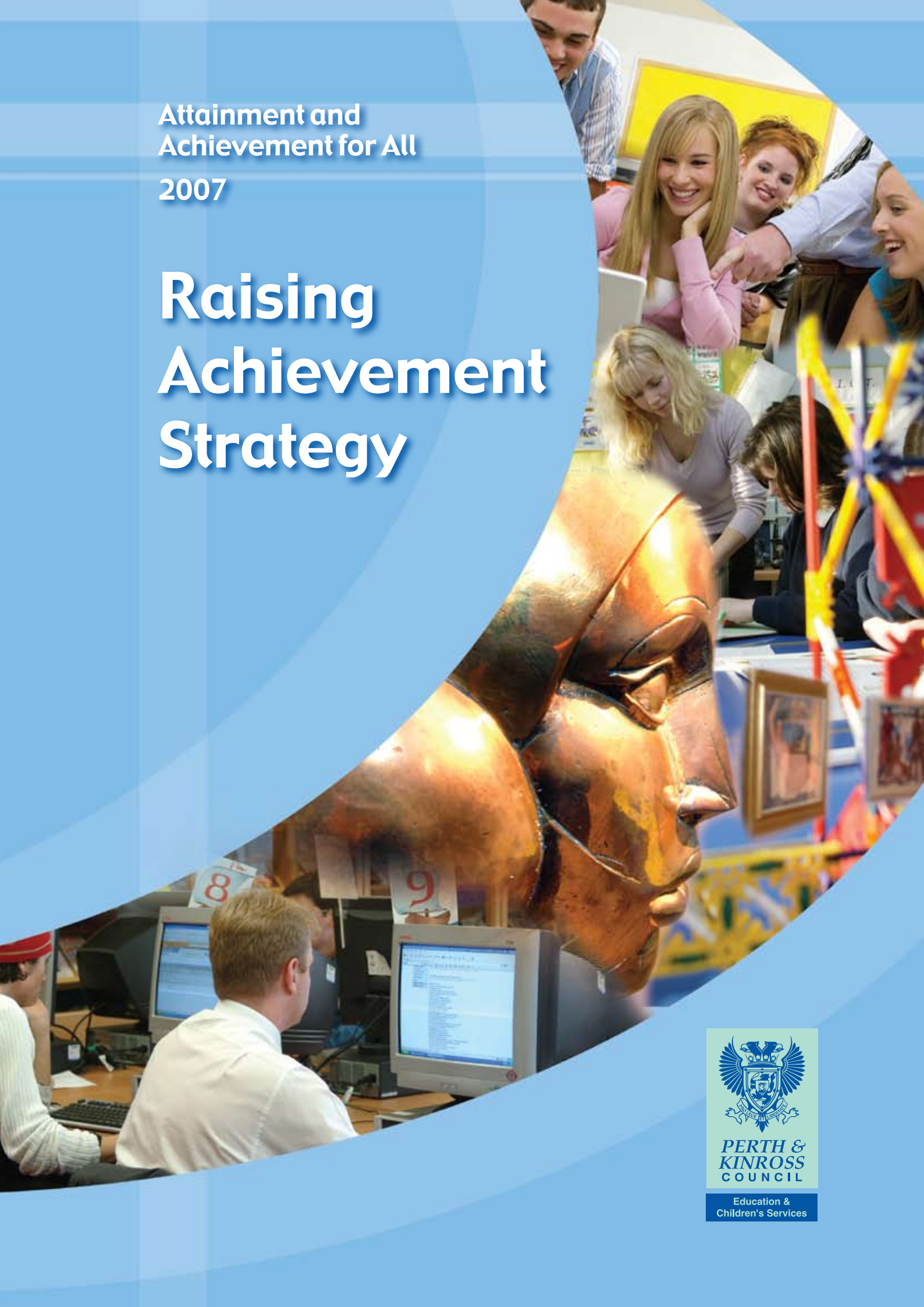


Attainment and  
Achievement for All  
2007

# Raising Achievement Strategy



**PERTH &  
KINROSS  
COUNCIL**

Education &  
Children's Services

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# Introduction

The Raising Achievement Strategy is a major priority for Perth and 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 are committed to enabling all learners, of all ages and at all stages, to attain and achieve to their full potential. Our aspiration is for a community in which all the citizens of Perth and Kinross are successful, confident and responsible citizens, able to make effective contributions to society and at work.

To achieve this, we will work with our partners to ensure that we tackle underachievement and deliver real improvement in the lives of our citizens. As we move forward, our work will change and develop to ensure that we meet the changing needs and aspirations of individuals and our communities. We want to make a positive impact both on individual lives and in the way people live, work and learn together.

**John Fyffe**  
**Executive Director (Education & Children's Services)**

## **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 people and communities are nurtured and supported.

*Perth and Kinross Corporate Plan 2007-2010*

## **Values**

Our **values** are:

- *openness, honesty and integrity*
- *fairness and compassion*
- *mutual trust and respect*

## **Purpose**

Our **purpose** is to:

- *promote safety and wellbeing*
- *improve learning and achievement*
- *enable active engagement in communities*

## **Objectives**

Our key **objectives** are to:

- *keep individuals safe and protected*
- *improve health and wellbeing*
- *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 Perth and Kinross, we have used Achievement in its widest sense in the title of the strategy. We see **attainment** and **achievement**, separately defined, as complementary components of our strategy. **Attainment** is the formal recognition of achievement evaluated against specified standards, generally in national examinations. **Achievement** is a process of striving towards a sense of personal success and achieving as highly as possible. Within this context, we are committed to enabling all learners to attain and achieve to their full potential.

As well as attaining the best possible academic qualifications, we also want people to be successful in cultural and civic life. To do this young people require to be exposed to a variety of experiences. We know this contributes to overall personal development and gives young people the skills they need for the world of work. We believe that extending such opportunities as outdoor education, drama and arts can assist all young people, particularly our most disadvantaged young people and communities to develop self-confidence and motivation.

We recognise that each person living in Perth and Kinross deserves to be given support and encouragement to attain and 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 and targeted action to remedy this shortfall.

We will achieve the very best by having:

- *effective learning and teaching experiences*
- *high quality lifelong learning and cultural experiences*
- *targeted support for individuals and groups when needed*
- *sufficient capacity and effective allocation of resources*
- *an effective high quality staff development programme*

We are committed to achieving excellence for all.

## Background

Recognition of attainment and 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. However, it is recognised nationally through initiatives such as Determined to Succeed, Creativity in Education and A Curriculum for Excellence that the pursuit of academic qualifications alone does not provide sufficient recognition of an individual's wider achievements and qualities. We endorse the view that achievement is a multifaceted concept and as such must be nurtured through a range of projects, opportunities and approaches.

Overall, we need to improve attainment, particularly the levels achieved by learners by the end of secondary school. In primary, the proportion of pupils in Perth and Kinross attaining the appropriate national levels is improving and compares favourably with that of similar Councils. In secondary, the levels of attainment achieved by pupils by the end of S6 are, in almost all cases, consistently higher than national averages. However, they are below the average for comparator authorities on almost all key measures. This is particularly true for the lower attaining groups in our community.

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 provide high quality accessible universal services for all. We also recognise that we must also provide effective targeted support to potentially disadvantaged groups of learners.

## **The Approach in Perth And Kinross**

We believe in a holistic approach to raising attainment and achievement. In order to meet all learners' needs, we must ensure that all learners can follow an appropriate curriculum and have access to the highest quality learning and teaching experiences. Across Education & Children's Services, we want people to be ambitious for themselves. We are ambitious for them. We are committed to providing all learners with a **universal entitlement**. These entitlements are set out in Appendix 1. It is important, within this strategic approach to raising attainment and achievement, that these entitlements are integral to the process of supporting achievement for all.

We believe that attainment and 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 secure attainment, achievement and improvement for all*

We also 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. Whilst all learners have access to the universal entitlement, within an integrated service such as Education & Children's Services, we also recognise that there are potentially disadvantaged groups or individuals who are at risk of missing out. We need to provide **targeted support** to these individuals and groups to enable them to achieve their very best. In addition to this targeted support, we also know that we must raise the levels of attainment and achievement of other groups, such as more able pupils, boys generally and lower attaining girls.

Potentially disadvantaged groups and individuals at risk of missing out include:

- *looked after and accommodated children and young people*
- *children and young people with additional support needs, including emotional and behavioural difficulties*
- *children and young people who may experience barriers to achievement because of their race, disability, gender or health*
- *children and young people affected by problem drug use including alcohol*
- *children and young people experiencing significant transition*
- *children and young people experiencing homelessness*
- *Young Carers*
- *Adults and communities within Perth and Kinross who most need support to access opportunities*

Providing effective universal entitlement for all, along with targeting support, as appropriate, to groups and individuals at risk of missing out, will be essential if we are to:

- *raise overall levels of attainment and achievement*
- *raise the attainment of the lowest attaining 20% of young people*
- *raise the attainment of boys generally and lower attaining girls*
- *raise the attainment of more able pupils*
- *narrow the gap between low and high attainers*
- *reduce the numbers of 16-19 year olds not in education, employment or training (NEET)*

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.

Leadership at every level is crucial for achieving our vision. We expect leaders to have a clear vision, promote responsibility for attainment and 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.

## **Strategic Priorities**

Although each targeted group will require different approaches, in taking forward the universal entitlement there are common areas of action which the Authority will take forward.

**In the areas of Learning and Teaching we will:**

- *continue to develop a flexible curriculum within our schools including the involvement of further education, local businesses, other partners and community learning and development staff*
- *develop partnership approaches with local employers to develop innovative learning opportunities and improve employability opportunities*
- *take steps to improve learning and teaching*
- *embed formative assessment approaches within our schools*
- *take action to ensure there are effective transitions at all stages of education*
- *work within a personal learning planning context for all learners including within community learning and development practice*
- *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' needs*
- *offer appropriate support to all pupils, including those at risk of not achieving five qualifications at NCQF level 3 by the end of S4*

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

- *support children and young people during key transition stages*
- *continue to develop integrated working practices throughout our service which support our most vulnerable and disadvantaged families*
- *ensure parents are considered as key partners in their children's development by improving 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*
- *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 attainment and achievement*
- *prioritise resources to ensure a system of tracking for 2-18 year olds*
- *work with schools and services to develop a rigorous system of monitoring young people's attainment, achievement, attendance and exclusion to monitor progress and take action to improve*
- *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 provision to meet needs of all learners*

## **Monitoring and Evaluation**

The Raising Achievement Strategy Group (Programme Board) will monitor and evaluate the impact of the strategy. It will meet on four occasions a year and report directly to the Lifelong Learning Partnership. Because the Raising Achievement Strategy is focused on raising attainment and achievement for all, the strategy group will monitor both the implementation of the universal entitlement as well as specific targeted projects. In monitoring the implementation of the strategy, the group will receive regular reports on the progress made in the following areas:

- *implementation of A Curriculum for Excellence in all schools and learning centres*
- *progress in pre-school and early years education*
- *implementation of the principles of Assessment is for Learning, including transition arrangements*
- *progress in the development of enterprise and vocational opportunities for all*
- *progress in meeting the needs of potentially disadvantaged learners through targeted support*
- *progress in relation to adult learning, including literacy and numeracy*
- *progress in raising attainment and achievement*

The group will also establish and monitor arrangements for targeted support to specific groups or individuals at risk of missing out. Targeted support will be managed through a Project Management approach to planning, managing and evaluating progress. This approach will require the prioritisation of key projects and will include statistical analysis where appropriate. Such an approach will give a cohesive structure to the way in which projects are managed and will include baseline measures at the outset of the project, ensuring the use of interim reviews and benchmarking within the local and national setting. This approach was adopted in 2006-2007 and three project teams were established. The work of these teams focused on:

- *the EMBED project and business case - meeting the needs of pupils with emotional and behavioural difficulties*
- *the NEET group - reducing the numbers of 16-19 year olds not in education, employment or training*
- *Looked After Children Group - meeting the needs of looked after and accommodated children and young people*

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. Securing funding and moving resources will be part of the monitoring arrangements for each project undertaken as part of the strategy.

Good quality data is required to ensure the availability of accurate baseline and performance information. Developing effective Management Information Systems will allow the service to measure the added value of specific projects and programmes to raise achievement across the Service. There is also a need to ensure there are effective arrangements for recognising, celebrating and recording learners' wider achievements.

The Raising Achievement Strategy Group (Programme Board) will have the following membership:

- *Head of Education Services – Chair*
- *Service Manager Education Services – Lead Officer*
- *Representative of Children's Services*
- *Representative of Culture & Community Services*
- *Representative from the Research, Analysis & Evaluation Support Team*
- *Representatives of the following partners:*
  - *Perth College*
  - *Careers Scotland*
  - *Learning and Teaching Scotland*
  - *Local businesses and employers*
  - *Headteacher primary*
  - *Headteacher secondary*

## **Conclusion**

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

This strategy sets the future direction for ensuring that personal achievement in its widest sense is supported within our communities, including targeted support for those who most need our help. We believe it will contribute to social and economic prosperity within 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 attainment and achievement is embedded in all our work and that we work with our partners and the wider community to ensure the best learning opportunities for all.

<b>Universal Entitlement</b>
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Our universal entitlement will provide opportunities for all 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 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 learners in primary school**

- *nursery to primary transitional experience*
- *working with others, through participation in a local environment project and participation in concerts or performances*
- *senior children organising activities/to support younger children*
- *developing a particular talent in expressive arts and sport*
- *opportunities to take part in a public performance, residential experience/ educational visit/theatre visit programme*
- *being involved in an enterprise activity*
- *having access to a 10 week block of swimming lessons*
- *participation in the pupil council process*
- *approaches to developing links with other countries*
- *opportunities for active lifestyles for children and families*
- *Modern Language tuition in P6 and 7*

## **For learners in secondary school**

- *primary to secondary transitional experience*
- *involvement in community based environmental project/enterprise activity*
- *opportunities for courses on parenting skills, PSD/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*

## **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*
- 🕒 *participation in a project of benefit to the local community/charity*
- 🕒 *opportunities to learn a musical instrument*
- 🕒 *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 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 of young people*

### **For Community and Cultural Life**

- *access to high quality cultural, community and sports facilities opportunities*
- *opportunities to engage with the council in the development and evaluation of services*

# Glossary

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 Hospice
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