

Education & Lifelong Learning

Angus Education Plan 2022-2027

2024-2025 update

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Education and Lifelong Learning

Foreword

I am delighted to present the Angus Education Plan for 2024-25. The Education and Lifelong Learning Directorate is focused on supporting all our children and young people to progress in their learning. The Directorate's commitment to the national aim of 'excellence and equity' is evident in our aspirational aims for achievement and the focus on outcomes for care-experienced children and those affected by poverty. This year the Directorate will continue its work on ensuring that the curriculum is designed to ensure our children and young people develop the skills and attributes to effectively contribute to society. A focus on the planning and delivery of learning, teaching and assessment will help ensure that all of our children and young people have the best experience possible.

I would like to thank our staff, including our partners, for their care and dedication as they support our children and young people to progress in their learning and development. I wish all our children and young people success in the coming year.

Cllr Lynne Devine

Convener Family, Education and Justice Committee



Education and Lifelong Learning

Introduction

The Education and Lifelong Learning Directorate works with families and other partners to ensure that all of our children and young people have the opportunity to achieve. We seek to maximise inclusion and reduce inequalities.

Our care and learning offer supports every child and young person to develop the knowledge, skills and attributes which will enable them to make their way in the world.

Our determination to recognise the value of all learning is integral to developing pathways to meet the needs of every child. Our purpose is to work together to improve outcomes. We do not seek to define a person's potential; rather we aim that every learner goes on to achieve more than anyone ever thought was possible. Coupled with this is a determination to build a highly effective workforce with the qualities and skills required to improve outcomes for every child and young person. A workforce equipped to best serve the children and young people of Angus.

This year we present the update report for 2023-24, and our improvement plan for 2024-25.

The 2024 update to the [National Improvement Framework](#) and the 2023 [Framework for Recovery and Accelerating Progress](#) provide the purpose and national direction for education. In addition, literature and research relevant to education including [The Promise Plan 24-30](#); the [Equally Safe 24-26 Delivery Plan](#); [Preventing and Responding to Gender Based Violence: A whole school framework](#) and [UNCRC](#) provide important recommendations for consideration when planning for the future.

We have considered relevant publications, our local context and relevant data in determining our priorities for improvement.

Kelly McIntosh

Director of Education and Lifelong Learning

Education and Lifelong Learning

Our Plan

The Angus Education Plan (AEP) 2022-2027 is one element in a wider suite of national and local improvement plans. The AEP takes account of national, regional and local context and is aligned with the Angus Council planning and evaluation cycle.

Our Plan drives:

- improvement in accordance with national policy and priorities;
- improvement in our local context, including our corporate priorities, the improvement themes emerging from our schools' Standards and Qualities reports and our analysis of data;
- collaborative improvement by working across council directorates to ensure that service plans are aligned and our resources are used to ensure best value, including in relation to child poverty, our drive towards net zero and reducing the poverty related attainment gap;
- regional improvement by working across the Tay Collaborative.



National Context

The National Improvement Framework

Achieving Excellence and Equity, [2024 National Improvement Framework and Improvement Plan](#) sets out the vision for education in Scotland:

Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;

Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

The key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people;
- Improvement in attainment, particularly in literacy and numeracy.



National Context

The Framework for Recovery and Accelerating Progress

The [Framework for Recovery and Accelerating Progress](#) (the Framework) has been developed to support the Scottish Attainment Challenge (SAC). The aims include:

A commitment to equity in education, to mitigate the impact of poverty on children's outcomes and tackle the poverty-related attainment gap.

The use of local improvement plans and stretch aims to drive improved outcomes for children and young people impacted by poverty.

Effective use of the SAC funding allocations to ensure resource is aligned with local priorities.

[Scotland's Equity Toolkit](#) provides an accessible and adaptable resource to support the refreshed mission of the Scottish Attainment Challenge.



National Context

The Promise Plan 24-30

The Promise Plan 24-30 is Scotland's route map to #KeepthePromise and is built on the five Promise foundations: Voice, Family, Care, People and Scaffolding.

Education is listed as one of the themes within the Scaffolding foundation.

The plan states that by 2030 schools and educational establishments will be ambitious for care experienced children and young people and ensure they have all they need to thrive, recognising they may experience difficulties associated with their life story.

Care experienced pupils will:

- Have opportunities for mentoring support.
- Learn about their rights in a developmentally appropriate way.
- Not be excluded from education or have their timetables reduced to such an extent they are denied their right to education.



National Context

Target 2030 – Scotland’s Learning for Sustainability Action

The vision of “Target 2030 - A movement for people, planet and prosperity” is to build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030. The aims include:

- All learners should have an entitlement to learning for sustainability;
- Every practitioner, school and education leader should demonstrate learning for sustainability in their practice;
- Every setting should have a whole setting approach to learning for sustainability.

With an ask that local leaders and decision makers ensure that our approach to achieving ‘Target 2030’ is included in strategic plans.

“Target 2030” A movement for people, planet and prosperity

Scotland’s Learning for Sustainability
Action Plan 2023-2030



National Context

Equally Safe: Scotland's strategy for preventing and eradicating violence against women

The Equally Safe Strategy sets out a vision to address violence against women and girls. It outlines the ambition to build the capability and capacity of support services, and strengthen the response to victims and perpetrators.

The 24-26 delivery plan asks that we build a robust and joined up approach to the prevention of violence against women and girls across all education settings. Commitments related to Equally Safe at School include: the recording of incidences of GBV in our settings and how learning about GBV is meaningfully built into the curriculum.

In March 2024, 'Preventing and Responding to Gender Based Violence: A Whole School Framework' was published. The framework is intended to:

- build an understanding of the range of behaviours GBV can encompass;
- highlight how schools can challenge the underlying gender inequality which causes GBV;
- provide guidance to support responses to GBV experienced, or carried out by, children and young people or other members of the school community, including staff;
- outline the approach schools should take to recording GBV behaviours.



Our Plan for Improvement

Angus Cares

Angus Cares 2024-2025

National Context	Local Context	Outcomes	24-25 Targets	Stretch aims
<p>1 The Promise Plan 24-30 asks that we are ambitious for our care experienced children and young people; and that they have all they need to thrive.</p> <p>The Promise Plan 24-30 asks that by 2030, Scotland's workforce will be able to provide the loving and attentive care all children, young people, families and care-experienced adults need.</p>	<p>1a Our care experienced children and young people have fewer positive outcomes than those who are not care-experienced.</p> <p>In 2023-24, children and young people who were looked after at home, or previously looked after, had lower attendance (see performance report for details).</p> <p>1b All staff in Angus settings are offered professional development to support them in their roles.</p>	<p>1a Improved attendance and achievement for our care experienced children and young people.</p> <p>1b Our staff will be appropriately trained and access professional development opportunities that best enable them to support and care for our children and young people</p>	<p>1a In session 2024-25, we will increase the proportion of care experienced children and young people who live at home, and those with previous care experience, who attend school more than 80% of the time.</p> <p>1b By May 2025, we will review our staff training calendars.</p>	<p>1a By June 2027, almost all care experienced children and young people will attend school more than 90% of the time.</p> <p>1b By June 2026, our professional development opportunities will be fully aligned with the requirements of the Promise Plan 24-30</p>
<p>2 Findings of the ASL Review (Support for Learning: All our children and their potential) identified the use of reduced timetables as a national issue.</p>	<p>2 Recording and monitoring of flexible timetables is inconsistent.</p>	<p>2 Children and young people will follow a timetable which meets their needs and allows them to be supported in their learning.</p>	<p>2 In session 2024-25, we will review all reduced timetables, including how they are recorded in SEEMiS.</p>	<p>2 By June 2027, all reduced timetables will be accurately recorded with associated decisions evident through our GIRFEC processes.</p>

Angus Cares 2024-2025 Continued

National Context	Local Context	Outcomes	2024-25 Targets	Stretch aims
3 Ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics	3 INSIGHT shows that Angus Council is below the virtual comparator for 5 or more awards at SCQF Level 3.	3 Almost all school leavers will achieve 5 or more awards at SCQF Level 3 or above.	3 Between 75-85% of school leavers will achieve 5 or more awards at SCQF Level 3.	3 By February 2028, at least 85% of school leavers will achieve 5 or more awards at Level 3.
4 National refresh of GIRFEC policy and practice was published in Autumn 2022.	4 The need for refreshed multi-agency training in Angus was identified in the GIRFEC survey.	4 Increased confidence and consistency in use of GIRFEC tools for planning and reviewing outcomes for children and young people.	4a By June 2025, all schools will have their child's plans audited and feedback on GIRFEC practice and process provided. 4b By March 2025, an evaluation of the GIRFEC online mandatory and multi-agency training will be completed and inform future improvement planning.	4 By June 2027, the ELL workforce will demonstrate knowledge, understanding and application of GIRFEC.
5 National ASL review and recommendations of 'Support for Learning: All Our Children and All Their Potential'. 36.7% of children and young people in Scotland have an additional support need. ASN measures are still to be included in the NIF.	5 33% of children and young people in Angus have an additional support need. This is an increase of 6.4% since 2022.	5 ASN service will implement the recommendations from the Angus Council ASN Review.	5a By October 2024, the ASN Review and implementation plan will be shared with key staff. 5b By June 2025, 26 schools will have completed CIRCLE training using newly developed guidance.	5a By June 2027, there will be improvement in the presence, participation and achievement of children and young people with additional support needs. 5b By June 2027, all schools will have completed CIRCLE training to support inclusion.
6 Respect for All - Supplementary Guidance on recording and monitoring of bullying states that schools must record incidents systematically. Behaviour in Scottish Schools research. Preventing and responding to gender based violence: a whole school framework.	6 Angus Council's Anti-Bullying Policy to be reviewed. Recording of bullying and equalities incidents in SEEMiS is inconsistent. Increased reporting of Violence and Aggression in our schools.	6a Our Anti-Bullying Policy will be reviewed and refreshed. 6b Use national research to inform appropriate interventions.	6a By June 2025, the policy will be adopted by schools. 6b By June 2025, themes will be identified in relation to challenging behaviour in our schools and the impact on learning.	6a By June 2025, data in SEEMiS will show more consistent recording using the bullying and equalities module, including for gender based violence incidents. 6b By June 2027, the ELL directorate will develop a continuum of provision to meet need in Angus.

Our Plan for Improvement

Angus Learns

Angus Learns 2024-2025

National Context	Local Context	Outcomes	24-25 Targets	Stretch aims
<p>7 Excellence through raising attainment and improving outcomes.</p>	<p>7 The need to build a curriculum suited to recovery and accelerating progress, taking into account relevant learning pathways to education, training and employment.</p>	<p>7 Conduct a review of the curriculum.</p>	<p>7a By June 2025, we will review the quality of planning for learning, teaching and assessment in P7-S1.</p> <p>7b By June 2025, we will review 2-18 coherence with an initial focus on P7-S1 in a sample of schools.</p>	<p>7a By August 2027, all secondary schools, will have refreshed their BGE curriculum to ensure well-paced conceptual and skills progression for all learners.</p> <p>7b By June 2027, the review of the BGE will be complete.</p>
<p>8 Promoting and developing race equality and anti-racist education through the Building Racial Literacy Programme.</p>	<p>8 There has never been an authority wide review of race equality and anti-racist education.</p>	<p>8 In partnership with Education Scotland conduct a review of race equality and anti-racist education.</p>	<p>8 By June 2025, we will implement year 1 of the 3-year strategy.</p>	<p>8 By August 2027, a review of all aspects of race equality and anti-racist education will be complete.</p>
<p>9 Target 2030 – Scotland's Learning for Sustainability (LFS) Action Plan states that every place of education should become a sustainable learning setting.</p> <p>The voices of children and young people should be reflected in plans for delivering LFS.</p>	<p>9 All settings consider LfS when planning learning.</p> <p>All schools have accreditation as Rights Respecting Schools (UNCRC).</p>	<p>9 Review how learning for sustainability is planned across the curriculum.</p>	<p>9 By June 2025, all schools will evidence LfS in planning for learning and teaching; and school improvement.</p>	<p>9 By August 2027, school leaders will have engaged with learners and partners to implement a whole school approach to learning for sustainability</p>

Angus Learns 2024-2025

National Context	Local Context	Outcomes	24-25 Targets	Stretch aims
<p>10 Improvement in attainment, particularly in literacy and numeracy.</p>	<p>A continued focus on moderation in literacy and numeracy is required to ensure that data is reliable and may be used to predict future attainment.</p>	<p>10 Support and evaluate the use of the Angus Moderation toolkit.</p> <p>Link the moderation with progress in learning meetings and the tracking and monitoring cycle.</p>	<p>10 By June 2025, a review of moderation for literacy and numeracy in P7 and S1 will be complete.</p>	<p>10 By June 2025, all schools will have implemented refreshed approaches to moderation and will report increased levels of confidence in teacher professional judgement data.</p>
<p>11 Improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.</p>	<p>All settings are using the 2-18 pupil tracking tool.</p> <p>Becoming a performance-led council is a corporate priority.</p>	<p>11 Continue to develop the use of pupil tracking in all settings.</p>	<p>11a In session 2024-2025, all settings report to parents using pupil tracking.</p> <p>11b By June 2025, we will refine the use of P7 ACEL data in Pupil Tracking.</p>	<p>11 By August 2027, pupil tracking will be embedded in all settings, with increased confidence in the use of data to inform the planning of learning, teaching and assessment.</p>

Our Plan for Improvement

Angus Improves

Angus Improves 2024-2025

National Context	Local Context	Outcomes	24-25 Targets	Stretch aims
<p>13 To use education to improve outcomes for children, young people and families impacted by poverty, with a focus on tackling the poverty related attainment gap.</p> <p>Local authorities to set core stretch aims (13a-e)</p>	<p>13a In 23-24, 78.1% of children achieved expected CfE level for literacy and 82.9% achieved expected CfE level for numeracy (P1, P4, P7 combined).*</p>	<p>13a Improved attainment for all, including children and young people impacted by poverty.</p>	<p>13a 80% - 84% for literacy combined. 85%– 88% for numeracy combined</p>	<p>13a By 2026, 86% for literacy combined By 2026, 90% for numeracy combined</p> <p>By 2026, 78% for literacy combined By 2026, 83% for numeracy combined</p> <p>By 2026, 89% for literacy combined By 2026, 93% for numeracy combined</p>
	<p>In 23-24, 65.6% of children residing in SIMD 1 achieved expected CfE level for literacy and 71.8% for numeracy (P1, P4, P7 combined).*</p>		<p>71%-76% for literacy combined 79%-81% for numeracy combined</p>	
	<p>In 23-24, 90.6% of children residing in SIMD 5 achieved expected CfE level for literacy and 93.0% for numeracy (P1, 4, 7 combined).*</p>		<p>87%-88% for literacy combined 91%-92% for numeracy combined</p>	
	<p>13b In 22-23 86.1% of school leavers achieved at least 1 award at SCQF level 5 (Insight).</p>	<p>13b Increase the percentage of school leavers achieving at least 1 award at SCQF Level 5.</p>	<p>13b 87-89% school leavers achieve at least 1 award at SCQF level 5. (To be reported in April 2026)</p>	<p>13b By 2026, 90% of school leavers will achieve at least 1 award at SCQF level 5.</p>

*Interim data, subject to validation prior to publication in December

Angus Improves 2024-2025

National Context	Local Context	Outcomes	24-25 Targets	Stretch aims
	13c In 22-23 60.1% of school leavers achieved at least 1 award at SCQF level 6 (Insight).	13c Increase the percentage of school leavers achieving at least 1 award at SCQF Level 6.	13c 63-64% school leavers achieve at least 1 award at SCQF level 6. (To be reported in April 2026)	13c By June 2026, 65% of school leavers will achieve at least 1 award at SCQF level 6.
	13d In 22-23 the 16-19 participation measure for Angus was 93.1 %.	13d Increase the percentage of 16-19year olds sustaining a positive destination.	13d 16-19 participation measure will be 93.5-94%.	13d By June 2026, the 16-19 participation measure will be 94.5%
	13e In 23-24 average attendance at primary school was 92.8%, exceeding the national average of 92.2% In 23-24 average attendance at secondary school was 87.6%, very slightly below the national average of 87.7%.	13e In partnership with Social Work and the third sector continue the role of school engagement officers to support improvements in attendance.	13e Attendance at primary school will be 93-94%. Attendance at secondary school will be 88.5-89.5%.	13e By June 2026, attendance at primary school will be 94.5% By June 2026, attendance at secondary school will be 89.5%.
14 Local authorities will continue to promote a culture of leadership at all levels based on the empowerment agenda.	14 Head Teachers have identified leadership development as a focus for their professional learning related to the vision and ambition of the Scottish Attainment Challenge.	14 All senior leaders in schools will have access to leadership development through the Mudd partnership that builds capacity to support improving outcomes and closing the poverty-related attainment gap.	14 All primary DHTs and a further cohort of secondary DHTs will access leadership coaching programme.	14 By June 2026 all senior leaders in schools will be involved in our personal and professional leadership programme.

Education and Lifelong Learning

Our Directorate Scorecard

The following table sets out Angus Council performance against the national 'stretch aims' set out in the Framework for Recovery and Accelerating Progress. Local authorities are directed to set stretch aims for five core measures. The expectation is that targets identified will improve overall attainment for all, and reduce the poverty-related attainment gap between children and young people in SIMD Quintiles 1 (most deprived) and 5 (least deprived). Progress towards all stretch aims, plus our locally identified 'core plus' measures is monitored at directorate, service and school level.

The table below sets out Angus Council performance in 2018-19 as a baseline for future comparison. The year was chosen in recognition of the various impacts Covid-19 has had on reporting areas. Data is presented for 2023-24 where available. Targets have been set for performance in 2024-25 and our stretch aims for the duration of the Framework for Recovery and Accelerating Progress. Further information can be found in our Performance Report at Appendix 3.

Scottish Government targets draw specific focus to the attainment gap between SIMD Quintiles 1 and 5. In Angus, children and young people are distributed as follows across the SIMD Quintiles:

	Census 2018 To-	Census 2018	Census 2023 To-	Census 2023 %
Quintile 1	1214	7.9	1,290	8.6
Quintile 2	2477	16.2	3,218	21.6
Quintile 3	4597	30.1	4,139	27.7
Quintile 4	3832	25.1	4,288	28.7
Quintile 5	3139	20.6	1,982	13.3

*The Pupil Census takes place annually in September.

Core Measures					
	Measure	Performance 2018-19	Latest Performance	Target 2024-25	Stretch Aim by 2026
13a	Percentage achievement of Curriculum for Excellence Levels – Literacy, P1,4,7	All: 76.0 SQ1: 63.0% SQ5: 86.0%	All: 78.1% SQ1: 65.6% SQ5: 90.6% (2023-24)	All: 80-84% SQ1: 71-76% SQ5: 87-88%	All: 86% SQ1: 78% SQ5: 89%
13a	Percentage achievement of Curriculum for Excellence Levels – Numeracy, P1,4,7	All: 81.0% SQ1: 73.0% SQ5: 89.0%	All: 82.9% SQ1: 71.8% SQ5: 93.0% (2023-24)	All: 85-88% SQ1: 79-81% SQ5: 91-92%	All: 90% SQ1: 83% SQ5: 93%
13b	Proportion of school leavers attaining 1 or more award at SCQF Level 5	All: 85.6% SQ1: 60.2% SQ5: 94.1%	All: 86.1% SQ1: 74.0% SQ5: 94.7% (2022-23)	All: 87-89% SQ1: 72-74% SQ5: 93-94%	All: 90.0% SQ1: 74.5% SQ5: 94.0%
13c	Proportion of school leavers attaining 1 or more award at SCQF Level 6	All: 63.2% SQ1: 39.1% SQ5: 76.2%	All: 60.1% SQ1: 43.8% SQ5: 79.9% (2022-23)	All: 63-64% SQ1: 37-39% SQ5: 73-74%	All: 65.0% SQ1: 40.0% SQ5: 75.0%
13d	Proportion of 16-19year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland.	All: 90.8% SQ1: 82.2% SQ5: 93.5%	All: 91.9% SQ1: 87.7% SQ5: 95.8% (2023-24)	All: 93.5-94% SQ1: 85.5-87.5% SQ5: 97.1-97.3%	All: 94.5% SQ1: 87.5% SQ5: 97.4%
13e	Percentage attendance at primary school	All: 95.0% SQ1: 92.6% SQ5: 96.2%	All: 92.8% SQ1: 90.5% SQ5: 94.9% (2023-24)	All: 93-94% SQ1: 91-93% SQ5: 95-96%	All: 94.5% SQ1: 93.5% SQ5: 97.0%
13e	Percentage attendance at secondary school	All: 90.9% SQ1: 86.2% SQ5: 92.6%	All: 87.6% SQ1: 82.5% SQ5: 91.1% (2023-24)	All: 88.5-89.5% SQ1: 84-87% SQ5: 91-93%	All: 89.5% SQ1: 88% SQ5: 94.0%