school HTs. PEF progress and impact visits were held with all HTs. Care Experienced governance board hosted scrutiny sessions around CECYPF impact.
3.2	Continued focus on developing and embedding evidence-based approaches to support and review the progress in development of speech, language and communication skills in young children.	<ul style="list-style-type: none"> <li>• <b>J Muir</b></li> <li>• <b>C Mc Gregor</b></li> <li>• Literacy Lead</li> <li>• All ECC and primary Heads</li> <li>• Speech and Language Therapy</li> <li>• Educational Psychology Service</li> </ul>	50% of ELC staff have accessed coaching and modelling opportunities to embed evidence based approaches to support the development of children's speech, language and communication skills.		Communication Language and Nurture (CLAN) group relaunched in April 2024. The purpose of this group is to work collaboratively with a range of agencies to promote SLC opportunities across EA A project leader was appointed in August 2023 to progress speech and language with parents and also Communication Friendly Environments. The project leader has established SLC networks in 3 localities; Doon Valley, Irvine Valley and Kilmarnock South and is working with CYPIC to progress the aims.
3.3	Continue implementation of Inclusion review and redesign.	<ul style="list-style-type: none"> <li>• <b>I Burgoyne</b></li> <li>• J Hope</li> <li>• Strategic</li> </ul>	Inclusion review agreed and implemented.		Inclusion review undertaken incorporating ASL Act Review and associated implications.

## Closing the attainment gap between the most and least disadvantaged children : Performance Information

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
		Inclusion Group			<p>Creation of our own ASL Action plan including:-</p> <ul style="list-style-type: none"> <li>• The introduction and continued review of a Strategic Inclusion Group and Inclusion Review Group for operational/resourcing decision making.</li> <li>• Head Teacher Inclusion seminars</li> <li>• Workstreams were established, with leadership involving central officers and support from senior leaders across schools and centres.</li> </ul>
3.4	Further develop data literacy skills in our staff to strengthen self-evaluation and planning for improvement and maximise the effectiveness of targeted interventions.	<ul style="list-style-type: none"> <li>• L Bull</li> <li>• G McGinn</li> <li>• <b>G Pearson</b></li> </ul>	See Table 1		<p>Leaders of Learning programme held training sessions on effective use of data with all primary schools represented. Data and Intelligence Officer has delivered drop-in workshops on data literacy with HTs. Education group link officers supported HTs to analyse local level data.</p>
3.5	Senior leaders and education school and centre staff will be actively engaged in ongoing Quality Assurance against all relevant national standards.	<ul style="list-style-type: none"> <li>• <b>G McGinn</b></li> <li>• D Forsyth</li> <li>• G Quinn</li> <li>• ES Attainment Advisor</li> <li>• Associate Assessors</li> </ul>	<p>See Table 1</p> <p>All schools and centres to supply and continue to implement quality assurance Calendars.</p>		<p>During the period 1 April 2023 and 31 March 2024, 11 ECCs were inspected by the Care Inspectorate. All 11 ECCs met the National Standard to deliver funded ELC.</p>

## Closing the attainment gap between the most and least disadvantaged children : Performance Information

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
			Calendar of activities to be developed to support all aspects of quality assurance and external inspection.		<p>Very good progress has been made in relation to Primary schools with 30 primary school learning visits having taken place over the past 2 school sessions. This has provided a baseline to establish where quality assurance processes are embedded in schools and where support is required to further develop quality assurance processes.</p> <p>A further 9 primary school learning visits will take place between August and November 2024 which will complete this cycle of primary visits.</p> <p>The secondary school model of learning visits has been established in consultation with secondary HTs. Two visits have now been completed.</p>
3.6	Develop a framework to support ELC staff to deliver a consistent approach for tracking and monitoring children's development and learning.	<ul style="list-style-type: none"> <li>• Janie Allen</li> <li>• Early Years Central Team</li> <li>• All Heads/ECC Managers</li> <li>• Funded ELC Providers</li> </ul>	100% of all ELC settings are using a consistent approach to effectively plan and track children's development and learning		<p>Framework developed and introduced in draft August 23 to monitor and track children's development:</p> <ul style="list-style-type: none"> <li>• Birth – Early Level: Progression Pathways</li> <li>• Early Level: Monitoring and Tracking Milestones.</li> </ul> <p>All ECCs using frameworks. Feedback gathered April 2024, with comments</p>

## Closing the attainment gap between the most and least disadvantaged children : Performance Information

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
					analysed and used to update frameworks for full implementation Aug 2024.
3.7	Provide improvement support to ELC settings to meet the National Standards for funded early learning and childcare.	<ul style="list-style-type: none"> <li>• Janie Allen</li> <li>• All Heads/Managers with ECCs</li> <li>• Funded ELC Providers</li> <li>• Early Years Central Team</li> <li>• Care Inspectorate</li> </ul>	100% of ELC settings are meeting the National Standards for funded ELC		<p>Audit devised based on the criteria set out within the National Standard for ELC, and consideration given to Quality Framework and HGIOELC.</p> <p>All 36 ECCs have been audited with detailed action plans provided following each visit. There have been no unexpected improvements highlighted by ES or CI not already identified in audit.</p>
3.8	Improve the uptake of funded ELC for eligible 2 year olds following the implementation of the national data sharing agreement	<ul style="list-style-type: none"> <li>• Janie Allen</li> <li>• Early Years Central Team</li> </ul>	70% of the estimated population of eligible year olds 2 children are accessing a funded ELC place in East Ayrshire		<p>241 eligible 2 year olds accessed their place the term after their second birthday:</p> <p>August 2023 – 127 children accessed a place</p> <p>January 2024 – 75 children accessed a place</p> <p>April 2024 – 39 children accessed a place</p> <p>Not all eligible children have been placed in April due to availability of staffing</p> <p>Achieved a target of 60% of the eligible population.</p>



**Improvement in employability skills and sustained, positive school leaver destinations: School Leadership**

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
4.1	<p>Continue to embed digital technologies to support digital skills development and effective pedagogy across the age range in all establishments using 'Features of Highly Effective Digital Learning, Teaching and Assessment in Schools' as a reflective and planning tool.</p> <ul style="list-style-type: none"> <li>Develop, support and pilot 1-2-1 devices in a range of establishments. As part of the pilot, staff and pupils to further enhance their use of interactive platforms which support learning, teaching and assessment.</li> <li>Early Years colleagues to embed and follow-up Learning Journal use in ECCs as now in Year 2. Sharing workshops to continue to develop use of Learning Journal in Primary 1-3.</li> </ul>	<ul style="list-style-type: none"> <li><b>Donna Kirkwood-Emery</b></li> <li>All Heads</li> <li><b>Donna Kirkwood-Emery</b></li> <li>All Heads</li> <li><b>Donna Kirkwood-Emery</b></li> <li>All Early Years Colleagues</li> </ul>	<p>Provide 100% of learners with opportunities to develop digital skills.</p> <p>Reporting evidence of usage of digital pedagogies and skills, through internal quality assurance processes, learning visits and external inspection.</p> <p>Embedded Learning Journal in use in all ECC's.</p>		<p>1-2-1 pilot has been successful across participating schools.</p> <p>Feedback very positive from all stakeholders. Creation of self-help Thinglink used across digital estate for support. Pilot schools enhanced further with ClickView subscription.</p> <p>Staff training for ELCPs has been provided during In-Service Days. Digital Leads established in Early Years provisions.</p>



**Improvement in employability skills and sustained, positive school leaver destinations: School Leadership**

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
	<ul style="list-style-type: none"> <li>To further progress and promote the availability of Higher and Advanced Higher courses via SWConnects to ensure fair and equitable access for all young people to qualifications.</li> </ul>	<ul style="list-style-type: none"> <li><b>Donna Kirkwood-Emery</b></li> <li>SWEIC Team</li> <li>All Secondary Heads</li> </ul>	Increased number of courses available at Higher and Advanced Higher to expand the curricular offer.		@SWConnects available and as of June 24 enhanced further with 11 sections.
<b>4.2</b>	Across all stages schools develop a curricular offer which is responsive to, and aligns with regional skills requirements identified within the Ayrshire Regional Skills Investment Plan, the Hayward Review and to employment opportunities delivered through the Ayrshire Growth Deal (AGD).	<ul style="list-style-type: none"> <li><b>I Burgoyne</b></li> <li>DYW Co-ordinators</li> <li>All Heads</li> </ul>	All schools to include curricular activity aligned to areas of sectoral economic growth.		Good progress made across schools with raised awareness and knowledge of local skills gaps and future opportunities through the AGD. In November 2023, an update on AGD was presented to HTs on the current status of AGD. Further sessions were then held at the Barony and Grange Education Groups; the SWEIC Curriculum Innovation Delivery Plan Meeting and inputs in individual primary schools across the authority.

**Improvement in employability skills and sustained, positive school leaver destinations: School Leadership**

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
4.3	As directed by the East Ayrshire Local Employability Partnership and in partnership with East Ayrshire Economic Development and other partner organisations, deliver on the aims of No-One Left Behind for 16-24 year old unemployed young people, while maximising opportunities through effective utilisation of Scottish Government employability funding for tackling Child Poverty.	<ul style="list-style-type: none"> <li>• I Burgoyne</li> <li>• Secondary and ASN Heads</li> <li>• M Harvie</li> </ul>	Improved outcomes for unemployed young people evidenced through increased participation rate and in quarterly No-One Left Behind shared measurement framework.		Education continues to have a key role in the delivery of employability provision for the 16-24 age group and through support for parents as part of the Tackling Child Poverty employability work stream. Effective collaboration across the East Ayrshire Local Employability Partnership (EALEP) sees Education working closely with council and third sector partners to deliver employability provision. The introduction of the EALEP Trusted Partner Procurement Framework in November 2023 and the delivery of training programmes and sector skills activity through 27 organisations offers unemployed young people across EAC with a range of provision which complements in-house provision.

**Improvement in employability skills and sustained, positive school leaver destinations: School Leadership**

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
4.4	Develop and implement a more targeted in-house offer of work experience aligned to East Ayrshire Council's future skills strategy for council services, and with private employers identified through partnership with EA Economic Development, that align to career aspirations, as well as current and future skills gaps.	<ul style="list-style-type: none"> <li>• I Burgoyne</li> <li>• DYW Co-ordinators</li> <li>• Ayrshire College</li> <li>• Secondary and ASN Heads</li> </ul>	The refreshed work experience offer to be implemented and embedded in practice in all secondary schools.		Partnership with the Work Force and Future Skills team in the coordination and maintenance of all internal work experience placements with East Ayrshire Council Services has enhanced the council offer to learners. School work experience coordinators accessed industry recognised Health & Safety training during session 2023-24 to build capacity. Schools are now able to set up internal and external work experience placements for pupils and ensure all appropriate Health and Safety checks and relevant risk assessments are undertaken and recorded on the WorkIT work experience online platform.

### Improvement in employability skills and sustained, positive school leaver destinations: School Leadership

REF.	Actions Required to Achieve Outcome	Responsibility	Target Measure	Status (RAG)	Progress / Evidence
4.5	<p>Work with our young people and partners to engage, via the leadership of young people, with the 4 themes (energy, waste, travel and natural environment) of EAC Climate Change Strategy to support goal of Net Zero.</p> <p>Promote and support establishments to gain their Bronze/Silver EA Clean Green Education Award.</p>	<ul style="list-style-type: none"> <li>• <b>Donna Kirkwood-Emery</b></li> <li>• All Heads</li> <li>• <b>Donna Kirkwood-Emery</b></li> <li>• All Heads</li> </ul>	<p>By end of 2023/24, 100% of all centres to have implemented requirement associated with 'Actions Required to Achieve Outcomes'.</p> <p>By end of 2023/24 100% of establishments to have gained Bronze award. 40% gaining Silver.</p>		43 establishments engaging with EAC Clean Green awards/initiatives during 23/24.
4.6	Establish the new training and learning hub at Netherthird, Cumnock (SL66) which builds on learning from the SL33 model, and delivers vocational training and qualifications which improve outcomes for young people in respect of skills for work and progression into positive destinations.	<ul style="list-style-type: none"> <li>• <b>I Burgoyne</b></li> <li>• <b>M Harvie</b></li> <li>• Hub Partners</li> <li>• Secondary Heads</li> </ul>	SL66 will be fully operational and delivering training accredited through SQA.		SL66 is now complete and the centre is open to young people and parents seeking support. A range of partners are utilising the space. Employability hub resources now available in Dalmellington and Galston provide appropriate support for young people in their own communities is both more accessible and more responsive to local context.

# Looking Forward 2024-27: Stretch Aims

The introduction of local stretch aims has been a key Scottish Government development in recent years to support and drive progress in raising attainment and closing the poverty-related attainment gap. Stretch aims were introduced through the Scottish Attainment Challenge in 2022. This includes a requirement for local authorities to set ambitious but achievable stretch aims for progress in overall attainment and in closing the poverty-related attainment gap in the 2022/23 academic year across a sub-set of the 13 National Improvement Framework measures of the poverty-related attainment gap. Key measures are:

- Achievement of Curriculum for Excellence Levels in P1, P4 and P7 combined Literacy and P1, P4 and P7 combined Numeracy
- the proportion of school leavers attaining 1 or more pass in National Qualifications at SCQF level 5 or better
- the proportion of school leavers attaining 1 or more pass in National Qualifications at SCQF level 6 or better
- the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland
- a locally identified aim for health and wellbeing, to be measured using local datasets

In EAC, we have identified 10 stretch aims (8 core and 2 core plus) which are detailed in the forthcoming pages of this section, and are referred to within the Education Service Improvement Plan at the end of this document.

### Stretch Aims 1 and 2 Literacy and Numeracy p1/4/7 combined

Core SA	SA1: ACEL P1, 4, 7 Literacy Combined (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	68.2	60.5	80.4	19.9
Stretch aim to be achieved 2023/24	68.8 – 74.2	61.5 – 67.1	76.0 - 81.1	13.9 - 14.6
Stretch aim to be achieved 2024/25	72.2 - 76.4	67.5 - 71.2	79.2 - 82.7	12.4 - 13.6
Stretch aim to be achieved 2025/26	76.4	70.5	83.3	12.8

Core SA	SA2: ACEL P1, 4, 7 Numeracy Combined (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	77.5	70.1	88.8	18.7
Stretch aim to be achieved 2023/24	78.2 - 82.5	71.1 - 76.6	84.5 - 88.3	11.7 - 13.4
Stretch aim to be achieved 2024/25	82.9 - 85.9	76.7 - 80.4	87.2 - 89.3	8.9 – 10.5
Stretch aim to be achieved 2025/26	85.9	81.2	90.5	9.2

## Additional information and rationale for stretch aims 1 and 2

### **Cohort**

EAC cohort data shows 34% of children reside in Q1, and 9% within Q5. Historically the Q5 cohort continues to improve at a similar rate to our Q1 cohort as a result of our drive towards high quality planning for learning, teaching and assessment.

### **Attainment (historic and current)**

Historic ACEL data 2017-2023 demonstrates improving results across overall levels alongside a narrowing of the Q1/Q5 gap. Pre-Covid data showed positive trend at 2018/19 where ACEL performance was at its best across all measures (achievement and gap). 2021/2 & 2022/3 ACEL data showed a continuance of the improving trend with best performance recorded (beyond pre-Covid levels).

### **Trajectory Rationale**

In order to develop an appropriate stretch aim trajectory we have analysed cohort data from P1-P7. For 2023/4 trajectory, we have projected current P1 (as a marker of typical P1 cohort), P3, & P6 (live data) towards achievement of the appropriate level; alongside aspirational improvement trend (where children achieving one rating below the on-track rating for their stage are projected to succeed) of between 20% & 45%. This resulted in the 2023/4 range parameters. The same theory was applied to 2024/5. Overall improvement was anticipated at 45% with an aspirational improvement of 55% applied to Q1 @ 2025/6, and 10% @ Q5 as we approach saturation point within that quintile (with only an approximated cohort of sixteen children estimated as not achieving appropriate level) resulting in our final SA.

### Stretch Aim 3: Participation Measure

Core SA	SA3: Participation Measure (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	94.0	90.3	98.4	8.1
Stretch aim to be achieved 2023/24	94.1 - 94.9	90.6 - 91.6	98.5 - 98.7	6.9 - 8.1
Stretch aim to be achieved 2024/25	94.4 - 95.4	91.4 - 92.4	98.5 - 98.7	6.1 - 7.3
Stretch aim to be achieved 2025/26	95.5	92.5	98.8	6.3

### Rationale for stretch aim 3

#### Trajectory Rationale

EAC has shown improved PM data 2016/17 to 2022/3, with an overall increase of 3.8%, compared to a national increase of 1.3%. When analysing Q1 v Q5 PM data EAC has closed the gap over the same time period by 3.7% in comparison to a national closing of 2.2%. We anticipate this trend to continue as we move towards the 2025/6 stretch aim. However as we reach saturation of PM within each SIMD cohort, there will be naturally be a slowing down of closing the gap. Thus Q5 cohort improvement sits at 0.4% over period 2023-2026. We continue to aspire to a greater improvement at Q1 over the same time period; at 2.2%.



### Stretch Aims 4,5 and 6: Attendance

Core SA	SA4: Primary Attendance (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	91.0	88.5	93.8	5.3
Stretch aim to be achieved 2023/24	91.1 - 92.6	88.8 - 91.0	94 - 95.5	3.0 - 6.7
Stretch aim to be achieved 2024/25	92.5 - 94.0	90.7 - 92.9	95.3 - 96.8	2.4 - 6.1
Stretch aim to be achieved 2025/26	94.1	93.3	96.9	3.6

Core SA	SA5: Secondary Attendance (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	85.0	80.2	91.1	10.9
Stretch aim to be achieved 2023/24	85.1 - 86.6	80.5 - 82.7	91.3 - 92.8	8.6 - 12.3
Stretch aim to be achieved 2024/25	86.5 - 88.0	82.4 - 84.6	92.6 - 94.1	8.0 - 11.7
Stretch aim to be achieved 2025/26	88.1	85.0	94.2	9.2

Core SA	SA6: Special Attendance (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	87.4	85.5	91.4	5.9
Stretch aim to be achieved 2023/24	87.5 – 90.5	86.0 – 89.0	91.9 – 93.9	2.9 – 7.9
Stretch aim to be achieved 2024/25	90.4 – 93.4	88.5 – 91.5	93.4 – 95.4	1.9 – 6.9
Stretch aim to be achieved 2025/26	93.5	91.9	95.9	4.0

## Additional information and rationale for stretch aims 4,5 and 6: Attendance

### **Trajectory Rationale**

Consideration of improving trend from baseline data (2022/3). Trajectories have been developed incrementally to work towards a stretch aim in 2025/6 which reflect levels of attendance across each discrete sector which were seen pre-Covid. Sessions 2018/19 & 2019/20 showed comparable data to that of SA 2025/6 and represented positive levels of attendance across EAC establishments. Q1 v Q5 gap Stretch Aim 2025/6 represents a similar level to that prior to session 2020.

### **Additional information**

We are currently working across the SWEIC to develop consistent approaches to improving attendance levels at each sector.

Our bespoke place based senior phase provisions, entitled SL33 and SL66, provide targeted support for some of our most vulnerable young people with opportunities to continue engaging in an education and training setting. This provides further scope for increased attendance levels in the senior phase.

### **Interventions**

On a local level there is a range of SEF & PEF interventions such as Home Link Team support to families and communities alongside ensuring all learners are engaged through revised curricular offers within the Secondary sector will support our work to increase attendance levels. Other school based mitigations focusing around inclusive and innovative practice will be developed and implemented over the coming months in response to the national discussion around attendance levels.

### Stretch Aims 7 and 8: Performance at SCQF levels 5 and 6

Core SA	SA7: 1@SCQF5 (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Level reported (2021/22)	84.8	74.2	96.8	22.5
Stretch aim to be achieved 2023/24	84.5 – 86.0	74.0 – 77.5	96.5 – 97.0	19.5 – 22.5
Stretch aim to be achieved 2024/25	86.0 – 88.0	77.5 – 81.5	97.0 – 97.5	16.0 – 19.5
Stretch aim to be achieved 2025/26	88.5	82.0	98.0	16.0

Core SA	SA8: 1@SCQF6 (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Level reported (2021/22)	62.4	46.4	86.4	40.0
Stretch aim to be achieved 2023/24	62.4 – 64.4	46.5 – 49.5	86.3 – 86.6	37.1 – 39.8
Stretch aim to be achieved 2024/25	64.4 – 65.6	49.5 – 52.5	86.6 – 86.9	34.4 – 37.1
Stretch aim to be achieved 2025/26	66.9	53.0	87.3	34.3

### Additional information and rationale for stretch aims 7 and 8: Performance at SCQF level 5 and 6.

#### Trajectory Rationale

This is a challenging stretch aim to set (reasons below) however we have used local and national trends over time, as well as benchmarking in relation to other local authorities to set our aims. We clearly recognised the opportunities to raise attainment in these stretch aims based on recommendations from the Hayward Report, opportunities to continually improve curriculum offerings which reflect local developments such as the Ayrshire Growth Deal and opportunities that working across the SWEIC provide to share innovative practice.

### **Additional information**

It is, however, important to consider the challenges which include, but are not limited to:

1. At pupil level it is challenging to accurately predict the stage and number of pupils who will leave school (other than S6 leavers). An average can be established however there is variability in leaver cohorts each session - last year there was the greatest number of S4 leavers in the past 10 years in East Ayrshire. We aim to provide pathways through Senior Phase however it may be the case that leaving at the end of S4 may be best option for some young people because there are appropriate pathways available as a result of strong partnerships with the local further education college as well as local employers. S4 leavers may achieve qualifications at SCQF level 5 however they will be highly unlikely to achieve at SCQF level 6.
2. The most recent school leaver attainment data, which ACM certification, shows the highest attainment in the past 10 years in both measures and should be treated with caution when identifying trends over time to support future target setting. 2022/23 leaver data is not due to be published until February 2024 and it is unknown at this time what the impact of the reintroduction of exams will have on school leaver attainment.
3. The reintroduction of full course assessments in almost all courses this session, following a period of modifications of assessment between 2021-22 and 2022-23, may have an adverse impact on overall attainment when compared ACM attainment (grade boundary adjustments may negate this but an important factor to consider as impact for leavers is unknown as yet).
4. Variability in levels of attendance continue to be a cause for concern locally. Attendance will feature in our Service Improvement Plan 2024-27 however varying levels of attendance do have detrimental impact on attainment and levels of attendance have not returned to pre-pandemic levels.

## Stretch Aim 9: Secondary Exclusions

Core + SA	SA9: Secondary Exclusions (rate per 1000 pupils)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	32.5	54.9	7.4	47.5
Stretch aim to be achieved 2023/24	29.3 - 30.9	49.4 - 52.2	6.8 - 7.2	42.2 - 45.3
Stretch aim to be achieved 2024/25	26.3 - 29.3	44.5 - 49.5	6.3- 7.0	37.5 - 42.3
Stretch aim to be achieved 2025/26	27.9	47.1	6.6	40.5

## Additional information and rationale for stretch aim 9: Secondary exclusions

### Trajectory Rationale

Q1 cohort has shown an increase in exclusion rates from 2019 to present. Q5 exclusions remain relatively statistically static. We will target a reduction (in rate per 1000 pupils) of between 5% - 10% at Q1 & between 3% - 8% at Q5 2023/24 & 2024/25, with a further reduction of 5% at Q1 & Q5 session 2025/26. This will return exclusion rates towards 2021/22 levels.

### Additional Information

Innovative place-based provisions such as SL33 are in place to reduce instances of secondary school exclusion.

We continue to develop a multi-agency approach to support reduced exclusions and increased attendance at Secondary school.

We are building on our current inclusive practice approaches to ensure the needs of all our young people are met.

## Stretch Aim 10: P4 Writing

Core + SA	SA10: P4 Writing (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Current Level (2022/23)	66.8	57.7	79.2	21.5
Stretch aim to be achieved 2023/24	67.5 - 71.5	58.3 - 62.9	79.6 - 80.4	16.7 - 22.1
Stretch aim to be achieved 2024/25	70.8 - 75.0	62.3 - 67.3	80.8 - 81.2	13.5 - 18.9
Stretch aim to be achieved 2025/26	75.2	67.6	81.3	13.6

## Additional information and rationale for stretch aim 10: P4 Writing

### Cohort

EAC cohort data shows 34% of children reside in Q1, and 9% within Q5. Historically the Q5 cohort continues to improve at a similar rate to our Q1 cohort as a result of our drive towards high quality planning for learning, teaching and assessment.

### Attainment (historic and current)

Historic ACEL data 2017-2023 demonstrates improving results across overall levels alongside a narrowing of the Q1/Q5 gap. Pre-Covid data showed positive trend at 2018/19 where ACEL performance was at its best across all measures (achievement and gap). 2021/2 & 2022/3 ACEL data showed a continuance of the improving trend with best performance recorded (beyond pre-Covid levels).

### Trajectory Rationale

Similar statistical analysis of live pupil data at P1-P7 has been used to ensure cohort data 2023-2026 represents projected levels of attainment in addition to the stretch of those children attaining just below national expected levels.

# Education Service Improvement Plan (ESIP) 2024-27

The undernoted Education Service Improvement Plan was developed during session 2023-24. In reaching our agreed set of priorities, whilst also aligning to the national, council and local strategies and context, we undertook significant consultation to ensure that all relevant stakeholders had the opportunity to influence our strategic direction.

Consultation sessions were held with:-

- Parent Council Steering Group
- Children and Young People's Cabinet
- All Headteachers and Heads of Centre
- All Central Education Managers

In addition, an online staff survey was launched to ensure that **all** staff members across our service could have their thoughts and views represented. The four key priorities were reached as a direct result of these consultations and groups then began to develop the individual actions needed under each priority. The decision was also taken to ensure that more collaborative language was used in expressing our key priorities for all. The structure of our planning has been changed in this version of our plan to align better with HGIOS and HGIOELC and reflect the collective language borne of our consultation.

Our four key priorities for 2024-27 are:-

- **Our Leadership**
- **Our Learning**
- **Our Wellbeing and Belonging**
- **Our Attainment, Destinations and Achievements**

## Education Service Improvement Plan Priority 1: Our Leadership

**We actively support, promote and enact leadership at all levels. Our children and young people are encouraged to be leaders of their learning in our centres, schools and communities. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.**

### Lead QI: 1.3 Leadership Of Change

QI 1.1 Self-Evaluation for Self-Improvement

QI 1.2 Leadership of Learning

QI 1.4 Leadership and Management of staff / practitioners (ECC)

QI 1.5 Management of resources to Promote Equity

QI 2.7 Partnerships

QI 3.3 Increase Creativity and Employability

### NIF Drivers

- 1. School and ELC leadership**
- 2. Teacher and practitioner professionalism**
3. Parental/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
- 6. Performance information**

### FOR ECCs –

- Care Inspectorate Quality Framework (CIQF) – Key question 3 – How good is our leadership? And also linking in CIQF QI 4.1 Staff skills, knowledge and values.
- Health and Care (Staffing) (Scotland) Act 2019
- Health and Social Care standards - 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. HSCS 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.



Ref.	Actions	Aims	Evidence
1.1	Continue to develop our comprehensive professional learning framework to support leadership development, collaborative enquiry, practitioner enquiry, evidence-based practice and pedagogies.	Ensure all staff have access to high quality professional learning that supports their development to improve experiences and outcomes for children and young people  Staffing, leadership and management meet the criteria of the National Standard. Ensure SSSC registered staff are achieving the CLPL requirements.	Participation measures in CLPL programmes  Evaluation of professional learning/ PRD and FACE data  Stakeholder survey data  CIQF Q3 and 4.1 evaluations
1.2	Ongoing and developing opportunities for head teachers and depute head teachers and ECC leads to participate in Learning Visits, utilising our Associate Assessors to best effect  Develop a method for disseminating practice observed during Learning Visits & ECC audits  Develop a robust inspection support programme for schools and ECCs	Continue to develop our approaches to quality assurance to support schools and ECCs in developing a culture of self-evaluation and continuous improvement	HMle/ Care Inspectorate reports  Analysis of Learning Visit reports  Attainment Data
1.3	Secure sustainable links to support collaboration across the LA, RIC and nationally  Develop the primary HT Collaborative Communities and the secondary Communities of Practice  Re-establish the primary DHT networks, ELC networks	Build further the collaborative culture across the LA, RIC and nationally by developing clear strategies for growing existing networks and for establishing new ones to contribute to school and ECC improvement	Participation measures  Evaluation of collaborative events and forward actions  Stakeholder survey data  Inspection Reports

	Continue to develop Education Group and HEART model locality working in and between services	.	
1.4	<p>Develop and deliver opportunities for pupil voice to drive forward improvement in our schools and centres</p> <p>Continue to develop joint working with CYPC as a service strategically</p> <p>Ensure UNCRC is embedded in our work with young people in policy and practice,</p>	<p>Increase leadership opportunities for children and young people in all areas of school life.</p> <p>Increase usage and facilitation of use of HGIOurs in all schools and settings</p> <p>Ensure that all management guidelines and practices across Education Services are grounded in our commitment to the UNCRC</p>	<p>Standards and Quality Reports</p> <p>School Improvement Plans</p> <p>Pupil survey data</p> <p>CYPC Reports</p>
1.5	Develop innovative approaches to effectively use resources to ensure continuing improvement against a backdrop of significant fiscal challenge.	Leaders develop creative and innovative approaches that respond flexibly to current fiscal climate to sustain positive impact on outcomes for learners	<p>Budget reports</p> <p>Attainment data</p> <p>Learning visits</p> <p>SIPs/ S and Q</p> <p>Workforce Information</p>

Imp Ref	Baseline	Target	Responsible Officer/ Group	Timescale
1.1	CLPL Programme in place for 24-25	Develop CLPL programme centrally to ensure it encapsulates all relevant CLPL across service at all levels	H Cassidy	June 2025
1.2	Learning Visit programme in place and working effectively	Further develop LV programme to consider ASN sector and also develop "Team Around School/ ECC" model for further supports	G Mc Ginn EY Team HTs and HoCs All central officers	June 2025
1.3	Ongoing collaboration in education groups, HT collaboratives	Further develop collaborative networks at all levels, including practitioner, PT, DHT and HT networks  HEART Model and links to education groups established  ELC Networks re-established	G Mc Ginn and QIO Team  L McAulay-Griffiths and MA team  J Allen / EY team	June 2025  December 2025  April 2025
1.4	Emerging good practice around pupil voice and pupil leadership opportunities	Ensure that all establishments are aligned to UNCRC and also enacting pupil voice in all areas, aligned to HGIOURS	K Ramsay HTs	June 2025
1.5	Fiscal climate creating significant demand on service	All establishments and central service able to provide high quality education within available resources	J Hope All central officers HTs and HoCs	Ongoing for life of plan

## Education Service Improvement Plan Priority 2 “Our Learning”

**Our young people should experience a learning, teaching and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.**

### Lead QI: 2.3 Learning, Teaching and Assessment

QI 2.2 Curriculum

QI 1.2 Leadership of Learning

QI 2.5 Family Learning

QI 2.6 Transitions

QI 2.7 Partnerships

QI 1.1 Self-evaluation for self-improvement

QI 1.3 Leadership of change

QI 2.2 Curriculum

QI 3.2 Raising attainment and achievement

### NIF Drivers

- 1. School and ELC leadership**
- 2. Teacher and practitioner professionalism**
- 3. Parental/carer involvement and engagement**
- 4. Curriculum and assessment**
- 5. School and ELC improvement**
- 6. Performance information**

### For ECCs :-

- CIQF – Key question 1 (1.3 play and learning, 1.4 family engagement, 1.5 Effective transitions) and key question 3 (3.2 Leadership of play and learning)
- Health and Care (Staffing) (Scotland) Act 2019
- Health and Social Care Standards - 2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

- 1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.
- 1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.
- 1.32 As a child, I play outdoors every day and regularly explore a natural environment

Ref.	Actions	Aims	Evidence
2.1	<p>Support establishments to further embed effective pedagogical strategies across all curricular areas.</p> <p>Support play pedagogy and quality observations to support children's individual learning in schools and ECCs</p>	Maximise high quality planning for learning, teaching and assessment.	<p>Learning visit programme reports</p> <p>Numeracy and literacy outcomes</p> <p>Attainment data</p> <p>SIPs ECCIPs</p> <p>Standards and Quality Reports</p> <p>Inspection Reports</p>
2.2	<p>Provide a range of professional leadership CLPL opportunities to embed a consistent approach to high quality learning, teaching and assessment. Increase frequency of practitioner enquiry across a range of pedagogical practice.</p> <p>Ensure alignment of pedagogical approaches to national education reform and review.</p>	<p>Increased collaborative professionalism opportunities across EAC and beyond (SWEIC / National).</p> <p>Shared understanding of standards, pedagogy, assessment and strategies for raising attainment.</p>	<p>National participation/outcomes.</p> <p>PRD/ FACE process.</p> <p>Establishment level classroom observation findings.</p> <p>Learning Visit reports.</p> <p>Teachers' professional discussions.</p> <p>Learner Conversations</p> <p>Attainment data</p>

2.3	<p>Further develop appropriate establishment level curriculum models which align with our Community Plan, East Ayrshire Labour Market Intelligence and The Ayrshire Growth Deal and the Regional Economic Strategy.</p> <p>Ensure alignment and response to ongoing curriculum review cycles nationally, such as NRIL &amp; NRIM</p>	<p>All young people accessing a relevant and appropriate curriculum tailored to their needs, our contexts and strategies</p>	<p>Range of SCQF and other qualifications available for young people</p> <p>Robust, linked establishment level curriculum rationale</p> <p>INSIGHT measures and local intelligence</p>
2.4	<p>Develop further opportunities for parents and carers engaging in children's learning and development e.g. PEEP Outdoor learning sessions. Involving parents in environmentally friendly initiatives.</p>	<p>Maximise partnership working opportunities to develop impactful links with establishments.</p> <p>Personal plans, parent/carer engagement programmes.</p>	<p>Parental engagement participation rates.</p> <p>Parent Focus Groups.</p> <p>Partner agency collaboration with establishments.</p>
2.5	<p>Develop and embed a consistent approach to tracking and monitoring across all establishments, ensuring high quality and robust information to support learning at all transitions.</p> <p>Continue use of EAC progression planners and developmental milestones.</p>	<p>Consistent understanding of progress across ages and stages</p>	<p>Tracking data</p> <p>Data compendium</p>
2.6	<p>Support staff to access high quality learning linked to digital learning and teaching, including appropriate use of AI.</p>	<p>Improve the quality and consistency of our approaches to using digital technologies.</p>	<p>Participation measures</p> <p>Stakeholder survey data</p> <p>School Improvement Plans</p>

	Building on the success of @SWConnects, develop further our digital capability to deliver education for some young people in a virtual environment.	Reach out to young people on transition back to school.	Standards and Quality Reports Learning Visit Reports Inspection Reports Attainment Results and data
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Imp Ref	Baseline	Target	Responsible Officer/ Group	Timescale
2.1	<p>Varying curricular experiences across schools with emerging excellent</p> <p>Play pedagogy and quality observations ongoing</p>	<p>ALL schools and ECCs delivering an appropriate curriculum to meet needs</p> <p>Continue to develop observations in regards to ECCs as part of audit</p>	<p>QIO Team / HTs and HoCs J Mc Kee/ HoCs/ HTs</p> <p>J Allen/ EY team/ HoCs/ HTs</p>	Ongoing for life of plan
2.2	<p>CLPL for learning, teaching and assessment ongoing across separate areas</p> <p>“excellent lesson” and “excellent experience” embedded and practiced in most, but not all establishments and services.</p> <p>Ongoing involvement in, development of, and awareness of key reviews and reform in education with all staff, elected members and young people.</p>	<p>Bring together full offer to be a core offer to ALL staff in one accessible place</p> <p>Provide consistent establishment level QA focussed support and challenge to high quality planning for learning, teaching and assessment for all children and young people, including using of the “excellent” model.</p> <p>Continue to use delegated authority to act on recommendations in context and ensure readiness to deliver on significant education reform at national level, once agreed.</p>	<p>H Cassidy/ C Rodger/ Attainment Adviser/ HTs and HoCs</p> <p>QIO team/ EY team / HTs and HoCs</p> <p>L McAulay-Griffiths / HTs/ HoCs</p>	Ongoing for life of plan



2.3	<p>Schools and ECCs refreshing curriculum rationale at varying pace</p> <p>Ongoing response to curricular reviews evident in school and ECC planning.</p>	<p>All schools and ECCs to have a refreshed curriculum, rationale and must submit to LA.</p> <p>NRIM and NRIL findings integrated into curriculum plans when available</p>	<p>Central Education Team</p> <p>G Elder and R McCallum</p>	<p>Dec 2024</p> <p>Ongoing for life of the plan</p>
2.4	<p>Schools engaging with parents and communities to varying degrees, with some elements of excellent practice</p>	<p>Continue to monitor, via SIPs and S and Qs the depth of parental engagement in children's learning</p>	<p>HTs/ HoCs</p> <p>Central Education Team</p>	<p>June 2025</p>
2.5	<p>Good usage of EAC tracking and monitoring systems, some schools require further support to enable effective interventions. All primary schools using system.</p>	<p>To ensure that the secondary schools develop a more consistent approach to monitoring and tracking.</p>	<p>G Elder, R Mc Callum and Sec DHTs</p>	<p>June 2025</p>
2.6	<p>Schools and ECCs at varying degrees of development of digital curriculum. Digital Champions in all schools. MS Innovative Educator and Digi-learn Scotland CLPL being offered. Schools and ECCs achieving digital school award accreditation</p> <p>@SW Connects offer ongoing</p> <p>Virtual lessons offer ready to launch</p>	<p>Ensuring that all young people have access to digital resources and curriculum</p> <p>Ensuring all S5/6 pupils have an equitable subject offer.</p> <p>Ensuring young people unable to access school based lessons are not disenfranchised from learning.</p>	<p>J Mc Kee</p> <p>S Leitch</p> <p>Digital Team</p>	<p>June 2025</p> <p>Ongoing</p> <p>Ongoing</p>

### Education Service Improvement Plan Priority 3: Our wellbeing and belonging

**We want all of our young people to feel supported by people who know them well and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.**

#### **Lead QI 3.1: Ensuring wellbeing, equality and inclusion**

QI 1.5 Management of Resources to promote equity

QI 2.1 Safeguarding and Child Protection

QI 2.2 Curriculum

QI 2.3 Learning, Teaching and Assessment

QI 2.4 Personalised Support

QI 2.5 Family Learning

QI 2.6 Transitions

QI 2.7 Partnerships

#### **NIF Drivers**

- 1. School and ELC leadership**
- 2. Teacher and practitioner professionalism**
- 3. Parental/carers involvement and engagement**
- 4. Curriculum and assessment**
- 5. School and ELC improvement**
- 6. Performance information**

For ECCs:

- CIQF – Key question 1 (1.1 nurturing care and support, 1.2 children are safe and protected) key question 2 (2.1 quality of the setting for care, play and learning)
- Health and Social Care Standards - 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.

Ref	Actions	Aims	Evidence
3.1	<p>Develop and implement EAC Relationships Framework Policy outlining EAC approach to Relationships and Behaviour in all our education settings.</p> <p>Develop a system for assessing, tracking and analysing dysregulated behaviour for consistent use across all settings, alongside a model of CLPL to support reduction of frequency and intensity of dysregulated behaviour, including strong focus on staff wellbeing.</p> <p>Develop EAC guidance to implement SG IEI Part 3 (currently in draft) to ensure compliance in terms of Physical Intervention, Restraint and Seclusion across our schools.</p>	<p>All young people are supported in their learning environments by building effective relationships</p> <p>Reduced frequency and intensity of incidences of dysregulated behaviour in educational establishments</p> <p>Processes in place to ensure accurate and consistent reporting and recording of any significant incidents including seclusion, restraint and physical intervention</p>	<p>Attendance data</p> <p>Exclusion data</p> <p>Transition data at key stages</p> <p>Data from dysregulation tracker</p>
3.2	<p>Ensure specific focus on meeting needs of learners who have neurodevelopmental needs such as Autism, and ADHD; and Social, Emotional and Behavioural Needs linked to adversity and developmental trauma.</p>	<p>Further develop nurture and relational practice at both universal and targeted levels for children requiring this level of support</p>	<p>Exclusion data</p> <p>Attendance data</p>

3.3	<p>Implementation of The Promise actions and fulfilment of criteria aligned with The Promise professional learning awards.</p> <p>Consider how we better meet the needs of our care experienced children and young people at establishment and EG levels in line with The Promise</p>	<p>To ensure we will keep the Promise and deliver improved outcomes for individuals who are care experienced.</p>	<p>Attainment and achievement outcomes for our care experienced children and young people</p> <p>Attendance data</p> <p>Destinations data</p>
3.4	<p>Support schools to use evidence-based procedures to monitor, track and support pupil wellbeing.</p> <p>Identify common themes in counselling service referrals across schools and plan ways to address these through CLPL and provision of support.</p>	<p>Increased early intervention and prevention of wellbeing difficulties.</p> <p>Provide a coordinated approach to supporting and promoting all aspects of health and wellbeing across education and with partners.</p> <p>Improved knowledge, confidence and practice across a range of HWB areas.</p>	<p>Audit of all schools and ECCs in respect of tracking of pupil wellbeing.</p>
3.5	<p>Continue to support schools to embed the authority Planning, Learning, Teaching and Assessment Guidance, and the HWB <a href="#">Progression Frameworks</a>, to ensure continued progress.</p> <p>Supporting establishments to consult learners, staff and parents in a range of areas, including Respect for All Anti-bullying Establishment Statement and provision.</p>	<p>Improved knowledge, confidence and practice across a range of health and wellbeing areas.</p>	<p>Curriculum statements</p> <p>Establishments have an updated Respect for All Anti-bullying Establishment Statements</p>

		Support children and young people to build respectful relationships with each other and tackle bullying wherever it takes place.	Bullying data drawn from school monitoring processes
3.6	Undertake review of processes and procedures to support and promote attendance	Improve the supports and interventions available to meet the needs of all learners	Attendance data

Imp Ref	Baseline	Target	Responsible Officer/ Group	Timescale
3.1	<p>Current policy requires update</p> <p>Pilot in place to look at dysregulated behaviour frequency and ongoing CLPL programme.</p> <p>Awaiting SG finalisation of IEI3 policy</p>	<p>New policy developed</p> <p>System fully operational and fully rolled out</p> <p>Policy enacted</p>	<p>R Miller</p> <p>R Miller and J Mc Culloch</p> <p>R Miller</p>	<p>November 2024</p> <p>August 2025</p> <p>June 2025</p>
3.2	<p>Some schools acting as pathfinders in this area</p>	<p>Further schools onboarded in respect of neurodevelopmental awareness and practices</p>	<p>R Miller</p>	<p>June 2026</p>
3.3	<p>Ongoing roll-out of CLPL linked to the “Keeping The Promise” Award to all schools.</p> <p>CEF targeted to schools with highest proportion of CEYP.</p> <p>Roll-out of CE Champion Programme</p>	<p>Continued improvement in all measures that relate to CEYP</p>	<p>I Burgoyne</p> <p>C O’Neil</p>	<p>Ongoing for life of the plan</p>
3.4	<p>Approaches to monitoring pupil HWB in most schools</p>	<p>Increased consistency of approaches across EAC</p>	<p>C O Neil</p>	<p>Ongoing for life of the plan</p>

3.5	<p>Implementation of guidance and progression frameworks in most schools</p> <p>Schools at early stages of consultation and development in regards to establishment statements</p>	<p>Increased consistency of usage of guidance and frameworks</p> <p>All schools with RFA statements in place and in active application</p>	C O' Neil	Ongoing for life of plan
3.6	Refer to stretch aims 4,5 and 6	Refer to stretch aims 4,5 and 6	I Burgoyne and all HTs	Ongoing for life of plan

## Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements

**We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.**

### Lead QI: 3.2 Raising Attainment and Achievement

QI 1.5 Management of resources to Promote Equity

QI 2.2 Curriculum

QI 2.4 Personalised support

QI 2.6 Transitions

QI 2.7 Partnerships

QI 3.3 Developing creativity and skills for life and learning

### NIF Drivers

- 1. School and ELC leadership**
- 2. Teacher and practitioner professionalism**
3. Parental/carer involvement and engagement
- 4. Curriculum and assessment**
5. School and ELC improvement
- 6. Performance information**

### For ECCs:-

- CIQF: Key question 1 (1.3 Play and Learning, 1.5 Effective transitions), key question 2 (2.1 and 2.2), Key question 3 (3.2 Leadership of play and learning), key question 4 (4.1 staff skills, knowledge and values)
- Health and Social Care Standards: 1.27 I am supported to achieve my potential in education and employment if this is right for me



Ref.	Actions	Aims	Evidence
4.1	Develop a Raising Attainment Strategy to improve outcomes for all learners and reduce inequity of outcomes, including a focus on accelerating progress in early primary and ELC.	Improve learner attainment and achievement at all levels through early years, primary, secondary and special sectors.	Key INSIGHT measures ACEL data Stretch Aims
4.2	Review tracking and monitoring procedures in all sectors from early childhood centres to senior phase to improve the use of progress information in all sectors and at points of transition.	Improve the quality of transition information.	Data from all centres and external outputs
4.3	Improve how we analyse and use data to support establishment improvement	Build capacity of all staff in schools and ECCs through effective engagement in using available internal and external tracking and monitoring tools.	Key INSIGHT measures ACEL data Stretch Aims
4.4	<p>A clear strategy is in place for all Scottish Attainment Challenge funding (Strategic Equity Funding, Pupil Equity Funding and Care Experienced Children and Young People Fund) to achieve</p> <ul style="list-style-type: none"> <li>• Excellence through raising achievement and improving outcomes</li> <li>• Equity: ensuring every child and young person has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.</li> </ul>	SEF, PEF and CECYP plans are in place with evidence of impact linked directly to outcomes for learners.	Key INSIGHT measures ACEL data Stretch Aims Attendance Data

4.5	<p>Increase the percentage of learners entering an initial positive destination to be above national figures and ahead of the VC for all groups.</p> <p>Ensure that groups of young people who may face barriers to IPD are supported to do so. (eg CEYP, YP in Q1 etc)</p>	To maximise life chances for all of our young people, recognising the initial positive destination as a cornerstone with this.	<p>Destinations data release</p> <p>INSIGHT</p> <p>Participation Measure</p>
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Imp Ref	Baseline	Target	Responsible Officer/ Group	Timescale
4.1	<p>Early stages of policy development</p> <p>Stretch Aims 1,2, 7,8 and 10</p>	<p>All establishments using policy to raise attainment</p> <p>Stretch Aims 1,2, 7,8 and 10</p>	<p>G Mc Ginn and QA team</p> <p>HTs</p>	August 2025 (policy launch)
4.2	<p>Sectors have commenced work to share practice on monitoring and tracking</p> <p>Stretch Aims 1,2, 7,8 and 10</p>	<p>Transition information streamlined and more consistent across sectors</p> <p>Stretch Aims 1,2, 7,8 and 10</p>	<p>R Mc Callum / G Elder</p> <p>EY Central Team</p>	August 2025
4.3	<p>Ongoing engagement with establishments on data literacy, still some at early stages</p>	<p>All schools are able to analyse and interpret</p>	<p>QIOs</p> <p>G Pearson</p>	Ongoing for life of plan

	Stretch Aims 1,2, 7,8 and 10	data effectively for improvement Stretch Aims 1,2 7,8 and 10		
4.4	Ongoing assurance of effective oversight of SAC related spend	Stretch Aims 1,2,7,8 and 10	L Bull HTs	Ongoing for life of SAC related expenditure
4.5	Initial positive destinations figure strong on a consistent basis. Ongoing deep dive analysis of data revealing issues around cohort of S5 Winter leavers and programme now being developed to mitigate this.	IPD figure above national and VC, indicating that our young people are getting the best chance of an IPD regardless of background	I Burgoyne HTs/ HoCs SL33/66 staff	Ongoing for life of plan