EDUCATION SERVICE IMPROVEMENT PLAN

2021-24

Contents

INTRODUCTION

The East Ayrshire Community Plan is the sovereign and overarching planning document for the East Ayrshire area, providing the strategic policy framework for the delivery of public services by all the Partners. The Community Plan is the Council's Corporate Plan and covers the fifteen years from 2015 to 2030. The Vision contained within the Community Plan is shared by all Partners and states that:

"*East Ayrshire is a place with strong, safe, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs.*"

The Community Plan is implemented through three thematic Delivery Plans, namely Economy and Skills, Safer Communities, and Wellbeing, and the day to day work carried out by services across the Council. The second three yearly review of the Community Plan took place in the first half of 2021, and the revised Plan was formally endorsed by Council on 27 June 2021.

Service Improvement Plans are an essential element of the Council's performance management and improvement framework. They set out the key issues for delivering services in support of the Community Plan Vision and priorities, provide a focus on performance improvement aligned to the Local Outcomes Improvement Plan and describe the service specific risks that may impact on the delivery of the Service.

Service Improvement Plans are also being informed by the Council's Transformation Strategy. A report on the Transformation Strategy 2017-22 was considered and agreed at a meeting of full Council on 29 June 2018. The report set out a number of key work streams and actions designed to support and amplify transformational activities across all services. The strategy is built around delivering a fairer, kinder and connected East Ayrshire.

Regular updates on progress have been reported to both Cabinet and Governance and Scrutiny Committee, through the quarterly East Ayrshire Performs report. These noted the significant progress made through the Transformation Strategy to redesign services with and for communities, enabling the Council to set balanced revenue budgets.

With the onset of COVID-19 in March 2020, the focus necessarily shifted towards the immediate needs of our communities. It quickly became clear from the emerging evidence that the impact of COVID-19, as well as the lockdown measures put in place to control the spread, were significant and potentially long lasting. Our Transformation Strategy work streams have facilitated a quick and effective response to the crisis.

On 25 June 2020, Council agreed a report which set out our programme for recovery and renewal, within the context of the Scottish Government Framework for Decision Making and Route Map. The report placed the three cross-cutting priorities of Children and Young People, Economy and the Environment and Wellbeing at the heart of our renewal and recovery planning and set out our priorities within a Dynamic Renewal and Recovery Action Plan. This Service Improvement Plan builds further on our Transformation Strategy and the innovations that were delivered at pace during our emergency response.

The review of the Service Improvement Plan and related action plans has been produced with the Covid-19 pandemic and recovery at the forefront of our minds. The appendices of this document contains Improvement Action Plans for 2021/24 and set out the priorities and aspirations of the Service over the life of the Plan; delivery of these actions will be dependent upon the length and severity of the Pandemic.

SERVICE PROFILE

The Education Service Improvement Plan contributes to each of the three main themes of the Community Plan, our activity is predominately focused on the Economy and Skills Delivery Plan 2021-24 but is also aligned to shared objectives within the Safer Communities and Wellbeing Plans.

The Education Service comprises a wide range of services covering Early Learning and Childcare provision, Primary, Secondary and Special education provision, and meeting the educational needs of all our children and young people. The Education Service has 2,516 (2,244 FTE) employees and a budget of £115,569,460.

The Education Service is led by the Chief Education Officer. The service is responsible for the education of around 16,000 school age children and 3,050 early years 0-5 year olds. There are 36 Early Learning and Childcare Centres, 40 primary schools, 7 secondary schools, and 3 special schools to meet the individual needs of over 16,000 school age children and young people and around 3,500 children under 5 years old.

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

Early Learning and Childcare
Early learning and childcare (ELC) in 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.

Learning experiences, which are developmentally appropriate, provide children with opportunities to be creative and curious, to explore, experiment and pursue their interests, to communicate, collaborate and forge friendships which can last a lifetime.

In East Ayrshire ELC is provided by the local authority and by funded providers in the voluntary and private sector. Early childhood centres (ECCs) and funded providers are staffed by practitioners skilled in responding to children's needs and interests in a nurturing, caring and child friendly environment.

All providers of government funded early learning and childcare are currently inspected by the Care Inspectorate and Education Scotland. Practitioners follow national guidelines for the learning and care of children aged 0-5 years that encourage learning through play.

Following the completion of the Early Learning and Childcare expansion programme, all 36 Early ECCs in East Ayrshire are now delivering 1140 hours of funded ELC. In addition, 7 funded ELC providers and 40 childminders on the Council's contract framework can deliver either the full 1140 entitlement or a part of this in a Blended Model where children access more than1 setting.

This means that all 3 and 4 year olds, and eligible 2 year olds, can benefit from 1140 hours a year of funded Early Learning and Childcare which equates to 30 hours a week if parents and carers use a school term-time service or pattern of attendance or just under 24 hours per week in a year round pattern of attendance.

Eligibility was extended in August 2021 to the 2 year old children of care experienced parents and work is ongoing to assess the capacity implications of this. Further extension is planned for August 2023 when children born between August and December, and due to start school while still 4 years old, will be entitled to a fully funded deferred year of ELC should their parents wish this.

On 7 September 2021, the Scottish Government's Programme For Government set out the intentions to begin work to expand funded early learning and childcare for children aged 1 and 2, starting with low income households and also to build a system of wraparound school age childcare, offering care before and after school and in the holidays, which will be free to families on the lowest incomes. Further to consultation with people and communities a 5 year plan will be published setting out how the school aged childcare offer will be delivered.

Primary and Secondary 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.

Within all of our primary and secondary schools, our aim is to primarily provide a safe and happy environment for all learners. We seek to 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 aim to ensure that all of our learners achieve a sustained positive destination upon completion of their time in our centres and with our partner providers.

Special Schools

We aim to provide a happy, safe, stimulating, fun environment for learning and to encourage, support, motivate and challenge pupils and young people with additional support needs. Pupils and young people will be encouraged to develop new skills and build on existing talents, strengths and interests and every opportunity is given for each pupil to be successful and to meet their individual potential both in and out of school.

Equality of opportunity and a sense of fairness form the basis of our Special Schools; every pupil has additional support needs and is valued for the contribution they make to the school, local and wider community. We ensure that all pupils' educational, care and medical needs are met to allow them to "be the best they can be'.

In line with the values, purposes and principles of a Curriculum for Excellence, we aspire to provide pupils and young people with access to the highest quality of learning and teaching in order to maximise their successes and encourage and celebrate achievement in its broadest sense and in accordance with the Community Plan and the Scottish Government's National Priorities.

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 a small percentage of 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.

Such children/young people will be considered to have additional support needs. 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.

East Ayrshire Support Team (EAST)

The team is highly trained staff work collaboratively with centres across the authority to provide effective support for children and young people (aged 3-18 years) with additional support needs to help them achieve their individual learning targets and reach their full potential. The team is led by the EAST Manager supported by Bilingual Assistants, Classroom Assistants, Classroom Assistant Coaches, Clerical Assistants, Principal Teachers and Teachers.

To meet the spectrum of additional support needs, EAST incorporates the following teams:

- Communication Outreach Team (COT);
- Core Support Team: core learning and Social, Emotional and Behavioural Needs (SEBN);
- English as an additional language (EAL) Team;
- Early Language Centre (ELC);
- Hospital Education Service (HES); and
- Visual Impairment (VI) Team.

EAST staff provide a range of supports to colleagues, children and their families including consultation, liaison and advisory support, direct input and support with assessment. The team contribute to East Ayrshire's support policies and procedures as well as supporting the implementation of relevant support strategies, interventions and initiatives across ASN. EAST also supports the career long professional learning of colleagues through a comprehensive CLPL calendar incorporating twilight sessions, Teacher Learning Communities and modelling and coaching support on a needs-led basis .

Psychological Services

The Psychological Service is a statutory service within Economy and Skills. 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.

The following provides a summary of responsibilities of an EP:

- Provide consultation and advice to education staff, parents, carers and in collaboration with other agencies;

- Provide evidence-based assessment and intervention a the levels of the child, school/ECC, family and community dependent on identified need;
- Assist centres and the authority in the evaluation of policies, strategies and interventions;
- Assist East Ayrshire in the provision and planning for additional support needs, often through research and evaluation;
- Develop and offer a wide range of targeted training and development to centres, parents, and other professional groups, on educational and developmental issues; and
- Look forward via research and guidance on best and innovative practice in education, learning and development, and aim to bring that knowledge into practice in East Ayrshire.

Scottish Attainment Challenge (SAC)
On June 9, 2016 East Ayrshire Council was invited to become a Challenge Authority. East Ayrshire Council developed a plan, detailing the interventions to be taken forward to address the poverty related attainment gap. The Council is required to submit a proposal to the Scottish Government (SG) each subsequent financial year to obtain funding to implement the series of interventions detailed below.

The Council has defined the range of interventions into three main workstreams. The SAC team is led by a senior project leader with education managers assigned to each workstream (Literacy and Numeracy, Families and Communities, Leadership). The following provides examples of the various interventions within each workstream:

- Literacy & Numeracy: Literacy Development Programme, Active Literacy, Raising Attainment in Numeracy; Curriculum Outdoor Attainment Challenge (COACh).
- Health and Wellbeing: Inclusion hubs, iLunch, Home link Workers, Parental Empowerment Programme, Duke of Edinburgh/John Muir/Green Gym.
- Leadership: Programmes with: Heads of Centres; Middle Leadership; Teacher Leadership; Coaching & Mentoring; Empowering Children, Parents & Communities.

The SAC management team have a responsibility to report progress to the Scottish Government within a defined set of measures aligned with the indicators included in 'Achieving Excellence and Equity, National Improvement Framework and Improvement Plan 2021'. Internal governance procedures are in place to monitor all work carried out by the SAC team to ensure East Ayrshire Council is accountable for all funding granted from SG.

Creative Minds
The central aim of East Ayrshire's Creative Minds Team is to promote the value of creativity, culture and the arts in the context of Curriculum for Excellence, social inclusion and life-long learning. The Creative Minds Learning Network plays a significant partnership role in Scotland's National Creative Learning Plan, which recognises the importance of creativity within a landscape of continuous change for both learners and teachers. This is reflected among the success and achievements in HGIOS4, which calls for creativity, entrepreneurship and innovation to be increasingly embedded across learning.

Music Education in East Ayrshire – Instrumental Music Service and Youth Music Initiative
The Instrumental Music Service (IMS) and Youth Music Initiative (YMI) supports all centres with a comprehensive challenging and rewarding programme of opportunities and activities in each school year. In particular, seeking to address areas of socio-economic deprivation and geographic isolation, through providing access and opportunity for all young people.

Proficiency in music stands on its own as an area of competence within the Curriculum, where it therefore makes a unique contribution to young people's learning. Music education is also powerful in developing the whole person, promoting and enhancing self-esteem and self-confidence and increasing motivation for learning.

Outdoor Education Service

East Ayrshire Council's *Learning Outdoors Support Team* provide strategic support and challenge for centres to become self-sufficient in their delivery of outdoor learning. The rational and vision of the team is; "All children and young people in East Ayrshire, at all stages 3-18, across all subject areas and beyond, should get regular opportunity to learn outdoors".

This is delivered through collaboration with external providers to broker and develop partnerships and shared services with our centres where possible and to develop wider education staff competence and confidence to teach outdoors. The following provides some examples of systems and initiatives in place:

- Monitoring- Evolve system management
- Safety- Standard Circular 48/Evolve/Professional Development/Technical Expert/HSE Adventure Activities License
- Staff development- teacher/volunteer leadership programmes, Early Years Outdoor Champions
- Partner development- 3 strategic partners, funding partners, residential partners, local land managers, specialist outdoor partners
- Curriculum Development- Curriculum Outdoors Attainment Challenge, Literacy/Numeracy/ASN/Science/Heritage Out the Box resources, Duke of Edinburgh Award programme management/assessors/Gold expeditions, John Muir Award programme, RSPB Wild Challenge Award, Heritage Heroes Award, Brilliant Residentials Campaign, Big School Camp Out parental engagement programme.

Managing through the Pandemic

The circumstances of the last year have been unique and unprecedented, and as a result, the Education Service, along with all Council services, has had to take steps to re-design many of its core processes and procedures.

From March 2020 the Education Service provided key supports to children and families in response to the global pandemic. Schools and Early Childhood Centres, working with partners, provided childcare hub provision to our most vulnerable children and young people and the children of key workers. Schools moved to remote learning, providing digital learning experiences and delivery of resources to families.

2592 digital devices were provided via funding from the Scottish Government to children and young people who required this support. School and Early Childhood Centre staff were a key point of contact for families providing advice and wellbeing support in addition to learning resources and experiences through two significant periods of lockdown.

The Education Service, working with colleagues across services, reopened schools and centres with mitigations in place to minimise the risk of transmission. We have recruited and coordinated the work of a team of Education Recovery staff to support schools and centres. We continue to work in partnership with Public Health to monitor positive cases in schools and ECCs and provide advice to affected staff and parents/carers.

In summer 2020 the Council moved to the recovery phase which saw all Council services review their functions, take the learning from the early months of the pandemic and produce

detailed recovery and renewal plans to reshape the services they will offer into the future.

Digital solutions continue to be a key driver in the redesign of our Services, and this process has, by necessity, been accelerated since the Coronavirus outbreak. Very quickly, business services and processes were revised to facilitate remote working.

Staffing Profile

The total staffing complement of the Education Service is 2,516 (2,244 FTE) employees, shown below:

Service	Section	Teaching		Non Teaching	
		Headcount	FTE	Headcount	FTE
Education	Additional Support Needs	82	73.80	329	238.69
	Early Ed& Child Care Ser	13	10.90	578	517.03
	Education (Other)	60	50.40	21	18.37
	Primary Schools	619	564.46	15	12.91
	Psychological Service	14	11.80	1	0.20
	Scot Attainm Challenge	28	27.20	49	45.97
	Secondary Schools	556	521.00	29	26.84
	Snr Management Team	5	5.00	4	4.00
	Special Schools	62	57.50	51	37.94
Total Headcount FTE at April 2021		1439	1322.06	1077	901.9391

	Education Total	2516	2224.00

Workforce Planning

Workforce planning is an integral part of service planning and will be key to supporting the Transformation Strategy as the current and future needs of the Council change by:

- Identifying future demand for services.
- Establishing where there are gaps between future requirements and current workforce arrangements taking account of service demand, demographics, policy, and legislative changes and budgetary requirements.

We consider our workforce to be our most precious asset. The extensive workforce in education covers a wide variety of roles and responsibilities and there is also a wide range of statutory aspects aligned to the service, whose services cannot be altered.

As part of the Council's wider workforce planning a number of key areas will be further developed to support future service planning:

a. Further engage location based staff with FACE values and behaviours to encourage greater local leadership
b. Support our young people and young workforce to develop positive career paths
c. Supporting staff wellbeing and providing centralised support

It is acknowledged that Covid has changed the dynamic and relationship within and across our teams. Therefore, it has been of critical importance to ensure regular and supportive contact with the full service and to ensure that all staff felt connected to the service during extensive periods where school and ECC staff required to work from home. In addition, the connectedness of teams across the service has never been more important and the pandemic has highlighted the need to bring some services closer together to ensure a coherent support for our schools and centres.

The current workforce within the Education Service is made up of the following:

Teaching		Non Teaching	
Status	Total Headcount	Status	Total Headcount
Permanent Full Time	990	Permanent Full Time	262
Permanent Job Share	9	Permanent Full Time T/T	231
Permanent Part Time	220	Permanent Job Share	6
Temporary Full Time	174	Permanent Job Share T/T	12
Temporary Part Time	46	Permanent Part Time	44
		Permanent Part Time T/T	326
		Temporary Full Time	35
		Temporary Full Time T/T	17
		Temporary Part Time	3
		Temporary Part Time T/T	141
Total Headcount	1439	Total Headcount	1077

The following table demonstrates the age profile of the staffing within the Education Service:

	Teaching			Non Teaching		
Age Range	Female	Male	%of service	Female	Male	%of service
16-24	57	16	5%	72	9	8%
25-34	331	74	28%	233	15	23%
35-44	364	87	31%	260	7	25%
45-54	260	76	23%	257	11	25%
55-64	125	35	11%	189	11	19%
65+	11	3	1%	12	1	1%
Total Headcount	1148	291	1439	1023	54	1077
Gender split	80%	20%		95%	5%	

The table below depicts the 'Race/Disability of the staffing within the Education Service:

Race/Disability (Teaching & Non)			Race												
Section	Headcount	Disability	White: Scottish	White: British	White: English	White: Other/Irish/Welsh	White: Polish	Crb/Crb Scot/Crb Brit	Ind/Ind Scot/Ind Brit	Chn/Chn Scot/Chn Brit	Asn/Asn Scot/Asn Brit	Other Ethnic Group	Arab	Pkst/Pkst Scot/ Pkst Brit	Unknown/Pref.Not say
Additional Support Needs	411	9	348.00	13	8	12	0	1	0	0	0	0	0	0	29
Early Ed& Child Care Ser	591	21	525.00	28	8	10	1	0	1	0	0	0	0	0	18
Education (Other)	81	0	57.00	6	2	3	0	0	0	0	0	0	0	0	13
Primary Schools	634	8	489.00	31	12	20	0	0	0	1	0	0	0	2	79
Psychological Service	15	0	13.00	0	0	2	0	0	0	0	0	0	0	0	0
Scot Attainm Challenge	77	0	65.00	9	1	1	0	0	0	0	0	0	0	0	1
Secondary Schools	585	10	459.00	33	5	19	0	0	0	1	1	2	2	2	61
Snr Management Team	9	0	7.00	1	0	0	0	0	0	0	0	0	0	0	1
Special Schools	113	3	96.00	4	0	2	0	0	0	0	0	0	0	0	11
Total	2516	51	2059.00	125	36	69	1	1	1	2	1	2	2	4	213

Staff Turnover is shown in the table below:

Turnover	Leavers in 12 month period	x 100	143		
	Average no of Employees		2464.5	=	5.8%

Sickness Absence for year to 31/03/2021, relating to staffing within the Education Service, is demonstrated in the table below:

Period	Teaching			Non Teaching		
	Employees Absent in Period	Work Days Lost (WDL, FTE)	WDL Per Employee	Employees Absent in Period	Work Days Lost (WDL, FTE)	WDL Per Employee
P13	88	504.5	0.38	132	797.1	0.90
P12	32	278.1	0.21	82	548.5	0.63
P11	34	272.4	0.21	70	555.8	0.64
P10	55	326.7	0.25	110	652.9	0.76
P9	107	691.1	0.52	156	860.7	1.00
P8	76	499.7	0.38	113	614.2	0.72
P7	89	506.4	0.39	93	477.1	0.57
P6	111	490.4	0.38	141	539.3	0.65
P5	13	67.8	0.05	32	157.3	0.19
P4	9	84.6	0.07	29	188.4	0.22
P3	7	104.6	0.08	32	254.3	0.30
P2	11	120.4	0.09	33	312.1	0.36
P1	21	156.9	0.12	43	338.5	0.39
Total	653	4,103.6	6.28	1,066	6,296.2	5.91

As part of the Service Improvement planning process, and linked to the key themes of Transformation 2, we need to identify areas of shortage/surplus in supply of our workforce and plan appropriately to ensure we have the appropriate staffing, with appropriate skills to achieve optimum flexibility, productivity and quality performance while recognising changing demographic profiles.

Key areas for the Education Service in managing the future workforce will include the expansion of early years and maintaining pupil teacher ratios in line with Scottish Government policy and in raising attainment for all children and young people.

Management Structure Chart

An organisation chart showing the senior management structure for the Education Service is provided at Appendix 1.

Financial Profile

The 2021/22 Baseline Budgets for the Education Service is set out in the table below:

Subjective Heading	£
Employees Costs	98,035,740
Premises Costs	6,260,170
Transport Costs	2,203,830
Supplies and Services	7,530,530
Third Party Payments	2,827,510
Transfer Payments	1,114,230
Gross Budget	**117,972,010**
Income	(2,402,550)
Net Budget	**115,569,460**

Progress Towards Efficiency Savings

The planned efficiencies in respect of the Education Service for 2021/22 are being re-evaluated due to the impact of COVID-19, with progress regularly monitored by the Council's Transformation Plan Strategic Board and Cabinet Updates on the delivery of these efficiencies will be reported to Cabinet as part of the East Ayrshire Performs reporting arrangements.

STRATEGIC CONTEXT

Community Planning Partnership - Strategic Priorities 2021-2024

As part of the 2020/21 Community Plan Annual Review, Cabinet agreed to identify new shared, high-level strategic priorities for 2021-24. Currently under development, there will be two new separate priorities which will articulate the Partnership's commitment to full realisation of the Ayrshire Growth Deal and the Caring for Ayrshire Transformational Change Programme. This recognises the wide ranging and potentially transformative nature of these programmes and their significant strategic importance in the context of our longer term recovery and renewal.

The three existing strategic priorities will remain in place, as follows:

- Improving outcomes for vulnerable children and young people – with a particular focus on looked after children and young people and young carers;
- Older people – adding life to years, with a particular focus on tackling social isolation; and
- Community led regeneration – empowering our communities and building community resilience.

The Education Service will will play a key role in supporting services across the Council to achieve positive outcomes in relation to all of the strategic priorities of the Community Planning Partnership.

Local Outcomes Improvement Plan 2021-2024

The Community Empowerment Act (Scotland) 2015 places a duty on each CPP to develop a Local Outcomes Improvement Plan (LOIP), setting out the agreed local priorities, their links to the national outcomes and their ambitions for their local communities in the short, medium and longer term. The LOIP is therefore the performance management framework that we use to demonstrate the impact of community planning to our local communities.

A new Local Outcomes Improvement Plan for 2021-24 was developed as part of the 2020/21 Community Plan review. This new, streamlined LOIP focuses on a concise set of high level outcomes to better capture the collective work that is being taken forward by our community planning partnership across East Ayrshire.

The LOIP is supported by a comprehensive evidence base which covers all aspects of living and working in East Ayrshire, allowing us to make better collective decisions to address the challenges and opportunities faced by our communities, at both East Ayrshire and locality levels.

The Education Service will contribute to the progression and achievement of the aims and objectives within the LOIP Plan.

Recovery and Renewal Plans

The circumstances of the last year have been unique and services have been asked to reflect on the learning from the pandemic. As the Council adjusts to the "new normal", it is now clear that no service will go back to the ways in which they operated beforehand.

The Council has put in place a wide range of supports to facilitate this area's recovery and longer term renewal from Coronavirus. Our Renewal and Recovery Dynamic Action Plan sets out a series of key actions to be progressed under a number of strategic objectives. These are as follows:

- Children and Young People;
- Economy and Environment;
- Wellbeing;
- Workforce and Buildings;
- Effective and Streamlined Decision Making; and
- Reinstatement and redesign of services.

The learning, accelerated and collaborative approach that has been evident in our Recovery and Renewal Plans will now be embedded into wider plans for Transformational Service Redesign and will ensure that we are better prepared to respond to the ongoing pandemic.

Local Code of Corporate Governance

East Ayrshire Council is responsible for and fully committed to ensuring that its business is conducted in accordance with the law and proper standards, and that public money is safeguarded and properly accounted for. The Council also has a statutory duty of Best Value under the Local Government in Scotland Act 2003 to make arrangements to secure continuous improvement in performance, while maintaining an appropriate balance between quality and cost; and in making those arrangements and securing that balance, to have regard to economy, efficiency, effectiveness, equal opportunities and future sustainability.

In discharging this overall responsibility, members and senior officers are responsible for putting in place proper arrangements (known as the governance framework) for the governance of the Council's affairs and facilitating the effective exercise of its functions. This

includes setting the strategic direction, vision, culture and values of the Council; the effective operation of corporate systems, processes and internal controls; engaging with and leading the community; monitoring whether strategic priorities and outcomes have been achieved; ensuring that services are delivered cost-effectively; maintaining appropriate arrangements for the management of risk; and ensuring that the Council complies with the Statement on the Role of the Chief Financial Officer in Local Government.

All of these requirements are incorporated within the Council's Local Code of Corporate Governance, which was first agreed by Council in June 2002. An annual process of review has been conducted each year since then, with the most recent report considered by the Governance and Scrutiny Committee on 22 April 2021 can be accessed here.

The actions identified as part of the Council's Local Code of Corporate Governance Improvement Action Plan, as far as they relate to the Facilities and Property Management Service, are included within the appended Service Improvement Plan 2021/24.

Strategic Self-Assessment

A key component of the Council's comprehensive Best Value Framework is the Council-wide Strategic Self-assessment of Performance. The four previous Strategic Self-Assessments were undertaken by the Council in 2005, 2008, 2012 and, most recently, in 2016 (annual reviews of the 2016 assessment were reported to Cabinet in June 2017, June 2018 and June 2019).

The Self-Assessment tool assesses and scores the Council against the ten Best Value Audit criteria, and uses the input of a 'critical friend' to assist the Council Management Team in challenging high level performance and developing appropriate improvement actions to address any gaps identified in our existing arrangements.

The Council-wide Strategic Self-Assessment is intended to provide a corporate overview of the Council's performance. Audit Scotland's Audit Guide highlights that assessment should, wherever possible, focus on outcomes and results. As a consequence, our approach is designed to ensure that the Self-Assessment is evidence based and provides a clear and unambiguous account of the Council's performance.

The Council's fifth Strategic Self-Assessment of Performance will take place during 2021-22 (as a result of the planned 2020 assessment being delayed due to the Covid-19 pandemic). Currently at the planning stage, the 2021 Assessment will consider the impact of partnership working on achieving the objectives set out in the East Ayrshire Community Plan and will allow partners the opportunity to contribute to the Self-Assessment process.

Best Value Assurance Report

Audit Scotland's new framework for auditing best value was published in 2016 and the Council was the subject of detailed audit work under this new Framework over December 2017 and January 2018. This audit activity, which was carried out jointly between Audit Scotland and the Council's external auditors, Deloitte, culminated in the production and publication of the Council's Best Value Assurance Report in May 2018. The findings of this report, including an Associated Action Plan, were reported to Council on 27 June 2018. The report is a positive reflection on the work of the Council, its Services and Community Planning Partners. It acknowledges improved performance across all Services with over two-thirds of our performance indicators having improved. It also records that the Council has a long-established culture of self-assessment and improvement and has maintained the strong levels of performance reported in previous Best Value reports

An update on progress against the Improvement Plan was reported to Cabinet (26 June 2019) and the Governance and Scrutiny Committee (29 August 2019). A further update on progress was included in the annual review of the Local Code of Corporate Governance undertaken in 2020 that was reported to the meeting of the Executive Committee held on 14 May 2020.

Of the five recommendations contained within the Best Value Assurance Report, 3 were achieved and 2 had made good progress and are continuing. These are the front door approach to service redesign which seeks to intervene, prevent and manage future service delivery needs. In 2020/21 The 'front door' model continues to inform transformational service redesign including reviews of services for children and young people, and Outdoor Services. The second recommendation relates to the development of Business Engagement Strategy linked to the Ayrshire Growth Deal. Work to develop a Business Engagement Strategy continues in the context of the Ayrshire Growth Deal and Community Wealth Building. Final business cases for Community Wealth Building and Working for a Healthy Economy were approved by the Ayrshire Economic Joint Committee in February 2021.

The Scottish Government published revised Statutory Guidance in relation to Best Value in 2020. The revised guidance is based around seven key themes:

- Vision and Leadership;
- Governance and Accountability;
- Effective Use of Resources;
- Partnerships and Collaborative Working;
- Working with Communities;
- Sustainability; and
- Fairness and Equality.

This guidance replaces the previous guidance that was published in 2004, and will form the cornerstone of Audit Scotland's approach to Best Value moving forward.

External Audit Report

The Councils external auditors submitted reports the Governance and Scrutiny Committee in September 2020. Following their audit plan, the Code of Audit Practice sets out four audit dimensions which set a common framework for all public sector audits in Scotland. External auditors considered how the Council is addressed the areas of financial sustainability, financial management, governance and transparency and value for money. The report also noted the emerging issues facing the Council regarding climate change and responding to the Covid-19 pandemic. The report noted that the Council has strong financial management arrangements and that the General Fund and HRA ended the year in surplus and that savings targets were substantially achieved. Moreover, the Council achieved financial balance in 2019/20, had a balanced budget for 2020/21 and was actively assessing the impact of Covid-19. It highlighted that the Council demonstrated the ability to close the budget gap each year and has made good progress in relation to Transformational Workstreams. The report acknowledged that the Council has robust governance and security arrangements and continues to have strong leadership. It also highlights that the Council is open and transparent and continues to embrace the principles of Community Empowerment. There was an acknowledgement of the robust performance management framework that is in place and that there were clear arrangements for Best Value and an understanding of areas that required further development.

Equalities

Under the Equality Act 2010, the Council has a general duty to eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited under this Act. The Council is expected to advance equality of opportunity between people who share a relevant protected characteristic and those who do not share it and is required to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Council has published a third set of equality outcomes building on the equality outcomes set previously. As we reviewed the progress and relevance of previous outcomes, we have developed, updated and added to provide this fresh set of outcomes, which take recognition of the pandemic that has had an impact on all lives, yet noting that there has been significant impact on those with protected characteristics. However, by reviewing, revising and publishing equality outcomes on a regular basis, we aim to make better, fairer decisions and be able to show that they are bringing tangible benefits for our communities and our employees.

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.

Local and National Policy Issues

There are a number of national and/or 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 Service's objectives for the forthcoming year and the Improvement Action 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 number of new policy commitments are likely to impact on the work of the Education Service and it will be important to ensure that managers remain informed on the potential implications of these commitments as they are developed nationally. Education is provided in terms of the Standards in Scotland's Schools etc. Act 2000 supported by national guidance in a range of documents, including:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning) (Scotland) Act 2009;
- Education under the Equality Act 2010;
- Curriculum for Excellence (2004 and ongoing);
- Early Years Framework (2008);
- Skills for Scotland (2007);
- Better Relationships, Better Behaviour, Better Learning (2014);
- Included, Engaged and Involved (2017) – Part 2
- Opportunities for All (2012);
- Scotland's Action Plan for United Nations Decade of Education for Sustainable Development (2010);
- Developing Scotland's Young Workforce (2014);
- Building the Ambition - National Practice Guidance on Early Learning and Childcare (2014); and
- Education (Scotland) Act 2016 incorporating the National Improvement Framework (NIF).

Climate Change Strategy

On 24 June 2021 Council approved the East Ayrshire Climate Change Strategy. The strategy sets out ambitious net zero targets for the Council and the wider East Ayrshire area in partnership with our communities and key stakeholders.

The Council is now finalising the associated action plan and the future governance arrangements to oversee the delivery of our net zero ambitions.

The vision for Climate Change in East Ayrshire is:

"East Ayrshire will be a low carbon place with a thriving and diverse environment. We will have strong, healthy, resilient and vibrant communities that benefit from high quality places, multi-functional green spaces and access to high quality services that are well located to maximise sustainable travel choices. Our economy will have recovered and be fairer, greener and more inclusive, with all East Ayrshire citizens able to benefit from greater economic opportunities".

The East Ayrshire Climate Change Strategy commits the Council to joining the UK100 and endorsing the Net Zero Local Leadership Pledge and the Council will to aim to reduce its carbon emissions to Net Zero by 2030 and will work with its residents and businesses to bring wider communities' emissions in line with Net Zero as soon as possible, and by 2045 at the latest.

This Climate Change Strategy sets out our approach to combat climate change under the four key themes of Energy, Transport, Waste and Natural Environment. Under each of these themes, it outlines how the Council will show leadership to reduce its own carbon consumption and how we will work with our communities and support business to reduce their emissions. It also identifies opportunities to involve our schools, communities and business in helping to raise awareness and create a local movement which is focused on reducing carbon emissions and/or offsetting our carbon emissions through local community based initiatives and sets out our plans for engaging with key stakeholders to further develop our local response to tackle climate change.

Audit and Inspections

Internal authority ASN Audits and Learning Visits are carried out across the authority to support and advise heads of centres on their statutory duties and areas for improvement to support the improvement planning process. However, due to Covid, these visits were halted. These Audits and Learning Visits are currently under review and will commence as soon as restrictions allow.

In addition, Education Scotland and Care Inspectorate carry out inspections across centres. Inspection activity carried out by Education Scotland was suspended during the pandemic. Care Inspectorate also suspended their processes in March 2020, with a revised inspection programme of activity introduced during Autumn/Winter 2020. This involved the Care Inspectorate initially providing support and guidance remotely with a move towards short focused inspections. During this period **'Key Question 5'** was developed as a self-evaluation resource and tool to support services to evaluate how well they were supporting children and families during Covid-19. The aim of this resource was to enable settings to gather information and continually evaluate their progress in supporting staff, children and families to have confidence in the provision of ELC by specifically evidencing how they had

implemented the national guidance for Covid-19, while ensuring positive outcomes for children.

These reports are presented to the Governance and Scrutiny Committee for the awareness of elected members and are used to inform individual improvement plans at centre level going forward.

Attendance and Exclusions

Attendance and exclusion data is analysed on a monthly basis. This information is shared with Strategic Education Managers as well as other centrally based colleagues including Health & Social Care Partnership to support Head Teachers to reduce exclusions and improve outcomes for children and young people.

Robust analysis of exclusion data over the past 3 years has enabled Senior Officers to identify trends and patterns of exclusion at centre level as well as overall local authority level. Senior Officers have used this data to challenge and support Head Teachers to reduce exclusions.

Attendance of pupils has been impacted as a result of Covid restrictions. However, Schools and Early Childhood Centres, working with partners, provided childcare hub provision to our most vulnerable children and young people and the children of key workers. Schools moved to remote learning, providing digital learning experiences and delivery of resources to families and pupils are all able to access GLOW and TEAMS for remote learning which makes it easier to liaise with class teachers.

Raising Attainment

Attainment results are reported nationally via the new Senior Phase Benchmarking Tool (INSIGHT), which also compares performance in East Ayrshire against the national and virtual comparator statistics. Virtual comparator benchmarking replaces direct comparison with individual centres with a statistical model comparing individual children and young people in East Ayrshire centres with a sample of similar children and young people from across Scotland as a whole.

Senior Officers visit centres to identify areas of effective practice and improvement priorities in:

• June for Primary schools following the collection of Teacher Judgement Survey; and
• March for Secondary schools following the school leaver attainment data release within INSIGHT

SERVICE PERFORMANCE FRAMEWORK

PERFORMANCE MANAGEMENT AND BENCHMARKING

Performance management enables the Council to secure continuous improvement and to deliver high quality, efficient and user-focused services. An integral part of the Council's performance management framework is the Pentana performance management system (EPMS), which allows Services to effectively monitor progress of key service performance indicators and strategic actions and to provide regular and consistent management information to senior managers and elected members.

This section uses information derived from the Education Service's Pentana Scorecard for 2020/21 to highlight areas where performance could be improved. To provide context, a summary of key benchmarking information and the results of customer and staff surveys are also provided. The table below provides an overview of current performance in relation to the Education Service (March 2021 EPMS Service Scorecard), including a RAG (Red, Amber, and Green) performance against existing indicators.

Theme	Red	Amber	Green
Closing the attainment gap between the most and least disadvantaged children	4	1	14
Improvement in attainment, particularly in literacy and numeracy	7	0	20
Improvement in children and young people's health and wellbeing	1	0	3
Improvement in employability skills and sustained, positive school leaver destinations	2	0	1
Ensure compliance with corporate standards	2	0	1
Statutory Performance Indicators - Education	5	1	8
TOTAL	21	2	47

Strategic Data Project

The use of data is critical to understanding the impact of the services we provide on communities, businesses, partners and individuals and to inform decision-making. The Covid-19 pandemic has underlined the importance of robust information, as we have looked to target financial support to businesses and key sectors effectively.

The Council's Recovery and Renewal Plan recognises the critical role of data and analytics in terms of informing the way ahead. At a corporate level, the Council has adopted a strategic approach to data and is currently undertaking work to enhance our capabilities across a number of key areas: research and data analysis, management information, performance reporting and intelligence base. Education has a representative on the group.

BENCHMARKING

Local Government Benchmarking Framework Performance Indicators 2019/20

The other source of benchmarking information relates to the property indicators included within the Local Government Benchmarking Framework. The first of these assesses the proportion of internal floor area of operational buildings that is considered to be in satisfactory condition. East Ayrshire's performance in respect of this indicator in 2020/21 is very strong, with 96.7% of properties in a satisfactory condition. The Council was placed in the top quartile and in sixth position overall when benchmarked against all Council's in Scotland in 2019/20, it is anticipated that East Ayrshire Council will maintain in the top quartile for performance in this measure in 2020/21.

The second property indicator relates to the proportion of operational buildings that are suitable for their current use. East Ayrshire has maintained its overall performance in the suitability measure at 89.4% in 2020/21. The Council was placed 12th in Scotland and in quartile 2 of all Scottish Councils in 2019/20 it is anticipated that East Ayrshire Council will maintain a similar quartile performance in this measure in 2020/21.

Education recognises that any meaningful performance management framework must include processes that allow robust and effective comparison of performance against a wide range of appropriate local, regional and national comparators. The Service is committed to measuring comparative performance through the following routine and systematic benchmarking activities;

- Senior Phase Benchmarking Tool (INSIGHT);
- Primary School Attainment via the Broad Education General Improvement Tool ; and
- Local Government Benchmarking Framework (LGBF).

In respect of reporting performance related to attainment and standards, the education service will provide reports as follows:

- October: INSIGHT local attainment data based on SQA results in the preceding session. (Governance and Scrutiny Committee)
- November: Standards and Quality Report (Governance and Scrutiny)
- January: Teacher Judgement Survey Data across the Broad General Education (Cabinet)
- April: INSIGHT leavers' data based on preceding academic session (Cabinet)

East Ayrshire Self Assessment Model (EASAM)

East Ayrshire Self-Assessment Model (EASAM) has been introduced and replaces the EFQM self-assessment Model. EASAM ensures continued compliance with the Best Value Audit characteristics contained within the Local Government in Scotland Act (2003).

In March 2020 the Scottish Government published 'Best Value: Revised Statutory Guidance 2020' which is framed around seven Best Value themes. The new EASAM uses these seven themes as a basis for the new model.

The EASAM is intended to provide a framework based on the Best Value criteria against which we rigorously compare ourselves. It is used to highlight the strengths and weaknesses of individual services, and identify where improvements are needed.

A number of principles underlie the model, including importance of continuous improvement, a focus on what results are actually achieved, and the customer's perceptions and how they are served.

CONSULTATION AND FEEDBACK

Residents Survey 2020

The last Residents' Survey (5th), was carried out in 2017 by Research Resource on behalf of the East Ayrshire Community Planning Partnership. It investigated a range of issues of importance to the residents of East Ayrshire. Respondents were asked to consider a range of services provided by the Community Planning Partners and to state how satisfied or dissatisfied they were with them.

The 6th East Ayrshire resident's survey which was due to be undertaken during 2020, was revised due to the COVID-19 situation, this led to a different approach being adopted. The East Ayrshire Residents' Survey in previous years has been a face to face survey in people's homes, carried out by independent researchers. In 2020 it was decided that a representative

sample of households across East Ayrshire would be invited to take part in an online survey, following methodology adopted by the Office of National Statistics (ONS) weekly Opinions and Lifestyle Survey.

Further, it was decided that the question set should focus on people's experiences of the COVID 19 situation. As such the 2020 East Ayrshire Resident's Survey isn't comparable with the previous surveys undertaken by the Community Planning Partners. The results of the survey have however helped community planning partners to develop their recovery and renewal plans.

The only questions relating to Education within the 2020 survey were in relation to home schooling and its impact. This is summarised as follows:

For those with children in their household, we asked about the experience of education at home during the period of lockdown. Specifically, we asked about the impact on jobs and on children's well-being.

- **44%** of people said it hadn't made a difference to their job, although almost as many (**40%**) said it had had a negative impact, with **10%** saying the impact had been very negative.
- Around a quarter of people felt home learning hadn't impacted either way on their children's well-being. Where it had, however, the impact tended to be negative.
- None said there had been a very positive impact, and where the impact had been quite positive, this was more common where there was one child rather than more than one child in the household (**22%** compared with **8%**).
- **14%** of those with more than one child said each child had been affected differently.

CONSULTATION WITH STAFF

East Ayrshire Council Employee Attitude Survey 2020

An Employee Attitude Survey was due to be undertaken in 2020 across the Council's workforce, however this did not progress due to the COVID-19 pandemic. It had previously been discussed at the Council Management Team that it may be more appropriate to replace this survey with an alternative means of gauging the views of employees, for example through smaller and more regular pulse surveys. The Workforce Planning Board will conduct a review of alternative options for future consultation.

In 2020, with most of the Council's office based staff working from home as a result of Covid-19 restrictions, an online survey was undertaken to better understand the views of staff in terms of their ongoing working arrangements. The results of this survey have revealed that a large majority wish to adopt a blended working pattern where they would spend the majority of time working from home, but spend at least some of the working week in the office or onsite also.

The HR Service issued a further survey in May 2021, to all those employees currently working from home as well as those employees who attend the workplace who have access to the formal Flexi Time scheme. It was agreed that the feedback received from the smart survey and a series of the think tanks would be incorporated into the Councils plan for returning to offices, as well as supporting the final outcome of the Flexible Working Policy.

Complaints Handling

The Council's complaints procedure is based on the national model CHP which was developed and published by the Scottish Public Services Ombudsman (SPSO). During 2019/20 the SPSO undertook a review of its model CHP and published a revised national model procedure. The revised model CHP was implemented in 1 April 2021.

In recent years, a focussed effort by managers across the Council has resulted in significant improvement in our complaints response times. Elected members will continue to receive regular updates on our performance in this regard via East Ayrshire Performs and as previously an annual complaints report will be presented for consideration by the Governance and Scrutiny Committee.

The new CHP includes a requirement that we should publish quarterly information on our website on complaints outcomes and action taken to improve services as a result. This will be introduced during 2021/22 as part of an improvement plan to assist us to monitor the implementation of our new procedures and to identify further opportunities for improvement in complaints handling.

The improvement plan will also include work to ensure that service users are supported to access our complaints handling procedure, as the new CHP reinforces our duty to make the complaints process accessible to all.

RISKS

The Council's approach to recording risk involves the application of an objective "5x5" scoring matrix to each risk identified which quantifies the assessment of the likelihood and severity of a particular risk occurring. This information is hosted on the Council's Electronic Performance Management System (Pentana) and is used to understand the impact of proposed controls and mitigations on the overall risk profile. It is of increasing importance in the organisation that managers are "risk aware". This is different from "risk averse", and the approach allows managers to fully understand the risks being faced, and support them to manage the risks accordingly. It is important to note that risk is often unavoidable particularly during periods of significant transformational change. There will however, be a level where a risk is no longer deemed acceptable or tolerable (known as "risk appetite"), and as such appropriate management action will require to be taken to mitigate the impact of the risk. Escalation procedures are also be embedded into the process to ensure Service and Corporate Risk Registers will be populated as appropriate.

The Pentana risk module ensures that all Service risk registers, including the Corporate Risk Register, are aligned to the revised approach of identifying and recording risk and has secured a more consistent approach to service level risk recording and will be further enhanced through incorporating risk registers within service planning activity. This allows service objectives and priorities, performance measures and service risks to be captured in a single document. These areas will always be closely aligned, and this approach offers real benefits in business planning, service delivery, and performance and risk management.

The following table shows the key risks within the Education Service at this time:

RISK	MITIGATING ACTIONS	OVERALL RISK RATING
Failure to comply with statutory obligations within the Children and Young Peoples (Scotland) Act 2014	In relation to Named Person – there is no immediate change to current practice. Across Scotland children, young people and families already benefit from a key point of contact (usually a teacher or health visitor) who can help them navigate and join up services. Practitioners should continue to take families' views into account and be clear: • what information they propose to share to support wellbeing • who it will be shared with and why Existing laws and training support this. Further advice and guidance will be published by the Scottish Government. Families have no obligation to accept help offered to support wellbeing. However, if a child is considered to be at risk of significant harm, then information may be shared without consent and immediately. This has not, and will not change.	6
Delivery of early learning and childcare ELC entitlement of 1140 hours to all eligible 2 year olds and universally for 3 and 4 year olds from August 2020	The legislation to reinstate the duty to ensure all eligible children benefit from 1140 hours of funded early learning and childcare by August 2021 was approved in Parliament on 3 March. This legislation places a duty on education authorities to make available 1140 hours of funded ELC to all eligible children from August 2021 Revisions to the final phase of the ELC expansion was approved by Cabinet on 28 April for 7 ECCs. Further recruitment of ELC staff in the final phase of the ELC expansion will be required to achieve the full implementation of 1140 hours of funded ELC from August 2021. The risk to deliver the full entitlement by August 2021 is if we cannot attract the number of ELC practitioners and ELC Support Assistants required. The required hours of clerical support is also key to the delivery of the increased hours. Continued risk to successful recruitment for these posts as job opportunities in the Early Years sector are available across Scotland due to the ELC expansion. Continued increase in the number of ELCP maternity leaves to cover which requires further recruitment from the ELCPs bank list. The continued risk of COVID 19 means that we need to continue to deliver ELC as per the national	6

RISK	MITIGATING ACTIONS	OVERALL RISK RATING
	ELC guidance (version 7) and the current public health measures and mitigations. This may require cap on places in larger ECCs for August. Extension of places for eligible 2 years of care experience parents comes into effect in August 2021.	
Increasing numbers of children requiring access to special school placement is leading to pressures on physical capacity in special schools and centres.	Consultation process regarding the proposal for relocation of Willowbank S1-S6 to St Joseph's has ended and outcome is being reviewed.	16
Failure to deliver positive outcomes in relation to projects and funding associated with Attainment Challenge	Attainment Challenge Project Manager in post to manage implementation, action plan and outcomes.	6
Inadequate engagement with changes in public policy, legislation and practice.	Review of Standard Circulars is currently underway to ensure guidance to all is up to date in terms of legislation and practices. Standards will be reviewed annually or every 3 years.	6
Financial Risk due to revenue budget pressures.	Information sharing and discussions at EMT and DMT and effective communication with all relevant personnel. Budget Holders have received appropriate financial management training in line with matrices. Transformation 2 Strategy outlines the challenges for services.	9
Inaccurate roll projections could lead to a failure to attract the requisite levels of funding and resource allocation to individual schools and establishments.	Procedural document devised detailing process for projecting school rolls on an annual basis. New system devised to record information necessary to enable projections and publish online. Multi-agency meeting scheduled twice yearly to review projections. School Estate Team currently looking at some issues around school capacities as a result of new housing developments.	9

RISK	MITIGATING ACTIONS	OVERALL RISK RATING
Failure to deliver capital projects within budget and on time.	School Delivery Team in post. School Estate Board meets 6weekly. Update from School Delivery Team is available on the intranet and the internet for parents/carers.	6
Risk that 'AYRshare' is not utilised to its full potential and multi-agency chronologies do not reflect the significant events in a vulnerable child's life. Therefore are not assessed effectively using the National Risk Framework.	Process to continue to be reiterated to ensure that files opened are appropriate and populated with relevant details. Process to continue to be reiterated to ensure that files opened are appropriate and populated with relevant details.	6
Third Party Death/Injury During an excursion and/or Visit/Event	Standard Circular 48 has been revised following the introduction of the EVOLVE system which is already well established. This system details the authorisation procedures for educational excursions and provides examples of risk assessments. All excursions are assessed. Staff must accompany children and young people in sufficient numbers and with the right experience, expertise, training and qualifications.	6
Risk that vulnerable adults, children and young people experience detriment due to negligence, human error of employees or systems failure	Risk Amber as a result of recent security protocols in place and additional security audit and measures taken to prevent children absconding. Various actions have been taken, for example audit of security and remedial action, awareness raising at head of establishment meetings and education groups, new Policy developed.	3
Failure to recruit and retain adequate levels of trained staffing throughout education.	HR Strategy and recruitment and retention policy in place. Revised process in place for recruitment and authorisation of posts. There remain issues with processes in place resulting in a delay in recruitment of teaching posts, supply staff available. Education managers working closely with HR Officers to resolve issues.	9
Failure to effectively manage employee absence.	HR producing regular reports regarding reviews conducted or outstanding, for absences triggered. Absence Monitoring Group meet 6-weekly.	6

RISK	MITIGATING ACTIONS	OVERALL RISK RATING
Failure to ensure all employees aware of standard operating procedures and policies.	A new Induction Booklet is now available and has been circulated to all at the end of last term. Appropriate training, including Premise Manager and Child Protection training provided, as identified through FACE and/or appropriate training matrices. Various policies and procedures have been implemented such as HR circulars and are available and accessible on the website. Annual Checklist revised and will be reviewed on an annual basis.	6
Non-compliance with Data Protection Act and failure to deliver resilient, reliable, secure and effective ICT infrastructure and services.	Effective Information Governance Strategy and associated procedures and training (including eLearning) are in place. Agreed and continually developed policies and procedures for secure and effective communication via Corporate Information Governance Group (CIGG). Data Sharing Agreement is reviewed annually in relation to SEEMiS. Regular review of physical and logical security. Email reminders to staff to ensure mandatory courses are completed.	4
Failure or loss of electronic management information systems will result in major disruption to service delivery.	Electronic data is routinely backed up and held remotely. Manual prints are prepared where required. Business contingency and recovery Plan includes the failure of IT systems relating to information held by Education. Manual 'workarounds' for registration and other essential information in place.	2
Failure to adhere to implement safe working arrangements within the workplace.	Adequate Risk Assessments to be in place, specifically in relation to generic activities involving lifting and handling and working from height. H&S developing a RAP Card for generic tasks. Consideration to be given to other preventative measures that can be implemented. Affinity training currently in place for appropriate staff. However, re review of this training and provider is currently under away and once contract has been agreed will be roll out to all educational establishments/centres. Safe working practices in place and equipment and machinery are inspected as required. Incidents are recorded and monitored on SHE and trends and issues arising are highlighted and actioned.	4

RISK	MITIGATING ACTIONS	OVERALL RISK RATING
	New Risk Assessments produced in light of COVID-19 within all establishments. Guidance and e-learning developed and implemented. Induction delivered for safe working practices in light of COVID-19. Risk Assessments updated in line with new guidance releases.	
Failure to ensure legislative duties under The Education (Additional Support for Learning) (Scotland) Act (2004)	Risk downgraded to Amber, given the recent quality assurance (ASN) support provided to schools and centres. This approach will assist establishments in fulfilling statutory duties in relation to the Additional Support Needs Act as revised 2009. Team assigned to work alongside all educational establishments to support and Quality Assure ASN procedures. This approach will assist establishments in fulfilling statutory duties in relation to the Additional Support Needs Act as revised 2009	9
Failure to spend PEF Allocations leading to unmet outcomes	Given that plans for PEF spend in session 19/20 were interrupted with the closure of schools in March, in light of COVID-19 and the subsequent addition of PEF allocation for session 2020/21 whilst schools remained closed there is an increased risk of PEF not being fully utilised. Continue to monitor and review spend.	9
Inconsistency in use of digital infrastructure (Glow) in Education.	Reduced risk as all establishments are now engaging with glow.	2
Active Literacy rollout does not deliver the anticipated impact due to school engagement and ineffective implementation	Increased the number and coverage of training events, supported by frequent Education Manager support sessions. Impact of COVID: Training events have moved to online platforms to ensure participation is not dependent on physical attendance to a venue. High levels of engagement have been experienced.	4
Raising Attainment in Numeracy rollout does not deliver the anticipated impact due to school engagement and ineffective implementation	Increased the number and coverage of training events, supported by frequent Education Manager support sessions. Impact of Covid: Training events have moved to online platforms to ensure participation is not dependent on physical attendance to a venue. High levels of engagement have been experienced.	4

RISK	MITIGATING ACTIONS	OVERALL RISK RATING
Health and Wellbeing projects become ineffective as the interventions are targeted at the wrong pupils	Education Manager continues to work with all partners to ensure the effective targeting of interventions Covid Response: Clear targeting has been achieved with Request for Assistance forms required for almost all interventions.	6
Developing bespoke leadership and coaching programmes cause project slippage	All programmes in place and have commenced. Cohort groups have been identified and show healthy uptake. Staff engagement will continue to be monitored for the remainder of the session. Covid Response: Training programmes are finalised and in place. The move to online platforms will become more prevalent in future sessions to ensure participation is not dependent on physical attendance to a venue.	6
Failure to deliver positive outcomes in relation to projects and funding associated with Attainment Challenge	Data collected for session 2018-19 shows a positive improvement in attainment and a closing of the poverty related attainment gap in almost all areas of Literacy and Numeracy. Covid Response: Changes to the programme are minimal and targeted at specific cohorts as we further develop a place based model. Positive impact is being consistently reported across all interventions.	4
Continuing vacancies in a number of key areas cause project slippage	A reduction of the workforce is leading to less prevalence of vacancies arising. Covid Response: Minimal risk regarding vacancies. There are currently no vacant posts. Financial year 2021/22, position at June 2021: The 'Green Gym' intervention is dependent on an external partner (The Conservation Volunteers) who are experiencing difficulty in filling their post. As a result some slippage has been encountered with this outdoor programme. TCV continue to work to resolve. All other SAC posts are currently filled.	6

The Service Improvement Action Plan sets out the improvement actions that are a priority for the service during 2018-2021, addressing the keymessages identified within the analysis of the previous sections, aligned to the National Improvement Framework (2017).

	Improvement in attainment, particularly in literacy and numeracy : Performance Information			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
1.1	All centres will have a continued focus on literacy and numeracy outcomes for all young people using effective pedagogy. (See also reference 3.2).	• Heads of Centres • G Elder/RMcCallum	June 2019	**Good Progress** All school improvement plans have a focus on literacy and numeracy outcomes for all young people. These are supported by bespoke self-evaluation tools which support East Ayrshire's pedagogical approaches in literacy and numeracy. There is a high engagement from teachers in professional learning focussing on literacy and numeracy pedagogy. There is evidence of positive impacts on classroom practice through classroom observations, practitioner reflections on developing practice and the evaluation of pupil feedback. The Planning, Learning, Teaching, Assessment and Moderation Cycle is becoming more integrated into how literacy and numeracy is developed across and between stages. There is an extensive calendar of synchronous and asynchronous literacy and numeracy-focussed CLPL on offer for practitioners. Some sessions are being led by practitioners for practitioners across all sectors. There is evidence of the asynchronous CLPL being used to

Improvement in attainment, particularly in literacy and numeracy : Performance Information				
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
				support professional learning within establishments facilitated by establishment literacy and numeracy leads. Literacy and Numeracy professional learning communities (PLCs) continue to develop and evolve utilising digital technology advancements including MS Teams.
1.2	To work within the SWEIC to provide CLPL opportunities to develop teacher professionalism and understanding of effective formative assessment strategies to support centres to work with the moderationframework to ensure a consistent approach to high quality learning, teaching and assessment.	• C McConville • H Cassidy	June 2019	**Good Progress** • Consistent approaches for PLTA being embedded • Literacy/Numeracy work streams well established and offering opportunities for effective collaboration • SWEIC Numeracy and Mathematics PL Team established. Hosting a range of numeracy and maths focused CLPL, resources and examples of good practice • A full suite of Literacy CLPL has been offered through 'Building Blocks of Literacy' events • SWEIC QAMSO Network well established • CLPL offered at all levels to support effective PLTA, sharing LI/SC, Feedback, Next Steps • Digital Moderation Hub operational • SWEIC E Learning Blog active • SWEIC Leaders of Pedagogues Programme was developed and will be facilitated across the RIC • A SWEIC Coaching for Success Programme offered for Heads of Establishment

	Improvement in attainment, particularly in literacy and numeracy : Performance Information			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
1.3	Ensure centres interrogate a wide range of data, including the SNSA, to make reliable and consistentjudgements about learners' progress and achievement, to affect interventions and progression.	• C McConville • G McGinn • G Pearson	June 2019	**Achieved and ongoing** • Centres have been supported to interrogate a wide range of data, including pupil tracking progress data, SNSA data, assessment evidence data as well as teacher professional judgement of national standards to determine overall progress of pupils and to determine areas where individual and groups of children require support • This is an ongoing and iterative process that will continue to ensure national standards are being consistently applied across all schools in East Ayrshire and to ensure ongoing professional learning remains a focus
1.4	Ensure all young people have the opportunity to gain certification with literacy and numeracy qualificationslinked to the SCQF at the point of leaving school at a level commensurate with ability.	• Head of Centres • G McGinn	Aug 2019	**Achieved and ongoing** • Schools continue to make very good progress in this area with East Ayrshire school leavers consistently outperforming the Virtual Comparator performance at SCQF levels 4 to 6 • Schools continue to prioritise attainment in literacy and numeracy and this will remain a key area of focus into the new plan • Schools continue to explore new and creative ways to capture evidence to support pupil attainment in these areas and the necessity for remote learning during periods of lockdown have developed new digital approaches to the delivery of literacy and

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
				numeracy courses that will continue to feature and be further developed throughout the duration of the next service improvement plan
1.5	To support centres to continue to develop approaches to DFS whilst encouraging centres to work towardsthe next level of accreditation.	• C Rodger	June 2019	**Achieved** Bronze – 49 establishments Silver – 23 establishments Gold – 11 establishments
1.6	Provide CLPL opportunities to early learning and childcare practitioners to further develop skills andexpertise in our workforce as we move forward with our Early Learning and Childcare Expansion Programme.	• J Allen • H Cassidy	Aug 2020	**Some (or in) progress and continuing** CLPL offered for: • EAC Establishment Heads • EAC P1 Teacher Realising the Ambition • SWEIC Establishment Head event supported by ES • SWEIC Early Years Blethers • EAC Probationers
1.7	To work with ELCCPs and Primary 1 teachers to further develop consistent high quality approaches to delivering literacy and numeracy experiences reflecting the latest research in early years pedagogy andplay to support the early level.	• A Hill / G Quinn • R Miller	June 2019	**Some (or in) progress and continuing** Play pedagogy developments in session 20-21 In 2020 a working party of teachers from the Teacher Access Programme and Excellence and Equity Leads developed a bank of home learning suggestions for teachers and early learning and childcare staff to support parents and carers with home learning through play. These focussed on key themes within the recently published practice document 'Realising the Ambition: Being Me'.

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
				Support for children starting Primary 1 in August 2020, particularly in terms of maximising opportunities for learning through play was offered in a number of schools. Additional ELCP's, some of the EELs and early years teachers worked collaboratively with primary staff to support children with this transition. During the autumn of 2020 four virtual professional development sessions; 'An introduction to Play Pedagogy for Primary Teachers', delivered by the Teacher Access Programme took place. Attendees were enthusiastic about developing their approaches to teaching and learning in P1 as a result of these sessions in line with the practice guidance in 'Realising the Ambition: Being Me'. An additional CPL session on play pedagogy for probationers took place in October 2020 and this was followed up in February with a further session delivered by Sian Neil from the Education Scotland Early Years team. In the spring of 2021 the Education Scotland Early Years team offered three sessions for head teachers across the SWEIC on the key

			Improvement in attainment, particularly in literacy and numeracy : Performance Information		

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
				messages in developing the use of play in P1.

Educational Psychology supported the early development and implementation of the play pedagogy model with ELC and SAC leads. |

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

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update	
2.1	Centres to implement EAC Health and Wellbeing Policy and Mental Wellbeing Framework.	• C O'Neil	Oct 2018	**Good progress and ongoing** The Mental Wellbeing framework has been added to the HWB CfE progression and Covid Recovery Frameworks. Staff are using the frameworks to assign and record levels for HWB / PSE on the authority tracker. The East Ayrshire Wellbeing Profiling Guide and staff training has assisted schools to tracking and monitor wellbeing biannually and record on the authority tracker. Education Scotland's "Whole School Approach Framework for Schools to Support Children and Young People's Mental Health and Wellbeing" has been adopted as East Ayrshire's Mental Health Policy going forward. The Wellbeing Champions Network has been set up to train and support staff / pupils / children to provide wellbeing support to their peers. The network includes a number of Secondary, Primary and Early Years Establishments. A parental HWB information site with over 13,500 hits and live HWB training has been delivered to parents after over 2,000 completed a questionnaire stating which HWB supports they would like provided.	

Improvement in children and young people's health and wellbeing : School Leadership				
REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
2.2	Education service to support centres to develop awareness and usage of locality health information to inform HWB curriculum in all sectors.	• K Ramsay	Oct 2018	**In Progress and Continuing** Progress recorded in the Children's Services Plan Annual Report 2020/21 New measures of health data being considered.
2.3	Support Education service to embed the Relationships Framework across education groups and centres to: • Embed a trauma informed approach to relationships and behaviour. • Continue implementation of Getting it Right for every Child, SC76, SC76a, SC8. (see also 3.2 & 3.3measures) • Implement guidelines on seclusion and handling/recording of bullying incidents.	• K Ramsay • N Stewart • C Rodger • J Muir	Aug 2018	**Good Progress** • EAST has continued to train staff in Restorative and Solution Oriented Approaches. • EAST has facilitated a Relationship PLC. • EAST glow tiles have been updated with materials to support embed elements of the relationship framework. • EAST has delivered Pivotal MAPA (CPI) training to 189 practitioners. • EAST has supported SLT and ASN coordinators to implement SC76 protocols and procedures. • New SC on promoting and supporting attendance has been developed based on research and consultation. • SC on Exclusions has been revised and updated in line with new national guidance. A policy on de-escalation of externalising behaviours, and supporting inclusion is in development. • Ongoing CLPL in nurture, attachment, relationships and inclusion has continued supporting practitioners and

	Improvement in children and young people's health and wellbeing : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
				managers across all sectors to implement relational practice in their establishments. • Psychological Service has begun to build on nurture and DDP approaches with training development and delivery in the Neurosequential Model in Education. This is at an early stage and is already showing positive impacts on learning and teaching environments, children's behaviours and staff practice.
2.4	Improve practices to support Young Carers, including the nomination of a YCC in all centres	• L McAulay-Griffiths	Dec 2018	**Good progress and ongoing** Links with the EA Carers Service have flourished and we have continued to develop the Young Carers Champion Model in secondary school, where each school now has a YCC. Work on the primary school model was delayed by staff restructure and subsequently COVID 19, but is carried forward in the new plan.
2.5	All centres to implement actions aligned to SG Child Poverty Plan "Every Child, Every Chance".	• C O'Neil	March 2019	**Good Progress** Schools are working towards identify and reduce financial bars. A multiagency group has been established to ensure that parents are keep up to date with financial information and the information is shared via the parental HWB information site which has had over 13,500 hits.

	Improvement in children and young people's health and wellbeing : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
2.6	Primary, secondary and special schools to facilitate arrangements for the free provision of sanitary itemswithin and outwith school term.	• C O'Neil • FPM staff	Aug 2019	**Complete** Schools were provided with funding to access both sanitary products and incidentals to assist them to overcome changes which were required due to Covid restrictions. Staff and pupils were also made aware of the online ordering service. A steering group has been set up and initial plans have been made for an authority "Stay Period Protected" Conference.
2.7	Increase the number of centres being accredited for SportScotland Awards.	• J Mitchell	June 2019	**Achieved and ongoing** 39 of our establishments have SSA Registration: 30 Primary; 6 Secondary and 3 Additional Support. Of those registered 2 have a Gold Award and 8 have a Silver Award. Heads of Establishment to consider registration and the implementation of the Award in their establishment where appropriate.
2.8	Develop digital learning and intelligence to support safer practices online (CPC Plan).	• C O'Neil	June 2019	**Good progress** • Clear support, guidance and improvement of skills for digital learning • Multi-agency group liaise regularly and update CPC • Implemented SaferSchools App • Developing a clear holistic approach to cyber resilience

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

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
2.9	Develop staff wellbeing via planned programme of educationally-accessible events and ensure all staff areinducted effectively into our centres via production of a corporate welcome and learning pack (with appendix specific to centre)	• H Cassidy • M McSeveney	Sept 2018	**Good Progress** • A suite of Staff Wellbeing CLPL from a range of providers is available at: https://blogs.glowscotland.org.uk /ea/hwbclplcalendar/hwb-team-training/wellbeing/ • CLPL Staff Wellbeing Blog established • Group of Establishment Heads working on revising the HT offering. New Induction Programme for session 2021
2.10	Centres to audit community engagement activities and seek to increase opportunities as appropriate	• Head of Centres • J Mitchell	June 2019	**In Progress and Continuing** Heads are continuing to engage in community activities.
2.11	All centres and education service to improve levels of communications to enable increased staff awareness of strategic direction	• L McAulay-Griffiths	Oct 2018	**Achieved and ongoing** The service has hugely benefitted from increased communication activity using twitter and also the Head of Education update sent to staff each week. Several events have also been held for all staff to invite commentary and suggestion on the strategic direction of the service both centrally and at school level.
2.12	All Heads of Centres to promote more effective working relationships between and within centres and also across partnership services towards creating wellbeing hubs.	• J Muir • K Ramsay	March 2019	**In Progress and Continuing** The Wellbeing Model is being progressed with the re-structure of the Health and Social Care partnership around Education learning groups. A paper on the model has recently been agreed by the Strategic Planning Partnership

	Improvement in children and young people's health and wellbeing : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
				and work on it continues to progress.
2.13	All centres and education service to begin review against Vision 2030+	• W White	Aug 2019	**Some (or in) progress and continuing** In line with EAC Vision 2030+ Implementation plan; a Working Group has been established with teachers, NGO, third sector and Scottish Government. All work on track.
2.14	All centres to continue to embed regular, progressive, curriculum-led outdoor learning for all learners.	• W White	Aug 2019	**Some (or in) progress and continuing** 23 primary schools had COACh training sessions for 55 staff, exemplifying playground-based learning in Literacy and Language, Numeracy and Maths and Health and Wellbeing with 1139 pupils. A mix of curricular lessons and outdoor nurture sessions for pupils requiring extra support were established in supported learning hub classes, supported learning centres, ASN schools and communication centres across the authority. Pupils built resilience, independence and benefited from the sensory experience of learning outdoors. All ECCs have maximized opportunities for outdoor play and

	Improvement in children and young people's health and wellbeing : School Leadership			
REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
				learning in their immediate outdoor space and many have accessed local woodlands, parks and green spaces connecting children with their local community.

Learning Outdoors Support Team set up a Professional Learning Network for Early Learning and Childcare Practitioners and Early Years Teachers to share good practice. |
| 2.15 | Education Service to provide strategic direction and guidance in respect of the forthcoming HWB nationalsurveys for SG for first use in Aug 2019. | • C McConville | June 2019 | **Some (or in) progress and continuing**
Scottish Government continue to refine the health and wellbeing survey and are aiming to roll out the survey in session 21/22. |
| 2.16 | Centres to ensure that all staff are trained to identify signs of neglect and act upon these timeously (CPCPlan). | • K Ramsay | Oct 2018 | **Achieved**
ELC Community Practitioners and school Home Link Workers were trained to use the Graded Care Profile Assessment Tool designed to identify when a child is at risk of neglect. This was multi-agency training with social work. |
| 2.17 | All centres recognised at Bronze level for Rights Respecting Schools Award. | • J Mitchell | June 2019 | **In Progress and Continuing**
As at March 2021, 3 secondary schools, 2 primary schools and 1 early childhood centre had achieved gold RRSA level; 2 |

Improvement in children and young people's health and wellbeing : School Leadership				
REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
				secondary schools and 6 primary schools had achieved silver RRSA level; 36 educational establishments had been recognised at bronze RRSA level.

	Closing the attainment gap between the most and least disadvantaged children : Performance Information			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	
3.1	All centres will be supported in the implementation of the EAC SAC plan.	• L Bull	Aug 2018	**Achieved** All centres supported. Continued through August 2021 (and beyond).
3.2	Continued focus on developing and embedding strategies to support the development of speech, language and communication skills in young children.	• J Muir • J Allen /Head of Centres	March 2019	**In Progress and continuing** • EAST Early Language Team has undertaken a paradigm shift in pedagogy from an extraction model to a more inclusive intervention within children's base ECCs. • EAST/SaLT have introduced a multi-disciplinary model support the needs of identified learners with phonological delay. • EAST has developed a bespoke intervention for identified learners with phonological difficulties. • EAST/SaLT have undertaken joint training to become accredited ELKLAN trainers. SAC/EAST have upskilled colleagues across the authority in Talk Boost. Communication Champions in ECCs have been trained in the Hanen Learning Language and Loving it Programme (LLLI) which is designed to teach early learning and childcare practitioners (ELCPs) strategies for helping children build language and social skills.98 practitioners have been trained in LLLI 298 ELCPs have been trained in the

Closing the attainment gap between the most and least disadvantaged children : Performance Information				
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	
				Hanen Programme Teacher Talk. 15 ELC community practitioners have been trained to deliver the Hanen Spark Programme. This programme has equipped the community practitioners to support parents/carers to enable them to effectively assist the communication development of their young child in everyday situations with 67 families having benefited from the SPARK intervention

In May 2019, Onthank ECC was the first establishment to complete their Communication Friendly Environment Accreditation. Settings are assessed using an accreditation assessment tool which has five key areas; Learning Environment, Supportive Learning Approaches, Adult Interaction Styles, Nurturing Communication and Continued Professional Development.

ELC staff in ECCs and Speech and Language Therapy colleagues worked in partnership in the Irvine Valley and the Doon Valley areas to address concerns arising from the 27-30 month assessment with children who had speech, language and communication concerns. During the period June 2017 to November 2019, the data from the 27-30 month assessment carried out by health visitors identified that the risk of speech language and communication |

	Closing the attainment gap between the most and least disadvantaged children : Performance Information			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	
				concerns had reduced from 35% to 16%.
3.3	Ensure that PEF monies are effectively targeted to improve outcomes for our learners.	• G McGinn	Oct 2018	**Achieved and ongoing** PEF funding continues to be issued directly to Head Teachers to improve outcomes for learners. Opportunities have been developed for Head Teachers to share approaches and impact of PEF spending via the Equity and Attainment Board, directly with Elected Members via Governance & Scrutiny Committee and with parents/carers via Standards & Quality Reports. PEF has also been a focus within the Regional Improvement Framework with schools within East Ayrshire linking with similar schools across the Collaborative in 'families' of schools where schools with similar profiles, including PEF allocation, have been grouped to identify and share effective practice.
3.4	Education Service and centres will monitor the progress of spend and evaluate the impact of PEF spend and share practice accordingly.	• G McGinn/G Pearson / N Stewart / Finance /Head ofCentres	March 2019	**Achieved and ongoing** See 3.3 above
3.5	Education Service to provide a strategic approach to parental and learner engagement to ensure they are empowered to support their children to achieve their potential.	• J Mitchell / Head of Centres • /L Hillan-Fowler	Dec 2018	**Good Progress** HWB Team created a Parental Engagement HWB Information site [Parent Health and Wellbeing Information Site	Support around wellbeing for Parents (glowscotland.org.uk) – over 13,600 hits and live remote training

	Closing the attainment gap between the most and least disadvantaged children : Performance Information			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	
				programmes.
				Staff and parents attended EAC "Respectme" training and then delivered awareness and training inputs for pupils, staff and parents.
				Parent in Partnership Programme (PiP) and Enhanced Transition Programme (ETP) was delivered across all Education Groups. The PiP and ETP programmes enabled targeted children/parents/carers to become familiar with common teaching practices and curricular language used in classrooms prior to transitioning to S1.
				iLUNCH Holiday Family Learning Programme iLunch holiday learning programmes across 2018/19, 2019/20 and 2020/21 saw two-hour face to face sessions offered once a week for each targeted school - for seven holiday weeks throughout the year (summer, October, Easter).
3.6	Staff at all levels will be supported to interrogate and analyse the data in their centres to identifyprogress and areas for early intervention.	• G McGinn • G Pearson	June 2019	**Achieved and ongoing** • Training in the effective use of the Authority Tracking & Monitoring system has taken place across all schools in East Ayrshire • Staff are familiar with use of the system and how to interrogate the data that it contains This is an ongoing priority to ensure that training is available to newly

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	
				appointed colleagues and to ensure that our quality assurance processes are continually reviewed and improved.
3.7	Senior leaders and education centre staff will be actively engaged in a programme of Learning Visits to support centres with their self-evaluation against national standards outlined in HGIOS4/HGIOELC/ HGIOS (YP).	• L McAulay-Griffiths / Headof Centres	June 2019	**Some (or in) progress and continuing** Learning Visits took place up to the point that the pandemic started, We are now working on a revised programme of Quality Assurance visits.
3.8	All centres will continue to ensure that high quality learning and teaching is a priority area of focus via afocus on implementation of the EAC Teaching and Learning Policy and other national programmes, practitioner enquiry and academic research.	• L McAulay-Griffiths	Aug 2018	**Good Progress** Almost all establishments have practitioners engaged in the Tapestry Programme focusing on ensuring high quality learning experiences. Planning for effective Learning, Teaching and Assessment remained a key priority beyond the indicated timescale. A Planning, Assessment, Moderation and Reporting Framework has been developed to support consistency in approaches across the authority. This has been supported with the expansion of QAMSOs across the LA from 16 in 2018 to 61 in 2021. Establishment heads ensured all EAC (and SWEIC) policy was implemented. 'Excellent Lesson' rationales were displayed across all establishments. There have also been increased levels of practitioners studying Masters level qualifications. All programmes in the EAC Leadership Framework are now underpinned by

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

Closing the attainment gap between the most and least disadvantaged children : Performance Information			
REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	
				enquiry based learning, developing teachers' knowledge, understanding and practice informed by focussed research and evidence leading to positive outcomes for learners.
3.9	Provide CLPL opportunities to early learning and childcare practitioners to further develop skills andexpertise in our workforce as we move forward with our Early Learning and Childcare Expansion Programme.	• J Allen / H Cadwell	June 2020	**Some (or in) progress and continuing** • All new ELC practitioners have accessed the ELC National Induction Resource developed to support individuals in their induction to delivering ELC • 2 days of experiential outdoor play and learning were provided for ELC staff and funded ELC providers with input from Thrive Outdoors and the Council's Countryside Ranger service • ELC staff from 3 ECCs along with an Early Years teacher started the Froebel in Childhood Practice funded by the SWEIC in January 2021 • 15 ELC Community Practitioners, 8 Equity & Excellence Leads, 7 ELC staff in ECCs and the Early Years Home Visiting teacher have accessed training to deliver the national family learning programme Peep Learning Together across ELC settings. Online CLPL resources were offered to ELC staff during lockdown in 2020 which included: • child development • social factors and children's outcomes in their early years • supporting parents to further engage in

			Closing the attainment gap between the most and least disadvantaged children : Performance Information
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	
				their child's development • supporting the development and progression of children's early language and literacy • STEM in the early years • identifying and responding to additional support needs in ELC.

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
4.1	Provide all learners with opportunities to develop digital skills to meet current and future skills gaps inemerging technologies.	• J Hope	June 2019	**Achieved and ongoing** Learners responded well to online/remote learning and digital technology during 2020. Use of Microsoft Teams developed across authority for all learners. We have supplied over 2000 devices to young people to ensure access from home. During 2020 we have developed a lending library to enhance digital provision and skills related to new technology. Implemented Cyber labs in 3 secondary schools. Established IT working groups to improve and share best practices across Education Groups. During 2020 there was a full redesign of glow to support teaching and learning. 20 staff have started Promethean "train the trainer" sessions to improve use and access of panels within all classrooms across the authority.
4.2	Support centres to register for the Digital Schools Award.	• J Hope	June 2019	**Achieved** 16 schools have achieved their digital schools award. This target was overtaken by work by schools on the move to remote learning during lockdown which all schools engaged in.
4.3	Increase understanding and assimilation of current labour market information (LMI) across all stages todevelop a curricular offer which is responsive to, and aligns more	• I Burgoyne	Aug 2019	**Achieved** As at August 2019, in addition to accessing Regional Skills Assessment for Ayrshire, Secondary

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
	effectively with, skills gaps in both the local and national economies.			Head Teachers are also able to access the RSA Data matrix where current information on skills supply, skills demand and skills mismatch is available to inform curricular planning. Knowledge and understanding of Teaching staff have also been enhanced from bespoke presentations on LMI delivered by local SDS team members including a joint DYW/LMI twilight session for newly qualified teachers from all sectors in 2019.
4.4	In partnership with employers, Ayrshire College and SDS, raise awareness of Foundation Apprenticeships and the wider apprenticeship family for teachers, learners and parents/carers and increase the number of young people undertaking these pathways.	• I Burgoyne • S Parker	Aug 2019	**Achieved** As at August 2019, Foundation Apprenticeships are an integral part of senior phase options in East Ayrshire secondary schools. Learners are able to access Foundation Apprenticeship frameworks in the following 8 areas : *Business Skills; Civil Engineering; Engineering; Financial Services; Food & Drink Technologies; Scientific Technologies; Social Services (Children & Young People); and Social Services & Healthcare.* Consortium arrangements agreed in 2019 mean that FAs are delivered either through Ayrshire College or the 3 local authority Education Services. Two Foundation Apprenticeship

Improvement in employability skills and sustained, positive school leaver destinations : School Leadership				
REF.	Actions Required to Achieve Outcome	Responsibility	Timescales	Update
				frameworks are now hosted in East Ayrshire schools: Social Services (Children & Young People) in Kilmarnock Academy; and Food & Drink Technologies in Loudoun Academy.
4.5	Across all stages increase the range and number of vocational programmes, opportunities for wider achievement and work placements in line with the work placement standard, illustrating learner journeys from primary school to college to include growth sectors such as the expansion to 1140 hours within EarlyYears.	• I Burgoyne /J Hope • W White • H Caldwell	Aug 2019	**Achieved** As at August 2019, The school work experience programme continues to be facilitated through contracted arrangements with Ayrshire Chamber of Commerce and Industry. Employers are canvassed annually to provide information on opportunities available to young people undertaking placements as part of the quality assurance process and to ensure alignment to the work placement standard. By August 2019, a number of quality assurance visits have been undertaken in schools to evaluate the impact DYW Innovative projects were having on building skills and providing opportunities for wider achievement. In East Ayrshire visits to St. Joseph's and Stewarton Academy evidenced the positive impact the projects were having on the young people involved in their delivery with industry recognised accreditation a key element in

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
				programmes at both schools.
4.6	Continue to implement and embed the Career Education Standard (3-18) to support progressive skillsdevelopment underpinning the curriculum across all stages.	• I Burgoyne	Aug 2019	**Achieved** The importance of skills development continues to inform curricular planning across all stages. Teaching staff can utilise a range of resources through My World of Work and Planit Plus to support and embed the Career Education standard while connecting their classroom teaching and learning with the world of work. Through direct connection with employers, opportunities at school such as DYW innovative projects, and through effective school/college partnership, vocational learning can be accessed across the curriculum in every secondary school.
4.7	Increase the number and range of council services directly engaging with centres and providing work-based learning opportunities that develop the employability skills of young people.	• L McAulay-Griffiths	March 2019	**In progress and continuing** A range of council services continue to engage with schools to provide work place learning opportunities; the council remains the largest provider of work placement opportunities as part of the school work experience programme. As at March 2021, young people undertaking Foundation Apprenticeships at Kilmarnock Academy and Loudoun Academy benefited from wide ranging work related learning opportunities through the East Ayrshire Early Years team and council catering services

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership			
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**	**Update**
				respectively.
4.8	All centres will work with stakeholders to develop or refresh their curriculum rationale to ensure that thereis a clear focus on SLLW and that the curriculum offer is relevant to the context of the centre and its community.	• J Hope	June 2019	**In progress and continuing** All centres published refreshed curriculum rationales by June 2019. Work is ongoing to ensure that the curriculum in each centre is kept under review and that Heads continue to work with stakeholders and to follow national priorities to ensure their curriculum is appropriate and relevant to their context.

LOOKING FORWARD: IMPROVEMENT ACTION PLAN 2021-2024

The Service Improvement Action Plan sets out the improvement actions that are a priority for the service during 2021-2024, addressing the key messages identified within the analysis of the previous sections, aligned to the National Improvement Framework (2017).

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales
Improvement in attainment, particularly in literacy and numeracy : Performance Information			
1.1	All centres will have a continued and contextual focus on pedagogy to improve learning, teaching and assessment and increase attainment outcomes. Focus on literacy and numeracy but also across all curricular areas with a particular focus on equity.	• All Heads • **G Elder** • **R McCallum** • Attainment Advisor(s) • QAMSOs • Education Scotland • SQA Appointees	Each school session for the duration of the plan
1.2	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 learning, teaching and assessment.	• All Heads • **H Cassidy** • **G Elder** • **R McCallum**	Each school session for the duration of the plan
1.3	Ensure all young people in Senior Phase gain the highest possible level of certification in literacy and numeracy qualifications linked to the SCQF at the point of leaving school.	• All Heads • **G McGinn**	Each school session for the duration of the plan
1.4	All new ELC practitioners and Primary 1 teachers are familiar with and are embedding in their practice the national practice guidance for early years in Scotland *Realising the Ambition: Being Me*. There will be a programme of CLPL to support this.	• **Janie Allen** • All Heads • Depute Managers • Early Years Central Team • Education Scotland ELC colleagues	Review August 2022
1.5	To work with ELCPs and Primary 1 teachers to further develop consistent high quality approaches to delivering literacy and numeracy experiences reflecting the latest research and practice in early years pedagogy and play to support the early level	• **Audrey Hill** • All Heads • Early Years Central Team • SAC Team • Education Scotland ELC colleagues	Review August 2023

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales

REF.	Actions Required to Achieve Outcome	Responsibility	Timescales
	Improvement in attainment, particularly in literacy and numeracy : Performance Information		
1.6	To continue to find digital solutions to transform paper-based processes to improve efficiencies within Schools and Centres and improve and enhance communication and engagement with parents and children and young people.	• **Service Support Manager** • All Heads	Review August 2023

REF	BASELINE			TARGET
	Improvement in attainment, particularly in literacy and numeracy : Performance Information			
1.1	P1 Reading (2019) – Q1 (71) Q2 (80) Q3 (88) Q4 (86) Q5 (91) P1 Writing (2019) – Q1 (69) Q2 (79) Q3 (81) Q4 (79) Q5 (80) P1 Listening and Talking (2019) – Q1 (80) Q2 (88) Q3 (89) Q4 (90) Q5 (94) P1 Numeracy (2019) – Q1 (76) Q2 (84) Q3 (91) Q4 (85) Q5 (85) P4 Reading (2019) – Q1 (60) Q2 (67) Q3 (75) Q4 (79) Q5 (87) P4 Writing (2019) – Q1 (56) Q2 (62) Q3 (69) Q4 (78) Q5 (79) P4 Listening and Talking (2019) – Q1 (73) Q2 (79) Q3 (85) Q4 (90) Q5 (90) P4 Numeracy (2019) – Q1 (59) Q2 (65) Q3 (73) Q4 (80) Q5 (86)	P7 Reading (2019) – Q1 (63) Q2 (68) Q3 (81) Q4 (86) Q5 (83) P7 Writing (2019) – Q1 (53) Q2 (63) Q3 (72) Q4 (77) Q5 (77) P7 Listening and Talking (2019) – Q1 (71) Q2 (79) Q3 (88) Q4 (90) Q5 (91) P7 Numeracy (2019) – Q1 (55) Q2 (63) Q3 (78) Q4 (79) Q5 (83) S3 Reading (2019) – Q1 (77) Q2 (82) Q3 (91) Q4 (90) Q5 (90) S3 Writing (2019) – Q1 (70) Q2 (80) Q3 (90) Q4 (90) Q5 (88) S3 Listening and Talking (2019) – Q1 (76) Q2 (82) Q3 (92) Q4 (90) Q5 (90) S3 Numeracy (2019) – Q1 (83) Q2 (88) Q3 (95) Q4 (90) Q5 (97)		85%
1.2	Increase CLPL opportunities to early learning and childcare practitioners.			N/A
1.3	Literacy & Numeracy Qualification: Most Deprived 30% - 92.31% SCQF 4 Literacy & Numeracy (2020) – Q1 (81) Q2 (87) Q3 (92) Q4 (96) Q5 (96)	Literacy & Numeracy Qualification: Middle 40% by Deprivation – 97.44% SCQF 5 Literacy & Numeracy (2020) – Q1 (54) Q2 (66) Q3 (75) Q4 (83) Q5 (88)	Literacy & Numeracy Qualification: Least Deprived 30% - 98.88% SCQF 6 Literacy & Numeracy (2020) – Q1 (13) Q2 (21) Q3 (30) Q4 (32) Q5 (40)	**tbc**
1.4	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcome's.			100%
1.5	27-30 Month Review (2020) - Q1 (66) Q2 (77) Q3 (80) Q4 (76) Q5 (79) P1 Reading (TJS 2019) – Q1 (71) Q2 (80) Q3 (88) Q4 (86) Q5 (91) P1 Writing (TJS 2019) – Q1 (69) Q2 (79) Q3 (81) Q4 (79) Q5 (80) P1 Listening and Talking (TJS 2019) – Q1 (80) Q2 (88) Q3 (89) Q4 (90) Q5 (94) P1 Numeracy (TJS 2019) – Q1 (76) Q2 (84) Q3 (91) Q4 (85) Q5 (85)			TJS - 85%
1.6	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcome's.			100%

	Improvement in children and young people's health and wellbeing : School Leadership		
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**
2.1	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.	• All Heads • **K Ramsay**	Each school session for the duration of the plan
2.2	Learning Settings to fully consider and undertake actions aligned to the Scottish Government's Child Poverty Plan "Every Child, Every Chance" and evaluate the impact of such actions.	• All Heads • **C O'Neil**	Each school session for the duration of the plan
2.3	Embed EAC Anti-bullying: Respect for All Policy and Learning Settings Statements – Schools to consider involvement in the "Respectme" community awareness programme and year 1 schools to continue to develop their programmes.	• All Heads • **C O'Neil**	Each school session for the duration of the plan
2.4	Implement appropriate actions arising from The Promise in partnership with wider Children's Services planning to support wellbeing and improve achievement – aligned to corporate parenting plan and through effective utilisation of SAC Care Experienced Children and Young People funding to deliver improved outcomes for care experienced learners.	• All Heads • I Burgoyne • **K Ramsay**	Review June 2022
2.5	Ensure effective implementation of the Schools' Counselling Service, and evaluate the impact of this resource in partnership with provider and relevant stakeholders.	• **K Jarvis** • N Stewart • All Heads • Counselling Leads	Ongoing through session 21-22. Implementation and evaluation report will be provided June 2022.
2.6	All learning settings will work with community partners to provide contextualised rich and diverse opportunities for children and young people which also supports parents and carers.	• All Heads • **Cultural and Sustainable Officer (subject to Cabinet approval)**	Each school session for the duration of the plan

	Improvement in children and young people's health and wellbeing : School Leadership		
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**
2.7	Embed the EAC Health and Wellbeing Progression Frameworks (All), HWB authority tracker and where appropriate the 2 year rolling HWB programme (primary only). Renewal frameworks also available.	• **C O'Neil** • All Heads	Each school session for the duration of the plan
2.8	Develop Cyber resilience and internet safety skills of all staff and young people. Enhance use of Safer Schools App to ensure all stakeholders are informed and empowered. Establishments to complete EAC Education Cyber Resilience Workshops (included in workshops is support in gaining CR-IS badge and completing bespoke CEOP training).This work is linked to the Digital Resilience Plan through the CPC.	• **Digital Learning, teaching and assessment Officer (subject to Cabinet approval**) • All Heads	Each school session for the duration of the plan
2.9	Education Service to embed Parental Empowerment programmes in partnership working with Columba 1400 and Vibrant Communities colleagues.	• C O'Neill • All Heads • **L Hillan-Fowler**	Each school session for the duration of the plan
2.10	Equity and Excellence Leads and ELC Community Practitioners trained in the Peep Learning Together Programme (LTP) and Peep Progression Pathway to deliver the national family learning programme across ELC settings.	• **Carol McGregor** • LTP trained practitioners • Early Years Central Team • Scottish Family Learning Programme	Review August 2022
2.11	Within the context of effective inclusion across all centres, develop and implement guidance on managing exclusions, seclusion, physical intervention and dysregulation.	• **R Miller** J McCulloch • C Rodger • J Muir • H and S	By August 2022
2.12	Improve practices to support Young Carers, including the nomination of a YCC in all centres	• **K Ramsay**	Review August 2022

	Improvement in children and young people's health and wellbeing : School Leadership		
REF	**BASELINE**		**TARGET**
2.1	By end of 2021/22, number of centres recognised at Bronze level for RRS Award.		100%
2.2 – 2.10	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcome's.		100%
2.11	Primary Attendance (2020/21 % Present Openings) Q1 (92.0) Q2 (93.6) Q3 (95.8) Q4 (96.1) Q5 (96.8)	Secondary Attendance (2020/21 % Present Openings) Q1 (87.4) Q2 (89.8) Q3 (91.8) Q4 (93.9) Q5 (94.8)	In line with National Figures
	Primary Exclusion (2020/21 Rate per 1000 Pupils) Q1 (8.4) Q2 (4.0) Q3 (3.9) Q4 (2.2) Q5 (2.1)	Secondary Exclusion (2020/21 Rate per 1000 Pupils) Q1 (33.4) Q2 (15.5) Q3 (13.7) Q4 (6.5) Q5 (3.8)	Reduce by 30% by 2022
2.12	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcome's.		100%

	Closing the attainment gap between the most and least disadvantaged children : Performance Information		
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**
3.1	Ensure that all Attainment Scotland Fund monies (SAC / PEF / CECYPF), and all other funding streams, are targeted to improve outcomes for all learners. Children and Young People's Impact Forum (CYPIF) to act as governance to ensure best value.	• **L Bull** • **G McGinn** • **I Burgoyne** • G Pearson • D Millar • N Stewart • Finance • All Heads	Each school session for the duration of the plan
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. This should be undertaken in continued partnership with Speech and Language Therapy colleagues	• G Elder • **J Muir** • **J Allen (for ELC)** • All ECC and primary Heads • Speech and Language Therapy • Educational Psychology Service	Review August 2022
3.3	Transformational Review of Specialist Provision and our systems and approaches that support effective inclusion, to ensure that EAC adheres to its legislative duties and provides appropriate and proportionate support for children and young people with all additional support needs, and in particular those children and young people whose needs cannot be solely met within a mainstream setting. Consultation is required to explore the proposal to expand current supports within EAC.	• **J Muir** • C Rodger • N Stewart • Heads as required • All Heads	Review August 2022
3.4	Provide a range of CLPL opportunities to support analysis of data for improvement.	• L Bull • G McGinn • **G Pearson** • **D Miller**	June 2022 Each school session for the duration of the plan
3.5	Senior leaders and education centre staff will be actively engaged in ongoing Quality Assurance to support centres with their self-evaluation against all relevant national standards.	• **G McGinn** • H Cassidy • L McAulay-Griffiths • All Heads	Each school session for the duration of the plan

	Closing the attainment gap between the most and least disadvantaged children : Performance Information		
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**
		- ES colleagues - Care Inspectorate	
3.6	Develop and implement the Early Level Dimensions of Development Assessment in all ECCs and Funded ELC Providers	**Janie Allen** - Early Years Central Team - All Heads/Managers with ECCs - Funded ELC Providers	Review August 2022
3.7	All ECCs and Funded ELC Providers to meet the National Standard for early learning and childcare as part of the full national roll-out of 1140 hours of funded entitlement from August 2021 and use the new Quality Framework for daycare of children, childminding and school aged childcare to evaluate quality of children's experiences and outcomes.	**Janie Allen** - All Heads/Managers with ECCs - Funded ELC Providers - Early Years Central Team - Care Inspectorate	Review August 2022
3.8	Implement the actions set out in the Scottish Government delivery plan (to be published during 2021/22) to further extend the entitlement to funded early learning and childcare to all eligible 1 and 2 year olds and support the development of a system of wraparound childcare, offering care before and after school and during holidays.	**Janie Allen** - Early Years Central Team	As per the timescales set out in the Scottish Government Delivery Plan
3.9	Consider the recommendations of the ASL review in relation to systems and practice within EAC, and agree actions required to meet identified areas for improvement.	**J Muir** - N Stewart - C Rodger - ASL Steering Group	Review August 2022

	Closing the attainment gap between the most and least disadvantaged children : Performance Information		
REF	**BASELINE**		**TARGET**
3.1	Measured against Scottish Attainment Plan		N/A
	Reading, Writing, Listening and Talking, Numeracy		85%
	P1 Reading (2019) – Q1 (71) Q2 (80) Q3 (88) Q4 (86) Q5 (91) P1 Writing (2019) – Q1 (69) Q2 (79) Q3 (81) Q4 (79) Q5 (80) P1 Listening and Talking (2019) – Q1 (80) Q2 (88) Q3 (89) Q4 (90) Q5 (94) P1 Numeracy (2019) – Q1 (76) Q2 (84) Q3 (91) Q4 (85) Q5 (85)	P7 Reading (2019) – Q1 (63) Q2 (68) Q3 (81) Q4 (86) Q5 (83) P7 Writing (2019) – Q1 (53) Q2 (63) Q3 (72) Q4 (77) Q5 (77) P7 Listening and Talking (2019) – Q1 (71) Q2 (79) Q3 (88) Q4 (90) Q5 (91) P7 Numeracy (2019) – Q1 (55) Q2 (63) Q3 (78) Q4 (79) Q5 (83)	
	P4 Reading (2019) – Q1 (60) Q2 (67) Q3 (75) Q4 (79) Q5 (87) P4 Writing (2019) – Q1 (56) Q2 (62) Q3 (69) Q4 (78) Q5 (79) P4 Listening and Talking (2019) – Q1 (73) Q2 (79) Q3 (85) Q4 (90) Q5 (90) P4 Numeracy (2019) – Q1 (59) Q2 (65) Q3 (73) Q4 (80) Q5 (86)	S3 Reading (2019) – Q1 (77) Q2 (82) Q3 (91) Q4 (90) Q5 (90) S3 Writing (2019) – Q1 (70) Q2 (80) Q3 (90) Q4 (90) Q5 (88) S3 Listening and Talking (2019) – Q1 (76) Q2 (82) Q3 (92) Q4 (90) Q5 (90) S3 Numeracy (2019) – Q1 (83) Q2 (88) Q3 (95) Q4 (90) Q5 (97)	
3.2 – 3.4	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcomes'.		100%
3.5	More effective QA procedures in place to support establishments across all sectors		100%
3.6 – 3.9	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcomes'.		100%

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership		
REF.	**Actions Required to Achieve Outcome**	**Responsibility**	**Timescales**
4.1	Continue to embed digital technologies to support digital skills development and effective pedagogy across the age range in all establishments. Develop and enhance AAL (Anytime Anywhere Learning) access, and in turn, further enhance use of OneNote and MSTeams to ensure greater support for learning and teaching, while ensuring equity of access to digital technologies for all. Develop the use of Learning Journal in all ECC establishments and for P1-3 pupils.	• **Digital Learning, teaching and assessment Officer (subject to approval at Cabinet)** • All Heads	Each school session for the duration of the plan
4.2	Increase understanding and assimilation of current labour market information (LMI) across all stages to develop a curricular offer which is responsive to, and aligns more effectively with, skills gaps in both the local and national economies, and embeds the Career Education Standards in all establishments	• **I Burgoyne** • SDS • DYW Co-ordinators • All Heads	June 2023
4.3	In partnership with employers, Ayrshire College and SDS, key partners, and under the aegis of the East Ayrshire YPG Project Board, deliver on the aims of the Young Person's Guarantee and align this work to the Ayrshire Growth Deal	• **I Burgoyne** • L McAulay-Griffiths • Secondary and ASN Heads • M Harvie • DYW Ayrshire	June 2022
4.4	Across all stages increase the range and number of vocational programmes, opportunities for wider achievement and work placements in line with the work placement standard.	• **I Burgoyne** • DYW Co-ordinators • Ayrshire College • Secondary and ASN Heads • Ayrshire Chamber of Commerce	June 2023
4.5	Work with our young people and partners to deliver on developments aligned to Climate Change, Sustainable	• **Cultural and Sustainable Officer (subject to Cabinet**	Each school session for the duration of the plan

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership		
REF.	Actions Required to Achieve Outcome	Responsibility	Timescales
	Education and Green Economy and associated career options.	**approval)** • All Heads	
4.6	Implement and evaluate the impact of the new Employability Hub in addressing outcomes for young people in respect of positive destinations.	• **I Burgoyne** • **M Harvie** • Hub Partners • Secondary Heads	June 2022

	Improvement in employability skills and sustained, positive school leaver destinations : School Leadership	
REF	ANTICIPATED OUTCOME	TARGET
4.1	Provide all Learners with opportunities to develop digital skills.	100%
4.2	Increase understanding and responsiveness to LMI and skill gaps in both local and national economies.	25% increase
4.3 – 4.6	By end of 2021/22 all Centres to have implemented requirement associated with 'Actions Required to Achieve Outcomes'.	100%

Education Service Management Structure at 1 March 2021 – This structure is currently under review

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                          │  Chief Education Officer  │
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Snr Manager SAC	Snr Manager DYW	Snr Manager /Principal	Snr Manager Curriculu	Snr Manager Inclusion	Snr Manager Performanc	Snr Manager Early	Service Support Manager
Literacy, Numeracy, HWB, Leadership, Parental Engagement (6 direct reports)	DYW, 16+Transitions Opportunities for All (4 direct reports)	Educational Psychologists Schools Counselling Service (12 FTE direct reports)	Digital Learning, Gaelic Education, (2 direct reports)	EAST, HI and VI Service, Hospital Education GIRFEC (3 direct reports)	Data Intelligence, INSIGHT, TJS, SNSA (1 direct reports)	EY Expansion of 1140 hours (4 direct reports)	All Support Staff, Technician Services (6 direct reports)

LOST YMI/IMS Creative