

2007 The Raising Achievement Strategy

Learning Opportunities For All

Achieving the Very Best

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting Sharon Watson 01738 476873

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة للملخص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب:
الاسم: Sharon Watson
رقم هاتف للاتصال المباشر: 01738 476873

اگر آپ کے کسی جاننے والے کو اس دستاویز کی نقل کسی دوسری زبان یا شکل میں درکار ہو، (کبھی کبھی یہ دستاویز کے ترجمے کا خلاصہ ہی پیش کیا جائے گا)، اس کا انتظام 01738 476873 پر Sharon Watson سے رابطہ کر کے کیا جا سکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡

Sharon Watson 01738 476873

來替你安排。



Council Text Phone Number 01738 442573

All Council Services can offer a telephone translation facility

Designed by Chief Executive's Service (2006650 - Mar 07)



PERTH & KINROSS COUNCIL

Education & Children's Services

Contents



page

Introduction	2
The Strategy	3
Appendix 1: <i>Our Universal Service</i>	11
Appendix 2: <i>Raising Achievement Group Composition</i>	15
Glossary	16



Introduction

This Strategy is a major priority for Perth & Kinross Council in its role of supporting our citizens, particularly our young people, to achieve the very best and contribute to a vibrant and successful community.

We will work with our partners to ensure that we tackle underachievement and deliver real improvement in the lives of our citizens.

As with any Strategy, we view it as a 'work in progress'. Our work will change and develop as we understand better the needs and aspirations of our communities. We want to make an impact on individual lives and in the way people live, work and learn together.

Stuart Powell

Executive Director (Education & Children's Services)

The Strategy



Vision

'Our vision is of a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe, secure and healthy environment; and a place where communities are nurtured and supported'.

Perth and Kinross Community Plan 2004-2008

Values

Our values are:

- Openness, honesty and integrity.*
- Fairness and compassion.*
- Mutual trust and respect.*

Purpose

Our purpose is to:

- Promote safety and well-being.*
- Improve learning and achievement.*
- Enable active engagement in communities.*

Objectives

Our objectives are to:

- Keep individuals safe and protected.*
- Improve health and well-being.*
- Develop the range and quality of learning experiences for all.*
- Raise standards of performance and achievement.*
- Develop active and responsible citizens.*
- Develop caring and confident communities.*

Rationale

In this strategy we define **achievement** as a process of striving towards a sense of personal success and **attainment** as a recognition of achievement evaluated against certain standards.

We recognise that each person living in Perth and Kinross deserves to be given support and encouragement to achieve at their highest level. We want to give individuals and communities every chance to succeed and prosper in the context of an ever changing world economy. We accept the challenge of identifying and celebrating success and, where there is underachievement, of taking specific action to remedy this shortfall.



“From 2001/02 through 2003/04, the percentage of economically active with no qualifications has risen steadily. With only 8.9% possessing no skills in 2001/02, this figure increased rising consecutively until 2003/04 where this figure reached 12.2%.”

Perth and Kinross Economic Development Strategy and Joint Action Plan

Background

Recognition of achievement is vital to the promotion of self-esteem and ambition. Formal qualifications form an important part of this recognition, providing the backdrop for a wider perspective of achievement.

Nationally, it has been recognised through initiatives such as ‘Determined to Succeed’, ‘Creativity in Education’ and ‘A Curriculum for Excellence’ that the pursuit of academic qualifications alone does not necessarily promote motivation, ambition and enterprise within people. We endorse the view that achievement is a multifaceted concept and as such must be nurtured through a range of projects, opportunities and approaches.

Examination passes and other formal attainment levels within Perth and Kinross are, in almost all cases, consistently higher than the national averages. In some cases, especially when considering the more academically oriented young people, results are higher than national values. However, when benchmarked against a number of councils which are defined as similar, Perth and Kinross compares favourably using 5-14 statistics but does not carry this over to SQA attainment. This is particularly true for the lower attaining groups in our community. This shortfall is carried over into the adult workforce.

We also need to develop ways of crediting and recognising success across the full spectrum of achievement. We believe that doing this will build the confidence and esteem of all learners.

We recognise that we must now further support particular groups of people to overcome this shortfall in our communities. We will do this in a context of high quality, accessible universal services for all.

“We must give opportunities to make appropriate choices to meet their individual interests and needs, while ensuring that these choices lead to successful outcomes”

A Curriculum for Excellence

“Employability skills are very important and the focus should not be restricted to VQs and other qualification based activity.”

Perth and Kinross Economic Development Strategy and Joint Action Plan

“We want to increase opportunities for individuals and communities who are excluded, improve public services where it will make most difference and create a more socially just Scotland. Through community planning, we aim to make sure that agencies work with communities to improve their well-being. Through community learning and development, we aim to make sure that communities can be full parties in this.”

“Extract from a statement purportedly by the Scottish Executive/COSLA Working Group”



The Approach in Perth and Kinross

We believe in an holistic approach to raising achievement. We know that it is crucial to work with our partners within the Community Planning process, to ensure the best possible life for our children and communities. It is not simply about better learning and teaching. In an integrated service such as Education & Children's Services, we believe that each targeted group will need tailored types of support from the varied services we provide.

We believe that achievement will be raised only if our services work together and are committed to the following:

- The adoption of flexible learning and teaching approaches.*
- An understanding of the impact of social and cultural issues on learners.*
- The offering of individual support when required and the understanding of individual motivation.*
- Taking seriously the duty we have as a Council to support achievement and improvement for all.*

An integration of these different aspects is required to optimise achievement for all. In Appendix 1 we detail the immediate specific actions which we will undertake to support the achievement of all.

Leadership at every level is crucial for achieving our vision. We expect leaders to have a clear vision, promote responsibility for achievement at all levels and accept nothing but the best.

As part of our overall strategy, we now expect each school and Service to plan for raising achievement as outlined in this strategy. This should include celebrating and praising achievement of all who are involved with children, families and communities.

Universal Provision

Across Education & Children's Services, we want people to be ambitious for themselves. We are ambitious for them. To support achievement our universal service will ensure a range of learner entitlements for all. These entitlements are based on work already agreed by the Lifelong Learning Committee in January 2003. We believe these now constitute a 'Service Standard'. This Service Standard underlines the importance of a wide range of educational and cultural experiences in developing the whole person. It is important, within this strategic approach to raising achievement, that the standards are integral, rather than peripheral, to the process of supporting achievement for all.

We will now take steps to ensure that all relevant service holders adhere to the Service Standards.

Targeted Provision

For some groups of people, however, Education & Children's Services requires to establish targets which allow such individuals and groups to achieve their very best.



Over the next three years, those groups being targeted will be:

- Looked after and accommodated children and young people.*
- Young people not in education, employment or training (the NEET Group).*
- Children and young people with emotional and behavioural difficulties.*
- Children capable of attaining at a higher level.*
- Adults and communities within Perth and Kinross who most need support to access opportunities.*
- Children and young people affected by problem drug use including alcohol.*
- The lowest attaining 20% of young people.*
- Children and young people experiencing significant transition.*
- Children and young people experiencing homelessness.*
- Young Carers.*

We recognise that some individuals can be included in more than one of the categories mentioned above. However we believe that each of the above groups still requires specific support. We also realise that other groups will be identified as this Strategy develops.

Strategic Priorities

Although each targeted group will require different approaches, there are common areas of action which the Authority will now drive forward.

In the areas of Learning and Teaching we will:

- embed formative assessment approaches within our schools.*
- continue to develop a flexible curriculum within our schools, including the involvement of further education and community learning and development staff.*
- work within a personal learning planning context for all learners including within community learning and development practice.*
- make better use of national initiatives to support learning and teaching.*
- develop a culture of praise, positive reinforcement and celebrating achievement across our schools and Service.*
- support staff to develop classroom and group development strategies to cope with the variety of learners.*
- develop partnership approaches with local employers to develop innovative learning opportunities and improve employability opportunities.*
- offer appropriate support to all S4 pupils who are vulnerable of not achieving five qualifications at NCQF level 3.*



In developing an understanding of the social and cultural factors affecting achievement we will:

- develop specific projects to support children and young people during key transition stages.*
- continue to develop integrated working practices throughout our service which support our most deprived families.*
- ensure parents are considered as key partners in their children's development by developing better communication systems between home, school and the Authority.*
- further commit to community and health promoting schools.*
- support the development of vibrant and sustainable communities by offering individuals a real say in the way we deliver our services.*
- ensure community learning and development opportunities are available at a very local level for marginalised adults and communities.*
- continue to develop family learning initiatives across the Authority.*

We will support individual motivation and endeavour by:

- focussing on early identification of underachievement in order that appropriate early intervention can be put in place.*
- designating key workers for individual children as appropriate and within a context of an integrated assessment of need.*
- the use of 'significant' mentors from different areas of society to support individuals to achieve.*
- continuing to develop the Staged Intervention Approach for young people with Additional Support Needs.*
- promoting integrated working and more flexible operation of schools.*

As an organisation, we see it as our duty to:

- target resources at priority areas of need through the Project Management approach.*
- re-deploy staff to support achievement for targeted groups.*
- develop a more structured programme of support for individual children in need which schools can access centrally.*
- have a Management Information System which uses consistent, rational and reliable measures of achievement.*
- prioritise resources to ensure a system of curriculum tracking for 2-18 year olds.*
- work with schools and Services to develop a sophisticated system of monitoring young people's attainment, achievement, attendance and exclusion to measure the rate of progress for those at risk.*



- ❑ *develop tracking system for adults who require support.*
- ❑ *define the cultural rights of our citizens.*
- ❑ *develop information systems at a partnership level to better support those who are engaged in cultural activities.*
- ❑ *establish a range of provisions where the needs of all learners can be met.*

Taking The Strategy Forward

The Strategy is entitled 'Raising Achievement' deliberately. We want people to be successful in cultural and civic life as well as attaining good academic qualifications. To do this, young people require to be exposed to a variety of experiences as we know this contributes to overall personal development, and gives them the skills they need for the world of work.

We believe, however, that extending such opportunities as outdoor education, drama and arts can assist our most deprived young people and communities to develop self-confidence and motivation. In such initiatives as the Curriculum for Excellence and Integrated Children's Services planning, the universal Service incorporates these aspirations.

As a major priority for the Council, the Strategy will be the first to be set up using a Service wide Project Management approach to planning, managing and evaluating progress. As such it pilots the Project Management approach within Education & Children's Services.

Training in project management, including statistical analysis where appropriate, will become an essential element of the staff development programme for key staff. This will give a cohesive structure to the way in which projects are managed across Education & Children's Services, and will include developing baseline measures at the outset of the project, ensuring the use of interim reviews, and benchmarking within the local and national setting. This will include a reporting and monitoring structure to the Senior Management Team of Education & Children's Services.

Resources

Both the universal provision and the targeted areas require to be adequately funded to ensure that the necessary improvements outlined within the Strategy can be realised. Moving resources will be part of the monitoring arrangements for each project undertaken as part of the Strategy.

Integrated Management Information Systems

Good quality data is required to ensure the availability of accurate baseline and performance information. Developing relevant systems will allow the Service to measure the added value of specific projects and programmes to raise achievement across the Service.



Conclusion

It is a major driver for all employed in the public sector of Perth and Kinross to raise the levels of achievement and attainment within our society.

This document sets the strategic direction for ensuring that personal achievement is supported within our communities, and particularly for those who most need our help. We believe it will contribute to the social and economic prosperity of Perth and Kinross.

It is therefore imperative that this Strategy is underpinned by individual Service and school strategies - that the culture and ethos of raising achievement is embedded in all our work, and that we work with our partners and the wider community to ensure the best opportunities for all.



Appendix 1: Our Universal Service



Key Service Standards

Our universal service will guarantee opportunity to the following:

For the Early Years (0-5)

- Parent support opportunities*
- Responsive and flexible care packages*
- High quality and well equipped environments for play*
- Home to Nursery transitional experience*
- Experience of a range of expressive arts, physical activities, literacy and numeracy*
- Opportunities to develop own learning through structured play*
- Opportunities to take part in activities which extend knowledge and understanding of the world*
- Use of the local environment for learning activities*
- Participation in outdoor play*
- Access to appropriate ICT opportunities*
- Sharing and celebrating achievements with parents/carers and the wider community*

For Primary Children

- Nursery to Primary transitional experience*
- Participation in a local environment project, working with others*
- Participation in concerts or performances*
- Senior children organising activities to support younger children*
- Develop a particular talent in expressive arts and sport*
- Opportunities to take part in a public performance/residential experience/educational visit/theatre visit programme*
- Be involved in an enterprise activity, working with others*
- Access to a 10 week block of swimming lessons*
- Participation in the Pupil Council process*
- Approach to develop links with other countries*
- Opportunities for Active Lifestyles for children and families*
- Modern Language tuition in P6 and P7*



Lifelong Learning for All

- Opportunities for 14-25 year olds to take part in youth activities, eg Duke of Edinburgh Award Scheme*
- Access to basic ICT Tuition*
- Parenting courses for parents/guardians/carers*
- Free adult educational guidance*
- A range of training opportunities for staff at all levels with an emphasis on cross sectoral development*
- Free access to cultural and leisure activities in libraries and museums*
- Take part in a project of benefit to the local community/charity*
- Opportunities to learn a musical instrument*
- Make a book*
- Opportunities to be Healthy and Fit*
- Opportunities to take part in Study Support/out of school hours learning activities*
- Experience of managing risk both in the outdoors and personally*

For young people at Secondary school

- Primary to Secondary transitional experience*
- Involvement in community based environmental project/enterprise activity*
- Opportunities for courses on parenting skills, Personal and Social Development/Lifeskills*
- Participation in artistic, sporting performance, cultural events and visits*
- Participation in team sports*
- Opportunities for a residential experience*
- Access to appropriate ICT*
- Work experience placement/world of work activity*
- Programme of careers education*
- Induction visit to Further Education/Higher Education/employment*
- Experience of outdoor education*
- Opportunities to take part in a project of benefit to the local community/charity*
- Opportunities to take part in Study Support/out of school hours learning activities*
- Support for those working for community good*



- Free access to information on community, personal and social issues*
- Provision of literacy and numeracy support to all*

For Parents/Carers

- At least one meeting a year with school staff*
- Access to school staff during the year by appointment*
- Support for pupils learning at home/homework*
- Information about pupil coursework/learning experiences in advance*
- Opportunities to be involved in the life of the school*
- Support at times of transition for young people*

For Community and Cultural Life

- Access to high quality library, arts and sports facilities and sciences*
- Opportunities to become interested in the development of sciences in a local area*
- Opportunities for individual travel and informal learning experiences*
- Access to information on your community*
- Support for active participation in community planning*



Appendix 2: Raising Achievement Group Composition



Raising Achievement Strategy Working Group Members (June 2006)

Maria Walker, Lead Officer, Cultural & Community Services, ECS

Barbara Renton, Lead Officer, Strategic Business Services, ECS

Bill Kirkpatrick, Service Manager, Performance Management, Strategic Business Services, ECS

Fiona Fleming, Headteacher, Crieff High School

Fiona Patton, Service Manager, School Improvement Services, ECS

Hazel Bell, Project Co-ordinator, ECS

Karen Beveridge, Headteacher, Kinnoull Primary School

Jackie Halawi, Planning & Development Manager, Cultural & Community Services, ECS

Margot Cram, Service Manager, School Improvement Services, ECS

ASN	Additional Support Needs
COSLA	Convention of Scottish Local Authorities
CPD	Continuous Professional Development
CSP	Community Safety Partnership
DAAT	Drug and Alcohol Action Team
ECS	Education & Children's Services
ERD	Employee Review and Development
ESS	Education Support Services
FE	Further Education
HE	Higher Education
HMIE	HM Inspectorate of Education
HT	Headteacher
ICS	Integrated Community Schools
ICT	Information and Communication Technology
IEP	Individual Education Plan
NCH	National Children's Homes
PLP	Personal Learning Plan
PSD	Personal and Social Development
SET	Scottish Enterprise Tayside
SMART	Specific, Measurable, Achievable, Recognisable, Time bound
SMT	Senior Management Team
SQA	Scottish Qualifications Authority
VQ	Vocational Qualifications