

Dumfries and Galloway

National Improvement Framework Evidence Report

May 2019



Contents

Contents	1
Introduction	2
National Context	3
Local Context	4
Executive Summary of Improvements	4
Delivering Improvement	6
Key Drivers of Improvement – Assessing Children’s Progress and Performance Information	10
Attainment in the Broad General Education: Achievement in Literacy and Numeracy	10
Achievement in Literacy and Numeracy by Scottish Index of Multiple Deprivation	12
Attainment in the Senior Phase.....	13
Raising Attainment - Excellence and Equity: Literacy and Numeracy	14
Getting it right for every child (GIRFEC)	19
Physical Education:.....	25
Pupil Attendance and Exclusions	28
Education Psychology Service.....	28
Early Learning and Childcare	32
Improvement in employability skills and sustained, positive school leaver destinations for all young people.....	34
Key Driver of Improvement – School Leadership	40
Key Drivers of Improvement - Teacher Professionalism	43
Key Drivers of Improvement - School Improvement	46
Education Scotland Engagement - School Inspections	46
Care Inspectorate Inspections.....	48
School Collaborative Reviews (1 April 2018 to 31 March 2019).....	49
School Improvement Reporting - Including Use of Pupil Equity Funding (18-19).....	51
Science, Technology, Engineering & Mathematics (STEM).....	51
1 + 2 Language Approach.....	53
Key Drivers of Improvement - Parental Engagement	55
Appendix 1 – Summary of Evidence for Key Priorities and Drivers	57
Appendix 2 – Charts and Tables	70

Introduction

This National Improvement Framework Evidence Report presents an analysis of data from schools across Dumfries and Galloway. It asks key questions about children's learning across the early level, broad general education and senior phase and provides evidence on how well we meet the high standards we set for pupils and staff.

The report scrutinises pupils' attainment and gives a summary of strengths and areas for development. The analysis has a specific focus on differences in the outcomes for children who may experience barriers to learning. This information will help teachers and school leaders understand which learning, teaching and assessment approaches are working well, and where improvements can be made.

The work of many teachers and school communities is presented throughout this report. In this we recognise the excellent professional practice of staff working directly with young people and the skill and expertise of those leading learning across Dumfries and Galloway. I take this opportunity to thank all our pupils, staff and partners for their hard work this year. My thanks also to parents and carers for their support; the Dumfries and Galloway Parent/Carer forum continues to amplify the voice of parents and I have particularly valued this touchstone to keep our work on track across the year.

Every year is an important year for pupils and we celebrate their broad range of achievements in some of the examples given in this report. We know parents and school communities have high expectations. This evidence report sets us a series of challenges for our Education Plan for 2019/20 and beyond.



This is a detailed document. It contains a great deal of information which will help us make sound judgements to help children and young people make progress in learning. I thank the team who have collated, analysed and interpreted this data and set it out in such a way that we can see what we need to do now. We continue to have to prioritise our work; in times where the increase in need can often seem to outpace resources, it is important we use evidence carefully to make the greatest difference. This report helps us respond to this challenge.

Gillian Brydson
Acting Director, Children, Young People and Lifelong Learning
Dumfries and Galloway Council

National Context

The National Improvement Framework sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child, and Developing the Young Workforce, which are the three supporting pillars of the Scottish education system.

It clearly states the collective vision for education in Scotland

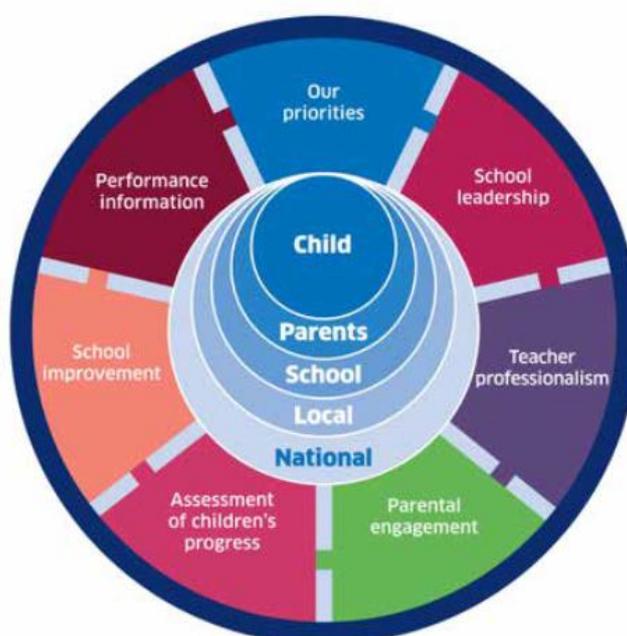
- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

This will be achieved through working with partners to create an empowered and collaborative system, where everyone's contribution is heard and valued, and ensuring improving children and young people's outcomes is at the heart of everything.

Key priorities of the National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

These four National Priorities for Education are set in the context of the **six drivers for improvements** summarised in the following diagram:



Local Context

Education Services, as part of the Children, Young People and Lifelong Learning Directorate contributes to Dumfries and Galloway Council priorities by delivering a school education which will provide a good start in life for all our children. We are committed to giving all our children and young people an equal chance to fulfil their potential. From 2019 as part of a reshaping of Dumfries and Galloway Council structure Education Services will become the new Education and Learning Directorate.

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

Our Commitments are:

- Ensure early intervention, in particular to keep our region's most vulnerable children safe
- Invest in creating schools fit for the 21st century which are at the heart of our communities
- Raise ambition and attainment, in particular to address inequalities
- Support children to be healthy and active

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

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

Executive Summary of Improvements

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

- The latest published Child Health 27-30 Month Review Statistics showed that the coverage of the review was 94.4% (93.1% in the previous year) for Dumfries and Galloway in 2017/18 compared to 90.2% (89.5% in the previous year) nationally. A new or previously known concern was noted for at least one aspect of the child's development in 16.2% of reviews compared to 20.2% the previous year and 15.4% nationally.
- Dumfries and Galloway has taken a phased approach to the expansion of Early Learning and Childcare and where possible has prioritised areas of deprivation to ensure that those families who stand to gain the most from the early access to these hours are able to do so. Phase one of the expansion in Dumfries and Galloway commenced in August 2017 with nine settings; eight authority nursery classes, one voluntary provider and a number of childminders beginning to deliver 1140hrs of Early Learning and Childcare during the academic year 2017 – 18.
- Access to funded hours of Early Learning and Childcare across the phase one settings demonstrates a range, from as low as 10% of children in one setting taking the full 1140 hours to as much as 91% in another. The average uptake of the full 1140hrs being 50%. 86% of children are taking more than 600 hours, the current statutory entitlement. The children accessing the additional hours in phase one and two are already benefitting from access to a free meal as part of the offer of funded ELC.
- A strategic commitment to an evidence informed approach to improvement is supporting an outcome focused approach to delivering excellence and equity.
- Informed by national priorities and the local context, the Local Authority provides clear strategic direction to education leaders about the priorities for improvement.
- Dumfries and Galloway makes very good use of research and data to plan and lead improvements aimed at improving outcomes for all children and young people.
- Dumfries and Galloway provides the conditions and environment for leaders to make particular innovative decisions on available spend, based on research and self-evaluation activities.
- To improve outcomes for learners, Dumfries and Galloway operates under a coherent governance framework at all levels, in which there is clarity of both responsibility and accountability.

Delivering Improvement

Successes and Achievements

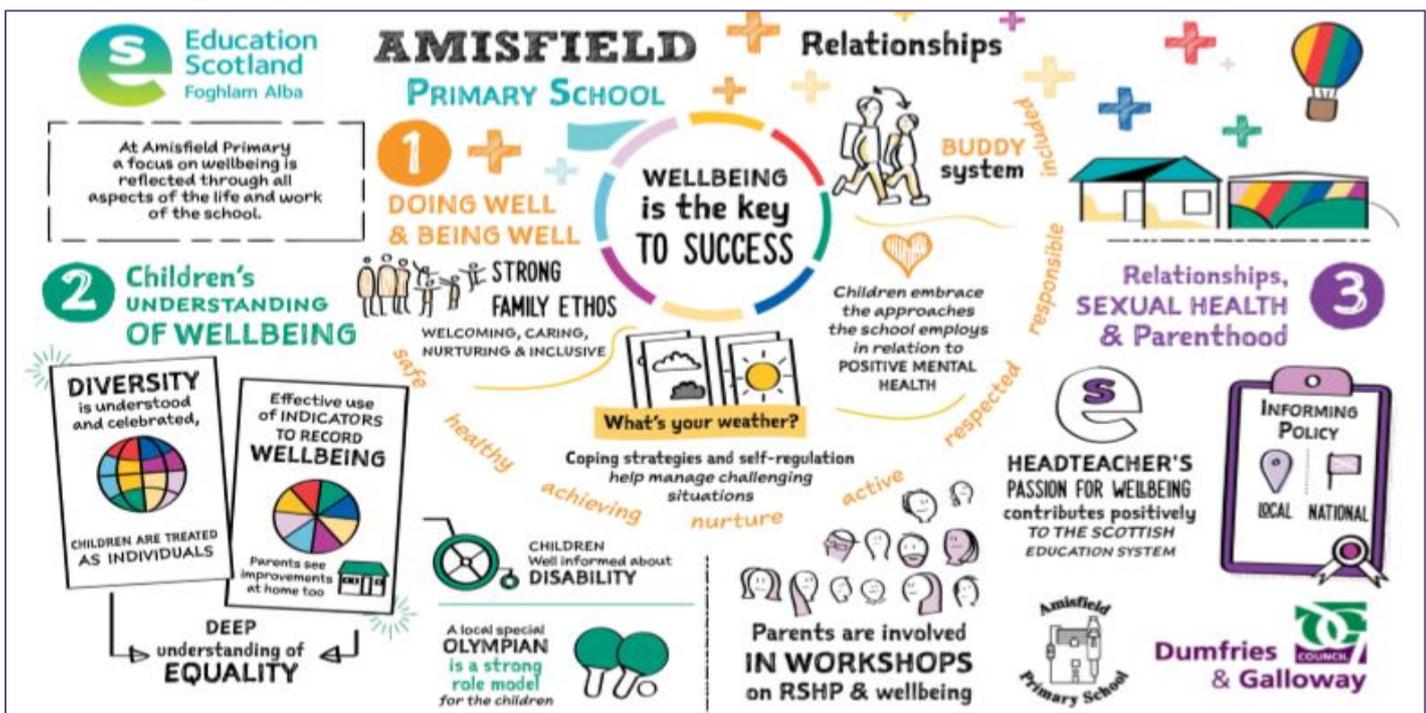
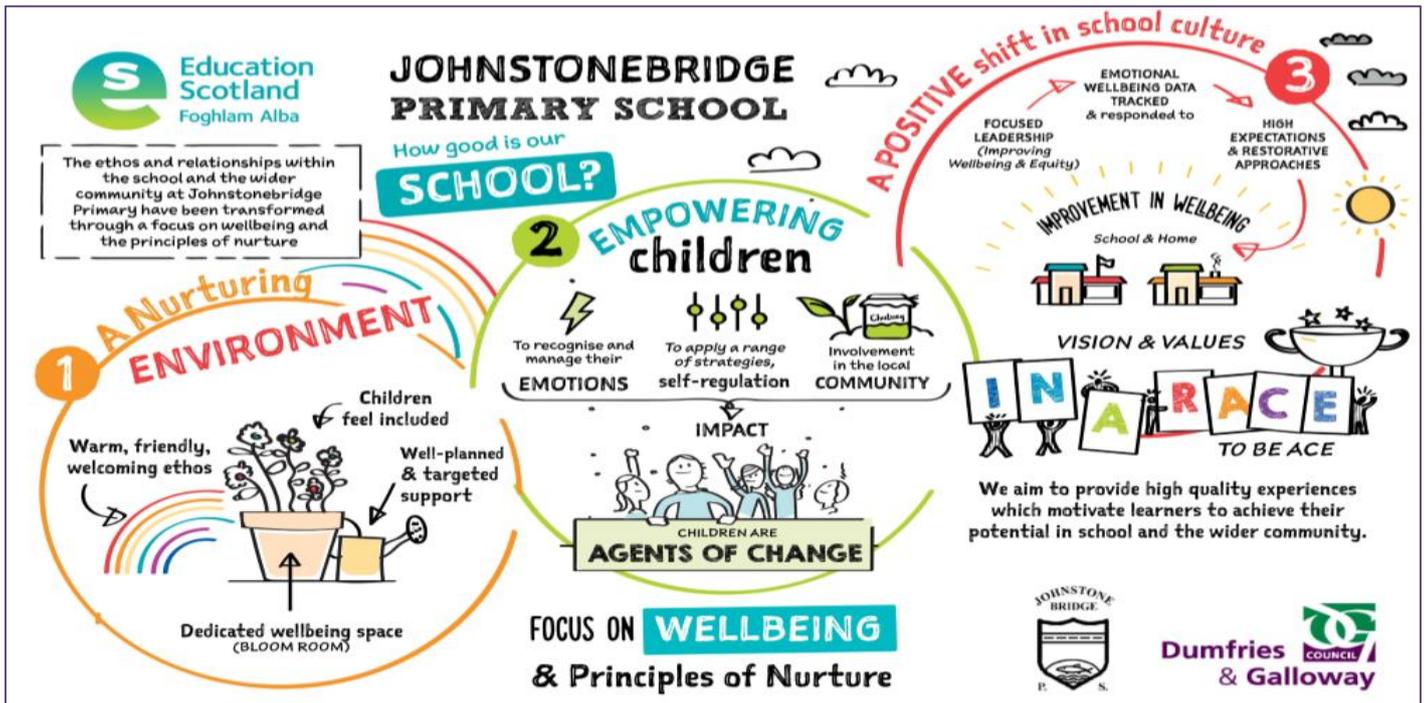
In celebrating success some of the key successes and achievements shared by individual schools and partnerships in 2018/19

Lockerbie Academy & Primary	<ul style="list-style-type: none"> Lockerbie Primary is short listed for the Scottish Education 2019 Awards in the category 'Languages and Internationalism. Lockerbie Primary has also achieved its third full International School Award. Lockerbie Academy - won a Lantra Award (Scottish Land-based and Aquaculture Learner of the Year Awards 2019) - "Schools Project Award", in recognition of the school's commitment to delivering rural training (our partnership with Eskrigg Nature Reserve)
Lochmaben Primary	<ul style="list-style-type: none"> Winner of the Chris Cook Memorial shield (Football).
Moffat Academy & Primary (2-18)	<ul style="list-style-type: none"> Moffat Academy's gymnastics team represented Scotland at the British Schools Gymnastics finals in Stoke-on-Trent and finished in a very credible 5th place. Moffat Primary are Level 4 Scottish Gymnastics Champions which is the highest level. We also have the individual Scottish Champion.
Beattock Primary	<ul style="list-style-type: none"> UNICEF Rights Respecting Schools Gold accreditation (very end of June 2018) Eco Flag renewal (Green Flag holders since 2011) Fairtrade: Fair Achiever Award Nominated for Annandale and Eskdale Small School Sports Initiative Award Good practice around Family Learning shared in Education Scotland Case Study
Ae & Amisfield Partnership	<p>Ae Primary</p> <ul style="list-style-type: none"> P1 pupil Winner in a National Competition for 'Scottish Engineering Leaders Award' Gold Medal winners in all three categories for small school, middle school and large school for the Active Schools Park Run events. 3rd place Nationally for the Big Pedal Weekly Challenge Silver Accreditation for 'Jigs and Reels' Finalist and Winner of the Nithsdale Sports Award for working well in partnership with the Ae community and Amisfield Primary Wider Achievement for Talking - pupil participation for the first time in the Burns Competition with singing and poetry recitals <p>Amisfield Primary</p> <ul style="list-style-type: none"> Finalist and Winner of the Nithsdale Sports Award for working well in partnership with the Amisfield community and Ae Primary Two pupils are Finalists in the K'Nex National Competition to represent the D&G Region. This takes place on 6th June Pupil Winner for the Eden Festival Christmas Card Competition Pupil Winner for the Oliver Mundell Christmas Card Competition First Place P7 Girls Nithsdale Badminton Winner First Place P6 Girls Nithsdale Badminton Winner P7 Girls Team Winners for Nithsdale Cross-Country Schools Competition Silver Medal for P5 pupil in Nithsdale Cross-Country Schools Competition.
Noblehill Primary	<ul style="list-style-type: none"> Winners of the garden design competition which will be on display and judged at the national Garden Festival next week. P6 Curling Competition – Girls team were the winners Cross Country – 20 pupils from P6 and P7, 3 placed in the top 3 Rotary Quiz – School Team 3rd place DDMFA Country Dancing – Entered 4 sections and won them all Sports hall Athletics – placed 2nd and made it through to Regional Final.
Shawhead Primary	<ul style="list-style-type: none"> Nithsdale Cross Country Running Championships - P4/5 girls and P6/7 girls won the small schools team competitions at their respective age groups The Royal Horticultural Society (RHS) School Gardening Award Level 4 The Green Tree Gold Award

	<ul style="list-style-type: none"> Nithsdale Scottish Country Dancing - Royal Scottish Country Dance Society Silver Award Royal Society for the Protection of Birds (RSPB) Big Birdwatch participation certificate.
St Andrew's RC Primary	<ul style="list-style-type: none"> Sport Scotland Gold Award SFA (Scottish Football Association) Gold (Community) Award Junior Park Run Gold Award
Gretna Primary	<ul style="list-style-type: none"> Achieved Attachment and Trauma Sensitive Schools Award.
Sheuchan Primary	<ul style="list-style-type: none"> Sheuchan Primary achieved their 5th Eco flag. P6 pupils entered the "Young Writers" competition to write a short story and 18 of them had their stories published in the book "Spooky Sagas"
Kirkbean and New Abbey Primary Schools	<ul style="list-style-type: none"> Rotary Quiz Cluster winners, then runner-up for Regional event so off to Carluke in June for the next stage. Hosted the Small Schools Football event - The Cairn Cup and came second. Won the P7 Transition Rugby event. Sportsmanship award at the Dumfries Saints Rugby Schools Festival. Took part in the K'Nex Challenge. Took part in the Dumfries Dance Festival.
Sanquhar Primary	<p><u>Robert Burns World Burns Association Regional Schools Competition</u></p> <ul style="list-style-type: none"> Sanquhar Primary won best School for Recitation, Poetry and best over all school of the competition. Three children went on to represent the Region at the National Final at Irvine on 11th May. All three received a National Medal.... Silver for P6/7 Recitation , Bronze for P4/5 Recitation and Bronze for P6/7 Singing.
Hecklegirth Primary School	<ul style="list-style-type: none"> SportScotland Gold Sports Award for achievement and inclusion across the school Won the Large School Sports Performance Award for Annandale and Eskdale. P4 wrote a story for the Haaf net project being run by Dumfries and Galloway Council as part of a Government project for fisheries and this is now part of their education pack. Book illustrated by Hugh Bryden. Highly commended for STEM in the Early Years by RAISE team.
Kelloholm PS	<ul style="list-style-type: none"> Digital school award/Eco School Green Flag award
Newington Primary School	<ul style="list-style-type: none"> Newington Primary School's Mixed Gymnastics Squad represented Scotland at the British Gymnastic Final in May and performed well. Newington Primary School picked up the bronze medals in the Scottish Lacrosse Finals in May. Newington Primary won this year's Dumfries and Galloway Rotary Quiz with a score of 45 from 48 and will now represent the Dumfries and Galloway at the Scottish finals. Newington Primary School were presented with their second Sport Scotland Gold Award this session having continued to show the panel that the school has sport and sporting activity at its core.
Canonbie Primary School	<ul style="list-style-type: none"> Awarded an Education Scotland Maker Space Grant
Troqueer Primary School	<ul style="list-style-type: none"> Winners in 9 categories at Dumfries and District Music Festival (Music) Winners in 9 categories at Dumfries and District Music Festival (Speech) Several successes in the Regional Burns and Rotary Speech Making Competitions Creating Engineers - Regional Winners K'Nex Regional Winners / National Finalists Euroquiz Regional Winners / National Finalists Park Run Large School Winner Guid Nychburriss Handwriting x3 Highly Commended Guid Nychburriss Football Girls Semi- Final Lochmaben Cup Boys Football Finalists Cluster Tag Rugby Runners Up Orienteering Regional Champions

Hecklegirth Nursery	They have established an excellent Glow blog which was created in October 2010 and has had over 41,000 hits. Updated almost daily, it provides parents and carers with an insight into their children's varied learning, much of which focuses on STEM-related activities.
Penpont Primary School	After working with the RAISE team, the school has invested in Lego WeDo and are participating again in the First Lego League Junior annual challenge. The resource not only encourages technical problem solving, but staff have seen significant improvements in pupils motivation and team working skills.
Dalbeattie Primary School	<ul style="list-style-type: none"> • Recently achieved their 6th Eco Green Flag
Dumfries Academy	<ul style="list-style-type: none"> • Awarded LGBT Charter Mark Gold Award. Only 3 other schools in Scotland to be awarded Gold status and those three are private schools. • Gold Status for School Sport Scotland – held for 4 consecutive years

Education Scotland Inspections Highlighting Sharing Effective Practice



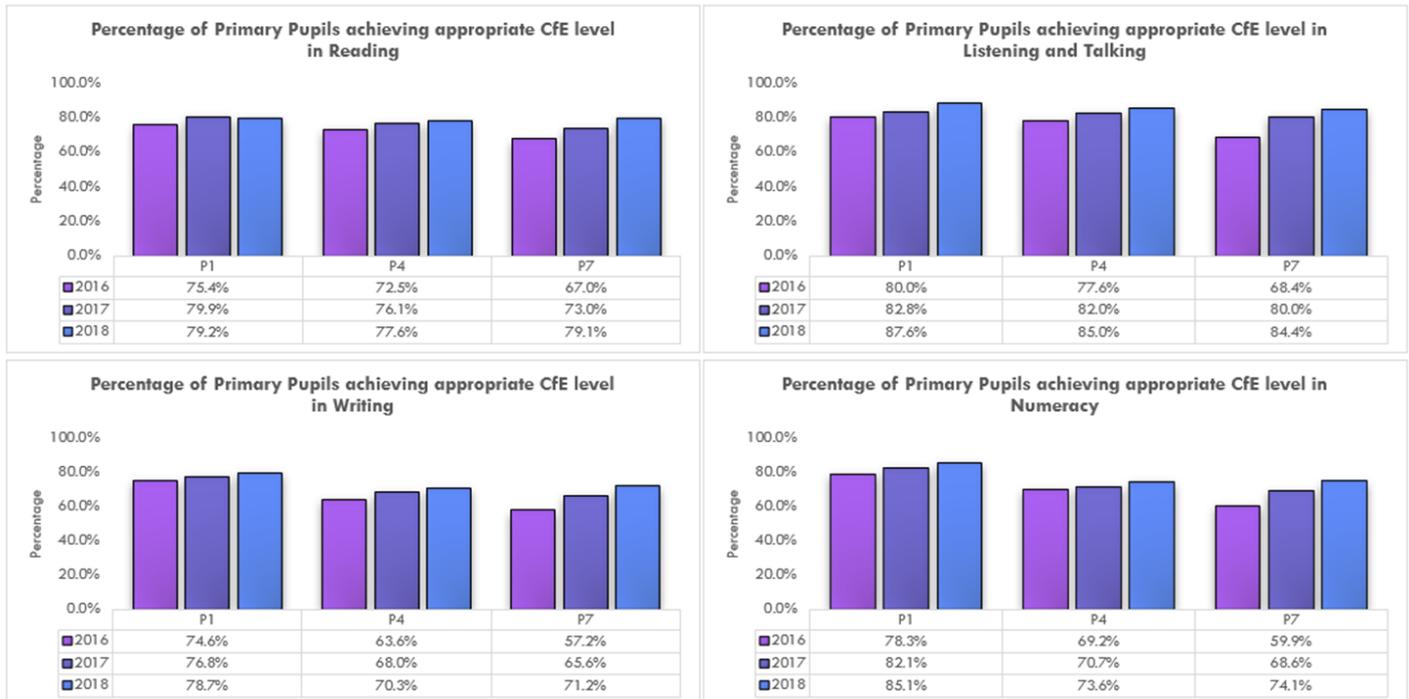
Key Drivers of Improvement – Assessing Children’s Progress and Performance Information

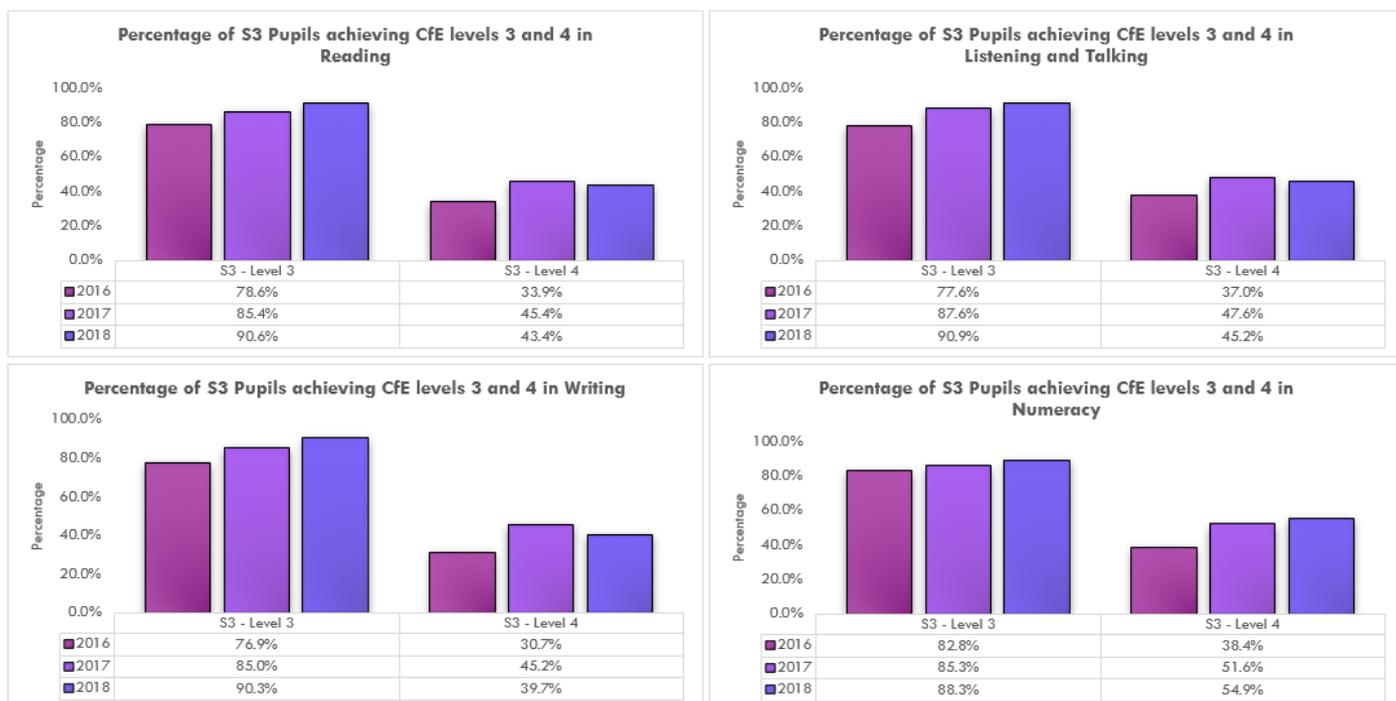
The key drivers of improvement as identified by the Scottish Government in the National Improvement Framework continue to provide the focus and structure for considering evidence of improvement and our next steps.

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

In considering this data it is important to remember that this data is classified nationally as ‘experimental data’ (official data undergoing development), as teachers work collaboratively to develop confidence in moderating and assigning levels of achievement. Achievement of a level data is based on teacher professional judgements and is therefore drawn from a range of evidence collected by teachers during the on-going assessment of children and young people’s learning. A wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing children’s knowledge and understanding by talking to them about their learning, and assessing their work in class.

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





The high level messages show :

Early Level (P1)

- In P1, girls perform better than boys in both literacy and numeracy. In writing, girls performance is notably better.
- In 2018, performance of Looked after Children (LAC) at early level was considerably lower than 2017 values and non LAC achievement in all areas. Less than 50% achieved expected levels in writing. However in considering looked after data, it is important to note that numbers do fluctuate and actual numbers at this level may be low. Data therefore should be considered in this context.
- In 2018, performance of pupils with additional support needs (ASN) show achievements in Literacy and Numeracy considerably lower than those with no ASN. It is important to note however in the data collected in 2018, there was no collection centrally regarding achievement of individual milestones for this group.. Individual information at school level will inform this better. Moving forward data collected through the SEEMIS progress and achievement module will inform this better so providing more accurate information regarding achievement of this group.

First Level (P4)

- In P4, girls continue to perform better than boys in both literacy and numeracy. In writing, girls performance is notably better. Performance of girls in numeracy at first level is only just above the performance of boys.
- In 2018, performance of Looked after Children (LAC) at first level was considerably lower than non LAC achievement in all areas. Less than 50% achieved expected levels in writing and numeracy. However in considering looked after data, it is important to note that numbers do fluctuate and actual numbers at this level may be low. Data therefore should be considered in this context.
- In 2018, performance of children with free meal entitlement (FME) was notably lower than non FME in both literacy and numeracy. Overall however performance of FME children in 2018 was slightly better than 2017 in all areas apart from Numeracy where it remained the same.
- A similar picture is noted with children with additional support needs (ASN) with achievements in Literacy and Numeracy considerably lower than those with no ASN. Achievement in writing for children with ASN at this level was considerably lower than that achieved by those children with no ASN and of levels of achievement for this group in 2017. Again it is important to note however in the data collected in 2018, there was no collection centrally regarding achievement of individual

milestones for this group.. Individual information at school level will inform this better. Moving forward data collected through the SEEMIS progress and achievement module will inform this better so providing more accurate information regarding achievement of this group across Dumfries and Galloway.

Second Level (P7)

- In P7, girls perform better than boys in both literacy and numeracy. In reading and writing, girls performance is notably better. Levels of achievement in Numeracy are very similar with girls just outperforming boys. A similar pattern was noted in 2017.
- In 2018, performance of Looked after Children (LAC) at second level was considerably lower than 2017 values and non LAC achievement in all areas. Less than 50% achieved expected levels in all areas of literacy and numeracy. As previously mentioned in considering looked after data it is important to note that numbers do fluctuate. Data therefore should be considered in this context. Recorded achievement at this level does show improvement in reading, writing and numeracy values from 2017
- In 2018, performance of children with free meal entitlement (FME) at second level was again notably lower than non FME in both literacy and numeracy. Overall however performance of FME children in 2018 was better than 2017.
- A similar picture is noted with children with additional support needs (ASN) with achievements in Literacy and Numeracy considerably lower than those with no ASN. Achievement in writing for children with ASN at second level was considerably lower than that achieved by those children with no ASN. Values recorded in 2018 for second level for children with ASN were higher in all areas . As with other levels the achievement of this group of children will be more effectively monitored moving forward through the introduction of the SEEMIS progress and achievement module.

Third Level or better (S3)

- In S3, girls continue to perform better than boys in both literacy and numeracy. Levels of performance show a slight increase from 2017 values.
- In 2018, performance of Looked after Children (LAC) at third level was considerably lower than 2017 values and non LAC achievement in all areas. Less than 50% achieved expected levels in listening and talking, writing and numeracy and were lower than 2017 values. Level in reading showed a slight increase in achievement As previously mentioned in considering looked after data it is important to note that numbers do fluctuate. Data therefore should be considered in this context.
- In 2018, performance of children with free meal entitlement (FME) at third level was again lower than non FME in both literacy and numeracy. Overall however performance of FME children in 2018 was better than 2017.
- A similar picture is noted with children with additional support needs (ASN) with achievements in Literacy and Numeracy is lower than those with no ASN. This was notable in reading , writing and listening and talking and considerable in numeracy. Values recorded in 2018 for third level for children with ASN were however higher in all areas . As with other levels, the achievement of this group of children will be more effectively monitored moving forward through the introduction of the SEEMIS progress and achievement module.

Achievement in Literacy and Numeracy by Scottish Index of Multiple Deprivation

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

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

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

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

Progress in closing the gap

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

	%Decrease		% Same as previous year		%Increase
--	-----------	--	-------------------------	--	-----------

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

Attainment in the Senior Phase

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

Session 2017 /18, saw the removal of national units by SQA (Scottish Qualifications Authority) as an assessed component part of the National 5 examination. This has resulted in achievement at National 5 from 2017 /18 now being based solely on examination performance. It is therefore difficult to make year on year comparisons at this stage. National negative press around the National 4 qualifications has also resulted in schools often feeling pressured to present some young people at National 5 despite it being an inappropriate route for them. S4 data for Dumfries and Galloway reflected an increase in presentations at National 5 and the % achieving an A – D award overall with the grade boundary for a D pass extending from 45% - 40% . The % achieving an A - C award was however down 3% from the previous year. SQA frequently report nationally that there is a significant number of young people being inappropriately presented at National 5. Schools across Dumfries and Galloway remain aspirational for their young people however they are considering carefully the correct pathway for an individual working closely with the young people and their parents and carers to ensure they are working towards an appropriate level of qualifications.

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

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

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

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

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

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

Curricular Areas - In 2018, the % of young people attaining qualifications in Sciences and Social Subjects and for awards recognising wider achievement were greater than the Virtual Comparator values. In 2018, the % of young people attaining qualifications in line with the Virtual Comparator in English, Maths, Expressive arts and RME. In 2018, the % of young people attaining qualifications in Technologies, Health and well Being and Languages (apart from English) was lower than the Virtual Comparator.

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

Raising Attainment - Excellence and Equity: Literacy and Numeracy

The Excellence & Equity Literacy and Numeracy groups continue to meet termly. These groups consist of representation from early years settings, primary and secondary schools, supporting learners, educational psychology as well as key partners. In the Numeracy group, this includes representation from University of Glasgow MAPE Programme, the Raising Aspirations in STEM Education team and the Education Scotland Numeracy Hub Champion. The literacy group also has multi-agency representation including Speech and Language Therapy, Family Learning, Pre-school Educational Visitor, Occupational Health, Wigtown Book Festival, NHS Nurse and GIRFEC Officer and also has contact and information sharing with School Library

Service, and Moat Brae Peter Pan Trust. The aims of both groups are aligned to the national improvement framework; to raise attainment and close the poverty related attainment gap. The work of both groups is further aligned to the Dumfries and Galloway Raising Attainment Strategies in Literacy and Numeracy.

During the session, the Excellence & Equity Numeracy group have interrogated both the Dumfries & Galloway Achievement of Curriculum for Excellence (CfE) Level returns and those of the South West Education Improvement Collaborative (SWEIC). Dumfries and Galloway Council continues to have a strong commitment to teacher professionalism. As the research suggests, and as the Scottish Government recognises “The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. There is a strong link between teachers' professional skills and competences and the quality of children and young people's learning experiences.” Earlier this session the Numeracy Group published support materials to promote effective numeracy pedagogies across our early years settings and primary & secondary schools and cluster.



These numeracy pedagogies are highlighted as potential foci for schools and clusters as they moved to develop effective intervention programmes. This work is ongoing and will develop further as more interventions are highlighted at local and national level.

To support the work of the Numeracy Group we have been awarded a grant of £6, 500 from the Education Scotland Numeracy Hub Champion fund. The purpose of this grant is to enhance numeracy CLPL across Dumfries & Galloway and promote the use of the GLOW National Numeracy Hub.

Working with staff from Supporting Learners, materials have been produced to support settings and schools in the Developing Number Knowledge approach. Planning, teaching and assessment materials have been completed for early and first levels of Curriculum for Excellence, and these are now available for practitioners on a local GLOW site. Early this session over 110 primary teachers attended introductory twilights to these materials across six venues in Dumfries & Galloway. Feedback has been very positive with further twilight session planned later in the session.

Key highlights

- The Developing Number Knowledge approach is now being developed into second level of Curriculum for Excellence and the Education Scotland Numeracy Hub funding is supporting a small group of practitioners to complete this piece of work.
- Over 150 early years staff attended specific twilights to focus on this approach with early learning and childcare settings. Support materials are available on GLOW, with Numeracy Hub Funding supporting a small number of practitioners to work with the early years team to develop further bespoke early years training and assessment materials.
- Educational Psychology continue to support the work of the numeracy group. Their research into the attainment gap in Primary 1, and possible interventions, has been published electronically in the first GLOW Numeracy Focus. Further GLOW Numeracy Focus are planned over this session and next. Educational Psychology have also developed Numeracy and Nurture training, and this has been presented at both local and national level.

- Our Numeracy Hub funding is also supporting the development of new intervention 'Closing the Numeracy Gap'. Working with Supporting Learners these materials are currently under development and are being piloted by staff in the Dumfries Burgh schools. Over 100 staff have attended training sessions on these materials. These materials will be available for authority wide roll out by June 2019.
- Working with colleagues across the South West Education Improvement Collaborative (SWEIC) representatives from the numeracy group are developing training to support the theme of 'concrete, pictorial, abstract'. A suite of training materials are currently under development to support the introduction of 'bar model' training across the SWEIC.
- The Annual Maths Week Scotland, held in September each year, continues to be an important part of the annual calendar. Details of Maths Week Scotland 2018 activities can be found in the annual Dumfries and Galloway Maths Week Scotland Report. Working with a number of schools and practitioners, and colleagues from DYW, a number of maths & numeracy challenges are being created to support Maths Week Scotland 2019.

During the session, the Excellence & Equity Literacy group have analysed both our Dumfries & Galloway Achievement of Curriculum for Excellence (CfE) Level returns, Scottish National Standardised Assessments and those of the South West Education Improvement Collaborative (SWEIC). This has enabled gaps to be identified which the Literacy Group has supported schools and Early Years Practitioners to address. As with the Numeracy group a key task has been to evaluate developments, highlight effective interventions and inform next steps. The group have engaged in research, professional reading and attended a number of regional improvement collaborative and national events to identify key themes taking our Dumfries & Galloway Literacy Strategy forward. These have included investigating materials from the Education Endowment Foundation, advice from Attainment Advisors and Education Scotland e.g. Secondary writing interventions and from the interventions being rated effective by the Scottish Attainment Challenge Authorities.

A revised Literacy Strategy has been developed which has charged the group with the responsibility for identifying best practice to share and utilising expertise within Dumfries and Galloway schools to target improved learning and teaching in order to raise attainment in literacy.

24 Communication Champions completed their training in the summer term 2018. A new cohort of 57 further champions 'in training' began in September 2018 with staff from all over the region represented, from both authority and commissioned providers and from early years through to upper primary levels. Communication Champions are trained to universal competency level on the Speech, Language and Communication Framework (produced by The Communication trust) and share information with parents and colleagues re: development of talking and listening skills for all children e.g. adult child interaction, vocabulary, social skills, speech development.

Case Study

One of the interventions developed by the group **Words Together** has been piloted in two schools, Belmont and Hecklegirth Primaries, supported by a small working group which includes the Improvement Advisor. Hecklegirth have been running a weekly diary asking parents to record their use of the 5 key messages. 72 questionnaires were also distributed to parents asking for their feedback re: reading at home with a return rate of 60%. Indications that the majority of parents would value a lending library in school. Family reading sessions and Rhyme time sessions in nursery have been run in school by Family Learning with groups' engagement scores from the Adapted Leuven's Scale data compiled into run charts and used to evaluate progress using Improvement Methodology. Belmont has used Words Together key messages in a supported reading activity encouraging parents to spend 10 minutes a day reading with their child. Measures carried out included asking parents and children for feedback which were collated into run charts with positive results emerging and will trial video modelling of strategies increase impact. The key messages are now being taken into the strategies in BookBug sessions.

Also in development is the **Super Champs** scheme whereby Communication Champions who have completed their Universal Competencies move towards Enhanced Competencies by completing 3 online modules of their choice over an 18 months period, linked to the needs of the children in their settings. Modules include Total Communication, Pre TLQ, Speech sounds and Phonological Awareness etc. and upon completion of a module the staff will have skills to implement a targeted intervention, as a small test of change initially, for children requiring differentiated talking and listening support. 8 staff from across the region, from authority settings and commissioned providers, have enrolled to take part in the new scheme in 2019.

Talking, Listening, Questioning (TLQ) continues to be one of the most effective interventions advocated by the group. It improves the expressive language of children with vulnerable language skills in Nursery, P1 or P2. This has been evidenced both in terms of the assessed progress and the comments of the settings. Additional benefits in terms of confidence, social skills and academic progress have also been evident. TLQ progress is measured in terms of months of progress achieved in information (vocabulary) and grammar skills. The Renfrew Action Picture Test is administered by practitioners in settings to measure change achieved through the intervention running over 20 weeks. There was an additional 19 teachers trained (7 west 12 East) in session 18/19. Evaluation of pilot results of Pre-TLQ aimed at 3 year olds is under way to decide the validity of rolling out this programme next session.

A Literacy Interventions Flowchart has been created by the Excellence and Equity Raising Attainment in Literacy Group in collaboration with Speech and Language Therapy and Occupational Therapy from NHS Dumfries. The recommendations do not replace consultations with specialist colleagues including Educational Psychology but provide a quick visual tool to support selection of appropriate interventions linked to observations of a pupil's presenting needs, in conjunction with strategies devised from professional consultation and dialogue.

Closing the Literacy Gap Intervention

Building on the success of the 2016/17 Scottish Attainment Challenge Innovation funded project, and the 17/18 spread, the Authority's capacity to deliver the **Closing the Literacy Gap intervention** has continued in 18/19 and grown in strength. *Closing the Literacy Gap* is an evidence-based literacy intervention for P1-4, developed within Dumfries and Galloway and proven to close the poverty related attainment gap. It is an intensive, targeted approach designed to accelerate progress in both reading and writing. The underlying philosophy is children best learn to read and write if encouraged to use a variety of inter-connected skills, processes and behaviours, rather than one particular method or approach. The intervention's *Framework for Learning* runs parallel to, and complements most schools' literacy programmes, sharing the same objectives and success criteria but breaking each into smaller, more achievable steps.

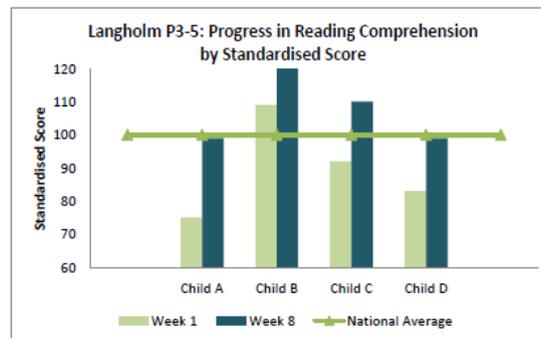
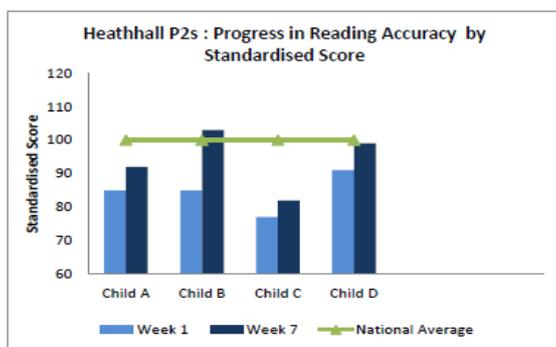
31 primary schools now have Lead Teachers who can strategically manage the intervention's high quality assessment process, whilst supporting Learning Assistants and liaising with class teachers and parents. **64 Learning Assistants** have trained to expertly 'notice, prompt and praise' a wide range of interconnected literacy skills, drawing upon enhanced professional knowledge and a shared pedagogy that can be adapted to meet individual needs. **135 children** benefitted from the full 8-week programme, and **a further 53 children** benefitted from smaller-scale aspects of the programme, tailored to need.

Case Study - Pupil Outcomes

Data collected from 135 P1 – P4 pupils involved in the programme demonstrated **significant improvements in attainment**, exemplified in the graphs below. **Over an 8-week intervention**, standardised assessments measured average gains of:

- **11 standardised points in reading accuracy**, equivalent to 12 months in age.
- **15 standardised points in reading comprehension**, equivalent to 14 months in age.
- **8 standardised points in spelling.**

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



Session 2018/19 also saw further use of the Fastlane Reading Intervention is a short-term reading intervention, delivered one-to-one by a specially trained Learning Assistant. It is an adaptation of *Closing the Literacy Gap*, designed to target learners in P4-7. It uses the same proven pedagogy as *Closing the Literacy Gap* to accelerate progress in reading accuracy, fluency and comprehension. It promotes high quality learning and teaching experiences which run parallel to most schools' literacy programmes and, crucially, promotes progress that is sustained beyond intervention, incorporating an assessment process that supports learning and measures pupil outcomes. It is highly motivational, engages parents and raises self-esteem and confidence.

Fastlane Impact on Children's Progress and Attainment During the 2017-18 pilot, 23 Primary 4-7 under-achieving learners in 2 schools received four 20 minute *Fastlane Reading* lessons each week, for a period of 8 weeks. Data demonstrated average gains of:

- **10 standardised points in reading accuracy**, equivalent to 20 months in age.
- **11 standardised points in reading comprehension**, equivalent to 25 months in age.

Schools also reported **high levels of motivation and engagement** and **significant improvements in learner confidence and self-esteem**. The **Pilot Group Criteria** - Primary 4 – 7, InCAS Reading Standard Scores between 83 and 95, and a reading age less than 9.5 years, Relatively weak Word Recognition and Decoding Scores compared to Comprehension and Developed Ability. Due to its well evidenced success, the group are advocating the roll-out of the Fastlane intervention next session.

Read Write Count - The Scottish Government, through the Scottish Book Trust, provide free gift bags to all Primary 1, 2 and 3 children in Scotland. In Dumfries and Galloway, 1376 bags were issued in P1, 1477 in P2 and 1417 in P3. These were delivered to schools and contained books and materials for writing and counting, along with information for parents and carers on how to use the bags with their children. Resources and activities are designed to be age- and stage-appropriate and fun. The Excellence and Equity Literacy Group noted a slight decrease this year of 1.1% from 79.9% to 78.8% (June 2018), in Curriculum for Excellence levels in Reading at Early level and met with the Scottish Book Trust Regional Outreach Coordinator to arrange free training to schools and clusters, in order to raise attainment to address this. Read Write Count also meets the National and Local aims of increasing parental involvement in their child's learning and is supported by an active RWC Facebook page online.

First Minister's Reading Challenge - The First Minister's Reading Challenge aims to encourage children to read widely, explore a range of books and develop a love of reading. The main focus of the Challenge is to encourage reading for pleasure and support schools, libraries and communities to build reading cultures. Children in P1-P7 in every school in Scotland are invited to take part in the Challenge and this year Secondary schools and community groups were also involved. On the Reading Challenge website, schools can order Reading Passports that pupils can use to log their reading journeys. They can also register classes to take part in the challenges and find book suggestions, learning resources and ideas to encourage young people to develop a love of reading.

Similar to Read Write and Count, the Scottish Book Trust Regional Outreach Coordinator has engaged with six schools and two Clusters east and West with a total of 25 teachers being supported to develop Read Write Count and First Minister's Reading Challenge in 18/19. Next steps are planned to encourage further

engagement in Read Write Count and First Minister's Reading Challenge from schools in session 19/20.. This will be linked to the Dumfries and Galloway Council business plan action to ensure every child and young person has a library card.

Health and Wellbeing - Excellence and Equity Health and Wellbeing

A multi-agency Strategic Group for Health & Wellbeing encompassing partners from Schools, Early Years, Public Health, Education Psychology, Clinical Psychology, CAMHS, GIRFEC, Youth Work and Lifelong Learning and Wellbeing leads the schools work in relation to Health and Wellbeing. This strategic group have reviewed the available data and undertaken direct engagement with the GIRFEC named persons operating across all schools to identify their Health & Wellbeing areas of greatest priority across the primary and secondary sector. This highlighted the following two areas;

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

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

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

Getting it right for every child (GIRFEC)

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

Training in key areas continues to be delivered on both a single and multi-agency basis and a survey of named persons in education and NHS (National Health Service) has been undertaken. Individual practice issues are dealt with through the Practice Log and the first report on the Log has been discussed at the Leadership Group

Key successes in our implementation of GIRFEC include:

- Production and communication of support and governance arrangements for named persons, including the GIRFEC Practice Log.
- Simple guidance on key processes has been produced for staff – for example on when a child requires a plan; when a meeting is necessary and when a plan should be closed.

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

Evidence of improved outcomes

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

- 93% of Education named persons and 92% of NHS named persons strongly agreed that they understood their roles and responsibilities as a named person
- 89% of Education named persons and 82% of NHS named persons strongly agreed that GIRFEC had improved the assessment of children's needs and 82% and 72% respectively agreed that the GIRFEC has improved the way we plan to meet children's needs.
- 86% of Education named persons and 82.6% of NHS named persons strongly agreed that there are positive working relationships among practitioners in different services
- 90% of Education named persons and 78.3% of NHS named persons strongly agreed that there were positive examples of joint working and shared approaches in service delivery.

Realigning Children's Services Programme

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

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

The first stage of the RCS programme involves wellbeing surveys which all primary children in P5 to P7 and all secondary children in S1 to S4 are asked to take part in. These surveys collect information about various aspects of children's lives, ranging from physical health, activity and diet, to relationships with peers, family and teachers, life satisfaction and general mental wellbeing. In Dumfries and Galloway, the surveys were carried out in February and March 2019. Take-up by schools was very good with all secondary schools and almost all primary schools participating.

Reports with findings from the surveys should be available by June 2019. The next stage of the programme will involve the mapping of existing services and resources for children and young people. In the third stage of the programme, a team from the Scottish Government will assist us in analysing how the findings of the wellbeing surveys match with the data on how and where we spend resources. This work will help the Community Planning Partnership, to identify shared priorities for the next Children's Services Plan (2020 to 2023).

Supporting Transgender young People in School:

In November 2018 Dumfries and Galloway Education Services launched local guidance to support the national “Supporting Transgender Young People – Guidance for Schools.” As part of the implementation of the local guidance the focus of the Safeguarding Network Meetings was the content of the guidance. This was a full day training led by the Partnership Manager South, Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland. 80% of schools were represented. Evaluation of the training showed that on a scale of 1 – 10:

- Staff understanding of definitions increased from an average of 3.5 to 8.5
- Confidence in discussing issues and challenging misconceptions increased from 4 to 8
- Confidence in responding to a young person who came out as transgender increased from 4.5 to 8.5

When attendees were asked to state what they thought would have the greatest impact in supporting a transgender young person in school two themes emerged:

- Review of school’s policies
- Incorporation of key learning within Health and Well Being Programme for pupils
- Further training and awareness raising for ALL staff.

Dumfries and Galloway Council has made several recommendations which are linked to the Time for Inclusive Education (TIE) Campaign. Several of the recommendations have already been achieved or partially achieved. Work will continue towards progressing further recommendations alongside the council and LGBT.

Scottish Government Approach to Anti-Bullying:

In October 2018 Education Services Revised Anti-Bullying Guidance was launched. As part of the implementation of this guidance, Respect Me delivered seven workshops across the authority. 99.09% of schools were represented. There is an expectation by Education Scotland that all schools will have an individual Anti-Bullying Policy and to this end it was agreed by Head Teacher Strategy Groups that this would form part of the 2019/2020 School Improvement Plan. The self-evaluation pro forma within the Education Services Guidance will be collated in August 2020, to evidence development of school policy.

Bullying and Equality Module (SEEMiS):

Termly reports show that since the launch of this module use is increasing. This will continue to be monitored over the next year and nil returns/usage will be followed up between August and October 2019.

Police Scotland Youth Engagement Strategy:

A new service level agreement between Dumfries and Galloway Council Education Service and Police Scotland was developed and actioned in January 2019. This is for the provision of Police Scotland employed School and Youth Engagement Officers linking with Secondary schools across Dumfries and Galloway Council Region. Initial evaluation of the restructure of this partnership is positive. It has been agreed recently that a short life working group is required, to consider more robust Key Performance Indicators.

Mentors in Violence Prevention (MVP):

Fourteen of sixteen secondary schools are now utilising this peer mentoring programme which uses a creative Bystander Approach. Education Scotland have revised the evaluation for this. First reports will be available next year, although we have witnessed the “Bystander Approach” employed by pupils regarding rare but serious incidents within some schools.

Guidance on the Use of Weapons:

Whilst developing multi agency guidance “Incidents Involving weapons – Linked to Schools” which sits under the governance of the youth Justice Strategy, interim guidance was produced to support schools on how to respond to such incidents. This guidance has proved to be robust and effective. As part of the multi-agency guidance, a central overview of all weapons related incidents will be maintained.

Chronologies:

The use of chronologies in schools is now well embedded. Practice guidance will be refreshed in 2019/2020 to support the implementation of the multi-agency guidance on Integrated Chronologies, as part of the work of the Public Protection Committee. Multi-agency audit will provide evidence of impact

Child Protection Referrals:

Child Protection Referrals to the Multi-Agency Safeguarding Hub (MASH) have remained stable. An average of 12% of all referrals received into the MASH are from Education. Last session, audit showed that there was variation in the quality of the referrals from education, some referrals lacked any triangulation or analysis of the information being shared. In response to this, one of the Safeguarding Network Meeting focussed on feedback from the MASH, this included outlining what makes a good referral. Further single agency audit will take place next year to identify improvement and any future training needs.

Child Sexual Exploitation (CSE):

The launch of the updated Multi-Agency Child Sexual Exploitation Guidance supports those working with children and young people to consider the potential indicators and vulnerabilities for children and young people. The Sexual Exploitation Risk Assessment Framework (SERAF) Tool was updated and relaunched to provide Child Protection Coordinators with a suitable risk assessment tool. Where concerns are identified, a Request for Assistance with the completed SERAF Tool would be submitted to the Child MASH. The baseline figure for CSE concerns being noted by schools last session was 1% of all Child Protection concerns, as identified through central collation of the Child Protection Overview Sheets. This will be monitored for impact and use of the assessment tool in July 2019.

Signs of Safety:

From November 2019, Child Protection Case Conferences will be run in a different way to incorporate a change in Social Work practice, which will adopt a Signs of Safety Approach. During the Autumn term all Child Protection Coordinators and Named Persons will have the opportunity to attend a briefing will provide them with an overview of the Signs of Safety Approach, through the Safeguarding Network Meetings.

Develop more accurate and consistent recording:

Between November 2018 and February 2019, Supporting Learners carried out an audit of Childs Plans as part of GIRFEC Quality Assurance. The audit looked at the process of transitioning Childs Plans between Primary and Secondary. The audit sample consisted of 16 Childs Plans from across the authority where the Lead Professional was Education. The aim of the audit was to:

- Develop more accurate and consistent recording
- Understand the process for transitioning plans between Primary and Secondary and the translation rates of plans at transition from P7-S1
- Obtain an overview of Supporting Learners input into Childs Plans

Due to inaccurate recording it was difficult to understand translation rates. The reasons for this included:

- awaiting plan from partner agency (35%) and plan not yet uploaded (41%).
- file-saving and naming was inconsistent making it difficult to identify which documents were Childs Plans. Childs Plans were stored in various locations on Seemis Click and Go documents store (including under *pastoral*, *pupil plans*, *documents*) and on the Wellbeing App. Most recent plans were difficult to identify due to inconsistent file-naming in document store. (i.e. no date)
- 26% of the 84 plans were also recorded as Looked After Children. (i.e. double entry because children recorded as LAC, by default, should have a Childs Plan)
- Hard copy plans, when scanned and uploaded, were difficult to read and data was completely illegible. In the main, these were plans received from Social Work.
- 39% Pupils recorded as having a Childs Plan did not have a Childs Plan uploaded on Seemis either in Click and Go or Wellbeing App.

In conjunction with developments in SEEMiS the local authority will work over the next session to establish better quality recording. In addition, they will look to address the timescales for receiving plans from partners through the GIRFEC Leadership Group (multi-agency).

Early Learning and Childcare

All children accessing Early Learning and Childcare have Personal Plans in place to address their safety, health and welfare needs. Furthermore 39% of staff working in the local authority nurseries, and 55% of staff working in funded provider Early Learning and Childcare services have attended Solihull training tailored to Early Years staff. The training provides staff with skills and knowledge in a consistent approach to support children and families with emotional wellbeing.

Inclusion Support

Following last year's review of the provision for pupils with social, emotional and behavioural needs, the Inclusion Support Team was formed. One of the key tasks of this group has been to work more collaboratively with schools to enhance the communication regarding the curriculum and assessment. The secondary sector has developed clear procedures to improve this collaborative working between mainstream schools and the team, ensuring that young people who are outwith mainstream education are able to attain, particularly in the key areas of literacy and numeracy. This year, a small number of young people who would otherwise have left school with no or limited qualifications will achieve National 4 level qualifications in Maths and English as a minimum, with some achieving in other curricular areas such as Hospitality and Science courses.

A new Looked After Children education team has also recently been formed as a result of ringfenced funding from the Scottish Government to focus on the attainment of care-experienced children and young people. The team are beginning to make use of school tracking and monitoring data to target specialist literacy and numeracy interventions at pupils who are risk of underperforming in these key curricular areas. Two Employability and Skills workers have also been appointed on a secondment basis to focus on the positive and sustained destinations of care-experienced pupils. This increased capacity aims to ensure that all care-experienced pupils enter a positive destination which is sustained after school.

The Monitoring Exclusions Group track and monitor all exclusions from Dumfries and Galloway schools on a monthly basis. Data shows that pupils who are most disadvantaged are much more likely to be excluded meaning that attainment is affected. This particularly affects those who have additional support needs, are in receipt of free school meals or are care-experienced. The group is continuing to support and challenge schools to reduce exclusions and find alternative ways of positively managing behaviour. Furthermore, the council polices on exclusion and attendance will be fully reviewed.

The secondary Inclusion Team and Youth Justice Social Work have been collaborating together to focus on approaches to engaging the most disadvantaged and at-risk pupils who are accessing both services. This began with a collaborative presentation at last year's Youth Justice Conference in Stirling and has resulted in staff working closely together within Elmbank Centre, Dumfries. The manager that oversees the secondary Inclusion Team is now vice-chair of the Youth Justice Strategy Group which works with all agencies to improve our collaborative working for the benefit of the most disadvantaged and at-risk young people.

Education Scotland: Food for Thought Grants

Four Dumfries & Galloway Primary Schools benefitted from Education Scotland's Food for Thought Funding. The funding aims to develop food and health education, providing high quality learning experiences in food and health. Over £10,500 was received between the four participating primary schools; Carrutherstown, Noblehill, St Andrew's RC and St Columba's RC.

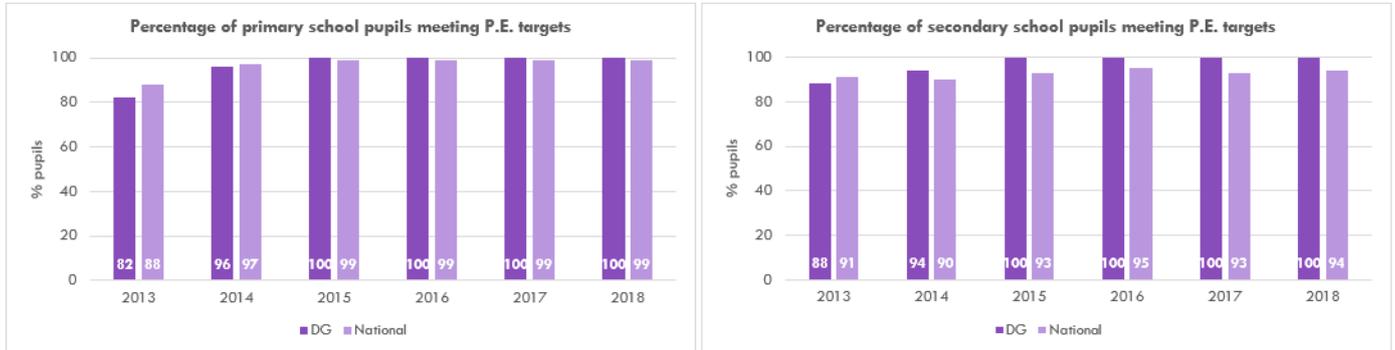
Case Study

- Carrutherstown Primary funding has been used to purchase gardening equipment. Pupils benefitted from enhanced knowledge of food production and the influence of seasons on growing crops. Pupils have developed skills in planning and team-working. Pupils have participated in a local NHS project, Shelf the Sugar. The school has also made links with the local community. Pupils have worked with the chef from the local hotel to develop healthy recipes based around the produce they intend to grow. The funding also allowed for the purchase of iPads to allow pupils to blog about their experiences. These experiences will be shared on a blog page to the local and wider community.
- Noblehill Primary through the #Nobleskillz programme, children have had the opportunity to participate in a wide variety of new skills, including Cooking and Food Technology. The school has purchased a range of equipment which has enabled children to learn and develop the wide variety of skills involved in food and cooking. The school garden at Noblehill has been prepared and ready for planting in the spring, the produce from which will be used during the #Nobleskillz sessions.
- St Andrew's RC Primary has purchased cooking equipment to allow children to create, prepare and cook healthy dishes which they will share with adults in their community. Three local businesses are on board with the project and have visited the school to do cookery demonstrations with the children. Links to local businesses make the application of skills more relevant for learners. Parents have been invited in to help children with their cooking and create dishes that can then be tried at home. Students from Tennessee Technical College, USA, helped reinvigorate the garden area during a recent visit, extending the greenhouse and creating raised plot beds.
- St Columba's RC Primary have set up cookery boxes which have the main utensils and equipment required for cooking and baking. These can be easily moved around the school which allows for easy access to appropriate resources. Children run a healthy tuck shop where healthy snacks are prepared using the new equipment. Children within the nurture group are using the eggs from the school's own chickens to conduct weekly baking sessions. Pupils have benefitted from a cook along session with a chef, and links have also been made with a local restaurant. This has helped support the school's Developing the Young Workforce work.

Physical Education:

The current Scottish Government target for P.E states that every pupil will benefit from at least two hours of Physical Education in primary school and two periods (100 minutes) in S1 to S4 per week.

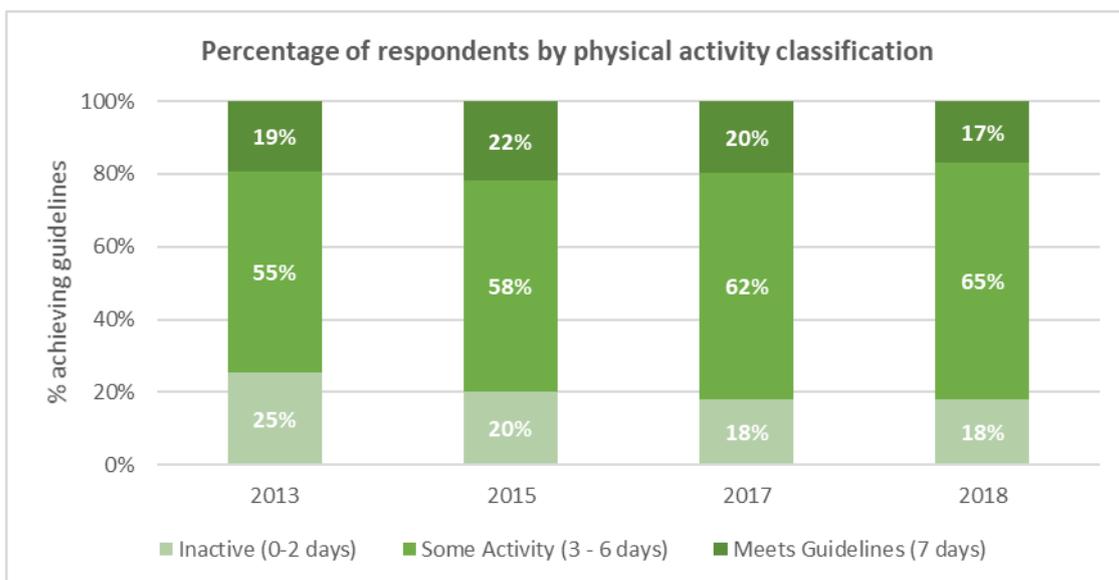
In 2018, nationally 99% of primary schools and 94% of secondary were meeting the target level of PE provision. In Dumfries & Galloway 100% of primary schools and 100% of secondary schools have achieved these targets in 2017.



Increasing levels of physical activity:

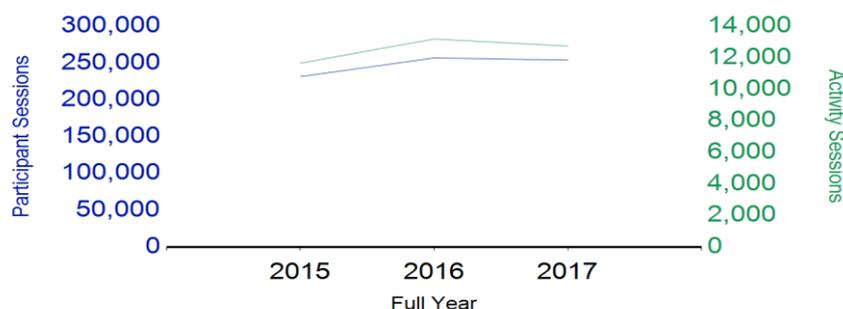
PEPAS: Through a partnership approach to Physical Education, Physical Activity and Sport, including the establishment of pathways to sustained community participation. Work during this session has focussed on improving levels of physical activity for young people. Children and young people should be active for at least 60 minutes every day in moderate to vigorous physical activity (e.g. activity that raises heart rate).

The proportion of Dumfries and Galloway school pupils meeting physical activity guidelines is measured annually via a self-report survey. Pupils are asked to recall the number of days they were active for over the previous seven days for at least 60 minutes. The survey is administered regionally to all pupils in primary seven, secondary one, three and five only. The most recent survey was completed in November 2018 with 3,359 responses. The 2018 survey followed those administered in 2013, 2015 and 2017. The proportion of children and young people who were moderately or very active equalled 83% an increase of 1% from the previous year. Those considered to be the most inactive (achieving national guidelines on 0-2 days) remained consistent at 18% stabilising a positive trend which has shown a steady decline of those considered to the most inactive from 25% back in 2013 to just 18% in 2018.

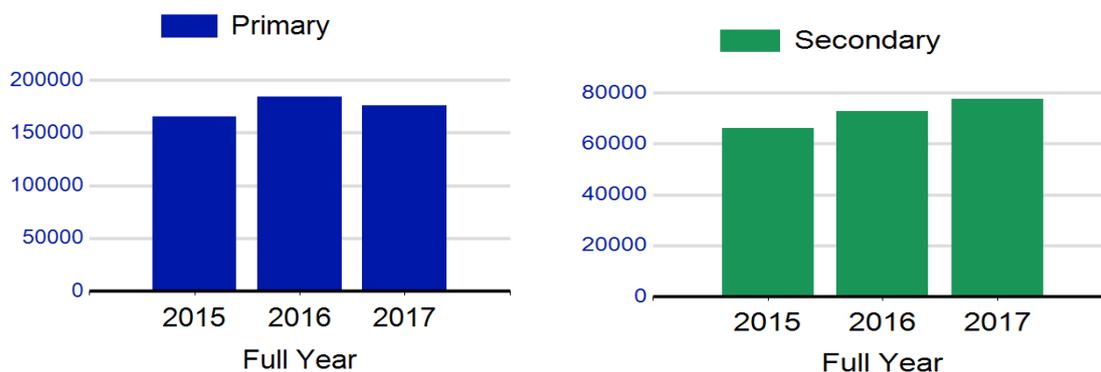


Active Schools & Community Sport: Investment in our Active Schools & Community Sport service continues to be a priority with specific outcomes for equitable opportunity to be physically active before school, lunchtime and after school. To develop sustainable opportunities for lifelong participation in sport and physical activity with school club links and identified pathways for community participation, and the development of a volunteer delivery network within the school community through teachers, parents, pupils and community clubs.

There were 254,096 total participant sessions, during 2017/18 (shown as blue graph line), a decrease of 1% from previous year return but an increase of 7% in unique individuals involved in programmed physical activity to 8,534 this reflects. During the same period there were 12,741 a decrease of 3% on last year but an increase of 9% on 2015.



Analysis of the participant sessions by school type as shown in the bar graphs below, highlight a steady increase year on year within the secondary year whilst at primary there is more consistent and level of participation.

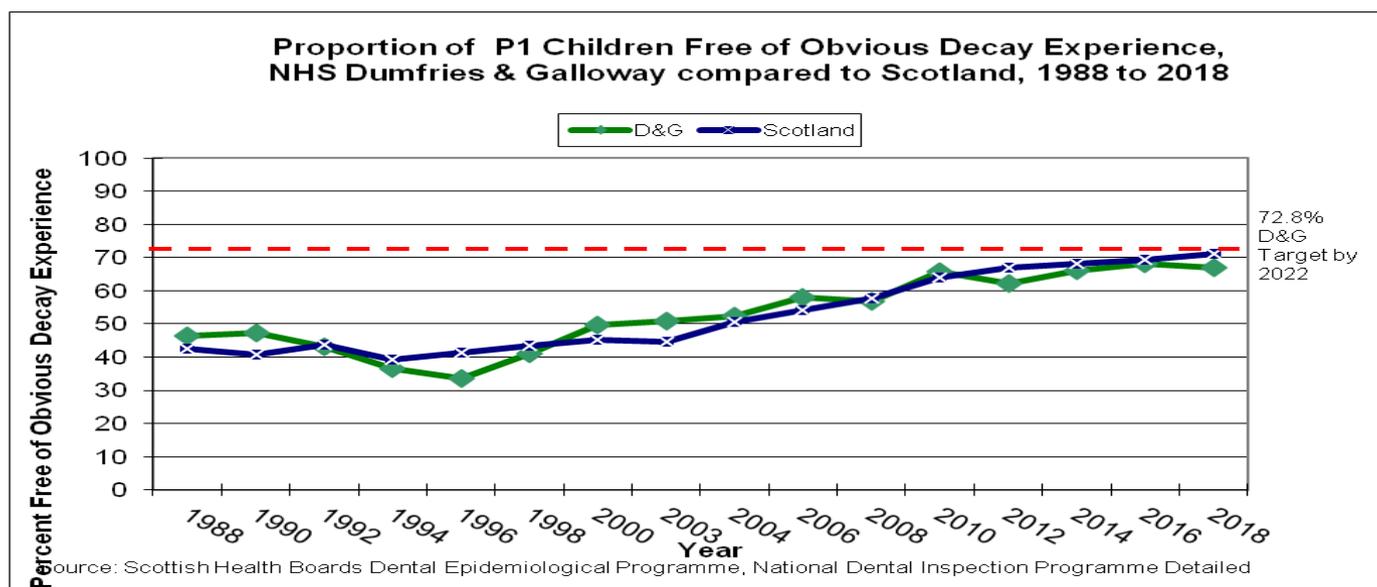


Active Travel: The preliminary results for the 2018 Dumfries & Galloway 'Hands Up' Active Travel survey were taken from over 12,000 respondents across the nursery, primary and secondary sectors. These indicate that 53% of children or young people used active travel to get to school, the highest percentage of active travel was within the primary sector (58%), followed by nursery 49% and primary 46%. Walking was the significantly the most popular as a mode of active travel across all sectors.

Sexual Health: The Dumfries & Galloway teenage pregnancy rate for females under 16 years continues to follow a downward trend, with data for 2016 suppressed due to the potential risk of disclosure and to help maintain confidentiality when numbers are low. The under 18 rate was 15.0 per 1000, also mirroring the national downward trend

Oral Health: The 2018 National Dental Inspection Programme results for Dumfries and Galloway demonstrate that 67% of Primary 1 children had no obvious dental decay experience in their deciduous teeth. Overall there has been a steady improvement in the oral health of P1 children in Dumfries and Galloway since 1996 when only 33% of the P1 population were free of obvious decay experience in their deciduous teeth. However, as is demonstrated in the table below it does appear that the improvements in Dumfries and Galloway are levelling off. This data is taken from the detailed aspect of the dental inspection programme which looks at a sample of children in Primary 1 in Dumfries and Galloway.

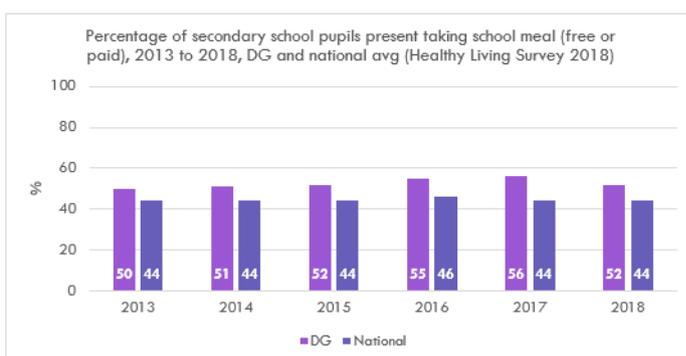
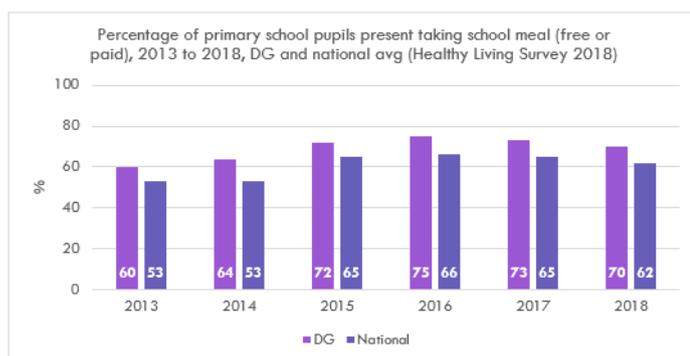
Trends in Oral Health of P1 children Dumfries and Galloway and Scotland 1988-2018;



The detailed dental inspection results for Dumfries and Galloway had the lowest percentage of P1 children with no obvious decay experience of all NHS Boards in Scotland, although it is noted that the confidence intervals around the Dumfries and Galloway result are wide compared to other NHS Boards. On a slightly more positive note, the Basic Dental Inspection results which inspected 85% of the P1 population demonstrated that 71% of the P1 population had no previous decay experience. This would perhaps suggest that the true Dumfries and Galloway figure is nearer the top of the detailed data confidence interval – bringing us more into line with other NHS Boards. 11 schools and 11 nurseries are visited twice a year for fluoride varnish application. All children from Nursery through to Primary 4 are invited to take part.

97% of local authority and partnership nurseries and 87% of Primary schools participate in the supervised toothbrushing programme.

School Meals: Across our primary schools paid and free uptake of school meals sits at 70% compare to a Scottish average of 62%. For secondary schools the figures are 52% for Dumfries & Galloway and 54% nationally.



In primary schools across all class splits the percentage of eligible free school meals uptake is higher in Dumfries and Galloway than the Scottish average;

2017/18	Free Meals : Dumfries and Galloway %	Free Meals: Scotland %
Primary 1-3	88.4%	79.6%
Primary 4-7	85.3%	79.6%
Primary Total P1-P7	87.8%	80.5%
Secondary	70.6%	72.8%

Better Relationships Better Learning: The Better Relationships Better Learning approach has been rolled out to over 10 pathfinder schools across the region so far. The approach uses nurture, restorative and solution-focused methodologies to train and support school staff to improve behaviour and engagement by focusing on positive relationships in school. This approach will be further promoted to all Headteachers through authority priority days and will form the basis of a new Relationships Framework that will be developed for the local authority.

Pupil Attendance and Exclusions

Pupil Attendance 2017/18

Primary pupil attendance has remained at a similar value over the last 5 years and is still in line with national average values. The overall authority average is **94.9%** with individual school values ranging between **71%** and **98%**. Authorised absence value is **4.33%**, unauthorised absence **1.47%** and exclusions **0.02%**.

Secondary pupil attendance is showing a slight downward trend over the last 5 years but is still in line with national average values. The overall authority average is **90.6%** with individual school values ranging between **86%** and **93%**. Authorised absence value is **5.7%**, unauthorised absence **3.1%** and exclusions **0.08%**.

Pupil Exclusions 2017/18

Primary pupil exclusions are showing no trend over the last 5 years and values have varied in the period between **8** and **12** incidents per thousand pupils. The overall authority rate per thousand pupils is **15.62** for 2017/18.

Secondary pupil exclusions are showing an increase. The overall authority rate per thousand pupils is **40.36** up substantially on last year's value of **31.34**.

Education Psychology Service

The Educational Psychology service over the past year has realigned its improvement priorities to make more explicit its contribution to the National Improvement Framework priorities. A summary of this work is detailed below:

Improvement in Attainment in Literacy and Numeracy - The key focus within this priority has been to focus on early intervention and building capacity to support all young people and particularly those whose needs are met at the targeted level in our schools. In terms of the Service offer, every locality now has a termly literacy forum. The purpose of this forum is to build capacity of Additional Support for Learning staff/ headteacher's to not only identify dyslexia but also to share good practice in helping young people overcome literacy barriers. In moving forward, we need to ensure that we have a consistent model of practice across our Service, with the ownership of the forum moving to PT Additional Support for Learning staff. Every school cluster also has a termly group consultation which is facilitated by their allocated educational psychologist. This model uses a solution focused problem-solving approach to encourage groups of Headteachers / Additional Support for Learning teachers /pupil support staff to present "problems" and use the knowledge and skills of their peers to identify possible ways forward. In the coming year there is a need to undertake more formal evaluation of the impact on the outcomes for young people of both the literacy forum and group consultation models.

The Educational Psychology Service has continued to contribute towards the Literacy/Numeracy Excellence & Equity groups. Within that context, the Educational Psychology Service Learning and Teaching subgroup has completed a literature review on effective numeracy pedagogy (the next step is for this to be published) and a piece of research with P1 pupils regarding targeted support and effective teaching approaches. Links with the University of Glasgow have been established to develop a collaborative relationship to support local research. As we move forward we will need to evidence the added value of this approach.

The Educational Psychology Service learning and teaching subgroup continues to support the TLQ project and will now be involved in the analysis of the gathered data. Moving forward the focus of the service will be

to continue to focus on building capacity and early intervention and as well as to using scoping & scanning activities to identify further opportunities to contribute to the professional learning of relevant groups.

Closing the attainment gap between the most and least disadvantaged children and young people - Within this priority the Educational Psychology Service has used four themes to take forward this work - prioritisation; early intervention; building capacity; and research.

The Educational Psychology Service prioritise the needs of vulnerable groups for individual work. A weekly moderation group which considers all Requests for Assistance (RfA). Care experienced young people, those young people at risk of exclusion/poor attendance, and young people with very complex needs are prioritised. At present 16.5% of our 352 open files relate to care experienced young people. Moving forward there is a need to refine and continue our use of RfA data, alongside wider exclusions/attendance data, to ensure the service is prioritising the most vulnerable young people. Consider of “very complex” needs will also be unpacked further.

As well as considering individual data the service has started to consider whole school data in the form of exclusions/attendance levels. Our aim is to be able to identify schools that would benefit from our targeted support. As part of this we are currently collating data for each school which also includes number of child’s plans, number of FME pupils, number of IEPs, number of care experienced young people, and number of pupils with ASD.

Vulnerable young people are often discussed at Educational Psychology Service group consultation sessions. This encourages early intervention but there is a need to refine our group consultation data to be able to evidence the impact on this particular group of young people.

For the seventh consecutive year the Educational Psychology Service has contributed to the Trainee Induction Programme by presenting training on “Meeting Learners’ Needs”, with a particular emphasis on overcoming barriers to learning at an early stage within school resources.

A key focus for the Educational Psychology Service this session has been the input into the Raising LAC attainment agenda. A co-chair multiagency group has been formed to take forward agreed improvement priorities. This group reports to the Corporate Parenting Group, providing monthly reports on looked after children exclusions/low attendance and 6 monthly progress reports. A key part of the Educational Psychology Service role on the Raising looked after children attainment group is to work with looked after children Health to build the capacity of looked after children champions in our schools. It is planned to complete a needs analysis of looked after children champions, including the views of care experienced young people. This information will be used to develop and present training for the looked after children champions. In addition to this, the EPS intends to explore whether the looked after children champions would be keen to have a termly group consultation forum specifically focussed on meeting the needs of care experienced young people. The service are also supporting the newly appointed Care Experienced Education team and have agreed to offer them termly group consultation from April 2019.

In the past year Numeracy with Nurture training has been delivered by the Educational Psychology Service to over 150 Education staff. We now need to focus on evaluating the impact of this training on outcomes for young people. Meanwhile, research knowledge and good practice has been shared by the Educational Psychology Service through newsletters, 2 national conferences and twilight sessions.

The Educational Psychology Service has continued to offer consultation to the Kinship/Fostering/Permanence Panels and professional supervision to play therapists (who work with our most vulnerable young people). Training has been delivered by the Educational Psychology Service on attachment, the brain, stress, and trauma. Initial feedback has been positive but there is a need to gather more information on how this has impacted on practice and outcomes for young people.

The Educational Psychology Service has been involved in building capacity of the newly formed Social Work Intensive Family Support service to be able to use a solution focussed framework in their work with vulnerable families. This framework is now proving to link neatly with the Signs of Safety approach that Social Work

intend to roll out in the coming year. The Educational Psychology Service will continue to be represented on the multiagency group that is supporting the implementation of this approach.

All Educational Psychologists now monitor the progress and outcomes of young people in Residential Settings and Private Day Education placements and report on this monthly to the Residential Placement Group (RPG) and Day Placement Groups. Every young person on the RPG/DPG lists now has an identified educational psychologist. In the coming year the emphasis will be on ensuring that increased consideration is given to whether any of the young people in day placements can access any of their education in their local mainstream schools.

All educational psychologists have now completed accredited initial training to use Video Interactive Guidance and Video Enhanced Reflective Practice (VIG/VERP) and are starting to use it to support practitioners to meet the needs of vulnerable groups. The next steps will be to develop systems and a framework for use of VIG/VERP as a Service tool, including a planned project with the Care Experienced Education Team

The Educational Psychology Service has supported several schools following bereavements, particularly affecting already vulnerable young people. A short life working group has been set up to develop a framework and resources for schools to use following bereavements. Educational psychologists support schools following a bereavement but there is a need now to unpick which parts of the Educational Psychology Service input has the greatest impact.

In the past year the Educational Psychology Service Communication and Engagement group provided research consultancy to the Child Sexual Exploitation Group. The Communication and Engagement Group priorities now need to be embedded into a whole Service approach and scoping and scanning activities used to identify further opportunities to offer research consultancy in Closing the Attainment Gap activities.

This session saw the launch of the Inclusion Support Team. The Educational Psychology Service has provided implementation consultation and training to support the development of the team. The Educational Psychology Service consultation/training role will continue to be developed with the Inclusion Support Team to support the planned expansion of its Outreach Service role.

The service has had significant involvement in the development of TLQ and, the Educational Psychology Service will now be involved in the analysis of the data. In addition to this, the Educational Psychology Service will be involved in the TLQ Train the Trainers programme to ensure that vulnerable groups can be specifically targeted to Close the Attainment Gap. Similarly, it is planned to develop the Educational Psychology Service numeracy research to focus on our most vulnerable learners by developing a research collaboration within the south west educational improvement collaborative.

Improvement in children and young people's health and wellbeing - The Educational Psychology Service focus within this priority has been on building capacity and early intervention. In partnership with the Inclusion Support Team, the Educational Psychology Service has developed the Better Relationships, Better Learning strategic drivers and implementation plan. There is a plan now for further engagement with Headteachers to develop a framework for Dumfries and Galloway.

The Educational Psychology Service has continued to contribute to the Health and Wellbeing Excellence & Equity Group agenda. There is a planned meeting with the current chair of that group to establish whether the Educational Psychology Service will have a role in supporting the Partnership for Children resilience project for primary schools. In the past year the Educational Psychology Service has had a significant role in the coaching/training of the Nurture Pathfinder implementation teams. This has involved setting up teams, creating the vision and data collection/analysis. This data will inform next steps and clarify the ongoing role for the Educational Psychology Service.

In partnership with CAMHS the Educational Psychology Service has used data to identify a need to develop multi-agency protocols around emotionally based non-attendance at school. A proposal is currently being developed for submission to CSEG to seek their support and backing to set up a SLWG to develop the protocols.

The Educational Psychology Service has continued to welcome discussions about health & wellbeing issues at the termly cluster group consultation sessions. We now need to ensure we are consistently recording the data from these discussions and measuring impact.

All educational psychologists have offered wellbeing support on an ongoing basis to individual school staff in the past year. Due to the confidential nature of this work it has been difficult to record outcomes but there is a need to start recording this support under general themes. Some educational psychologists have been involved in supporting whole school groups and have been able to evidence positive impact of this work. The Educational Psychology Service now represents Education on the Council Health & Wellbeing Group and will continue to undertake scoping and scanning activities to contribute further to mental health workstreams. Again, the primary focus in this area will be to continue with building capacity and promoting early intervention.

School Improvement: In the past year several of the team have contributed to School Collaborative Reviews at the request of the Quality Improvement Team. Verbal feedback has been that this contribution has been valued. There is a need to examine further the aspects of our contribution that have the greatest impact. It is the intention to also develop further a coach-consult model to support ongoing self-improvement in identified schools.

A pilot project is now underway where an educational psychologist is being funded by pupil equity funding to support a school with pupil equity funding implementation and evaluation. The educational psychologist has created an improvement plan in partnership with the school and this will be evaluated at the end of the project. The educational psychologist allocation model has continued to ensure that every school has a link educational psychologist to support school systems improvement work and to embed implementation theory. At present there are many examples of good practice but not yet consistency across schools. The Educational Psychology Service now accesses all attendance and exclusions data on a monthly basis. At present we are also gathering further school data e.g. FME, ASN, ASD to develop a more targeted focus for systems improvement work.

In the past year the Educational Psychology Service Improvement Priorities have been realigned to ensure that they are embedded and support the Annual Education Plan and Children's Services Plan priorities. Moving forward, these planning links will continue to be made explicit.

Teacher Professionalism: The Educational Psychology Service has continued to contribute to the agenda of the Children's Services Learning & Development Group in terms of identifying training needs and preparing materials. The Educational Psychology Service also contributes to the Professional Learning Group by providing consultation in relation to implementation science.

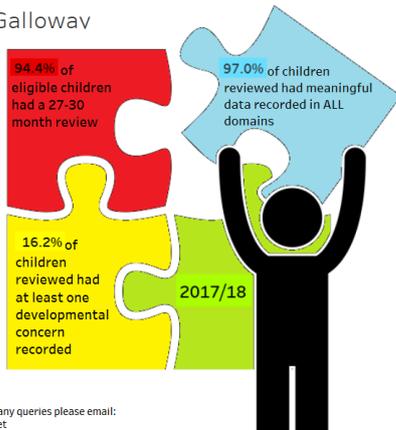
Performance: The Educational Psychology Service has further developed its role of supporting schools in interrogation of their data through systems work with the school's allocated psychologist and through group consultation. The next step is to ensure consistency of the educational psychology systems offer across schools and examine the group consultation data for emerging trends and themes.

In the past year the Educational Psychology Service has developed its consultation role with supporting learner's management team with regard to Improvement Methodology and clarifying the ASL Priorities. A draft Supporting Learners Plan is now in place.

Early Learning and Childcare

Children's experiences and development during their early years have an effect on their learning throughout their lives.

Dumfries & Galloway



To provide feedback or for any queries please email: NSS.isdchildhealth@nhs.net

The latest published [Child Health 27-30 Month Review Statistics](#) showed that the coverage of the review was **94.4%** (**93.1%** in the previous year) for Dumfries and Galloway in 2017/18 compared to **90.2%** (**89.5%** in the previous year) nationally.

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

Speech, language and communication continues to be the developmental domain where most concerns were identified. In Dumfries and Galloway **10.5%** (**14.9%** previous year) of children reviewed had a newly identified or previously known concern. National comparison is **10.7%**, (**13.1%** previous year). More detail can be found in the chart [appendix](#) showing reducing concerns for both males and females and Scottish Indices of Multiple Deprivation gap mainly reducing on the previous year.

1140 Expansion

The Scottish Government has committed to increasing the number of funded hours of early learning and childcare (ELC) through the near doubling of the funded entitlement from 600 to 1140 hours per year from August 2020 for all 3 and 4 year olds, and eligible 2 year olds. The aim is to provide high quality, flexible early learning and childcare that is accessible and affordable for families. The approach is 'provider neutral' and is underpinned by a National Standard that all settings will have to meet regardless of whether they are in the public, private or third sector or are childminders.

Dumfries and Galloway Council is committed to parental choice and a mixed economy of service provision while addressing best value and sustainability through rationalising and better managing capacity and investing in quality in planning for Early Learning and Childcare

The Council aims to:

- Provide flexible, accessible, affordable, quality services for families; Affordable, accessible and flexible Early Learning and Childcare is fundamental in supporting parents to work, train or study. Investment in Early Learning and Childcare also has key economic benefits; where subsidised childcare removes barriers to employment, this can help lift families out of poverty and help parents gain further skills, enhancing their employability and future earnings, as well as economy-wide productivity.
- Provide high quality stimulating physical environments, inside and out, which meet the needs of children, parents and communities. These are being developed taking account of best practice guidance and provided in locations identified through mapping existing facilities against capacity and demand and further informed by consultation.
- Provide a nurturing ethos which supports children's wellbeing, learning and development wherever the child accesses Early Learning and Childcare
- Ensure children are supported by a skilled qualified workforce.
- Ensure children benefit from getting the right support at the right time, working effectively with partner agencies to best support children's individual needs.
- Ensure effective partnerships with parents and carers to support children's learning and development.

Dumfries and Galloway has taken a phased approach to the expansion of Early Learning and Childcare and where possible has prioritised areas of deprivation to ensure that those families who stand to gain the most from the early access to these hours are able to do so.

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

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

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

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

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

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

Capital works have been completed at Gatehouse Primary School, Hecklegirth Primary School Nursery, Rephad Primary School Nursery and Troqueer Primary School Nursery, this sees the completion of the initial four projects. Scottish Government funding was identified for in preparation to meet the capacity demands of the expansion of Early Learning and Childcare. Collin Primary School Nursery and Langholm Primary School Nursery have also had some minor refurbishments.

Capital projects have also begun at Kirkcowan Primary School Nursery and are due to complete 3rd May 2019. Site works are imminent at Kelloholm Primary School Nursery, Minnigaff Community Nursery (Minnigaff Primary School), and Wigtown Primary School Nursery.

Project briefs are under development for four additional primary school nurseries with a further four projects in the design phase. A total of eight projects will be completed during financial year 2019/20.

Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Framework sets out the vision and priorities for Scottish Education. The NIF priorities complement the ongoing implementation of Getting it Right For Every Child (GIRFEC), Curriculum for Excellence (CFE) and Developing the Young Workforce (DYW) often referred to as the three “pillars” of Scottish Education.

Participation measure - The Opportunities for All (OfA) Annual Participation Measure identifies the participation status of the wider 16-19 cohort and can be used as an indicator of success for the youth guarantee partnership. The latest participation measure shows that 92.2% of our 16-19 year olds are participating in training, education employment, or personal development, compared to 91.8% nationally. The following chart shows 69% of our 16–19 year olds were in education as of August 2018 (school/college/higher education). This figure is similar to the results from 2016 and 2017.

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

Please note: figures are rounded to the nearest whole number

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

School Leaver Destinations In 2018 93.89% of leavers in Dumfries and Galloway achieved a positive destination. For the first time in 3 years, this was slightly below the figures for the virtual comparator (94.24%), the South West collaborative (94.17%) and the national average (94.39%). In 2016 and 2017 the numbers achieving a positive destination were around 94.6% - above the comparator figures for the virtual comparator, the collaborative and the national figure. [See graph/ table from Insight – Destination of Leavers.](#)

Where do our young people go?

Higher Education The percentage of young people entering higher education has steadily declined over the last 3 years from 39.48% in 2016 to 34.59% in 2018. In 2016, the proportion entering Higher Education was broadly in line with the virtual comparator, South West Improvement Collaborative and the national figure. However, by 2018 a clear gap is emerging. Nationally 41.16% of young people leaving school go on to access Higher Education, whereas in Dumfries and Galloway, 34.59% do so.

Further Education The percentage of young people entering further education has increased very slightly over the last three years with 30.26% entering Further Education in 2018. This is higher than the virtual comparator (27.84%) and the national figure (26.54%) but slightly lower than the South West collaborative (32.60%).

Employment The proportion of young people entering employment has risen slightly over the last 3 years from 23.41% in 2016 to 24.43% in 2018. The trend is consistently above the South West collaborative and the national figure and broadly in line with the virtual comparator.

Activity agreement In 2018 1.99% of leavers had an activity agreement – from 1.02% in 2016. This figure is broadly in line with comparators.

Not Known The figure has been increasing over the last 3 years from 0.34% to 1.92% in 2018. This figure has consistently been higher than all the comparator data we have.

Preparing young people for life, learning and work

In September 2018 a Senior Phase Operational Group was convened. The group is charged with ensuring that all young people in Dumfries and Galloway have access to a dynamic and progressive senior phase that will take cognisance of national guidance and emerging practice from around the country. The group is chaired by a secondary headteacher currently seconded to focus on senior phase provision. All sixteen secondary schools play an active part in this group and five meetings have taken place to date.

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

- a) extending the curriculum offer
- b) profiling skills, advice and support
- c) the need for proactive and effective partnerships and
- d) the need to revisit delivery approaches fit for the 21st century

Underpinning this work is a recognition that, for some young people, more targeted support is required to allow them to benefit from the opportunities available to them.

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

Dumfries and Galloway Employability Award - Our customised SQA accredited employability award prepares learners for sustained employment by supporting the development of workplace skills identified by employers as necessary to succeed in the workplace. The award is currently accredited at two levels (SCQF level 3 & 4) with an application in for approval to deliver at SCQF 5&6. In 2018/19, 49 young people are registered to complete the Award at Bronze and Silver levels in 8 of our schools. This includes 18 on the specialised Land Based version of the award. The award provides an SQA qualification, which young people can undertake as part of their senior phase, providing an opportunity to supplement classroom based qualifications with accredited work based learning and workplace core skills. This is achieved through extended work experience relevant to their chosen career pathway and is based on the skills framework.

Work based learning - The Employability and Skills Service manage a database of work experience opportunities available to schools throughout Dumfries and Galloway. Young people have read access to this database and school staff can book places using the system. Young people can also supply information on self-found placements and in both cases, pre-placements checks are undertaken by trained staff within the employability and skills team to ensure work experience placement have the correct risks assessments and insurance in place.

According to our records 133 young people have accessed work experience opportunities using this database so far in session 2018/19.

In addition, there are a number of local programmes tailored for specific sector for example :

- **So you want to be a doctor** This programme run annually by Employability and Skills and NHS gives pupils the opportunity to observe doctors and allied health professionals to gain an understanding of the duties and roles of doctors in various clinical settings within Dumfries and Galloway Royal Infirmary (DGRI). In 2017/19 20 S5 pupils were offered a 3 day long placement in DGRI. The process

of securing a place is competitive and was designed to ensure that fair access to work experience to those wishing to apply for medicine.

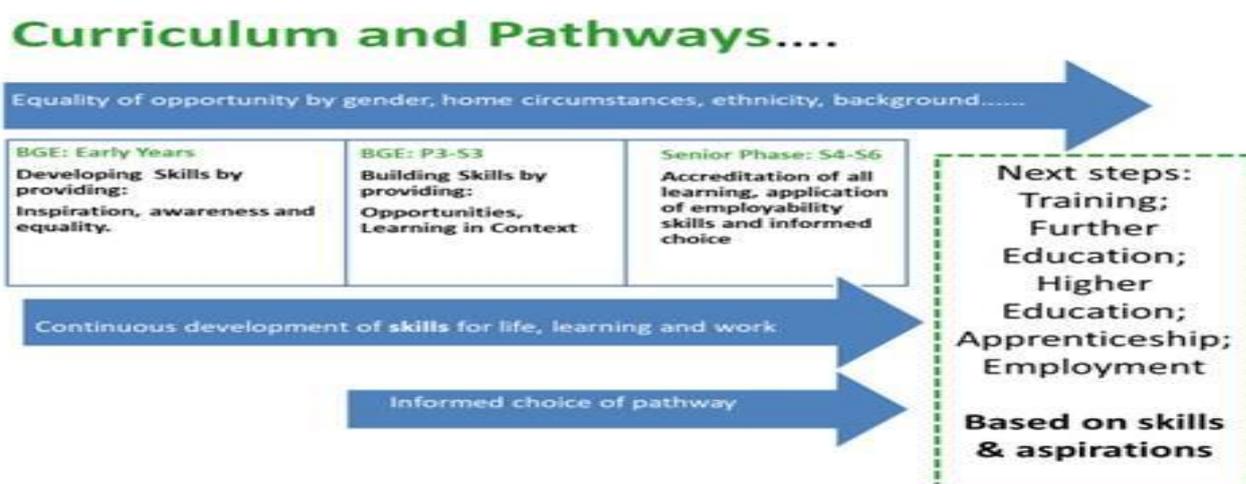
- **So you want to be a nurse** A work experience placement for one week in one of four localities: Annandale & Eskdale, Nithsdale, Stewartry and Wigtonshire was offered to schools for the first time in 2018/19. Applications were sought to provide 8 young people in each locality with the opportunity to spend time in various nursing and patient care settings. This was a very successful pilot and working in partnership with Employability and Skills, NHS hope to offer a similar programme in 2019/20.

Supporting pathways into local growth sectors - Partnership working between NFUS, SRUC Barony and local farmers facilitated by DG Councils' Employability & Skills has developed a pathway into the agriculture sector in Dumfries and Galloway, enabling young people to gain relevant experience and be aware of opportunities for progressive and well paid careers in the industry. Economically this is an important sector for us and annually there are a growing number of opportunities for young people to enter well paid, skilled careers.

Our tailored land based DG Employability Award has been delivered in partnership with SRUC Barony with 8 pupils completing during session 17/18. All 8 progressed to a positive destination, 6 to employment or further training in agriculture. 18 pupils from more schools are undertaking the award session 18/19. The pathway now includes SfW Rural Skills> DG Land Based Employability Award> Post School Pre Apprenticeship course > Modern Apprenticeship / FE/HE courses and a specialised Dairy Apprenticeship. This model of working, fostering sustainable and effective partnership working between education and our local economy could be used to develop similar pathways into other sectors important to our local economy therefore providing a range of opportunities for our young people. Discussions have already taken place for work with the Hospitality sector.

Recognising Skills and Achievements - A cross – sector short life working group has been reviewing, revising and updating the Local Authority Profiling Guidance to support schools and wider colleagues understand better how they recognise skills and achievements in children and young people. We are now moving away from the term profiling towards Recognising Skills and Achievements (RSA) in order to reflect the changing National and indeed International picture that surrounds, Skills, Achievements and Attainment. This policy is in draft, but the main components being further developed include: Planning; Tracking and Monitoring; Learner Conversations/Voice; Partnership Working and Living and Learning in a Digital Age. There remains a need to create an actual profile at transition points P7 and S3 and working with Skills Development Scotland (SDS) colleagues through this group, we will embed the use the My Wow Profiling tool.

Below: extract from the working draft.



Targeted Support – to ensure genuine opportunities for all - In addition to the strategies detailed above there is a need to ensure our most vulnerable young people and those with particular individual needs can access tailored programmes and interventions to support them make informed choices and secure positive pathways in to higher/further education, training or employment.

Particular focus is given to:

- care experienced young people
- young people with disabilities
- young carers
- young people at risk of entering or already in the criminal justice system

Employability Coordination Groups (ECG's) A policy has now been in place for three years to provide targeted support to ensure young people leave school with an appropriate offer of employment, education or training that they are likely to sustain. Key personnel from school, Skills Development Scotland and Employability and Skills Opportunities for All staff work together in each school to personalise the support needed for individuals at risk of not moving into a positive destination upon leaving school.

The policy has been endorsed by both the Education Department and Employability and Skills and meets the key objective in our DG Youth Guarantee which aims for 100% positive, sustained destinations for all school leavers. These core ECG's continue to successfully support young people in school at risk of not achieving a positive destination. Through this, Opportunities for All Link Workers (LW), working with key partners, have helped sustain the percentage of young people into a positive destination with 93.9% reported in the 2017/18 School leaver destination return (SLDR).

In each school, Core employability Coordination Groups (ECG's) meet regularly and are tasked with:

- developing a clear, consistent approach to Senior Phase transition by implementing mechanisms to ensure positive, sustained post school destinations for all
- using the SEEMIS Risk Matrix and other indicators to identify young people without a destination or in danger of not sustaining their chosen destination
- identifying goals and interventions to address barriers individuals may be facing
- working with wider partner agencies to avoid duplication and ensure provision of timely interventions to enable young people to progress along the Strategic Skills Pipeline into a sustained positive destination

Through this process we have recorded that 21 young people who were referred to Employability and Skills for assistance as potentially leaving without a positive destination managed, with our support to secure a positive destination in preparation for transitioning from school.

Activity Agreements - For 2018/19, 76 young people were signed up and supported by link workers using Scottish Government funding to deliver activity agreements which build skills and prepare young people to progress to a positive destination. This is a decrease of 22 from the previous year where 98 young people signed up. Employability and Skills produced guidance for schools to improve their understanding of the purpose of an activity agreement and who it would be beneficial for so we had fewer inappropriate referrals. At the current time 34 of those young people have moved on to positive destinations - 13 into employment, 11 into training and 10 into further education. Employability and Skills also provides aftercare support for up to six weeks to ensure these young people sustain this destination. 5 young people left early and currently 37 young people there are still working with.

Winter Leavers - In 2018/19 the Employability and Skills Service supported 20 young people as part of our winters' leavers offer. 7 of those young people moved directly into positive destinations and a further 9 are still with our service on activity agreements. We are working with partners to continue to support those who did not engage.

Project Search - This targeted programme offers a one-year internship for young people with disabilities or additional support needs in Dumfries & Galloway to progress from school to employment. The programme is delivered in partnership with Employability & Skills, D&G College, DG Enterprising Services and our local NHS. The programme is now in year four of delivery with increased partnership with the NHS.

Looked After Young People (LAYP) Policy funding for a specific programme that allowed looked after or care experienced young people to undertake six months work experience paid at the Living Wage has now ended. However Employability and Skills delivery has continued to support care experienced young people. In total Employability and Skills supported 34 young people with 19 moving directly into positive outcomes following our support.

A pilot is being undertaken working in partnership with children and families and education to improve the outcomes for looked after young people once they leave school. Two dedicated employment support workers are working with young people helping them build skills and move towards a positive destination. Part of the evaluation will include how services can work better together to ensure no young people miss out on the youth guarantee.

Youth Justice - The DG Employability Award will be offered to young people who are preparing to return to education, training or employment following a youth justice sentence/ community payback order or diversion program following an offence. The pre-work placement units (Preparing for Employment, Building Employability Skills and Responsibilities of Employment) will be offered in preparation for moving into work experience or volunteering when appropriate.

Planning for Your Future (PFYF) – Residential Programme and Study As the number of pupils remaining in school post 16 increases, it is recognised that exploring a range of pathways, including local provision and partnerships with local industry, could perhaps better meet the future needs of many young people – not least those who face a different set of challenges to most other youngsters. Raising the profile of what this region has to offer, both academically and vocationally, is essential to ensure that young people are fully aware of the opportunities available to them and that they are able to make informed decisions about their future. This is why we have developed the Planning For Your Future Residential Programme and Study, it embodies the ethos and of Developing the Young Workforce, Getting it Right for Every Child and Closing the Poverty related Attainment Gap.

Case Study – Planning for Your Future

2017 Cohort – current position of the 30-young people we had permission to continue to engage with (some of these are from a comparator study group, some who took part in the residential)

- 13 pupils are currently in S4
- 12 pupils are currently in S5
- 4 pupils are in Further Education
- 1 engaged with the Princes Trust

In the main, the 2017 cohort reported having learned how to develop personal attributes such as self-confidence through the new experiences and meeting new people. The changes in responses between the pre-residential and post-residential surveys indicated there was also an increase in understanding of the possibilities and pathways available to them.

When asked again in one-to-one interviews eight to ten months later, the things they reported having taken away from the residential matched those mentioned most in the post-residential surveys. They were still able to remember the activities they participated in, despite the time that had passed, and they talked about the positive experiences.

In focus groups, teachers commented on the confidence some participants showed that could be attributed to their residential experience. Tracking progress and achievement, attainment and preferred routes and occupations the 30-young people is ongoing, and the relevant findings and conclusions will be shared accordingly – although at this stage it is a largely positive picture.

2018 Cohort – how was it for them? In June 2018, the second Planning for the Future Residential was facilitated by the regional PFYF steering group. The residential itself was attended by 51 young people across almost all secondary schools who met criteria putting them at risk of not sustaining a positive destination.

To help young people understand the 'landscape' of support, a double sided, one-page flyer was prepared which provided information about local agencies, and the core support they could draw upon. It also showed the different career roles that they could be moving towards and the SCQF level of attainment required.

Key Driver of Improvement – School Leadership

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

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

There needs to be a focus and review of the leadership development opportunities on an annual basis using a range of self-evaluation strategies to ensure that there is a continuous and integrated leadership programme. Self-evaluation data and information from previous activity informed the provision and support offered through the leadership development opportunities at both a local and national level in session 2018/19.

Locally delivered Leadership Development Opportunities

In response to feedback from last year, a series of leadership and management development days have once again, been offered over the course of this session to meet the needs of current and aspiring school leaders within Dumfries and Galloway. Each of the workshops were offered across the region. Venues were arranged in response to geography of the delegates to ensure equity of opportunity. Recognising the need to meet the needs of aspiring and existing school leaders, workshops were delivered regardless of number of delegates and were delivered accordingly. The feedback from delegates who attended the wide range of workshops was evaluated positively in terms of quality of delivery, relevance of content, achieving course aims and meeting the overall needs of delegates who attended.

Introducing School Leadership

The Dumfries and Galloway Introducing School Leadership course is a key element of leadership development in Dumfries & Galloway and was accredited by SCEL in 2016. The target audience is predominantly un-promoted qualified teachers across all sectors who wish to develop their knowledge, understanding and skills in relation to school leadership. However, recognising the need to develop leadership capacity at all levels across Education Services, this year's cohort included un promoted post holders, promoted post holders and colleagues from the wider Education Services Team including Supporting Learners.

The programme is targeted towards those aspiring towards securing a promoted leadership position or further promotion within Education Services.

Over the last 10 years there continues to be a requirement for this programme which has seen an annual uptake of between 25-30 participants, a significant number of whom have since been promoted into senior leadership positions including Headteacher posts in Dumfries and Galloway and beyond. Participants on the programme consistently provide very positive feedback and evaluations in relation to the course content and delivery and the impact it has had on their confidence and capacity in relation to leadership of change, leadership of people and leadership of learning and teaching. Feedback from Headteachers who have teachers participating in the programme has also been very positive in relation to the development, capacity and confidence of their colleagues. Headteachers comment on the increased contribution and impact on aspects of their school and wider community due to their involvement on this programme.

Interim feedback received from line managers of this years' cohort shows evidence of increased confidence and leadership capacity of those participating on the course and highlights their increased and valuable contribution to and impact on school improvement.

Coaching and Mentoring

Education Services' strategic approach to Leadership Development is closely linked to the work of the Professional Learning Reference Group. In June 2018, in recognition of the increasing demands placed on teachers, the Professional Learning Reference Group identified a need to support staff in times of diminishing capacity. Embedding a Coaching and Mentoring approach to the work across was identified as a potential way of supporting staff in these times. It was recognised that Coaching and Mentoring had been adopted for many years, however, information available suggested that practice was inconsistent, and opportunities not available to all staff in all schools.

A Coaching Implementation Team was established with membership including leaders at all levels including teachers, senior school leaders, School Support Managers, Education Services Central Support for Learning Team members. This team produced a strategic plan to further develop a Coaching culture across Education Services.

Nationally delivered Leadership Development Opportunities

Developing Middle Leadership

There continues to be a need to increase the leadership development opportunities and support provided for Middle Leaders in schools across Dumfries and Galloway. The development of a partnership with University of Stirling, SCEL and the Scottish Government, enables the authority to secure and support places on a range of courses within the SCEL Middle Leadership Programme to meet the development needs of aspiring school leaders. Initial feedback from participants is that their experiences as participants on the middle leadership programmes have been extremely valuable and have had an impact on their thinking and practice. Increasingly, participants request funding to allow them to continue with their leadership development through the Middle Leadership Courses.

As well as offering and supporting colleagues in their participation of the traditional middle leadership courses already alluded to within this report, this year this has been extended to provide the opportunity for colleagues to apply for funding for courses out with the normal offering. By widening the choice of programmes to colleagues participating in learning and development opportunities has resulted in the learning and development needs of a wider range of aspiring leaders being met.

Improving and Supporting Existing/Aspiring Headteachers

Into Headship

Into Headship will be a requirement for new Headteachers across Scotland by 2020 and therefore, the authority continue to promote this qualification to colleagues across Dumfries and Galloway as appropriate. The number of aspiring leaders from schools participating on the Into Headship programme showed a gradual increase from three participants in 2015/16, four participants 2016/17 and eight participants in 2017/18. In 2018/19 fewer colleagues undertook the programme (three primary and two secondary teachers) however, the number who have applied to undertake the Into Headship Qualification in 2019/20 has increased to eight. If all Into Headship applications are endorsed this year, the total participants 2015-2019 will be, nineteen primary registered teachers and nine secondary registered teachers.

In Headship

The opportunity to participate in the In Headship programme is offered on an annual basis to Headteachers across Dumfries and Galloway who are within their first 2 years of their Headship. This programme is most valuable for newly appointed Headteachers as it provides them with the support they require in transitioning to their new school leadership role.

Take up for this programme across Dumfries and Galloways has been of a low level with one colleague participating in 2017/18, none in 2018/19 and two in the next academic year, 2019/20.

Those who have participated on this programme to date, indicated that their engagement on this programme further developed their role as a strategic leader within, across and beyond the school community.

Excellence in Headship

SCEL's Excellence in Headship programme was introduced in session 2017/18. The course was designed to support Headteachers who had been in post for two years or more to strengthen and expand their school leadership skills with a strong focus on delivering excellence and equity for all children and young people in Scotland. The programme design maps to the GTCS Standard for Headship and references a Model of Professional Learning to support self-evaluation and review.

In year one of the programme five of our Headteachers embarked on this programme (four from primary sector and one from secondary sector). In year two a further nine Headteachers were involved in the programme (seven primary Headteachers and two secondary Headteachers). This programme continues to receive excellent feedback from participants with regards to value, relevance, challenge and impact on thinking and practice. Dumfries and Galloway Education Services will continue to support the participation of Headteachers on this programme recognising the quality and impact of the programme on participants in relation to their strategic leadership.

Impact

With the increased commitment to, engagement in and emphasis on leadership development within Dumfries and Galloway over the last few years, there has been a continued focus on more rigorous evaluation of the impact of this work.

Planned evaluation of local and national leadership programmes has provided evidence of successful participation, completion and subsequent impact on school performance, outcomes for learners, recruitment and succession planning.

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

Empowerment Agenda

The Dumfries and Galloway Trainee Induction Programme, Introducing School Leadership Programme and Teaching Fellows are three examples included in a wide range of highly valued locally delivered professional learning and development activities which support the schools' empowerment agenda.

Development of secondment policy/ procedure across the South West Education Improvement Collaborative (SWEIC) to increase opportunities for staff and the collaborative approach being fostered across the collaboratives

The local authority Professional Reference Group, the Headteachers' Strategy Groups and other short-term working/focus groups allow colleagues from schools to contribute to and influence the approach to building and sustaining the capacity of our workforce in schools.

Key Drivers of Improvement - Teacher Professionalism

Early Phase

Dumfries and Galloway Council continues to have a strong commitment to teacher professionalism. At the Early Phase close working with the University of Glasgow (Crichton Campus) through a formalised partnership supports student teachers through Teaching Fellows. There is an annual refresh this group of staff, to ensure appropriate training is provided for new starts.

There is an effective local authority probationer professional learning programme which is continually evaluated to meet the needs of newly qualified teachers. The aim is to minimise the amount of time probationers spend out of school whilst ensuring key messages are shared. Due to continuing teacher shortages the local authority continue to request as many probationer teachers that there is capacity for. Almost all probationers achieve the Standard for Full Registration.

Professional Learning

Education Services actively encourage innovation and creativity in our workforce. Teachers are supported and encouraged to engage in a wide range of professional learning. These take the form of professional learning courses, authority priority days, building the curriculum groups, twilight sessions and engagement in a range of local and national events which contribute to teachers' Professional Learning (PL). The Local Negotiating Committee for Teachers (LNCT) has recently (2017) shown their commitment to PL by producing a strategy which demonstrates the inter-connectedness of PL, Professional Review & Development (PRD) and Professional Update (PU). The GTCS Professional Standards underpin teachers', Middle Leaders' and Headteachers' self-evaluation of their PL needs.

Local evidence suggests that: teachers are more engaged with professional learning and are using the General Teaching Council for Scotland (GTCS) Professional Standards to guide their professional learning; there is a greater willingness to try new approaches to professional learning; teachers are engaging in a range of professional learning opportunities, professional dialogue being highlighted as an important professional learning activity; there is a greater focus on the impact of professional learning on pupil outcomes.

Professional Review & Development (PRD) and Professional Update (PU)

Since August 2014, all teachers who are fully registered with the General Teaching Council Scotland (GTCS) are required to engage in Professional Update (PU). This aims to support career- long professional learning and thereby to promote the quality of teachers, the impact teachers have on children's learning, and the reputation of the teaching profession in Scotland.

The PU process is based on PL, using the GTCS Professional Standards and professional dialogue through PRD. This provides teachers, at all levels, with an opportunity to reflect on their practice and to consider how to improve their professional skills and knowledge.

Almost all practising teachers in Dumfries and Galloway, including those on supply, undertake PRD on an annual basis. The PRD process focuses on a teachers' current practice, their achievements of individual objectives and on areas of potential development. It sets new or revised objectives leading to each teacher undertaking a planned programme of continuous Professional Learning. A bank of middle leaders have agreed to undertake PRD for non-school based supply staff. This list is refreshed annually.

As part of the PU process, teachers are required to keep a record with evidence of and reflections on their PL which is confirmed by their line manager. This is recorded by GTCS as part of the PU processes every five years. Within Dumfries & Galloway online training is available for line managers undertaking PU with staff. Since its inception, Dumfries and Galloway has had almost 100% compliance with PU each year. The small numbers who do not comply are generally retired individuals who are given the option to complete their PU sign off or are removed from our supply teacher register.

Support for teachers

Dumfries and Galloway's suite of documentation, 'Supporting the Standards': 'Supporting the Standard for Provisional Registration' (in association with the University of Glasgow), 'Supporting the Standard for Full Registration' and; 'Supporting the Standard for Career-long Professional Learning' aim to support teachers identify their areas of strength and to support their professional learning pathways.

A role of the local authority has been to facilitate and provide professional learning opportunities for teaching staff. There is limited capacity to continue this role. The local authority must identify focused local authority objectives and support teachers' PL within this. Targets must be clearly identified, and evaluations should be reflected against these.

SCQF Level 11 Learning

Over recent years the Scottish Government has provided funding to enable teachers to undertake SCQF Level 11 professional learning. A significant number of teachers from Dumfries and Galloway have benefitted from undertaking additional study.

In session 2014/ 15, in partnership with the University of Glasgow (Crichton Campus), up to 20 teachers undertook a SCQF Level 11 research-based project (Advanced Practice in Education – Reflective Practice and Action Research). Four teachers were also seconded to undertake specific research in local authority priority areas (Teacher Researchers).

In session 2015/16 a further teacher was seconded to undertake a specific research project and many teachers undertook further aspects of the University of Glasgow's MSc in Advanced Practice in Education to include Advanced Research Methods. Dumfries and Galloway also invited teachers to bid for funding to support SCQF Level 11 learning which related to other school/ local authority priorities. Four teachers undertook this in 2016/17.

In 2016/17, Dumfries and Galloway, in partnership with the University of Glasgow, received further funding to support teachers to undertake aspects of the University of Glasgow's Advanced Practice in Education. Many teachers also continued their previous studies and obtained their master's qualification in the summer of 2017.

In 2017/18, Dumfries and Galloway Council, in partnership with the University of Glasgow (Crichton Campus) successfully bid for funding from the Scottish Government to support a further 10 teachers to undertake aspects of the MSc Advanced Practice in Education, selecting one or both of Reflective Practice and Advanced Research and/ or Leadership & Management. Five teachers were supported to undertake SCQF Level 11 study in areas including Professional Practice, Education Studies and Mental Health, some leading to a full Masters qualification. In response to emerging needs, Dumfries and Galloway, in partnership the University of Stirling, supported 9 teachers to undertake the Scottish College of Educational Leadership (SCEL) Middle Leadership Programme.

Continued support for SCQF Level 11 Funding from the Scottish Government has provided for the following in 2018/19. Fourteen teachers have undertaken at least one Module from the University of Glasgow's MSc Programme in at the following areas: Reflective Practice & Action Research; Working in an Inter-Agency Environment and Leadership & Management. Four teachers are now completing their MSC in Enhanced practice in Education at the University of Glasgow (Crichton Campus). We have also been able to support six teachers who have, in conjunction with the University of Stirling, Modules in the MSc in Coaching & Mentoring and two teachers are undertaking SCQF Level 11 studies of their own interest.

Inclusion Teachers continue to work closely with mainstream school staff to develop relationship-based approaches in schools. This includes using the **Better Relationships Better Learning** approach to encourage schools to adopt nurturing approaches, restorative practice and solution-oriented methodology in their practice. Over 10 pathfinder schools are using these approaches as part of Better Relationships Better Learning and all schools will be encouraged to take on these approaches in the future. A Relationships Framework is being developed that will outline authority expectations and ways in which schools can be supported to embrace positive relational approaches.

Child Protection Training: Half-day delivery of child protecting training to all Newly Qualified teachers continues to evaluate well. There is a three-year rolling programme of mandatory Specific Level training for all staff in schools. This has been reviewed to include;

- Female Genital Mutilation
- Radicalisation
- Child Sexual Exploitation
- Attachment and Nurture
- Adverse Childhood Experiences.

A new Training Strategy has been included in schools Safeguarding Folders to clarify:

- the various levels of training and the products which deliver these
- which members of staff require which level of training

Key Drivers of Improvement - School Improvement

Education Scotland Engagement - School Inspections

During the period 1 April 2018 and 31 March 2019, Education Scotland provided reports on the quality of education in a sample of schools across Dumfries and Galloway. The sample consisted of eleven schools - ten primaries and one secondary school. Education Scotland engaged one of the primary schools in a 'short model' two-day inspection, while the other nine primaries and the secondary school were engaged in full, standard inspections. Of the nine primary schools, five had a nursery class which was also inspected.

The schools were inspected against the national quality assurance and self-evaluation document '*How Good Is Our School? 4*' (HGIOS? 4). Where inspections involved the early learning and childcare setting / nursery class, the corresponding quality indicators in '*How Good is our Early Learning and Childcare?*' (HGIOELC?) were used in evaluation. A summary of inspection findings is charted below.

Standard Inspections (9 Primary Schools):

Quality Indicator	No of schools receiving evaluation of:			
	Very Good	Good	Satisfactory	Weak
1.3: Leadership of Change	3	3	2	1
2.3: Learning, Teaching and Assessment	1	4	4	
3.1: Ensuring Wellbeing, Equality and Inclusion	4	3	1	1
3.2: Raising Attainment and Achievement	1	4	3	1

Notes

For this sample of schools engaged in a full, standard inspection (1 April 18 to 31 March 2019)

- 67% were evaluated as 'Good' or better for leadership of change
- 55% were evaluated 'Good' or better for learning, teaching and assessment
- 78% were evaluated 'Good' or better for ensuring wellbeing, equality and inclusion and
- 55% were evaluated 'Good' or better for raising attainment and achievement.
- There were two follow-through inspections as an outcome of inspections during this period.

Standard Inspections (5 Nursery Classes):

Quality Indicator	No of nursery classes receiving evaluation of:			
	Very Good	Good	Satisfactory	Weak
1.3: Leadership of Change		3	2	
2.3: Learning, Teaching and Assessment		4		1
3.1: Ensuring Wellbeing, Equality and Inclusion	2	2		1
3.2: Raising Attainment and Achievement	1	2	2	

A. 'Short Model' Two-Day Inspection (1 Primary School):

Quality Indicator	No of schools receiving evaluation of:
	Good
2.3: Learning, Teaching and Assessment	1
3.2: Raising Attainment and Achievement	1

Of the total number primary schools inspected during session 2017/18 (10) :

- 60% were evaluated 'Good' or better for learning, teaching and assessment and
- 60% were evaluated 'Good' or better for raising attainment and achievement.

Overall this shows improved Education Scotland Primary school inspection outcomes over this period.

Standard Inspections (1 Secondary School):

Quality Indicator	No of schools receiving evaluation of:	
	Good	Satisfactory
1.3: Leadership of Change	1	
2.3: Learning, Teaching and Assessment		1
3.1: Ensuring Wellbeing, Equality and Inclusion		1
3.2: Raising Attainment and Achievement		1

There were no secondary school Education Scotland inspections last session to allow any comparison to be made.

Summary of Strengths and Areas for Improvement from Education Scotland Reports

QI 1.3 Leadership of Change

Strengths: The majority of schools and nursery classes in the sample were evaluated 'Good' or better. In these, Education Scotland commended the collective vision of management, staff, pupils and parents, which was significantly impacting on outcomes for children and young people. There was a clearer understanding of the social, economic and cultural contexts and sustained focus on developing and embedding the vision, values and aims. Inspectors noted the Headteacher's leadership and strong, collegial working with staff taking on collaborative roles. Positive relationships, strong pupil voice, sustained focus and continued commitment to improvement through a range of self-evaluative approaches were key features leading and driving effective change and improvement.

Areas for Improvement: In some schools in the sample, inspectors noted scope to improve the use of evidence from self-evaluation in prioritising areas for improvement. In these schools, it was identified that stronger strategic leadership and ensuring children, staff, parents and partners are fully involved in evaluating the work of the school would support continuous improvement. Increased and more active involvement of children and young people, parents and partners in agreeing the priorities and evaluating impact was recommended to ensure meaningful contributions to school improvement reporting and planning. Development of the leadership skills of all staff working with children to increase the pace and impact of change within the school was another aspect identified for improvement.

QI 2.3 Learning, Teaching and Assessment

Strengths: The majority of schools and nursery classes were evaluated 'Good of better. Education Scotland inspectors found positive relationships between staff and learners, and amongst learners, in these schools and early learning and childcare settings. The children and young people were found to be engaged and motivated in their learning, feeling supported and encouraged by staff. Children's use of digital technologies supported learning. Assessment and monitoring of progress was improving with the schools and nursery classes using a broader range of assessment evidence to evaluate progress. Inspectors also found internal and external moderation activities with increased use of the national benchmarks, which supported staff in making more reliable judgements about progress and achievement of Curriculum for Excellence (CfE) levels.

Areas for Improvement: Developing a shared understanding with all staff of what high-quality learning and teaching looks like was found to be a key area for improvement. Inspectors recommended building on the pockets of highly effective practice in schools to improve the quality of learning and teaching and to ensure consistency across all curricular areas. Improvement in pace and challenge in learning was found to be a generic area for improvement. Scope to improve children and young people's active engagement in planning and leading learning was also identified. In some schools in the sample, there was an identified need for teachers to take greater account of assessment evidence when planning learning and teaching, building on prior learning, ensuring differentiation and learning at the right level of difficulty to meet learning needs. Moderation to ensure increased validity and reliability of assessment information and in the quality of learning and teaching was identified as an area for improvement. Inspectors recommended that staff should continue to increase their own skills and knowledge to ensure they could be fully involved in moving the school forward.

Raising expectations of children as independent learners and developing their skills in knowing their strengths and what they need to do to improve were also deemed important aspects for improvement. In some nursery classes, inspectors identified scope for providing children with opportunities to lead their learning, taking account of their needs and interests. Additionally, in a few schools in the sample, focus was required to develop all children's skills for responsible citizenship. In some early learning and childcare settings, scope was identified to involve all nursery practitioners in self-evaluative activities to inform future improvements to teaching approaches and the curriculum.

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

Strengths: The majority of schools and nursery classes were evaluated 'Good of better. Strong focus on improving wellbeing and positive relationships within the school, with children feeling listened to, treated fairly and with respect was found to have significant impact on outcomes. In these schools, nurture approaches and developing children's emotional wellbeing made a positive difference on their behaviour and engagement in learning. Education Scotland inspectors found children were more aware of the wellbeing indicators and there were effective partnerships in place to support improving outcomes. Additional support needs were met well, supported by inclusive approaches. Focus on children's rights and good opportunities for them to learn about equalities, and to challenge discrimination, were found to be key features in inclusive environments.

Areas for Improvement: Ability to talk with increasing confidence about wellbeing and developing approaches to improving wellbeing were identified areas for improvement. Scope to increase learner participation, ensuring all children and young people are involved in decisions which may affect their lives and wellbeing, was also an identified aspect for improvement. Inspectors recommended focus on equality and inclusion through curriculum programmes. Approaches which promote wellbeing, inclusion and equality should ensure all young people are able to reflect on their learning, development and progress. In moving forward, scope was identified to develop a more integrated approach to supporting young people to learn and achieve, and in supporting all staff to recognise and better meet the needs of all learners. This should include an increased focus on children's rights and wellbeing to ensure all children's needs are met.

QI 3.2 Raising Attainment and Achievement

Strengths: The majority of schools and nursery classes were evaluated 'Good of better. In these settings, Education Scotland found reliable systems, using data for making judgements about children's achievement of CfE levels in literacy and numeracy. There was confidence in staff knowledge and understanding in identifying the poverty-related attainment gap, putting planned interventions in place and appropriate use of the Pupil Equity Fund. Achievements were recognised and celebrated both in and out of school.

Areas for Improvement: Use of data and tracking processes to ensure reliable teacher professional judgements was identified as an aspect for improvement in some schools in the sample. Inspectors made recommendations for improvement in attainment in literacy and numeracy at all stages, and for support to help children better understand the skills and attributes they are developing as a result of achievements, with links to the world of work. Better identification of outcomes and measures to evaluate the impact of approaches on closing the poverty-related attainment gap was identified for improvement. For some schools, scope was found to raise further children's attainment in literacy, develop a culture of reading for pleasure and enjoyment with more opportunities to write high quality pieces of writing across a range of real-life contexts. Inspectors also made recommendations to raise attainment and ensure that children make very good progress in numeracy and maths, through providing opportunities for them to apply their numeracy skills across all areas of their learning. Education Scotland inspectors recommended improvement to monitoring and tracking of all children's progress, including those with additional support needs across the nursery and the primary classes, to inform self-evaluation and further raise attainment and achievement.

Care Inspectorate Inspections

During the period 1 April 2018 and 31 March 2019, the quality of Early Learning and Childcare was inspected in 8 local authority nurseries, 13 private and voluntary providers and 8 childminders funded to deliver Early Learning and Childcare.

The table below shows the number of services providing funded Early Learning and Childcare in Dumfries and Galloway achieving Care Inspectorate quality evaluations of good or above across the four themes; Quality of Care and Support, Quality of Environment, Quality of Staffing and Quality of Management and Leadership. All providers will have to achieve evaluations of good or above by August 2020 to enable them to provide Early Learning and Childcare as part of the Scottish Government commitment to providing high quality, flexible early learning and childcare that is accessible and affordable for all families as set out in 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland Funding follows the Child and The National Standard for Early Learning and Childcare Providers: Principles and Practice 2018'

Care Inspectorate Grades for ALL funded Providers of ELC: Good or above					
		Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of management and Leadership
Local authority 44 settings	Nos	40	43	41	41
	%	91%	98%	93%	93%
Funded Providers 41 settings	Nos	40	40	38	40
	%	98%	98%	93%	98%
Childminders 38	Nos	37	38	37	37
	%	97%	100%	97%	97%

School Collaborative Reviews (1 April 2018 to 31 March 2019)

In school year 2018-19, the education authority prioritised strengthening strategic leadership to support and challenge schools' continuous improvement through a self-improving system of collaborative reviews, based on a validated self-evaluation model. The sample of nineteen schools, including stand-alone schools and partnerships across the region, worked collaboratively with the authority and partners. Review teams consisted of the school's senior management team, peer Headteacher/Depute Headteacher/Principal Teacher, authority officers and the school's educational psychologist – where appropriate. The teams worked closely with staff, pupils and parents throughout the two days of the review to evaluate the impact of the school's self-evaluation and practice, using the national document, 'How Good Is Our School? 4' quality indicators for learning, teaching and assessment and raising attainment and achievement. In the main, as a result of the review process, the school and education authority were able to agree features of practice and areas for improvement. The following common features of practice and areas for improvement were identified across the sample of schools:

Common Features of Practice: In general, in almost all the schools reviewed, the team found confident, well behaved, well-mannered children who demonstrated willingness and enthusiasm for their learning in a positive, supportive environment. In some of the early learning and childcare settings, learning environments were enabling, supporting children to make choices and be independent in their learning. It was found that the Senior Management Team knew their school/s well, through a range of self-evaluation approaches and a shared drive and commitment of staff to make improvements. In most of the schools and nurseries reviewed, staff were committed to achieve positive outcomes for children. In the main, across the nursery class and school, children were learning through a range of experiences, including some good use of digital technologies. There were effective transitions between Nursery and Primary 1 and between Primary 7 and Secondary in almost all the reviewed schools and nursery classes.

Areas for Improvement: Review teams found scope for increased collaborative working amongst staff to ensure children experience consistently high-quality, well-paced approaches to learning, teaching and assessment across the school and nursery. In general, in some schools reviewed, more consistent use and quality of learning intentions and success criteria are required, with scope to further develop the use of higher order thinking skills and questioning techniques across the school and nursery class. Reviewers found that

in some classrooms, the pace of learning requires be addressed, learners should be involved in planning and leading learning, children involved in setting learning targets with ability to talk about these and next steps in learning to ensure that their needs are being met. Making links between learning and relevance of skills for learning, life and work were identified aspects for improvement in some of the schools reviewed.

Review teams made recommendations for some nursery classes to provide more opportunities for children to further explore natural environments and open-ended play.

Through the collaborative review process, school management and review teams identified scope to refine the use assessment data, including monitoring and tracking children's progress, to inform well planned learning and teaching opportunities. Additionally, scope was identified to use data about progress and achievement more strategically to raise attainment for all learners, further developing approaches in the use of data, assessment, quality assurance and moderation to ensure teachers' professional judgements accurately reflect learners progress through Curriculum for Excellence levels.

Evidence of Impact

- The validated self-evaluation model of school collaborative reviews is generating valid qualitative evidence of progress in improving learning, teaching and assessment – at school and authority level.
- The review process is generating robust qualitative evidence of the impact of schools' work to raise attainment and achievement.
- The collaborative review process is strengthening and empowering strategic leadership to support and challenge schools' continuous improvement.

Improvement Methodology (April 2018 – March 19)

A new group of fourteen primary and secondary teachers was supported to develop their knowledge, understanding and use of improvement methodology to effectively plan, carry out and measure the impact of changes on outcomes for children and young people. They were supported – and challenged - in taking forward a class / school project linked to a priority in the school improvement plan through the education authority's improvement approach focussed in-depth learning programme, which was delivered by in partnership with the Scottish Government's Improvement Adviser. Ten Early Learning and Child Care Senior Practitioners also engaged in focussed projects supported by the Improvement Adviser.

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

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

Evidence of Impact

Schools that consistently use improvement methodology are able to / continue to:

- put in place interventions and responses, informed by data analysis;
- provide robust evidence of impact for almost all identified individuals and learning groups;
- increase levels of learner motivation and engagement, resulting in raised attainment and achievement for individual children, targeted learning groups and classes;
- foster teacher reflection, collaboration and professional dialogue focussed on learning and teaching;
- implement change with increasing confidence.

School Improvement Reporting - Including Use of Pupil Equity Funding (18-19)

Schools continued to engage in self-evaluative approaches to report on the previous year's priorities and to inform next steps for improvement, supported by revised and streamlined '*Guidance for Headteachers*' - shaped in conjunction with Headteacher Strategy Group representatives. Officers continued to support and challenge school improvement through professional dialogue, using the national document, '*How Good Is Our School? 4*' quality indicators, particularly leadership of change and raising attainment and achievement. '*How Good Is Our Early Learning and Childcare*' supported the dialogue around securing children's progress in nursery classes. Focus was maintained on the use of Pupil Equity Funding to improve outcomes for disadvantaged learners. All schools were required to rationalise the planned use of Pupil Equity Funding (PEF). Some schools' PEF plans included clear outcome measures.

In the main, improvement priorities and PEF interventions focussed on raising attainment in reading, writing and maths and wellbeing, pertinent to schools' identified areas for improvement. Wellbeing was a key area for focus as a precursor to improving the poverty-related attainment gap. Pupil equity funded 'Nurture' approaches and 'Emotion Works' were interventions put in place in several schools. Increasingly, the following PEF interventions were directed at closing the poverty -related attainment gap in:

- **Literacy:** Talking, Listening and Questioning; Closing the Literacy Gap; Accelerated Reader
- **Numeracy and Maths:** Developing Number Knowledge

Provision of In-School Family Engagement / GIRFEC Officers (funded by PEF)

- In a few schools, this approach facilitated early intervention and prevention.
- In schools where a Family Engagement / GIRFEC Officer was put in place, this helped to develop positive relationships, providing a link between home and school.
- The Family Engagement / GIRFEC Officer was effective in increasing parental and family engagement with their child's learning.

Evidence of Impact of School Improvement Reporting, Planning and Use of PEF

- Overall improvement in the quality of school improvement reports and plans. Increasingly, more evaluative language is a feature of school improvement reports. Several schools' improvement reports demonstrate measurement of impact and value added, and plans include measurable outcomes.
- Increasingly, schools are providing more focused reporting on - and planning for - the use of PEF to improve outcomes for children and young people.
- Increasing capacity of staff to use data effectively to identify gaps and measure the impact of interventions to improve outcomes for children and young people.
- School improvement reports evidence an increasing focus on developing shared understanding of standards and expectations.
- School improvement reports show increased use of national Curriculum for Excellence benchmarks.

Science, Technology, Engineering & Mathematics (STEM)

Dumfries & Galloway have 2.0fte RAiSE (Raising Aspirations in STEM Education Teachers), funded jointly by Education Scotland, Scottish Government, The Wood Foundation and Dumfries & Galloway Council. The RAiSE team work to support the aspirations of the National STEM Education and Training Strategy, and the local RAiSE Plan. The team now have a well-established network of STEM contacts across Dumfries & Galloway, both within our own Early Years, Primary and Secondary establishments and across a large number of both local and national partners.

The RAiSE Team have delivered 119 career-long professional learning (CLPL) sessions, to well over 1000 practitioners. Of the evaluations collated at local authority level 92% of respondents rated the CLPL experiences as very good or excellent. In terms of improved confidence in planning and delivering high quality STEM experiences 57% reported to a great extent, and a further 34% to some extent. Asked if the

events have improved knowledge and skills about STEM content 48% reported to a great extent, and a further 43% to some extent.

Over 4,038 practitioners, student teachers, learners and their parents have engaged in RAiSE STEM related inputs. The RAiSE team have engaged, in some format, with all 98 Primary Schools, all 16 Secondary Schools, all 45 local authority nurseries and 38 out of the 44 partner provider nurseries across Dumfries & Galloway.

Anecdotally there is good deal of evidence from talking with classroom practitioners and Head Teachers that the RAiSE team are making a difference within STEM. Quotes received in evaluations include: "I consider myself a total technophobe, but your enthusiasm makes me feel like I can do this" *Early years practitioner*; "Don't know where we'd be without our RAiSE team." *Primary practitioner*; "This was an unexpected gem!" *Primary Head Teacher*", I have to tell you of the utter delight my son has feedback at making use of the green screen technology in his primary school. He was looking forward to it for weeks and you did not disappoint. You were name checked at the dinner table! Thank you for further stoking his interest in technology..." *Parent*

The local authority STEM Strategy Partnership Group continues to meet on a regular basis. This group includes representation from Education Services Management Team, local colleges and universities, from our DYW (Developing Young Workforce), SDS (Skills Development Scotland) and Dumfries & Galloway Chamber colleagues as well as from partners in lifelong learning. The group, and an identified sub group have been meeting termly to draft a local D&G STEM Strategy and associated action plan. This group has now taken on the role of the College STEM Hub Group and is making good progress is promoting and developing joint working within and across the above organisations.

The RAiSE team have developed a clear communication strategy in line with local authority procedures. Under the title 'Full STEM Ahead' the team have developed a yammer page, a glow blog, and a monthly newsletter. Membership of the Yammer group has now risen to over 270 members and this page is now a place not only for the RAiSE team but also practitioners to share ideas and learning from their playrooms and classrooms.

The RAiSE team have worked with a number of colleagues and schools across the local authority to support work on the National BGE Resource Guide, taking identified Curriculum for Excellence Experiences & Outcomes and developing these lines of progression with associated resources. Colleagues have also been involved in the quality assurance and moderation of this work before publication nationally.

The RAiSE team have completed surveys where practitioners were asked to identify levels of confidence within the Science, Technology and Maths Organisers. These highlighted a number of areas where support from the RAiSE team would be valued. These included Vibrations & Waves, Inheritance, Chemical Changes, Scientific Skills, Computing Science, Applications of Engineering and Food & Textile Technologies. Each of these areas have been address by the RAiSE team CLPL offer, and support visits to schools during this school session

The RAiSE team, working with the Institute of Physics Gender Balance Programme have developed a series of 'training packs' to support gender work in early years, primary and secondary schools. This training has been part of the CLPL offer this session and has been delivered to individual schools and clusters. To date over 94 practitioners from 40 establishments have engaged in training which raises awareness of gender and stereotypes.

CLPL opportunities have been offered, covering all four geographical areas of Dumfries & Galloway. These have included the themes inheritance, coding, green screen, gender, sound, electricity, Sub-sea UK, textiles technology, robotics, micro: bit, computer-aided design, outdoor literacy, engineering, computational thinking, astrobiology & science skills. The RAiSE team have also been asked to develop further bespoke training for individual schools or clusters. This has included exploring the technologies curriculum, moving forward with STEM, Green Screen, Digital Literacy, Digital Schools Awards, Improving Gender Balance, Computer Aided Design and 3D printing.

Case Study

Three clusters have participated in the SSERC (Scottish Schools Education Research Centre) Primary Cluster Programme this session. The Stewartry area contains three clusters which represent 4 secondary schools and 18 primary schools. The RAiSE team continue to support these clusters in the SSERC Primary Cluster Programme as they move into the Sustain & Extend Phase. Examples of supported work here include delivery of face to face SSERC Meets, discussions re procurement of resources (both via Edina Trust funding & additional sources) and also supporting colleagues to disseminate information wider across schools and clusters.

Opportunities for Citizen Science have developed over this session with eleven schools from Stranraer Cluster and two from Kirkcudbright have recently engaged with the outreach work of the University West Scotland BREATH project. This work has been presented both nationally and internationally and are currently planning for a further 11 schools to engage in this work. Earlier this term Penninghame & St Ninian's RC Primaries engage in some filming with this project to further highlight the work of the project and the involvement of Dumfries & Galloway schools.

Working alongside DYW partners the RAISE team have provided support to 'The Big Bang' and other school & cluster projects including First Lego League Junior (Lego WeDo) and Primary Engineers.

1 + 2 Language Approach

Children, Young People and Lifelong Learning, Dumfries and Galloway Council is good making progress implementing the Scottish Government's language learning policy, 'the 1 + 2 Approach', which aims to "create the conditions in which every child will learn two languages in addition to their mother tongue" by August 2021. The national expectation is that children and young people will engage with the L2 from P1 to S3, and the L3 from P5 to S3. To take forward the approach in Dumfries and Galloway, the education authority policy and implementation plan was revised, resulting in the "Learning and Teaching Modern Languages in Dumfries and Galloway (2018)", which includes an overview of agreed strategies and actions. The strategic overview is appended.

There was a 100% response rate from schools (primary, secondary and special school) to the Local Authority 1 + 2 Languages 2019 survey carried out in February / March 2019. The survey elicited the information in the two tables which follow:

A. Progress Implementing L2 in Dumfries and Galloway

	Primary Schools (N = 100)	Secondary Schools (N = 16)	Special Schools (N = 1)
On target	94 (94%)	12 (75%)	1 (100%)
Making Progress Towards Target	3 (3%)	4 (25%)	-
Major Challenges Implementing the L2	3 (3%)	-	-

Notes

- The L2 is French in all primary schools.
- The L2 is French in 15 secondary schools and German in 1.
- Competing priorities and teachers not sufficiently trained were noted as challenges in implementing the L2 in the primary sector, whilst secondaries noted competing priorities, timetabling and staff availability.
- The authority's expectation is that the L2 will be fully implemented in all Dumfries and Galloway Schools by June 2020.

B. Progress Implementing L3 in Dumfries and Galloway

	Primary Schools (N = 100)	Secondary Schools (N = 16)	Special Schools (N = 1)
On target	43 (43%)	8 (50%)	-
Making Progress Towards Target	19 (19%)	5 (31.2%)	-
Major Challenges Implementing the L3	38 (38%)	3 (18.8%)	1 (100%)

Notes

- The L3 is Spanish in 77 primary schools, German in 4. Nineteen primary schools have no L3 in place.
- The L3 is Spanish in 10 secondary schools, German in 2, French in 1 and Mandarin in 1. Two secondary schools have no L3 in place.
- Competing priorities and teachers not sufficiently trained were noted as challenges in implementing the L3 in the primary sector, whilst secondaries noted competing priorities, timetabling and staff expertise and availability. The special school noted competing priorities as the challenge implementing the L3.
- The authority's expectation is that the L3 will be fully implemented in all Dumfries and Galloway Schools by June 2021.

Evidence of Impact

- Increasingly, feeder primaries and their associated secondary are agreeing a cluster approach to the L2 and L3.
- EA Teacher of Modern Languages / Class Teacher team teaching arrangement for French is building teacher capacity to deliver the language in targeted schools.
- Engagement of primary and secondary teachers with the Open University/Scotland's National Centre for Languages Course: Spanish / French. One representative from each of 9 participating schools.
- Primary teachers from 10 schools involved in the British Council Erasmus + Learning Mobility: Dumfries and Galloway / Nancy-Metz Partnership.
- Schools are making meaningful connections and as a result, learners are experiencing a diverse range of cultures through languages, internationalism and sustainability.
- Some schools are sustaining well the partnerships built through British Council funded Erasmus + projects.
- Schools are beginning to report stronger relationships with families with English as a second language through their assistance in supporting, and in a few instances, delivering aspects of language learning.

Key Drivers of Improvement - Parental Engagement

Parental Engagement and Involvement - In April 2018 Education Support Services identified an officer to undertake work to support Parental Involvement and Engagement. Parental Engagement and Involvement (PIE) sits within the Education Support Services team.

Core activities for parents include:

1. Support for Parent Councils
2. Partnership working with Dumfries and Galloway Parent/Carer Council Forum
3. Parental Involvement and Engagement – National Improvement Framework (NIF) AND Learning Together Scottish Governments Action Plan 2018-2021
4. Communications with Parents – How we communicate
5. School Handbooks
6. Policy, template and guidance documents

Support for Parent Councils: CONNECT - Education Support Services as of 18/19 established regional membership with Connect <https://www.connect.scot/>. Connect is a trading name of Scottish Parent Teacher Council, a Scottish charity funded mostly by membership.

As part of the membership all Parent Councils, Authority Staff and Headteachers can now access a range of advice over the phone, support via printed leaflets, online training and have in place insurance cover for Parent Council events in our schools. The cost of this paid directly by the Authority from monies allocated to support Parent Councils. The officer with responsibility for Parental Involvement and Engagement liaises with all existing parent council once a term with information to support their work as parent councils.

Dumfries and Galloway Parent/Carer Council Forum (DGPCF) - Education Support Services also work closely with Dumfries and Galloway Parent Council Forum (DCPCF), the independent voice for Parent Councils with representatives from across Dumfries and Galloway. The Authority continue to work closely with DGPCF and use this forum to consult on all policy and planning items linked to Parent Councils. The Chair of DGPCF also continues to meet with the Head of Education as an established protocol to report back to parents. A member of the DGPCF is also a representative for the D&G for the National Parent Forum of Scotland and attends meetings once a term to share best practice and gather national information.

Volunteer Policy:

Dumfries and Galloway School's Volunteer Policy is currently being revised in line with the council's new Volunteer Strategy. Dumfries and Galloway Parent/Carer Forum have been a valued part of the consultation process.

Scottish Governments 'Learning Together' Action Plan - In August 2018 the Scottish Government Shared Learning Together Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021. The plan sets out a vision for parental involvement and engagement for the next three years. It covers the journey that a child takes from pre-birth to age 18. It takes account of the national and international evidence base as well as policy and practice expertise across the Scottish education system. It contains 13 goals and 52 national actions for the Scottish Government, Local Authorities, Schools and Parent Councils. *This plan is reflected in the National Improvement Framework targets and actions.*

The action plan includes a commitment to ensure that headteachers work collaboratively with their Parent Council, wider parent forum and school community on substantive matters of school policy and improvement, based on the principle of co-production. As part of the national action plan, all local authorities across Scotland agreed to the following key items:

- Local Authorities will seek to ensure that parental involvement officers are identified in every local authority, either as dedicated roles or as part of a wider role.

- The officers will aim to take forward parental involvement and engagement in an effective and co-ordinated way across the local authority.
- They will have an opportunity to contribute to broader local authority guidance, plans and activities relating to parental involvement, parental engagement and family learning.
- They will promote parental involvement and engagement and family learning through multiagency meetings and work in partnership with the local National Parent Forum of Scotland representative and other parents.

Dumfries and Galloway have undertaken all above in their current planning

Appendix 1 – Summary of Evidence for Key Priorities and Drivers

Priorities	Key Strengths	Aspects for Development - planning for improvement
<p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>EPS - Key focus on building capacity and early intervention has been established through the following:-</p> <ul style="list-style-type: none"> • Every locality now has a termly literacy forum • Every cluster has a termly group consultation forum • The EPS L&T group has completed a literature review on effective numeracy pedagogy • Numeracy research by the EPS L&T group on primary 1 pupils regarding targeted support and effective teaching approaches • Links formed by the EPS with University of Glasgow to develop a collaborative relationship to support local research and development • EPS contribution to the planning and actions of the literacy/numeracy Excellence & Equity Groups <p>Staff in two local authority nursery classes have increased their skills to encourage parents to support the literacy and language development of the youngest children through the Words Together programme using Improvement methodology this continues to be supported by Scottish Government Improvement Adviser.</p> <p>In 2018/19 1273 ELC children received Play@Home and Bookbug resources to promote early literacy skills in the home.</p> <p>Local authority involvement in communication champion training which recognises learning and development at Universal Level on the 'Speech, Language and Communication Competencies Framework'. All Scottish Government funded Early Learning and Childcare Senior Practitioners have been trained as Communication Champions and to deliver TLQ.</p> <p>SWEIC Early Years event has been successfully delivered to share effective practice across the collaborative with regard to supporting children's early communication and literacy skills.</p>	<p>EPS - Continued focus on building capacity and early intervention through:-</p> <ul style="list-style-type: none"> • Analysis of TLQ data • Achieving consistency of practice across the literacy forums through moving to PT ASL ownership • Evaluating the impact of the literacy forum and group consultation on literacy/numeracy outcomes for young people • Publishing numeracy literature review • Developing collaborative relationship with University of Glasgow and evidencing Added Value of this approach • Seeking further opportunities to contribute to Professional Learning of relevant groups • Evaluating the contributions of the EPS to the Excellence & Equity Groups <p>Continue to apply improvement methodology to gather and use data effectively to scale up Words Together as an early intervention</p> <p>Continue to work in partnership with SALT to support TLQ programme</p> <p>Continue to work with partner agencies to deliver training to support the youngest children with a focus on developing communication and early language skills</p> <p>Continue to develop early years pedagogy and effective approaches to learning through play to ensure effective transitions from Early Learning and Childcare into primary</p> <p>Continue to develop Developing Number Knowledge resource to support children's early numeracy skills</p> <p>Continue to develop clear procedures for communication, tracking and monitoring the work of the Inclusion Team</p> <p>Continue to work in partnership with SALT to support Literacy programmes. Continue to work in partnership with Supporting Learners and Educational Psychology to develop effective numeracy interventions.</p>

Priorities	Key Strengths	Aspects for Development - planning for improvement
	<p>Improved collaborative working between the Inclusion Team and schools, focusing on literacy, numeracy and health and wellbeing curriculum for pupils outwith mainstream</p> <p>New LAC Education Team using data to target literacy and numeracy interventions at those pupils at risk of underperforming</p> <p>Spread of interventions which have had a significant, positive impact on learners' achievement of Curriculum for Excellence levels in Reading, Writing, Listening and Talking and Numeracy.</p> <p>Excellence and Equity Literacy and Numeracy Groups have identified key themes to raise attainment in Literacy and Numeracy.</p> <p>Revision of Literacy and Numeracy Strategy & Action Plans in line with SWEIC Plan.</p> <p>Identification and sharing of key pedagogical themes to support raising attainment in numeracy.</p> <p>Improvement methodology used to target attainment gaps effectively by scaling up Closing the Literacy Gap, Talking Listening Questioning and Words Together as interventions</p> <p>The use of BGE Benchmarking Toolkit to support collaboration between families of schools</p>	<p>Develop Intervention Flowchart to support Class Teacher and SMT to select the most effective intervention for individual needs</p> <p>Secondary and Primary Reading and Writing attainment gaps to be identified through a range of data by Literacy Excellence and Equity sub-groups and evidence based interventions researched and piloted</p> <p>Continue work through SWEIC on schools collaborating in families and sharing practice to raise attainment</p>
<p>Closing the attainment gap between the most and the least disadvantaged children</p>	<p>Increasing capacity of staff to use data effectively to identify gaps and measure the impact of interventions to improve outcomes for children and young people.</p> <p>An increased understanding of cohort of pupils with attendance below 60%</p> <p>Launch of multi – agency Sexual Exploitation Risk Assessment Framework</p>	<p>Develop management and staff capacity to use the measures and sub-measures outlined in the NIF to provide robust evidence of impact, particularly for PEF interventions.</p> <p>A more targeted approach is taken by Supporting Learners Service in identifying, escalating and addressing low attendance.</p> <p>A single agency Standing Group is formed to take forward findings and monitor progress.</p> <p>A multi-agency reference group is convened to discuss strategic approaches to improving attendance</p>

Priorities	Key Strengths	Aspects for Development - planning for improvement
	<p>Education Psychology Service Prioritisation by the EPS of the needs of Vulnerable Groups</p> <ul style="list-style-type: none"> • The DPEP has set up and leads a weekly RfA moderation panel to prioritize requests for assistance for care experienced young people; those young people at risk of exclusion/poor attendance; and those young people with very complex needs. We are now averaging 16.5% of our cases being Care Experienced. • Monthly exclusion/attendance data is now analyzed by the PEP to identify individual young people at risk of exclusion/poor attendance and to flag up particular schools that may require support • Early intervention • Un-named cases/issues have been discussed at the cluster EPS group consultation sessions to encourage early intervention. • EPS have developed materials at the request of the Trainee Induction Officer and present yearly to the NQTs on “Meeting Learners’ Needs” and overcoming barriers at an early stage <p>Building capacity</p> <ul style="list-style-type: none"> • PEP has formed and is co-chair of the multiagency LAC Raising Attainment Group which has developed an improvement focus to raise the attainment of Care Experienced young people and improve sustained positive school leaver destinations • EPS care experienced priorities have been embedded within LAC Raising Attainment Group and Corporate Parenting Group action plans • Numeracy with Nurture training has been delivered by the EPS L&T group to over 150 Education staff • Research knowledge and good practice has been shared by the EPS L&T group through newsletters, 2 national conferences, and twilight sessions • Monthly EPS consultation to Kinship/Fostering/Permanence Panels • Professional supervision by EP of play therapy practitioners 	<p>Obtain overview of use through collation of Child Protection Overview Sheets 2019 and 2020</p> <p>Staff Development in the principles of Signs of Safety</p> <p>Education Psychology Service Prioritisation</p> <ul style="list-style-type: none"> • Refine and continue our use of RfA data for planning and ensuring we are prioritizing the most vulnerable young people • Develop improved mechanisms to respond to monthly exclusions/attendance data <p>Early Intervention</p> <ul style="list-style-type: none"> • Refine our group consultation data collection to be able to evidence early intervention and impact on outcomes for our most vulnerable young people • Seek and record written feedback from NQTs <p>Building Capacity</p> <ul style="list-style-type: none"> • Complete needs analysis of LAC Champions (including views of care experienced young people) • Develop and evaluate EPS role in building capacity of LAC champions • Evaluate impact of Numeracy with Nurture training • Continue to produce quarterly Numeracy newsletter and evaluate impact • Evaluate impact of EP contribution at Kinship /Fostering /Permanence Panels • Evaluate impact of Play Therapist Supervision • Evaluate impact of Attachment; the Brain; Stress; and Trauma training • Evaluate the effectiveness of RPG/DPG placements • Develop systems and a framework for use of VIG/VERP as a Service tool, including project with the Care Experienced Education Team • As part of Bereavement SLWG develop and share a framework and resources for use by school staff

Priorities	Key Strengths	Aspects for Development - planning for improvement
	<p>who work with some of our most vulnerable young people</p> <ul style="list-style-type: none"> • Training delivered by EPS HWB group on Attachment; the Brain; Stress; and Trauma. • All EPs now monitor the progress and outcomes of young people in Residential Settings and Private Day Education placements and report on this monthly to the RPG/DPG groups. Every young person on the RPG/DPG lists now has an identified EP • All EPs have completed accredited initial training to use VIG and VERP and are starting to use it to support practitioners to meet the needs of vulnerable groups • EPS has supported several schools following bereavements, particularly affecting our already vulnerable young people • EPS has set up a SLWG to develop a framework and resources for schools to use following bereavements • EPS HWB group is currently supporting the newly formed Care Experienced Education Team and helping them identify training needs • EPS Communication & Engagement group provided research consultancy to the Child Sexual Exploitation group • EPS HWB group provided implementation consultation and training to support the launch of the Inclusion Support Team <p>Research</p> <ul style="list-style-type: none"> • Research completed by the EPS L&T group on numeracy attainment gap on entry to school and approaches which support closing the gap <p>10 Scottish government additional graduates, Early Learning and Childcare Senior Practitioners are in post in areas of deprivation to work directly with children and families to support learning and development to close the attainment gap.</p> <p>All Scottish Government funded Early Learning and Childcare Senior Practitioners have been trained to deliver Peers Early Education Partnership (PEEP) an early learning intervention which aims to contribute towards improving the life chances of children and support family learning and engagement in children's learning and development</p>	<ul style="list-style-type: none"> • Evaluate impact of EPS support to schools following bereavements • Complete development of Train the Trainers for TLQ to build substantially in Closing the Gap in literacy • Develop and evaluate the impact of an ongoing consultation model with Care Experienced Education team. • Embed the EPS Communication & Engagement Group priorities and actions into the EPS L&T/HWB groups and whole Service approach to Closing the Attainment Gap • Develop and evaluate EPS consultation/training role with IST to support expansion of their Outreach Service role <p>Research</p> <p>Publish full numeracy research review</p> <p>Develop EPS research collaboration within SWEIC to support the priorities of the SWEIC plan</p> <p>Continue to support learning and development of children in areas of multiple deprivation to close the attainment gap</p> <p>Fully implement PEEP programme across the ten nurseries which are supported by an Early Learning and Childcare Senior Practitioner</p> <p>Deliver phase three of the implementation of 1140 hours August 2019</p> <p>Continue to develop information and simplify application processes to continue to increase the uptake of funded ELC for eligible two year olds.</p> <p>Develop management and staff capacity to use the measures and sub-measures outlined in the NIF to provide robust evidence of impact, particularly for PEF interventions.</p> <p>Review the exclusions policy</p>

Priorities	Key Strengths	Aspects for Development - planning for improvement
	<p>Children are benefitting from early access to 1140 hours ELC through early phasing of the programme, focusing on areas of multiple deprivation. Phase one and two have successfully been delivered.</p> <p>Currently 242 eligible two year old children are in receipt of funded ELC which equates to 61% of the eligible cohort</p> <p>Increasing capacity of staff to use data effectively to identify gaps and measure the impact of interventions to improve outcomes for children and young people.</p> <p>Clear procedures in place for monitoring exclusions and supporting/challenging schools to reduce exclusions through the Monitoring Exclusions Group</p> <p>Collaborative working between Secondary Inclusion Team and Youth Justice Team, focusing on most disadvantaged and at-risk children</p> <p>Increased understanding of SNSA and relevant data to identify gaps and growing expertise in selecting appropriate evidence-based interventions</p> <p>Narrowing of gap between most and least deprived</p> <p>The range of achievement opportunities on offer to young people from disadvantaged circumstances has increased</p> <p>Effective Numeracy & Nurture intervention piloted by Educational Psychology as part of the wider Excellence & Equity numeracy group.</p> <p>Support given to schools in the utilisation of Pupil Equity Funding to improve outcomes for disadvantaged learners</p> <p>Capacity of staff built to create strong outcomes and measure intervention impact</p>	<p>Review the attendance policy Improve the tracking and monitoring of interventions from the Inclusion Team using baseline measures</p> <p>Continue to build capacity in staff use of SNSA diagnostically through training in Scholar Course 4</p> <p>Continue to support use of Pupil Equity Funding through Drop-in Clinics and formal monitoring visits to advise and share practice in collaboration with Education Scotland</p> <p>TLQ- continue to roll out to remaining primaries. Work collaboratively with SALT and EP to monitor and review schools who were early adopters to check for 'mission creep'. Pre-TLQ analysis of pilots and grow and spread of intervention as appropriate</p> <p>Read Write Count- offer support and challenge to increase impact</p> <p>First Minister's Reading Challenge- work collaboratively with other agencies e.g. Library Service to increase uptake from D&G schools and develop a Reading Culture and access to learner's entitlement to a vibrant library</p> <p>Use Improvement Advisor's work on most effective strategies to impact key messages from Words Together in collaboration with EY team to disseminate to early years establishments</p> <p>Extend pilot of Closing the Numeracy Gap (CNG) resource to all schools within local authority. Further develop aspects of Maths Week Scotland by creating numeracy in context challenges linked to local businesses and careers.</p> <p>Further highlight and promote Depute First Minister's Holiday Maths Challenges.</p>

Priorities	Key Strengths	Aspects for Development - planning for improvement
<p>Improvement in children's health and wellbeing</p>	<p>Increased awareness of how to support transgender young people in school.</p> <p>All Schools aware of new Scottish Government Approaches to Anti-Bulling</p> <p>Bullying and Equalities module launched and use increasing quarterly.</p> <p>New Police Scotland Youth Engagement Strategy</p> <p>14 of 16 schools now engaged in the Mentors Against Violence Peer Mentoring Programme</p> <p>Good awareness of interim Use of Weapons guidance</p> <p>Use of chronologies is fully embedded</p> <p>Consistent use of Multi-Agency Safeguarding Hub</p> <p>Key focus on building capacity and early intervention has been established through the following:-</p> <ul style="list-style-type: none"> • EPS HWB group contribution to the planning and actions of the Health & Wellbeing Excellence & Equity Group • EPS HWB group is consulting with the Chair of the HWB Excellence & Equity Group re the implementation of a Partnership for Children resilience project for Primary Schools • EPS HWB group has developed the Better Relationships, Better Learning strategic drivers and implementation plan • EPS HWB group has made a significant contribution to planning/presenting of HT Authority Priority day, focusing on BRBL • EPS HWB group has had a key role in the coaching support for implementation teams in the Nurture Pathfinder schools 	<p>Progress Council Recommendations – Linked to Time for Inclusive Education (TIE) Campaign which is supported by the Scottish Government</p> <p>Development of individual school anti-bullying policies as part of 2019/2020 School Improvement Plan Self-Evaluation Pro-Forma within Education Services Anti-Bullying Policy to be collated August 2020.</p> <p>Continue to monitor use of Bullying and Equalities Module.</p> <p>Key Performance Indicators to be agreed across Police and Education Services to evaluate the strategy</p> <p>New senior management in the remaining two schools now settled and aim to bring on board remaining two schools. New self-evaluation mechanism developed by Education Scotland to be collated. Launch of Multi-Agency “Incidents Involving Weapons – Linked to Schools Guidance” Implementation of Multi-Agency Guidance to increase use and confidence in the use of Integrated Chronologies.</p> <p>Audit to evidence quality of referrals.</p> <p>Continued focus on building capacity and early intervention through:-</p> <ul style="list-style-type: none"> • Evaluating the contributions of the EPS to the HWB Excellence & Equity Group • Develop EPS role in implementing and evaluating Partnership for Schools resilience project • Develop and evaluate impact of EPS consultancy role in BRBL development • Evaluate impact of BRBL HT Authority Priority Day and use data to inform further planning • Complete mid-point review in relation to implementation in the Nurture Pathfinder schools to inform next steps • Development, in partnership with Clinical Psychology, of protocols around emotionally based non-attendance at school • Evaluating the impact of group consultation on HWB outcomes for young people • Embed emotional support offered to school staff within the Council's

Priorities	Key Strengths	Aspects for Development - planning for improvement
	<p>(re data collection/data analysis/setting up a team/creating a vision)</p> <ul style="list-style-type: none"> • EPS HWB group has identified a need to develop protocols around emotionally based non-attendance at school • Every cluster now has a termly group consultation forum at which HWB issues can be discussed • EPS offers support on wellbeing on an ongoing basis to school staff to enable staff to meet the needs of young people and to encourage them to model coping strategies <p>All children accessing ELC have Personal Plans in place to address their safety, health and welfare needs</p> <p>39% of staff working in the local authority nurseries, and 55% of staff working in funded provider ELC services have attended Solihull training tailored to Early Years staff. The training provides staff with skills and knowledge in a consistent approach to support children and families with emotional wellbeing.</p> <p>Clear approaches to health and wellbeing teaching from the new LAC Education Team</p> <p>Better Relationships Better Learning approach rolled out to a number of pathfinder schools. Proposal to enhance this approach across the authority</p>	<p>developing HWB strategies</p> <ul style="list-style-type: none"> • Complete scoping & scanning activity to explore further opportunities for EPS to contribute to mental health workstreams <p>Continue to offer tailored training in Solihull approach to ELC staff</p> <p>Develop and implement a consistent approach to targeting health and wellbeing of pupils accessing the Inclusion Team</p> <p>Consider ways of working collaboratively with partners to enhance the health and wellbeing of care-experienced pupils who are struggling to attend school</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<p>Destinations have remained strong and generally in line with comparators</p> <p>Number of Foundation Apprenticeship frameworks on offer have increased to five – with 2 frameworks contracted by the local authority (Creative and Digital Media and Food and Drink Technologies)</p> <p>Increase in number of young people expressing interest and applying for Foundation Apprenticeships from a greater number of schools</p> <p>Increase in number of applicants and courses on offer from Dumfries and Galloway College (College Academy)</p>	<p>All schools to access SCQF Ambassador training and cascade to staff and pupils at all levels in schools</p> <p>All schools to review and extend their curricular offer to increase opportunities for vocational courses , including Foundation Apprenticeships</p> <p>Number of Foundation Apprenticeship frameworks on offer to be extended in line with labour market intelligence and pupil demand</p> <p>All schools to review opportunities for accrediting wider achievement</p> <p>Need to prepare staff and young people for an increase in digital / distance learning opportunities</p>

Priorities	Key Strengths	Aspects for Development - planning for improvement
	<p>A new Senior Phase Operational Group has been established – this has challenged our thinking and started to address key national priorities including the Learner journey Review, Developing Young Workforce, the Career Education Standard etc</p> <p>Some schools have started to increase their curricular pathways using relevant National Progression Awards and SfW courses</p> <p>Some schools have started to strengthen links to increase their curricular offer e.g. across Dumfries Learning Town, within Network East, the Stewartry Link</p> <p>SOSEP have supported a bid to pilot Hub and Spoke technology – schools and the Bridge have been identified as phase 1 roll out</p> <p>New LAC Education Team working closely with partners to ensure care-experienced pupils have positive and sustained destination</p> <p>Two Employability workers seconded to the LAC Education Team Secondary Inclusion Team supporting a number of S4 pupils to secure work experience and a positive post-school destination</p>	<p>Hub and spoke digital learning project to be rolled out with pilot schools and evaluated</p> <p>Working groups on curriculum and alignment of school week to report and inform senior phase curriculum design</p> <p>Area models to grow and extend provision e.g. in the west of the region</p> <p>DYW – sustainable links with employers need to be established in all schools</p> <p>All schools to ensure effective profiling of skills and achievements through My World of Work</p> <p>Delivery models for Foundation Apprenticeships and college courses to be reviewed and streamlined</p> <p>Senior phase offer from SRUC Barony campus to be developed building on their digital classroom</p> <p>Develop and implement a consistent approach within the Secondary Inclusion Team to work experience and post-school support</p> <p>Enhance the support offered from the LAC Education Team to care-experienced young people who have left school</p>

Drivers	Key Strengths	Aspects for Development – planning for improvement
<p>School Improvement</p>	<p>School improvement progress reports evidence an increasing focus on developing shared understanding of standards and expectations in schools and clusters.</p> <p>Schools' use of improvement methodology is increasing levels of learner motivation and engagement, resulting in raised attainment and achievement for individual children, targeted learning groups and classes.</p>	<p>Increase the involvement of children, young people and partners in actively agreeing priorities and in evaluating impact.</p> <p>There is a need to develop more effective in-school use of '<i>How Good is Our School? 4</i>' and '<i>How Good is Our Early Learning and Childcare?</i>' by senior and middle management, unpacking the quality indicators to identify priorities for improvement.</p> <p>Target specific schools for engagement in a whole-school professional enquiry approach to secure improvement.</p>

Drivers	Key Strengths	Aspects for Development – planning for improvement
	<p>The school collaborative review process is strengthening and empowering school leaders to support and challenge continuous improvement.</p> <p>School collaborative reviews are enhancing the education authority's knowledge of its schools.</p>	<p>Engage with SWEIC reviews aligned with families of schools.</p>
<p>School Leadership</p>	<p>Skills Framework to evaluate training needs in respect of GIRFEC shows high levels of confidence.</p> <p>Named Person Survey</p> <p>Introduction of Safeguarding Health checks relating to HGIOS 2.1</p> <p>Intelligent use of Education Services (schools) Workforce Strategy data to assist in planning for future service needs</p> <p>Increased numbers of teaching staff seeking leadership opportunities</p> <p>The increased understanding of the role of professional learning for staff to increase their understanding and confidence in leadership activities</p> <p>Feedback from colleagues supports impact of their professional learning</p> <p>Data from School Inspections under Leadership Quality Indicators 1.2 - 1.5</p> <p>Teachers' increased knowledge and understanding of leadership pathways</p> <p>Effective support for Headteachers during the Annual Staffing Exercise</p> <p>Role of Headteachers or their representative in the recruitment of staff</p>	<p>Increase Specialist Knowledge E.g. Children Affected by Parental Substance Misuse</p> <p>Education Scotland Inspection Data to be collated with the aim of no recommendations in this area.</p> <p>Support multi-agency partnership working by increasing skills and confidence in Signs of Safety Approaches within Child Protection Case Conferences</p> <p>Further development of an evidence-based approach to school leadership</p> <p>Further develop school leaders' awareness, understanding and practice in relationship to the development of leadership at all levels</p> <p>Further develop leadership opportunities across the South West Educational Improvement Collaborative</p> <p>SWEIC leadership group</p> <p>Develop standardisation of practice across the SWEIC in terms of recruitment, including areas such as application forms, references etc.</p> <p>Increase focus on SCQF Level 11 leadership professional learning delivered locally</p> <p>To continue to develop a coaching approach across our schools and service</p>

Drivers	Key Strengths	Aspects for Development – planning for improvement
	<p>The investment of time and resources by the local authority to support and challenge Headteachers and middle leaders in relation to the development of their staff at all levels and at all stages of their teaching career</p> <p>Increasing number of colleagues from Dumfries and Galloway who participate in leadership professional learning including Introducing School Leadership, Teacher Leadership, Masters' Level Learning, Into Headship, In Headship and Excellence in Headship</p> <p>Effective partnership arrangements with SCEL and the University of Stirling to support candidates on Middle Leadership, Into Headship, In Headship and Excellence in Headship programmes.</p>	
<p>Teacher Professionalism</p>	<p>Well Evaluated Child Protection Training for all Newly Qualified Teachers A robust training strategy for Child Protection Training</p> <p>Dumfries and Galloway's support for PL, PRD and PU to: ensure a coherent and meaningful link between the different components; ensure teachers' compliance with the GTCS PU requirements, including the provision of Professional Review, Professional Update and professional learning for supply teaching staff</p> <p>Dumfries and Galloway's target areas of PL to encourage and support colleagues in schools at all levels to engage in professional learning opportunities available out with Dumfries and Galloway</p> <p>Plans to formally recognise and celebrate the range of achievements of our school leaders at all levels</p> <p>Dumfries and Galloway's partnership working with the University of Glasgow and other initial teacher education universities to support student teachers</p> <p>A responsive Trainee Induction Scheme professional learning programme to meet needs and feedback of participants</p>	<ul style="list-style-type: none"> Extend training to include aspects of Supporting Transgender Young People in School and Nurture Principles. <p>Increase the understanding of PL expectations for all teaching staff at all levels across all schools</p> <p>To develop consistency across all schools in the understanding of the purpose, process and procedures in relation to the expectations of PRD/PL/PU.</p> <p>Further exploration around relevant aspects of PRD /PL/PU to guide and influence the implementation and next steps</p> <p>Review the systems in place and analyse the emerging trends in relation to PRD process and engagement</p> <p>Further develop a culture of Coaching and Mentoring across all schools</p> <p>Improved relevance of authority-led PL for teachers, including SVQF Level 11, which meets their development needs;</p>

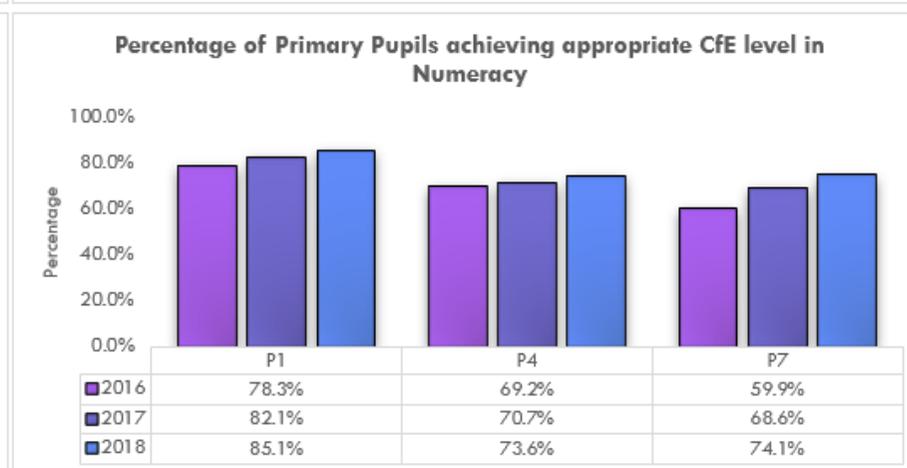
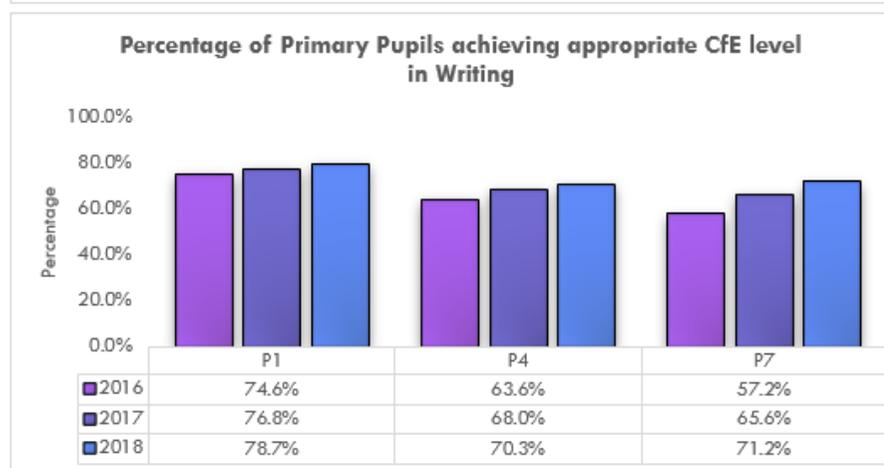
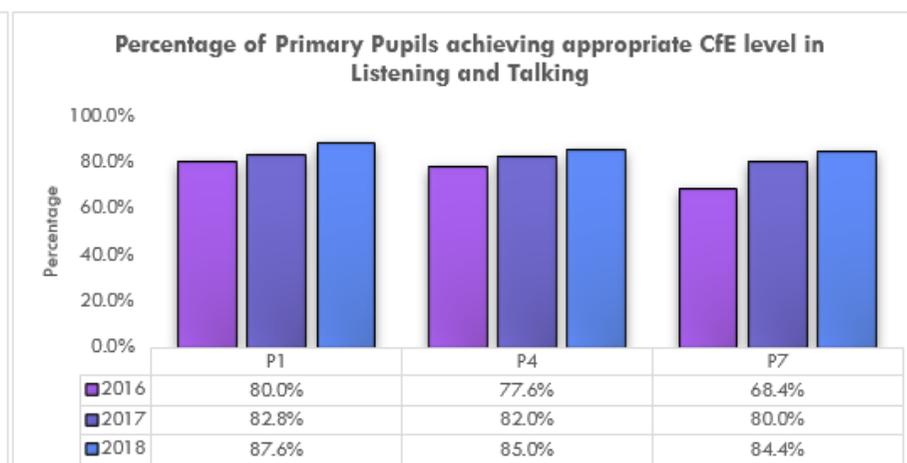
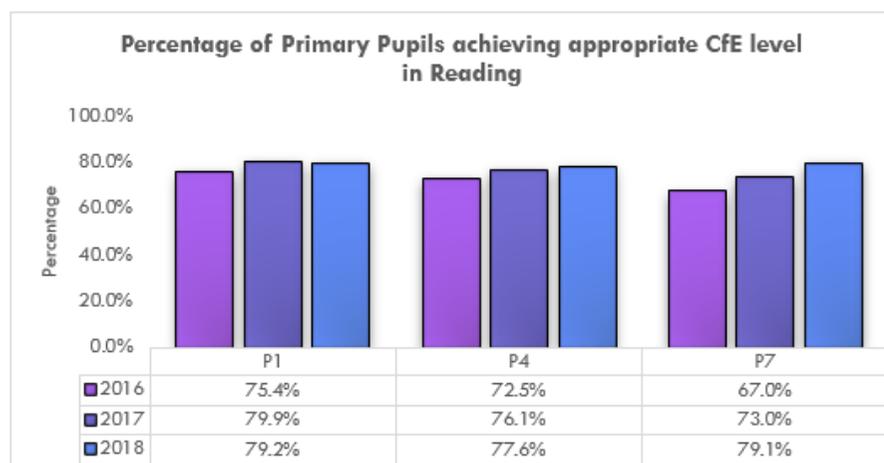
Drivers	Key Strengths	Aspects for Development – planning for improvement
	<p>Dumfries and Galloway's commitment to developing their teacher workforce, from student teachers to senior leaders through an appropriate range of professional learning opportunities</p> <p>Dumfries and Galloway's commitment and approach to the Early Phase of teacher education</p> <p>Dumfries and Galloway's commitment to SCQF Level 11 to meet the needs of its teachers</p> <p>Dumfries and Galloway's approach to coaching and mentoring to build capacity amongst leaders at all levels</p> <p>Effective LNCT engagement in relation to developing and reviewing the wide range of policies and procedures pertaining to teaching staff</p> <p>EPS contribution to the Professional Learning Group – EP consultation in relation to implementation science</p> <p>EPS contribution to the planning and actions of the Children's Services Learning & Development Group to ensure consistency of Professional Learning approach</p> <p>Inclusion Teachers working closely with mainstream school staff to develop relationship-based behaviour approaches in all schools</p>	<p>Develop and evaluate the contributions of the EPS within the Professional Learning Group</p> <p>Develop EPS role within the L&D group to make explicit links with the Professional Learning Group</p> <p>Roll out of Better Relationships Better Learning more widely across the region</p>
<p>Assessment of Children's Progress</p>	<p>Named Persons have received training to enable them to carry out assessment of need in relation to wellbeing and risk. Named Person have the tools to be able to do this.</p> <p>Named Persons have received training to enable them to develop a Child's Plan. Named Person have the tools to be able to do this.</p> <p>Named Person feel that GIRFEC has improved assessment of children's needs.</p> <p>LAC Education Team using data three times per year to target pupils who are at risk of underperforming</p>	<p>Schools and clusters to continue to engage in quality assurance and moderation to ensure increased validity and reliability of assessment information.</p> <p>Audit of assessments to provide impact of training and to identify further needs.</p> <p>Establish better quality recording. - address the timescales for receiving plans from partners through the GIRFEC Leadership Group (multi-agency).</p> <p>Improve the use of data to track and monitor progress within the inclusion team</p>

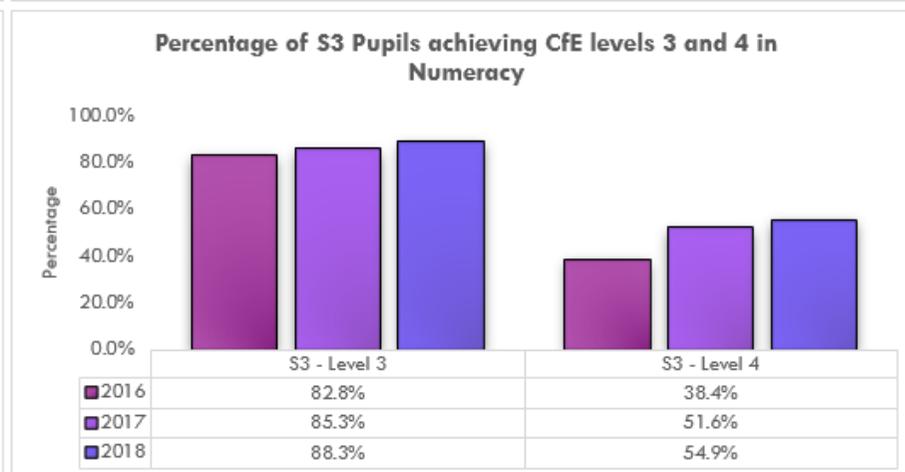
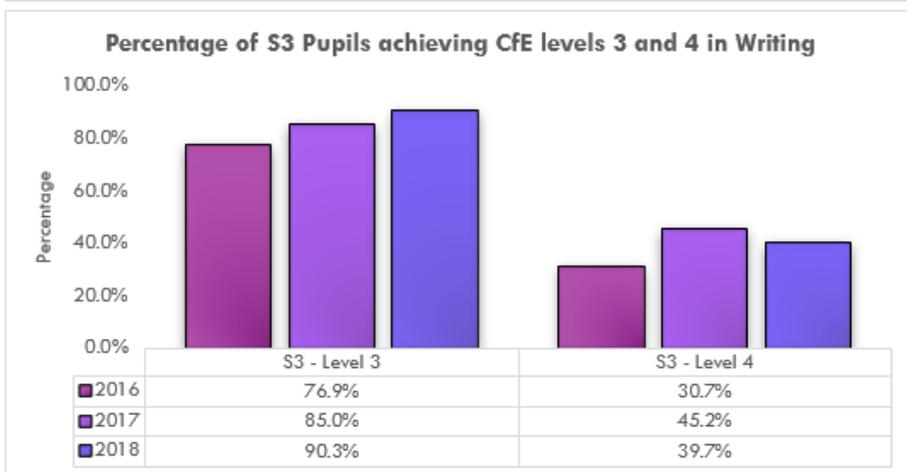
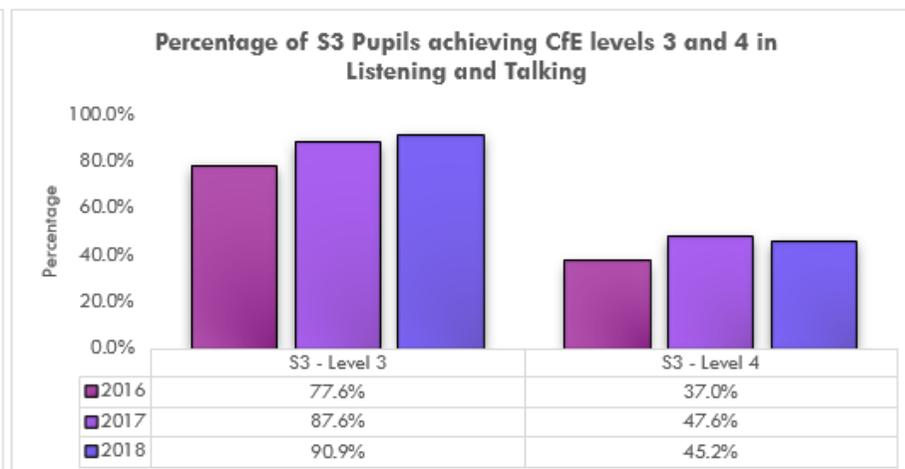
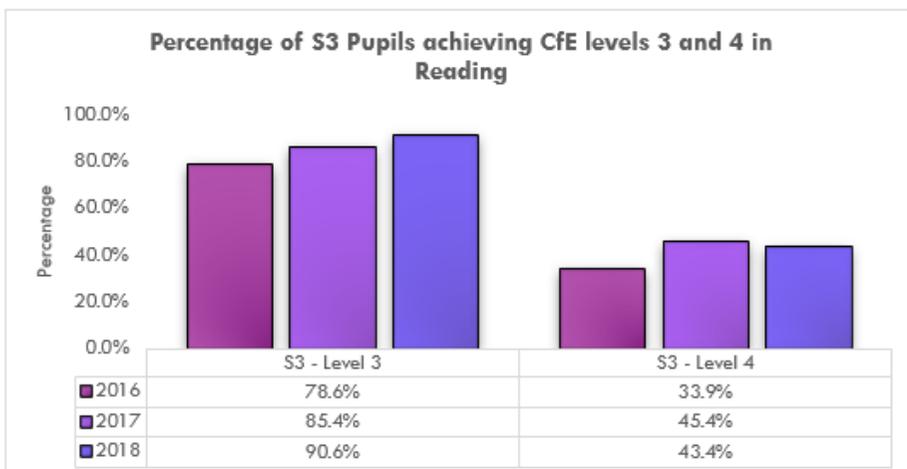
Drivers	Key Strengths	Aspects for Development – planning for improvement
<p>Performance Information</p>	<p>The EPS has further developed its role of supporting schools in interrogation of their data through systems work with the school's allocated psychologist and group consultation</p> <p>EPS has developed its consultation role with SLMT with regard to Improvement Methodology and clarifying ASL priorities</p> <p>LAC attendance rates remain stable and in line with authority targets Primary exclusion rates remain stable and in line with authority targets</p>	<p>Evaluate contribution of EPS to this process and ensure consistency of the EP offer across schools Evaluate contribution of EPS to developing a clear, measurable Supporting Learners plan</p> <p>Schools and clusters to continue to engage in quality assurance and moderation to ensure increased validity and reliability of assessment information.</p> <p>Secondary exclusion rates and LAC exclusion rates remain higher than target - continue to implement approaches to reducing exclusions across the region Ensure schools understand the severity of exclusion and the specific requirements of excluding LAC and ASN pupils in particular</p>
<p>Parental Engagement</p>	<p>Strengthen links with parents and partners in the wider community to enhance outcomes for all learners; engagement plan and impact measure (qualitative and quantitative)</p> <p>Further develop the annual parental engagement survey to provide an opportunity to gather more detailed parental views to inform engagement and parental involvement strategies</p> <p>Engagement with school improvement planning process / standards and quality reports including parent / young person and community accessible versions through focus group scenario settings</p> <p>Develop and implement approaches to parental engagement and family learning to include professional learning utilising CLD approaches as appropriate</p> <p>Improve access to information for Parent Councils – Creation of a Parent Council Pack, reviewed School handbook template in line with new guidance from the Scottish Government</p> <p>Develop a template for Parental Involvement for Schools to further develop to meet their local needs</p>	<p>Review and implementation of Volunteer Policy in line with revised Council Volunteer Strategy</p> <p>Engagement Plan and communication framework established and shared CONNECT: Regionwide membership for training / insurance support for parent councils. Introduction to the work of parent's councils. PARENT COUNCILS: Support for parent councils – updating of contacts and networking through Dumfries and Galloway Parent/Carer Council Forum (DGPCF) DGPCF: Recorded attendance at DGPCF meetings. PARTNERS: Engagement as identified with specialist groups including PIN/Square Peg Communities Directorate: working with colleagues to support 'seldom' heard parents NHS: partnership to look at 'parent friendly' language around Education and NHS terms of reference</p> <p>DGC Annual Parental survey will now be superseded by Scottish Government new parental survey in line with NIF reporting for all authorities. This will be live from May 2019 to be completed by the end of the school year.</p> <p>Parent focus group contribution to the Authority Education Annual Plan Creation of new Parental Engagement and Involvement Strategy with parental input Creation of new summary leaflet to outline responsibilities for parents, schools and the authority.</p>

Drivers	Key Strengths	Aspects for Development – planning for improvement
		<p>Education Scotland: Research Café and Conversation Day open to teaching / family learning staff and parents. Sharing of professional practice and presentations.</p> <p>Approaches outlined in the Parental Involvement and Engagement Strategy</p> <p>Termly engagement with parent councils to share information and guidance Regular attendance and dissemination of information at DGPCF meetings. Creation of new Scheme for the Establishment for Parent Councils and summary version Updated School Handbook guidance and development of new template.</p> <p>Education Scotland: A toolkit for practitioners: Engaging Parents and Families (27.03.19) will inform new schools version.</p>

Appendix 2 – Charts and Tables

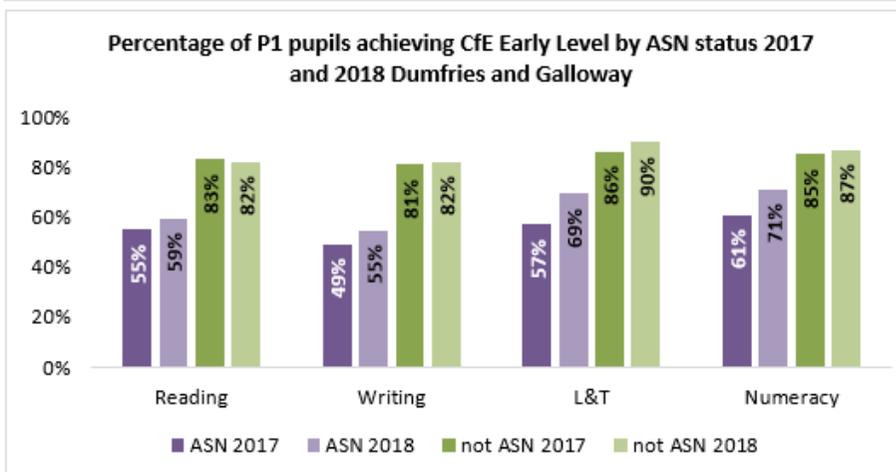
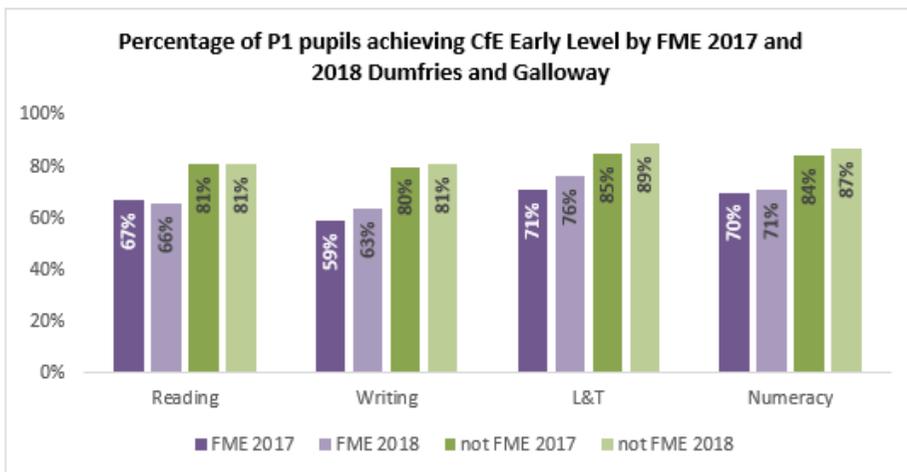
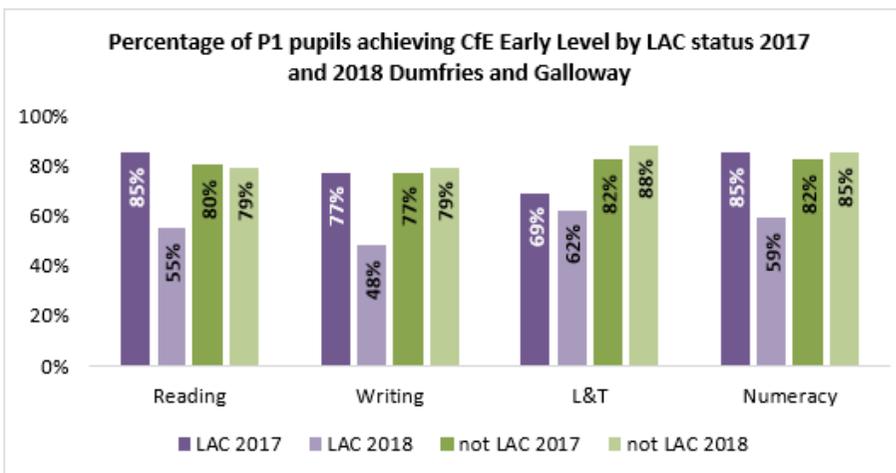
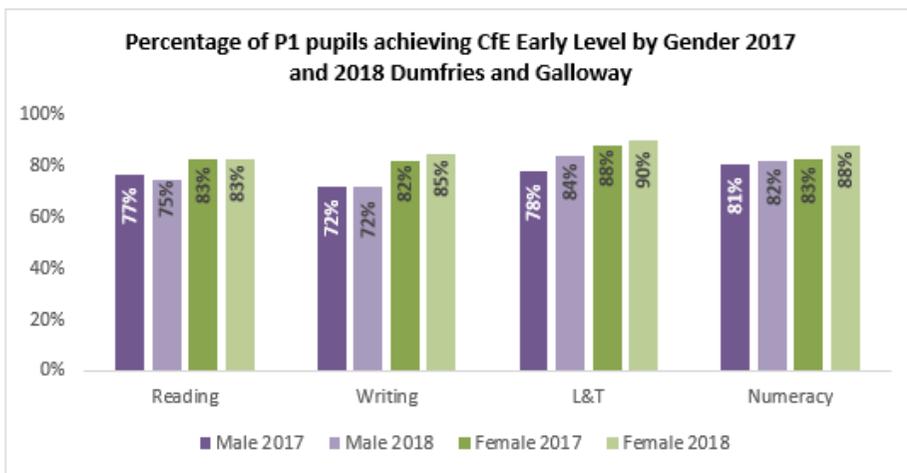
Curriculum for Excellence – reported levels achieved for Reading, Writing, Listening and Talking for the year groups reported on showing 3 years data





Curriculum for Excellence - Showing two years data for groups within the whole cohort that show gaps in attainment for further analysis

P1

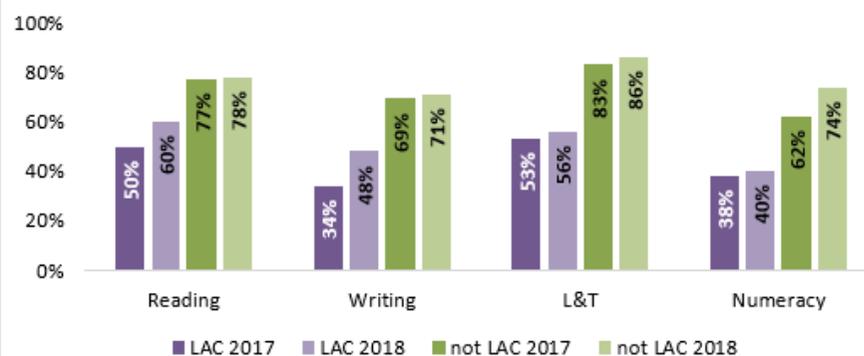


P4

Percentage of P4 pupils achieving CfE First Level by Gender 2017 and 2018 Dumfries and Galloway



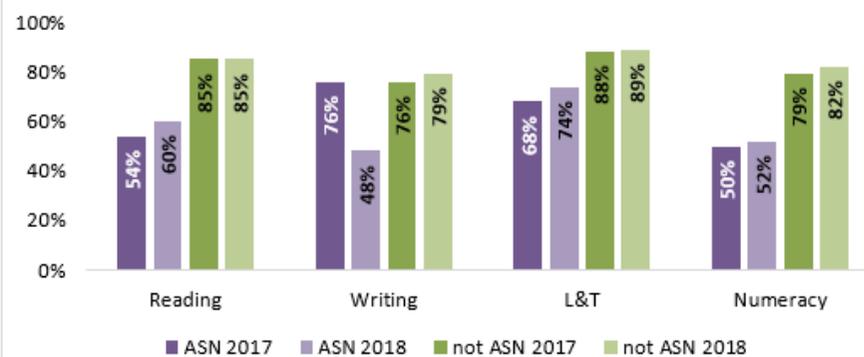
Percentage of P4 pupils achieving CfE First Level by LAC status 2017 and 2018 Dumfries and Galloway



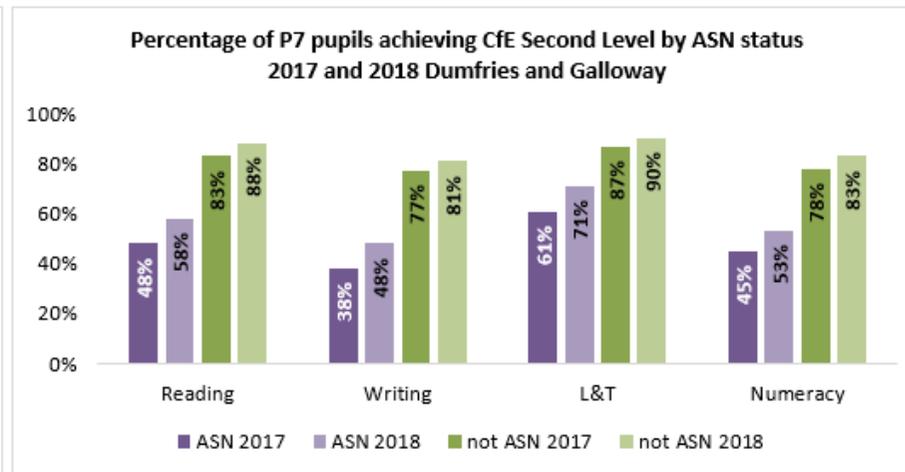
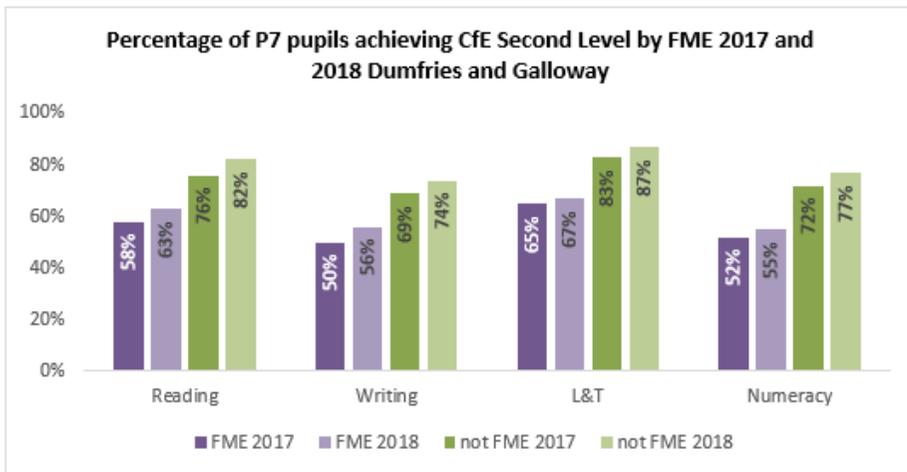
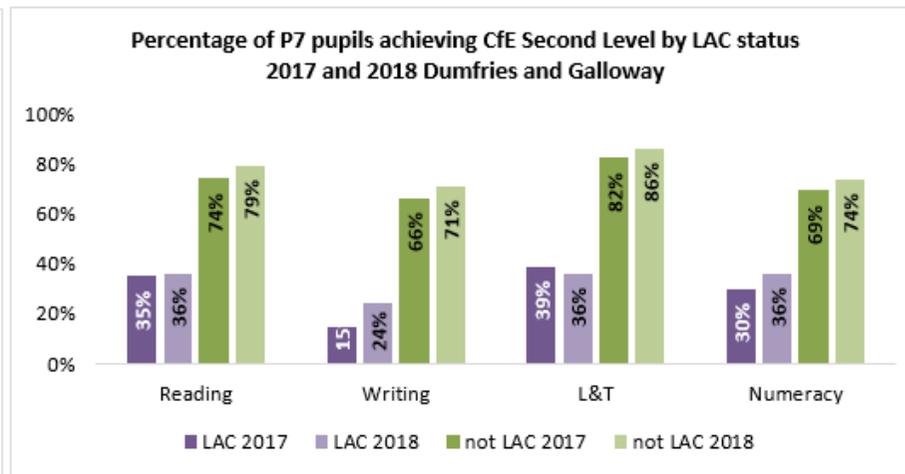
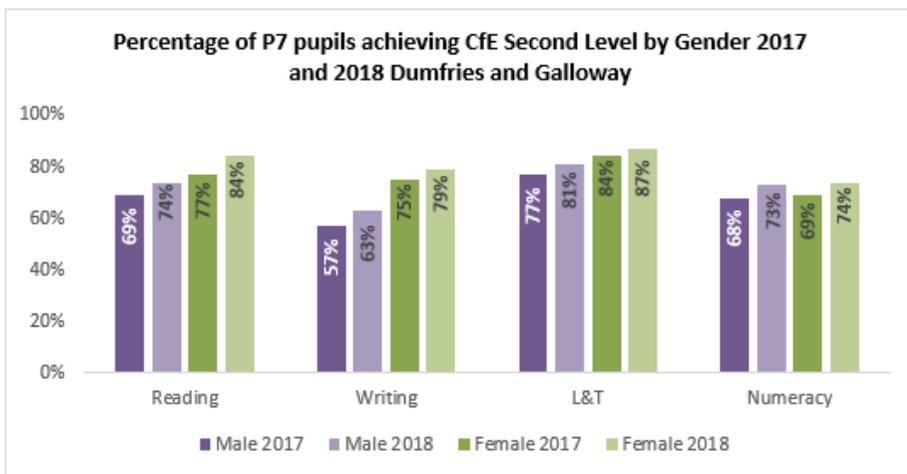
Percentage of P4 pupils achieving CfE First Level by FME 2017 and 2018 Dumfries and Galloway

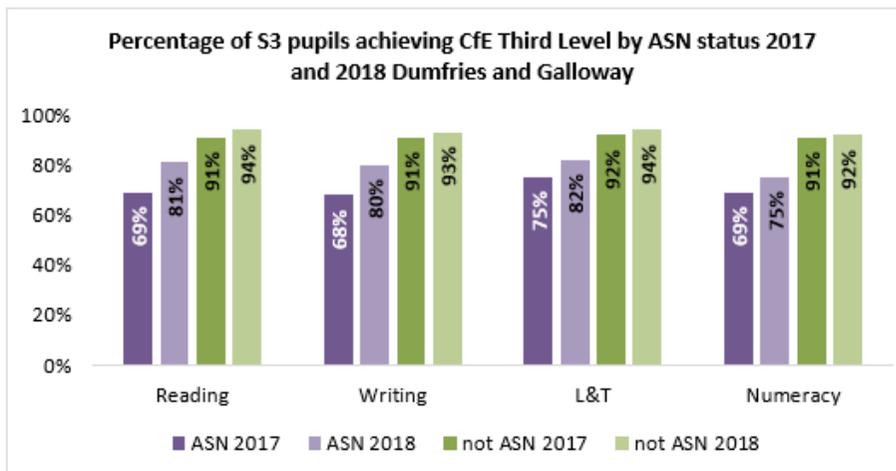
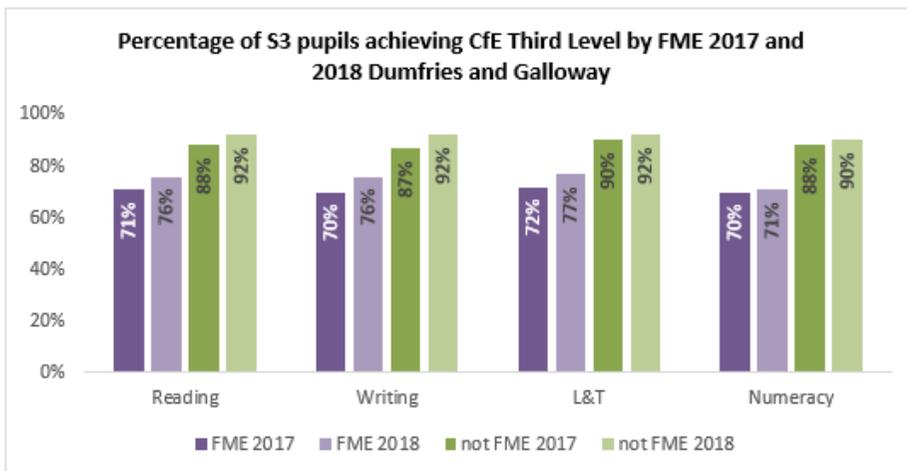
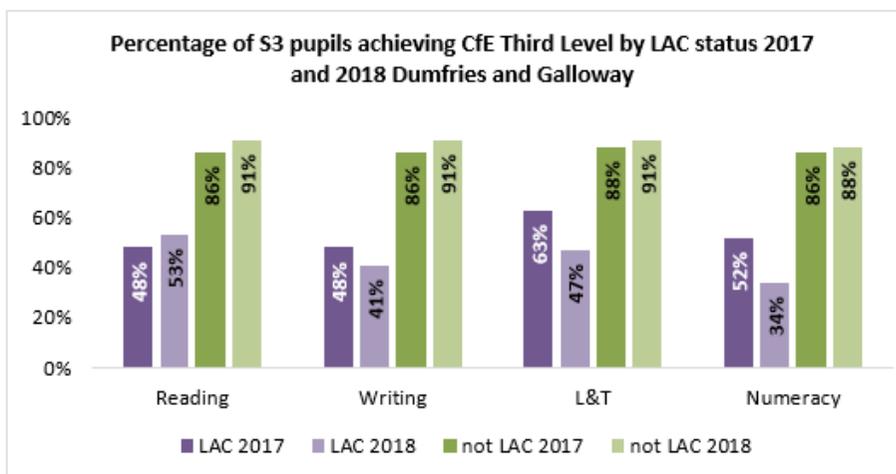
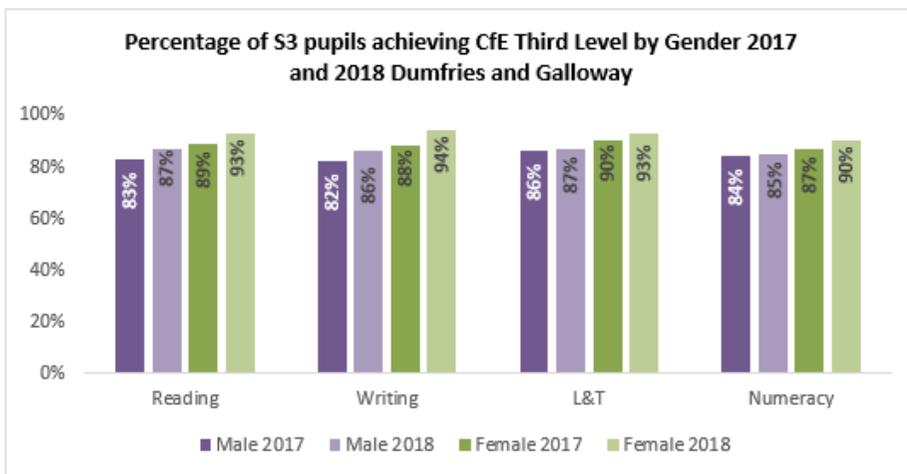


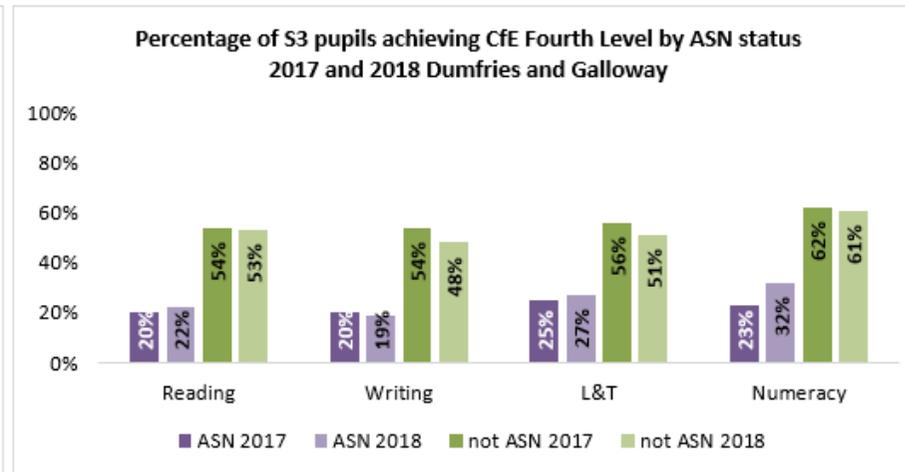
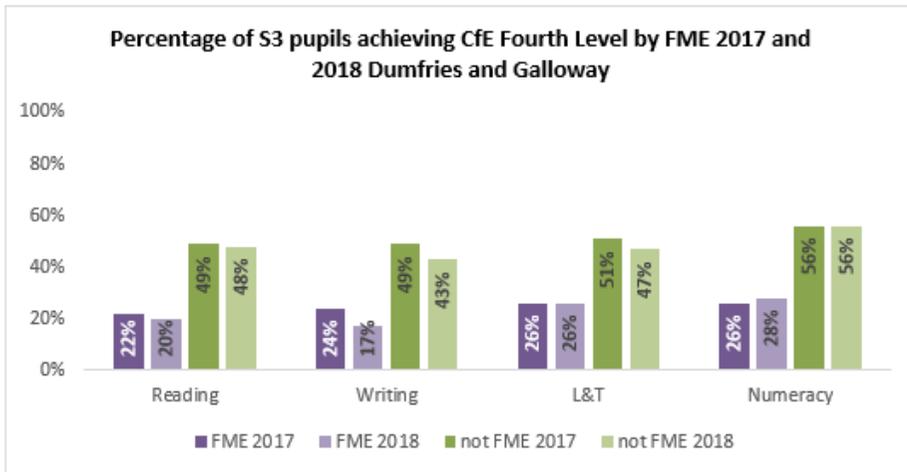
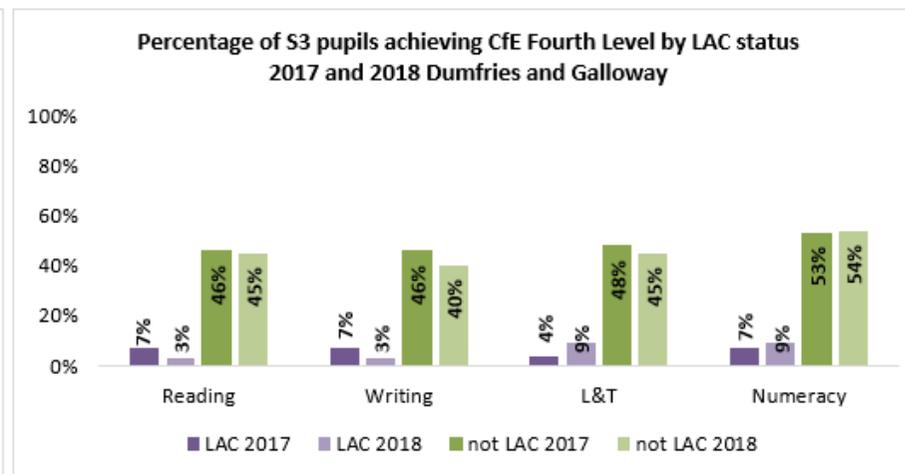
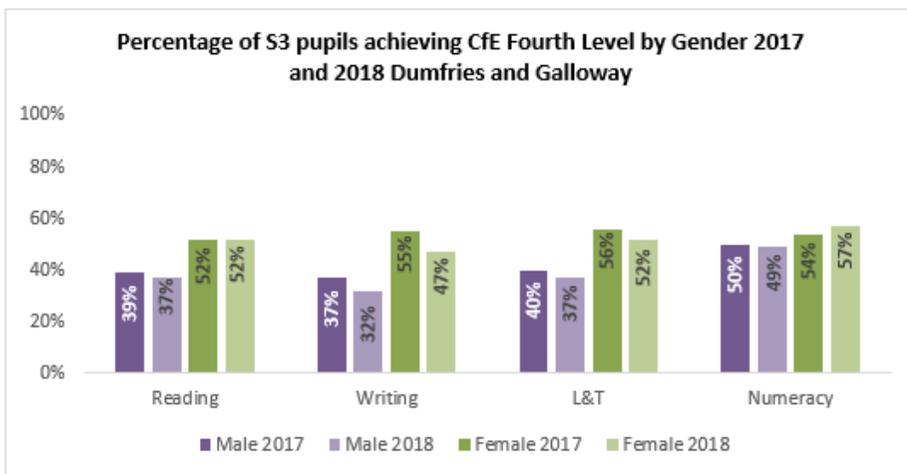
Percentage of P4 pupils achieving CfE First Level by ASN status 2017 and 2018 Dumfries and Galloway



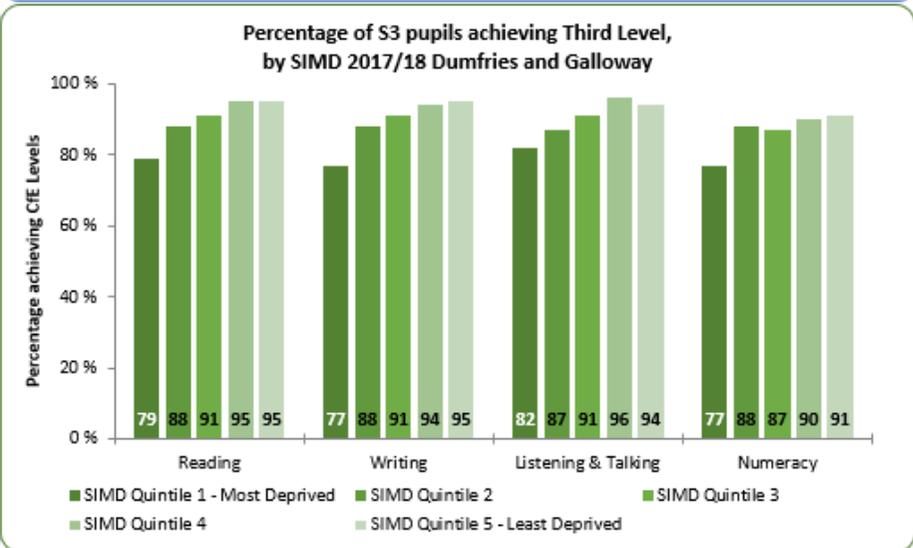
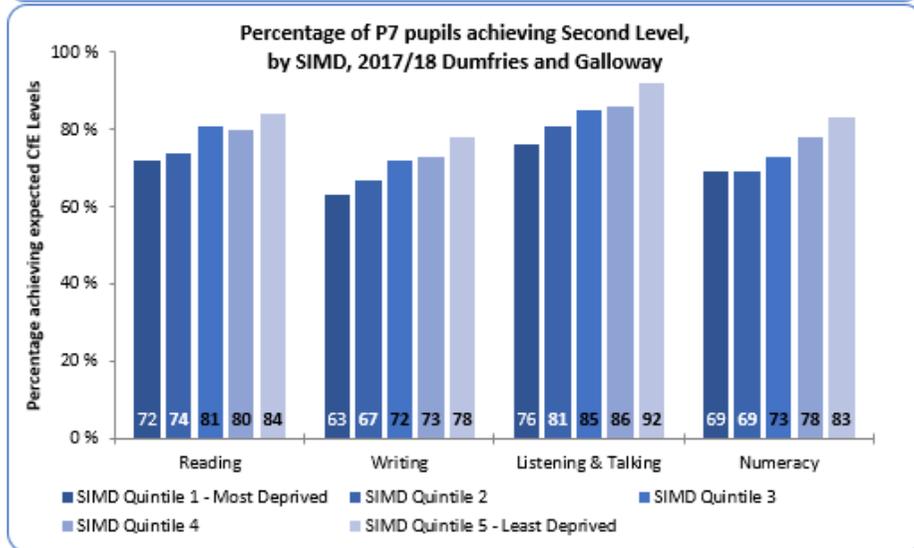
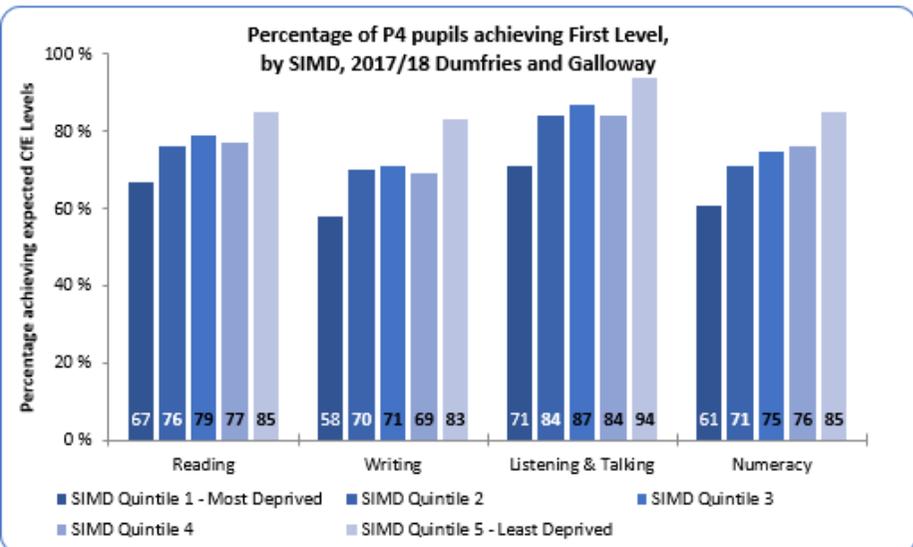
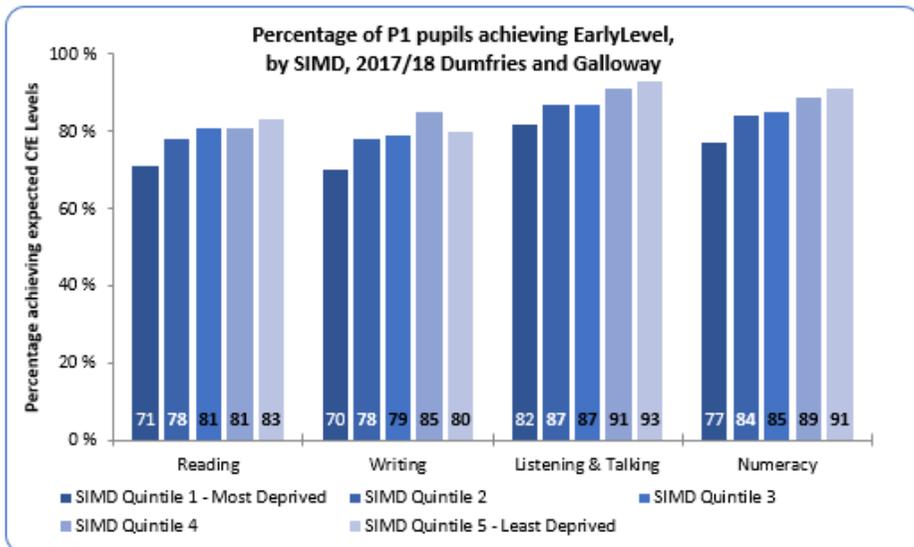
P7







Curriculum for Excellence by SIMD Quintiles - 1 (most disadvantaged) and quintile 5 (least disadvantaged)

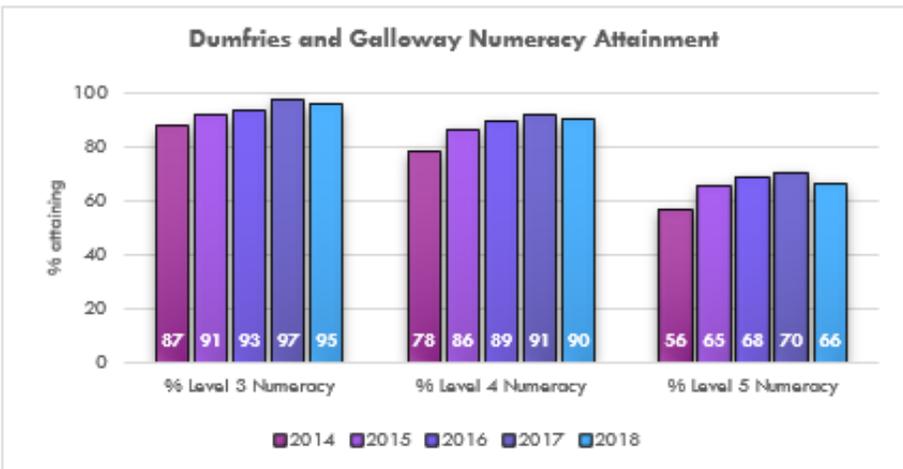
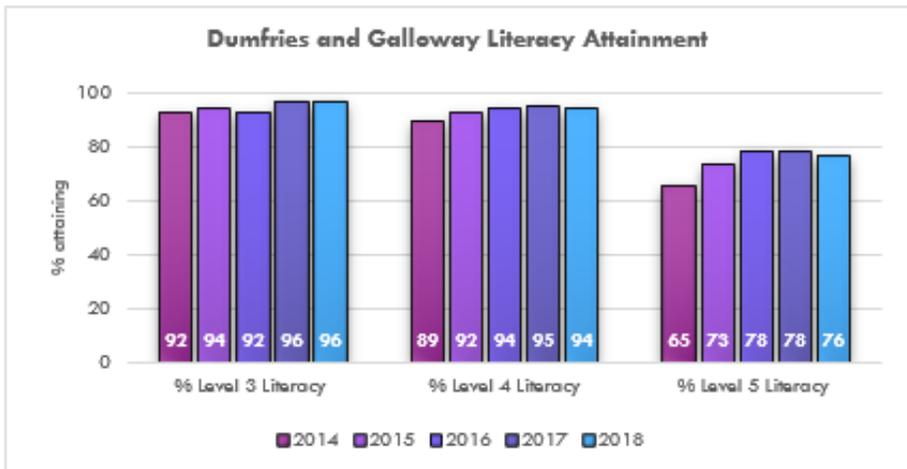
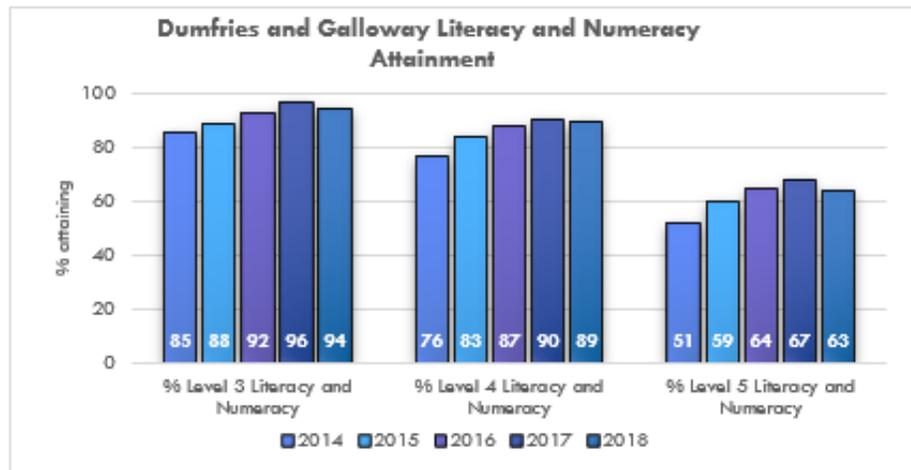


Curriculum for Excellence – Table showing the gap in reported levels of pupil attainment between SIMD quintile 1 (most disadvantaged) and quintile 5 (least disadvantaged) for the most recent published data and the previous year. This has been coloured to show where there has been improvement or not on the previous year.

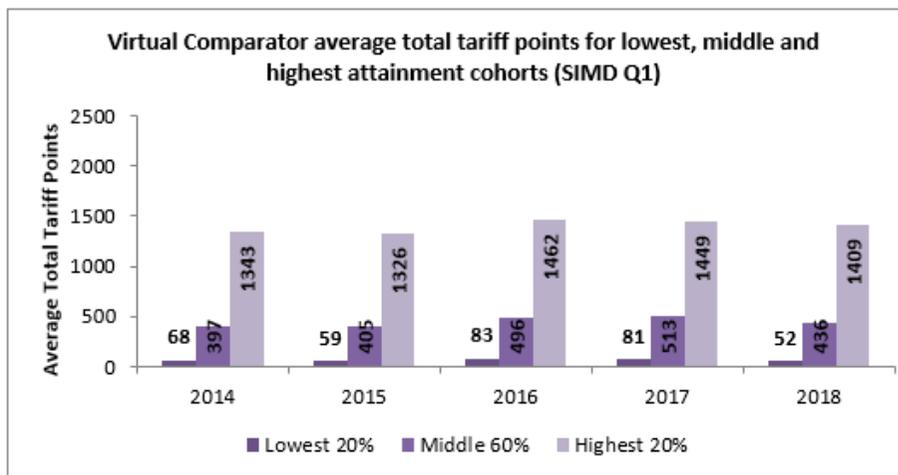
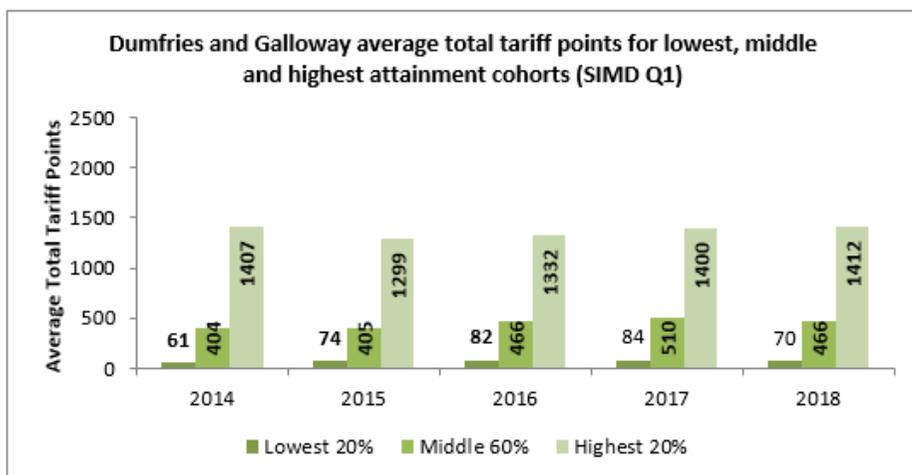
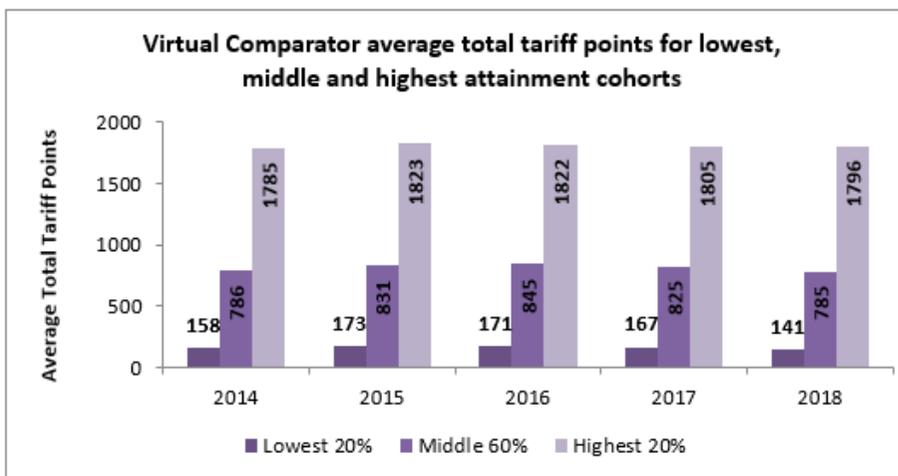
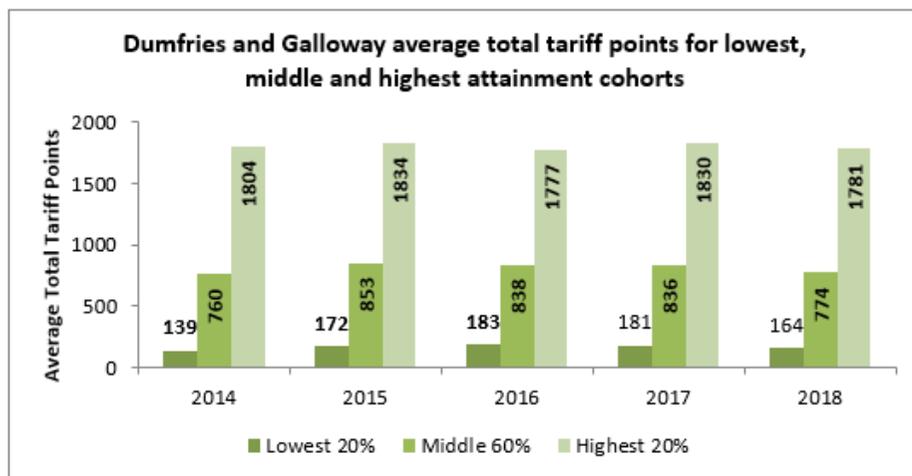
	Early Level		First Level		Second Level		Third Level or better	
	% gap between SIMD Q1 = Q5		% gap between SIMD Q1 = Q5		% gap between SIMD Q1 = Q5		% gap between SIMD Q1 = Q5	
	2017	2018	2017	2018	2017	2018	2017	2018
Reading	16%	12%	26%	19%	18%	12%	31%	16%
Writing	13%	10%	17%	25%	17%	15%	28%	18%
Listening and Talking	11%	11%	29%	23%	13%	16%	33%	12%
Numeracy	9%	14%	27%	24%	20%	14%	27%	14%

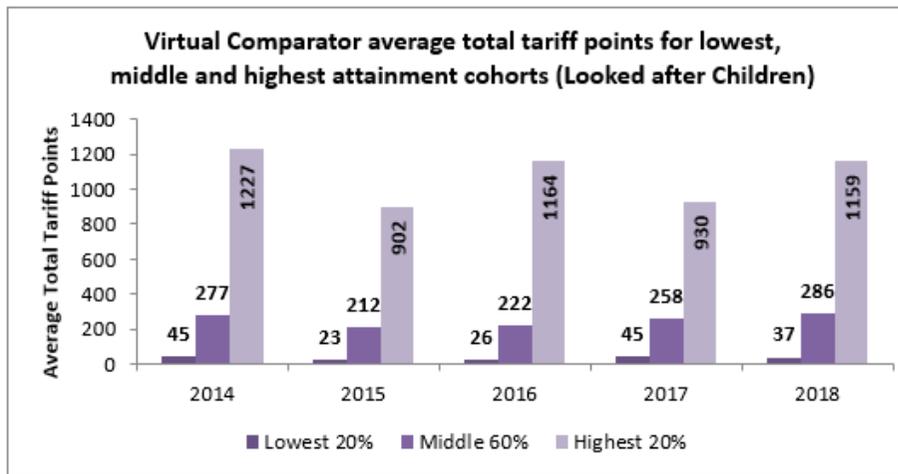
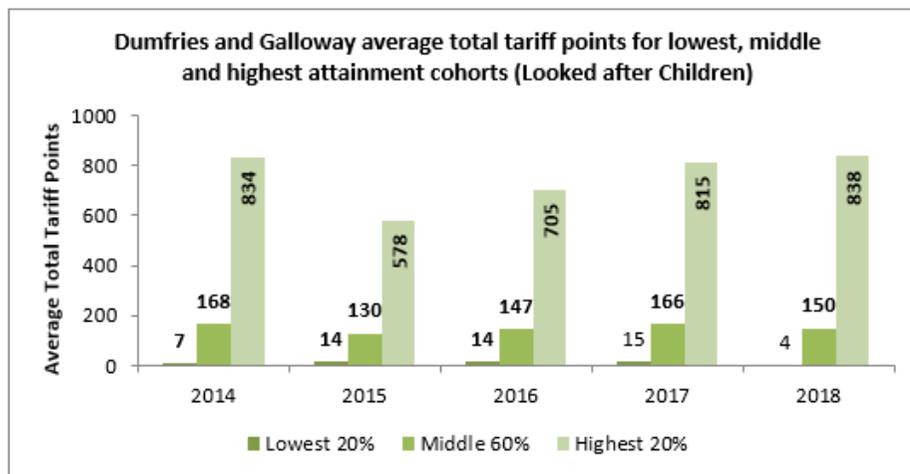
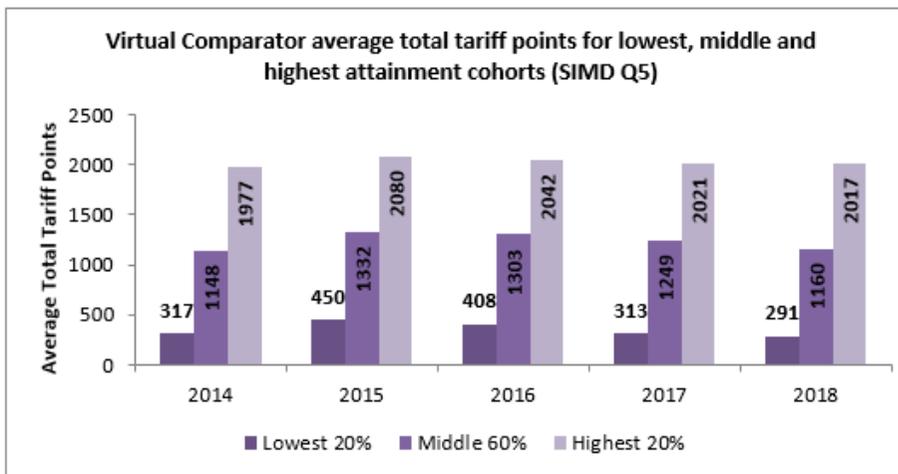
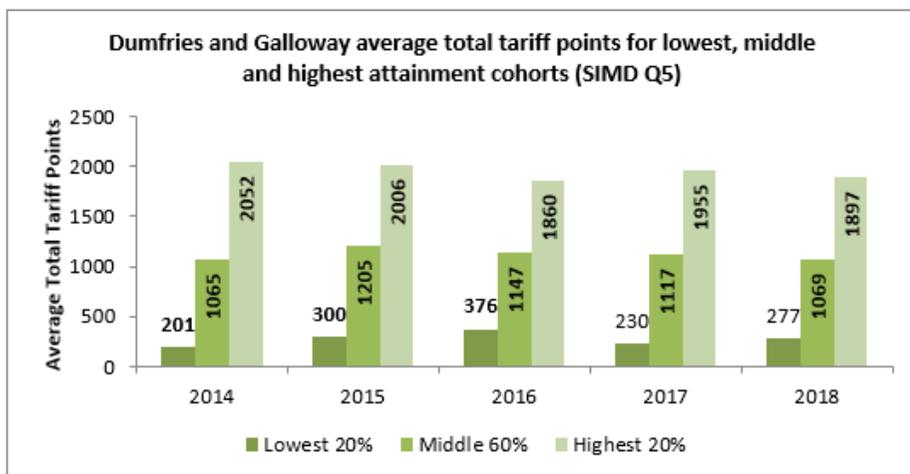
Gap Decrease	Same as previous year	Gap Increase
--------------	-----------------------	--------------

Attainment taken from Insight for leavers from school achieving both Literacy and Numeracy and individually Literacy and Numeracy at National Levels 3, 4 and 5 shown for the most recent and four previous years.



Improving Attainment for All measure taken from Insight Benchmarking Tool which looks at average cumulated tariff points for all pupils who are leavers that year for S4, S5 and S6. The selected cohort of school leavers is ordered according to their tariff score and allocated into 3 groups nationally based on attainment (Lowest 20%, Middle 60%) and highest 20%). The average tariff score for each of the 3 groups are shown within each of the charts for the chosen groups of pupils.





Insight measure – Attainment versus Deprivation this national measure looks at the average total tariff score of school leavers by SIMD decile, the size of the bubble is proportionate to the number of pupils in each decile and the position is average number of tariff points in each decile.

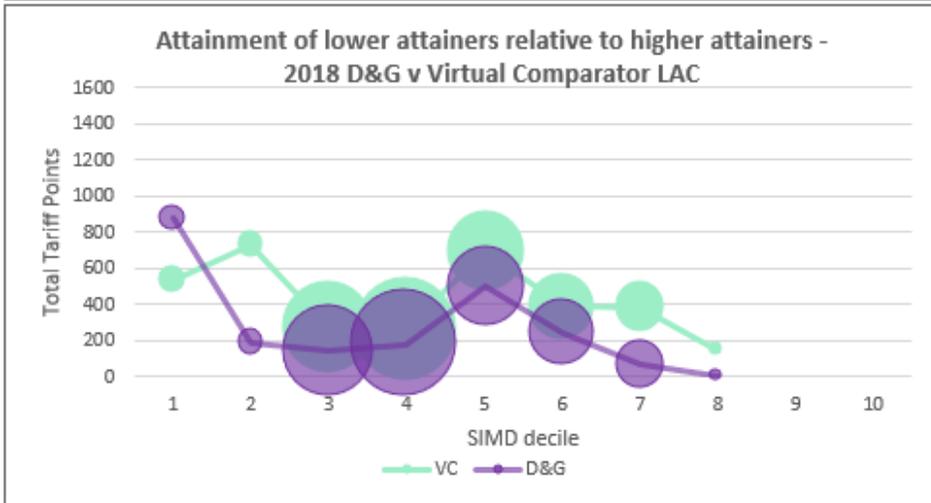
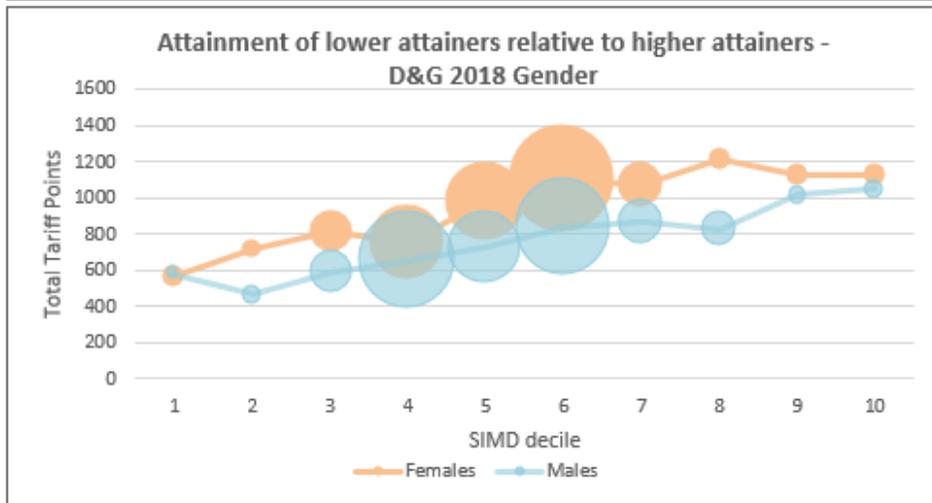
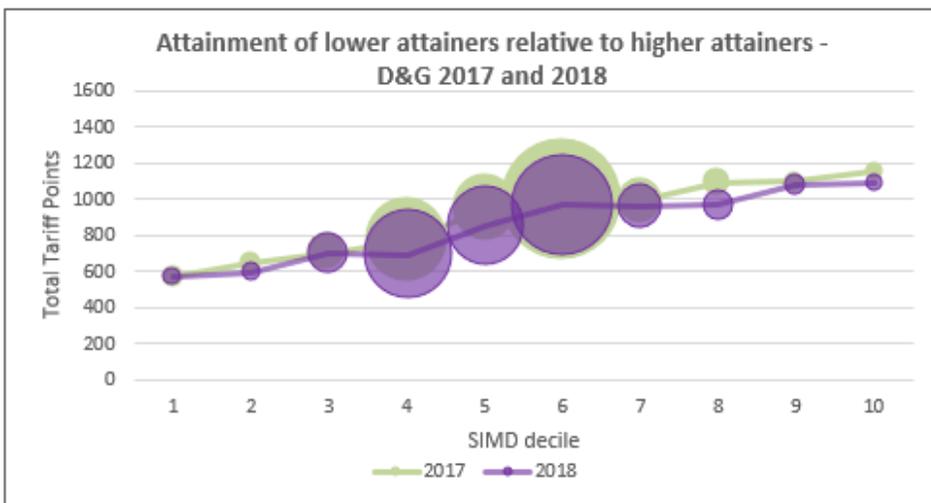
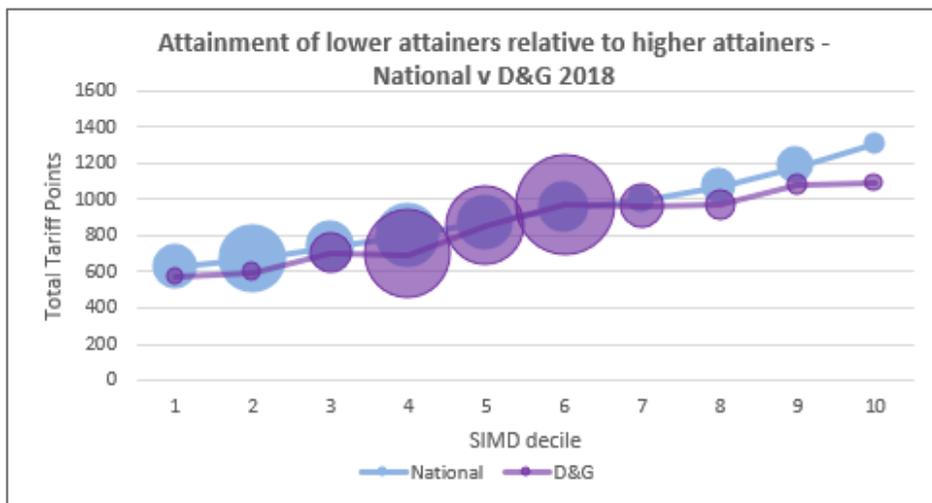


Table detailing the tariff point in the 4 previous charts

	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	Number in Cohort
2018	Avg										
National	622	665	739	802	877	948	999	1068	1182	1309	49724
D&G	570	593	700	692	853	967	961	974	1075	1091	1408

D&G	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	Number in Cohort
	Avg										
2018	570	593	700	692	853	967	961	974	1075	1091	1408
2017	570	642	706	771	948	989	997	1095	1096	1151	1499

D&G	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	Number in Cohort
	Avg										
Males	574	470	592	651	723	836	863	829	1015	1050	736
Females	568	712	817	752	985	1097	1071	1212	1131	1125	672

LAC	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	Number in Cohort
	Avg										
National	230	225	320	262	335	350	372	361	304	329	1012
D&G	884	187	146	174	499	239	75	0			35
VC	532	724	279	267	691	390	385	140			350

Breadth and Depth Insight 2017/18 – Tables showing the percentage of pupils gaining National Awards at levels 1 to 7 for latest publication and the difference from the previous year. Performance at this level is increasingly under reported as more young people take advantage of the increasing variety of courses and different qualifications now available to them. Schools across Dumfries and Galloway are using the Scottish Curriculum Qualifications Framework (SCQF) to offer an increased range of qualifications at SCQF Level 4 and 5 (equivalent to National 4 and 5) which better suit the needs of our young people.

Percentage of 2017/18 Leaver Cohort Achieving

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.4%	98.3%	98.0%	96.7%	87.9%	61.3%	20.5%
2 or more	96.7%	96.5%	96.2%	94.9%	81.1%	53.6%	9.5%
3 or more	95.0%	94.7%	94.5%	93.0%	75.6%	44.8%	2.8%
4 or more	93.6%	93.4%	93.3%	91.1%	69.8%	37.0%	0.5%
5 or more	91.1%	90.8%	90.7%	87.7%	62.6%	30.0%	
6 or more	85.4%	85.2%	85.1%	81.4%	52.4%	19.7%	
7 or more	72.9%	72.6%	72.4%	69.8%	43.0%	10.5%	
8 or more	55.3%	54.9%	54.6%	52.3%	28.6%	3.4%	
9 or more	34.2%	34.1%	33.8%	32.2%	16.6%	0.6%	
10 or more	18.7%	18.6%	18.3%	17.6%	7.2%		

Difference from the Previous Year's Leaver Cohort

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	-0.3%	-0.1%	-0.3%	-0.4%	0.7%	-2.5%	-1.1%
2 or more	-0.8%	-0.7%	-0.9%	-0.7%	1.5%	-1.2%	-0.5%
3 or more	-1.4%	-1.2%	-1.1%	-1.2%	0.8%	-3.2%	-0.6%
4 or more	-1.5%	-1.2%	-1.0%	-0.9%	0.5%	-4.3%	-0.5%
5 or more	-0.8%	-0.6%	-0.4%	-0.6%	0.5%	-3.3%	
6 or more	-3.0%	-2.7%	-2.7%	-2.5%	-1.3%	-4.5%	
7 or more	-4.9%	-4.8%	-4.7%	-4.0%	-1.1%	-4.3%	
8 or more	-6.1%	-6.1%	-6.2%	-6.2%	-3.1%	-1.8%	
9 or more	-9.4%	-9.2%	-9.4%	-8.5%	-3.5%	-0.4%	
10 or more	-5.3%	-5.1%	-5.4%	-4.7%	-1.2%		

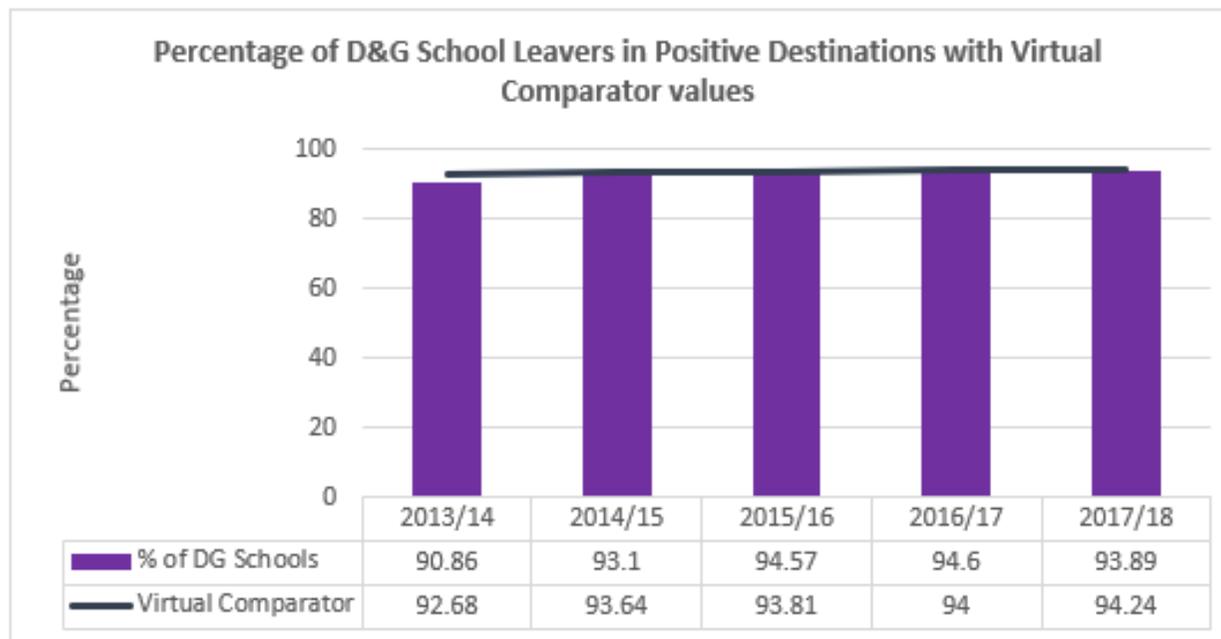
National 5 - Practical and Technical Subjects (external examination introduced in these areas May 2018 - previously internally assessed)

Notable drops in A-C Attainment and number of A passes

SUBJECT	2018											2017										
	A		A - B		A - C		A - D		No Award		Entries	A		A - B		A - C		A - D		No Award		Entries
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Design and Manufacture	14	8.6%	43	26.5%	89	54.9%	129	80.0%	33	20.4%	162	65	43.6%	100	67.1%	130	87.2%	138	92.6%	11	7.4%	149
Fashion and Textile Technology	-	-	-	-	-	-	-	-	-	-	0	3	42.9%	4	57.1%	5	71.4%	7	100%	0	0.0%	7
Hospitality: Practical Cake Craft	1	11.1%	4	44.4%	5	55.6%	6	67.0%	3	33.3%	9	***	***	***	***	***	***	***	***	***	***	1
Hospitality: Practical Cookery	18	6.6%	108	39.7%	212	77.9%	253	93.0%	19	7.0%	272	131	48.9%	201	75.0%	248	92.5%	258	96.3%	10	3.7%	268
Practical Metalworking	6	25.0%	13	54.2%	16	66.7%	22	92.0%	2	8.3%	24	10	33.3%	18	60.0%	26	86.7%	27	90.0%	3	10.0%	30
Practical Woodworking	85	37.8%	152	67.6%	195	86.7%	218	97.0%	7	3.1%	225	83	51.9%	127	79.4%	151	94.4%	152	95.0%	8	5.0%	160

*** too few pupils to show value - no value to show

Insight measure – Destinations of Leavers this measure looks at the percentage of school leavers in a positive destination approximately 3 months after leaving school

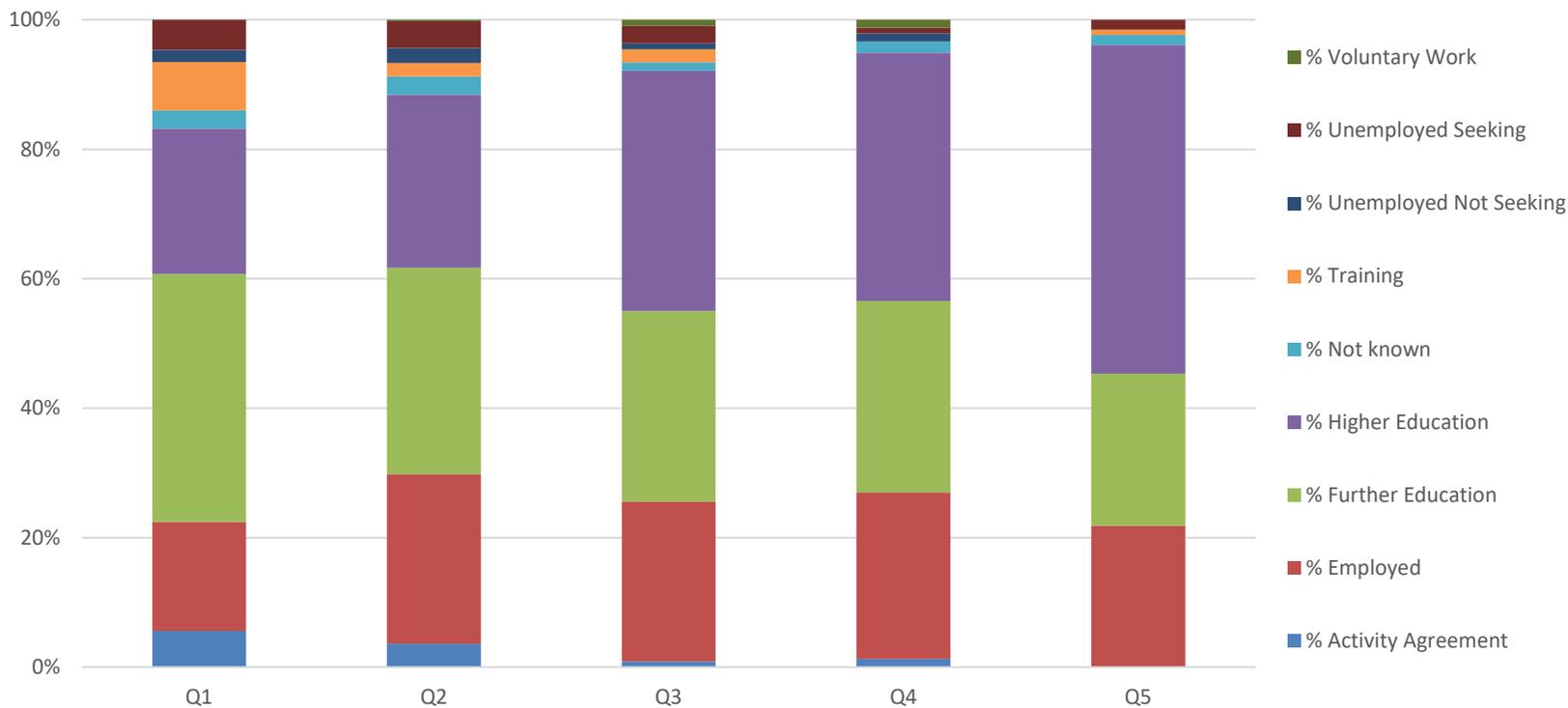


Destinations of Leavers – 5 years data by SIMD quintile the table shows the 5 years of data by SIMD quintiles and by destination type. The coloured bars are to highlight similarities and differences.

Quintile	Year	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Q1	2014	0.8	17.7	40.3	20.2		11.3	1.6	8.1		124
	2015	1.0	16.5	52.6	14.4	2.1	5.2	1.0	6.2	1.0	97
	2016	1.7	17.1	42.7	23.9		1.7	3.4	9.4		117
	2017	2.1	16.9	48.6	19.0		4.9	2.8	5.6		142
	2018	5.6	16.8	38.3	22.4	2.8	7.5	1.9	4.7		107
Q2	2014	0.6	27.5	28.7	26.6	0.3	5.1	2.4	8.8		331
	2015	1.5	20.3	36.6	29.9	1.2	3.4	1.2	5.9		325
	2016	1.8	22.9	40.5	28.5	0.6	1.8	0.6	3.5		341
	2017	1.5	26.3	33.4	29.9	0.3	3.1	1.3	4.3		392
	2018	3.6	26.2	31.9	26.7	2.8	2.1	2.3	4.1	0.3	389
Q3	2014	0.5	24.3	24.5	37.1	0.5	2.5	1.5	8.4	0.7	593
	2015	1.3	24.9	27.4	37.5	1.3	2.4	1.0	3.9	0.3	614
	2016	0.9	24.5	25.2	43.3		1.2	1.1	3.7	0.2	564
	2017	1.2	24.1	27.8	40.3	1.0	1.2	0.8	2.8	0.8	605
	2018	0.9	24.7	29.4	37.1	1.3	2.0	0.9	2.7	0.9	547
Q4	2014		27.3	20.1	44.4	0.5	1.3	1.0	5.0	0.5	399
	2015	0.3	22.0	25.0	45.2	0.5	0.5	1.0	5.1	0.5	396
	2016	0.3	25.0	24.2	44.0	0.9	1.4	1.4	2.6	0.3	352
	2017	0.9	23.1	22.2	47.0	0.4	0.4	2.6	3.0	0.4	234
	2018	1.3	25.7	29.5	38.4	1.7		1.3	0.8	1.3	237
Q5	2014		15.9	24.3	54.2	0.9	0.9		2.8	0.9	107
	2015		13.6	23.7	56.8	1.7		1.7	2.5		118
	2016	1.0	21.0	14.0	58.0		1.0	2.0	3.0		100
	2017		18.3	20.6	55.6		0.8	1.6	1.6	1.6	126
	2018		21.9	23.4	50.8	1.6	0.8		1.6		128

Destinations of Leavers 2018 shown in a stacked chart by SIMD quintiles this chart is used to further highlight similarities and differences for the most current data by SIMD quintile and destination type.

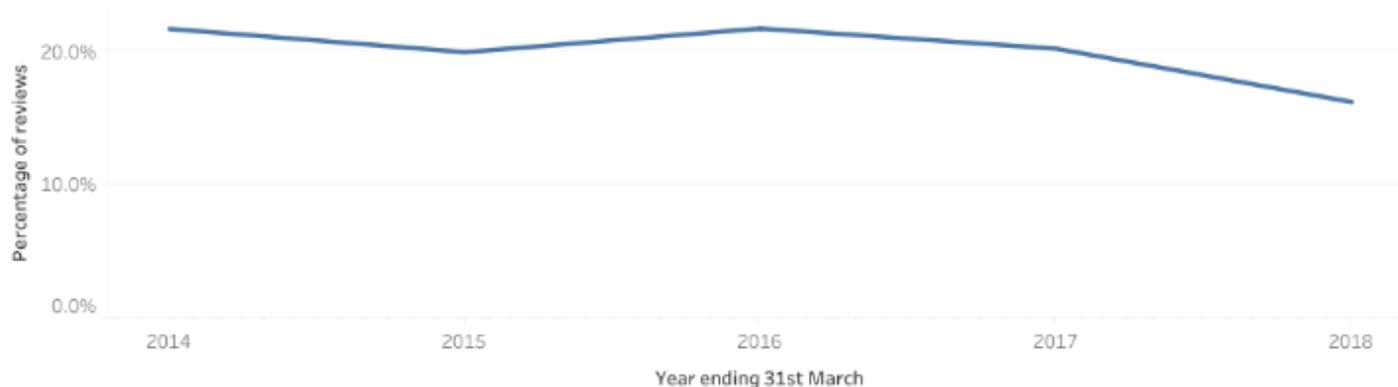
Leavers in 2018 by SIMD Quintiles and Percent in each Destination



27-30 month review interactive dashboard - the link below is to the interactive dashboard that can be interrogated for this data, the charts shown are an example of these. <http://www.isdscotland.org/Health-Topics/Child-Health/Publications/2018-04-24/visualisation.asp>

Area of residence: **Dumfries & Galloway**

Percentage of children with at least one developmental concern recorded

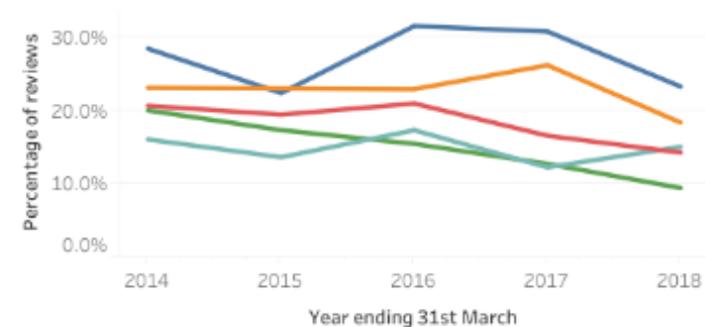


Trend by sex



Sex
 Female
 Male

Trend by deprivation



Deprivation Level
 2
 3
 4
 1 - Most deprived
 5 - Least deprived

Board/Local Authority
○ NHS Board
● Local Authority

Select Board or Local Authority
Dumfries & Galloway

Select Financial Year child turned 27 months
2017/18

■ New Concern
■ Previous Concern
■ No Concerns
■ Incomplete/Unknown

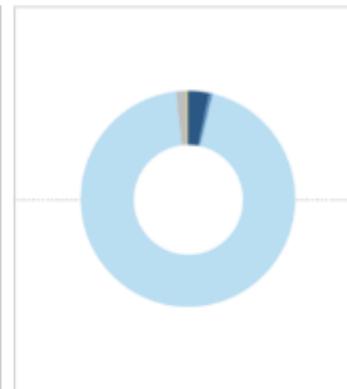
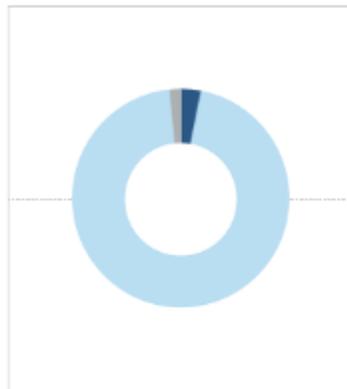
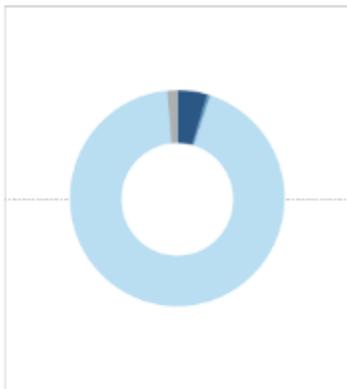
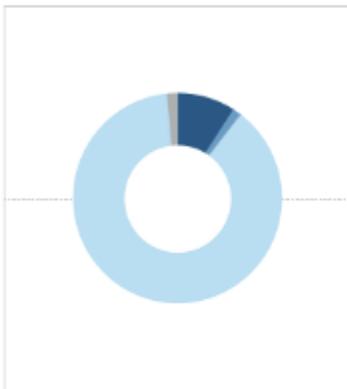
Results by developmental domain: Dumfries & Galloway 2017/18

Speech, Language & Communication

Personal/Social

Emotional/Behavioural

Problem Solving

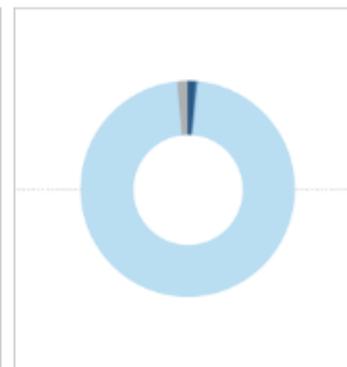
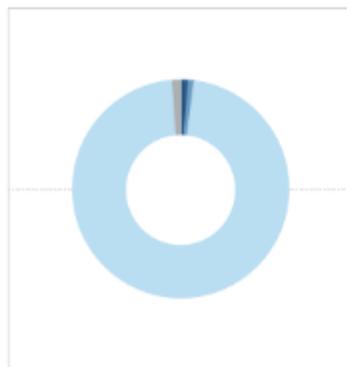
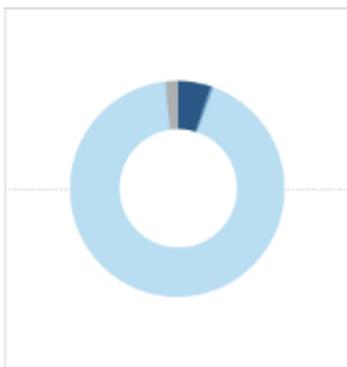
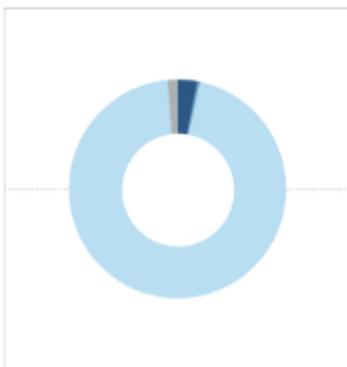


Gross Motor

Fine Motor

Vision

Hearing



Board/Local Authority NHS Board Local Authority

Select Board or Local Authority
Dumfries & Galloway

Select Financial Year child turned 27 months
2017/18

New Concern
 Previous Concern
 No Concerns
 Incomplete/Unknown

Results by developmental domain and sex: **Dumfries & Galloway 2017/18**

