

South Ayrshire Council

**Report by Director of Educational Services
to Leadership Panel
of 16th January 2018**

**Subject: South West Educational Improvement Collaborative
Plan 2018**

1. Purpose

- 1.1 The purpose of this report is to seek approval that authority is delegated to the Director of Educational Services, in consultation with the Portfolio Holder for Lifelong Learning, to agree the South West Educational Improvement Collaborative Plan which is to be submitted to Scottish Ministers by the end of January 2018.

2. Recommendation

2.1 It is recommended that the Panel:

- **consider the draft South West Educational Improvement Collaborative Plan attached as Appendix 1.**
- **delegates authority to the Director of Educational Services in consultation with the Portfolio Holder for Lifelong Learning to agree the final South West Educational Improvement Collaborative Plan for 2018.**

3. Background

- 3.1 Scottish Government published the *Education Governance: Next Steps. Empowering our Teachers, Parents and Communities to Deliver Excellence and Equity for Children* in June 2017. The *Next Steps* document included the creation of regional improvement collaboratives for education. South Ayrshire is part of the South West Educational Improvement Collaborative which is East, North and South Ayrshire and Dumfries and Galloway. Following negotiations with COSLA over the summer of 2017, it was agreed that each regional collaborative would appoint a regional lead by the end of October 2017 and submit a regional collaborative plan to Scottish Ministers by the end of January 2018. The plan is currently in draft form and requires further consultation

before being submitted to Scottish Ministers at the end of January. The other local authorities who are part of the South West Educational Improvement Collaborative will make their own arrangements for political approval of the regional plan.

4. Proposals

- 4.1 It is proposed that Panel consider the draft SWEIC Plan and that authority is delegated to the Director of Educational Services in consultation with the Portfolio Holder for Lifelong Learning to approve the final plan for submission to Scottish Government at the end of January.

5. Legal and Procurement Implications

- 5.1 There are no legal implications arising from this report.
- 5.2 There are no procurement implications arising from this report.

6. Financial Implications

- 6.1 There are no financial implications arising from this report.

7. Human Resources Implications

- 7.1 There are no Human Resource implications arising from this report.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

- 8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

- 8.2.1 Rejecting the recommendations may impact on the reputation of the Council.

9. Equalities

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Appendix 2.

10. Sustainable Development Implications

- 10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy that will require a strategic environmental assessment.

11. Options Appraisal

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to the Council strategic objective of 'Maximising the potential of our young people' and within that to the outcome 'More children and young people are successful learners, confident individuals, responsible citizens and effective contributors'.

13. Results of Consultation

- 13.1 There has been no public consultation on the contents of this report.
- 13.2 Consultation has taken place with Councillor William Grant, Portfolio Holder for Lifelong Learning and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking Purposes

- 14.1 If the recommendations above are approved by Members, the Director of Educational Services will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Leadership Panel in the 'Council and Leadership Panel Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Submit SWEIC Plan to Scottish Ministers following consultation with Cllr Grant.	31 January 2018	Douglas Hutchison

Background Papers

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Date: 9th January 2018

Appendix 1: Draft SWEIC Plan

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 5. Governance arrangements
- Annex 1: Summary of consultation responses

1. INTRODUCTION – THE CASE FOR A STRENGTHENED ‘MIDDLE’.

The South West Educational Improvement Collaborative philosophy is predicated on building capacity to lead learning at all levels and investing trust in the professional autonomy of headteachers and teachers. Our four local authorities have high expectations and high aspirations for pupils and staff and we aim to give all our children and young people an equal chance to make the most of their potential. This plan is a summary of ambitions and actions for the regional collaborative, where we add value by working together over the next year.

We believe in the benefits of working in partnerships within a culture of collaboration. We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff. We support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering headteachers to make local decisions and by trusting professional judgements. This has been the basis for our approach to delivering Curriculum for Excellence, GIRFEC and Developing the Young Workforce (DYW) and will continue. By working together, challenging each other and sharing what works, we will strengthen the ‘middle’ of our system. The interventions at Regional level will be to accelerate this agenda and therefore support the best chance of success in terms of outcomes for young people with a focus on closing the poverty related attainment gap.

We recognise that the accountability for improvement remains with the local authorities and with the regional collaborative and our duties to secure better outcomes for our poorest and most vulnerable children remain our focus. To add value best to what we do, we will use our collected and extended evidence to challenge ourselves and each other while maintaining local flexibility on planning and quality assurance.

This plan sets out our priorities as an improvement collaborative – the challenge will be both in practice and approach – challenge from evidence to shape practice and a challenge to let go and allow headteachers and practitioners to take forward as they meet local needs. The National Improvement Framework sets out six key drivers for improvement which provide a focus and structure when we plan for improvement. School improvement; school leadership; teacher professionalism; assessing children’s progress; parental engagement and performance information; are all factors that contribute to the quality of our education system. The links across these key areas are essential to enable continuous improvement. It is our belief that headteachers and teachers are best placed to lead on school improvement, pupil progress and parental engagement. The focus of our improvement collaborative will therefore be on school leadership, teacher professionalism and performance information.

In 2015 the OECD published a review of schools in Scotland¹ with one of the conclusions being that in order to take Curriculum for Excellence forward and build on what has already been accomplished, there was a need to strengthen professional leadership of Curriculum for Excellence and the “middle”:

“Having implemented CfE at the system level, the centre of gravity needs to shift towards schools, communities, networks of schools, and local authorities in a framework of professional leadership and collective responsibility. ...We believe in reinforcing the “middle” through fostering the mutual support and learning across local authorities, together with schools and networks of schools.” (OECD, 2015, p.21).

The Scottish Government’s response to the review included a review of governance and the proposal to create regional improvement collaboratives. The proposals were set out in the *Next Steps*² document and following negotiation between local and national government, agreement was reached which was set out in the *Report of the Joint Steering Group*³ published on 21st

¹ OECD (2015) *Improving Schools in Scotland: An OECD Perspective*

² [Scottish Government Next Steps hyperlink](#)

³ [Link to Report of Joint Steering Group](#)

September 2017. The agreement required a lead for each collaborative to be in post by 31st October 2017 and an action plan in place for the end of January 2018. The report of the Joint Steering Group set out guiding principles for all improvement collaboratives which the South West Educational Improvement Collaborative (SWEIC) endorses and is committed to achieving. The current plan sets out what we intend to achieve but recognises the full ambition of the collaborative will only be achieved over time. SWEIC take the view that the intention is to adopt a way of working that is based upon the OECD call for “a curriculum that is to be built by teachers, schools and communities, alongside a strengthened “middle” and clear system leadership” (OECD, p.16). By definition, collaboration cannot be imposed from above but needs to be nurtured and developed.

Our collaborative will focus on the culture of learning, evidence from enquiry embedded into practice and the benefits of a common language. These are factors recognised as necessary to generate whole system change (Quinn and Fullan,2017)⁴ . We also recognise that for this to be successful, teachers and leaders must be ready for change and be working within a culture of confidence and freedom to innovate.

The aim of our collaboration in the South West remains to deliver on the purpose of Curriculum for Excellence which is to ensure young people leave school education as successful learners, confident individuals, responsible citizens and effective contributors. At present however, the educational system is not consistently strong enough to mitigate the impact of deprivation and ensure that all young people achieve what they are capable of regardless of their background or circumstances. As a result, a consistent focus of the SWEIC will be to raise the attainment of children and young people living in the most deprived circumstances.

We must monitor the progress we make on our priorities and commitments to make sure we are meeting what we set out to do; our authorities have all published Standards and Quality reports which set out what we know about education in the South West and the context in which our children and young people learn. Our evidence reports told us what we, individually are doing well, and where we, collectively, should look to improve. This plan now sets out the actions we will take during 2018 and the performance measures which tells us how we know we are making a difference as an improvement collaborative.

Through peer to peer collaboration, school to school collaboration and by working across local authority boundaries we will jointly work to deliver improvement in line with the National Improvement Framework priorities of:

1. Raising attainment, especially in literacy and numeracy.
2. Closing the poverty related attainment gap
3. Improving children’s and young people’s health and wellbeing
4. Improving post-school destinations.

⁴ Fullan, M. and Quinn, J. (2018) Coherence Making: Whole System Change Strategy in Malone, H.J., Rincon-Gallardo, S. & Kew, K. (eds) *Future Directions in Educational Change*

2. PROFILE OF THE SOUTH WEST AND RATIONALE FOR PRIORITIES

The SWEIC is made of four local authority areas, North, South and East Ayrshire and Dumfries and Galloway. Between them they cover an area of around 3,603 square miles in the South West of Scotland. The four authorities between them have a total population of around 520,000 representing approximately 10% of the population of Scotland. In addition to the main towns in each authority, there is a considerable rural area comprising smaller towns and villages which are served by a large number of smaller schools. The pupil population is just under 67,000 across 281 schools with a further 9,000 children in early learning centres. The pupil teacher ratio across the South West is 13:1 with 5,112 teachers in schools and a further 82 in early learning centres.

The distribution of relative deprivation varies widely between the four authorities as indicated by the Scottish Index of Multiple Deprivation. North Ayrshire has around 43% of secondary pupils in decile 1 and 2 of the SIMD while Dumfries and Galloway has around 10% in deciles 1 and 2. While East, North and South Ayrshire have a majority of secondary pupils in Deciles 1-5 (68%, 70% & 60% respectively), Dumfries and Galloway has 36% and therefore has a majority of pupils in secondary schools in Deciles 6-10. The following table shows the percentage of secondary pupils distributed by SIMD decile in each of the SWEIC authorities.

Table 1: Distribution of secondary age pupils by SIMD Decile (2016-17)

	1	2	3	4	5	6	7	8	9	10
D&G	5.3	4.2	8.7	17.7	14.4	24.1	9.7	6.3	4.1	5.3
EA	12.1	21.4	11.1	13.5	10	5.3	5.9	7.7	8.5	4
NA	16.4	26.3	12.2	9.7	5.5	6.7	7.2	6.1	8.2	1.8
SA	8.6	10.3	9.6	16.5	14.5	9.1	3.1	9.4	9.9	8.9

Table 2: 27-30 Month Checks (2015-16) - % children reviewed; no concerns; any concerns.

	D&G	East	North	South
% reviewed	94.4	92.5	94.7	93.2
% No concerns	76.4	66.9	73.4	75.2
% any concerns	21.7	24.3	24.1	22.7

Table 3: Attainment across the BGE (December 2017)

	P1	P4	P7	S3 (L3+)	S3 (L4+)
D&G					
Reading	80	76	73	87	46
Writing	77	68	66	86	46
Listening and talking	83	82	80	89	48
Numeracy	82	71	69	86	52
East					
Reading	80	67	64	86	50
Writing	76	62	59	85	47
L&T	85	78	70	88	49
Numeracy	81	63	57	85	48
North					
Reading	81	75	76	89	50
Writing	78	69	69	88	49
L&T	88	82	83	88	51
Numeracy	83	75	73	81	55
South					

Reading	85	83	80	92	58
Writing	82	78	74	91	57
L&T	89	87	86	93	57
Numeracy	92	85	80	90	50
Scotland					
Reading	80	77	76	90	51
Writing	77	71	69	89	48
L&T	85	83	81	91	51
Numeracy	83	75	70	88	56

Table 4: Quantifying the gap - Percentage difference between Quintile 1 and Quintile 5 achieving expected CfE levels

		Reading	Writing	Listening & talking	Numeracy
D&G	P1	16%	23%	25%	14%
	P4	16%	15%	6%	4%
	P7	31%	32%	24%	25%
	S3 (L3+)	45%	50%	35%	29%
	S4 (L4)	113%	97%	85%	148%
East	P1	25%	30%	23%	23%
	P4	45%	44%	25%	26%
	P7	56%	52%	41%	86%
	S3 (L3+)	26%	26%	21%	25%
	S3 (L4)	105%	97%	102%	76%
North	P1	13%	42%	15%	25%
	P4	27%	42%	17%	25%
	P7	21%	30%	16%	21%
	S3 (L3+)	15%	15%	13%	25%
	S3 (L4)	88%	92%	69%	59%
South	P1	15%	23%	8%	8%
	P4	27%	44%	20%	18%
	P7	36%	36%	38%	29%
	S3 (L3+)	14%	15%	12%	13%
	S4 (L4)	88%	105%	108%	152%

The percentages in the table above represent the difference between the percentage of children at quintile 1 and quintile 5 achieving expected levels calculated as a percentage of the quintile 1 figure. For example, in D&G, the percentage of children at quintile 5 achieving the expected CfE reading level at P1 is 16% greater than the same figure for children at quintile 1. The greatest gaps appear to be for those young people achieving 4th level by S3.

Table 5: % achieving Literacy and Numeracy at Level 4 & 5 for all leavers (2016)

	Lit L4	Lit L5	Num L4	Num L5	L&N L4	L&N L5
D&G	94	78	89	68	87	64
East	91	75	88	68	85	64
North	96	79	89	68	87	65
South	96	84	93	73	92	71

Table 6: Average tariff points for all leavers by quintile (2016)

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Gap*
D&G	568	718	958	1007	1135	+100%
East	568	760	873	1092	1133	+99%
North	631	784	1005	1165	1162	+84%
South	645	845	951	1227	1203	+86%

*The gap is calculated here by subtracting Q1 from Q5 and calculating the difference as a percentage of the total for Q1. Therefore, for example, young people in Quintile 5 in D&G, on average, achieved 100% greater tariff points than those at Quintile 1.

Education Scotland Inspections 2016-2017

Over the past two school sessions 35 primary, secondary and special schools have been inspected in the SWEIC. Nine of the school inspections were negative and required a follow through. Analysis shows that using HGIOS3 the highest evaluated quality indicator was 2.1, Learners Experiences while in HGIOS4 the lowest evaluated QI was 2.3 Learning, teaching and assessment. The main difference between QI 2.1 in HGIOS3 and QI2.3 in HGIOS4 is the focus on assessment and moderation. Based on this comparison and the change between HGIOS3 and HGIOS4 evaluations, it appears that the SWEIC would benefit from a focus on assessment and moderation through the broad general education.

Table 7: Current Priorities Identified in Local Authority Improvement Planning

	Raising attainment	Closing the gap	Health and wellbeing	Positive destinations (curriculum)	Leadership	Improvement
D&G	<ul style="list-style-type: none"> Teacher professional judgement / assessment Numeracy interventions Early years pedagogy ASPIRE – raising aspiration in science education 	<ul style="list-style-type: none"> Target interventions: LAC/ASN/FME/Q1&2/ Males 	<ul style="list-style-type: none"> Training on mental health Reduce sugar consumption Digital health intervention 	<ul style="list-style-type: none"> Increase vocational qualifications Build capacity on employability skills and career education standard Pathways for post 16 with employers, FE, HE DYW 100% of school leavers have offer of training, learning or employment 	<ul style="list-style-type: none"> Leadership development pathway Use of standard for headship 	<ul style="list-style-type: none"> Use of data Use of improvement methodology BGE tracking Evaluate impact of teacher professional learning Establish coaching and mentoring approach Align SCQF 11 learning with LA & teacher needs
East	<ul style="list-style-type: none"> Closing the gap in early years: communication champions trained in each ECC Improve attainment in literacy and numeracy in P1, P4 , P7 & S3 Increase % of leavers attaining SCQF levels in literacy and numeracy Increase average total tariff points for lowest attaining 20%, middle 60% and highest 20% in leaver cohort Implement the National Improvement Framework 2017 	<ul style="list-style-type: none"> Improve outcomes for looked after children and young people Implement Scottish Attainment Challenge improvement plan 80% of looked after young people to achieve one or more SCQF 4 qualification Implementation of Education, Equity and Attainment Board 	<ul style="list-style-type: none"> Improve partnerships with parents Develop family learning programme Develop family nurturing approaches Implement the Relationships Framework Implement the HWB Policy 			<ul style="list-style-type: none"> Improve use of data Improve self-evaluation

North

- Effective early years
- Strategic vision for learning and teaching
- Raise attainment through innovative approaches to learning and teaching
- Maintain a specific focus on reducing poverty related attainment gap (including specific groups – LAC)
- Embed and extend nurturing approaches
- Collaboration with parents and family learning
- Strategies to support mental wellbeing for CYP
- Evaluate and enhance curriculum from early level to senior phase
- Further develop senior phase pathways leading to qualifications and awards at all levels
- Integrate a range of personal and wider achievement awards to learning programmes
- Strengthen links with FE, HE, employers
- Support yp with ASN to positive destination
- Embed career standard and work placement standard
- Partnerships to enable apprenticeships
- Improve employability skills and sustained
- Framework to ensure development of high quality leaders
- Support and strengthen the professional capacity of staff
- Consolidate self-evaluation
- Refine approaches to use of data
- Management information to inform policy and practice in line with NIF
- Improvement methodologies and better tracking to ensure children
- Increase % of children from low income households that achieve expected CfE
- Implement mental health and wellbeing strategy
- Implement a revised model for self-evaluation for schools
- Develop a strategy for

South



achieve developmental milestones

- Improve attainment in literacy and numeracy in line with targets
- Improve progression, pace and challenge by embedding curricular frameworks and aligning frameworks to benchmarks

levels

- Increase average tariff points for targeted groups

- Develop nurture strategy across EYC, school, carers and children's houses
- Develop strategic approach to monitoring and improving HWB

school leaver destinations for all young people

- Increase % of looked after young people staying on at school & achieving positive destination
- Review senior phase

assessment and moderation to improve teacher professional judgement across Curriculum for Excellence from 3-18

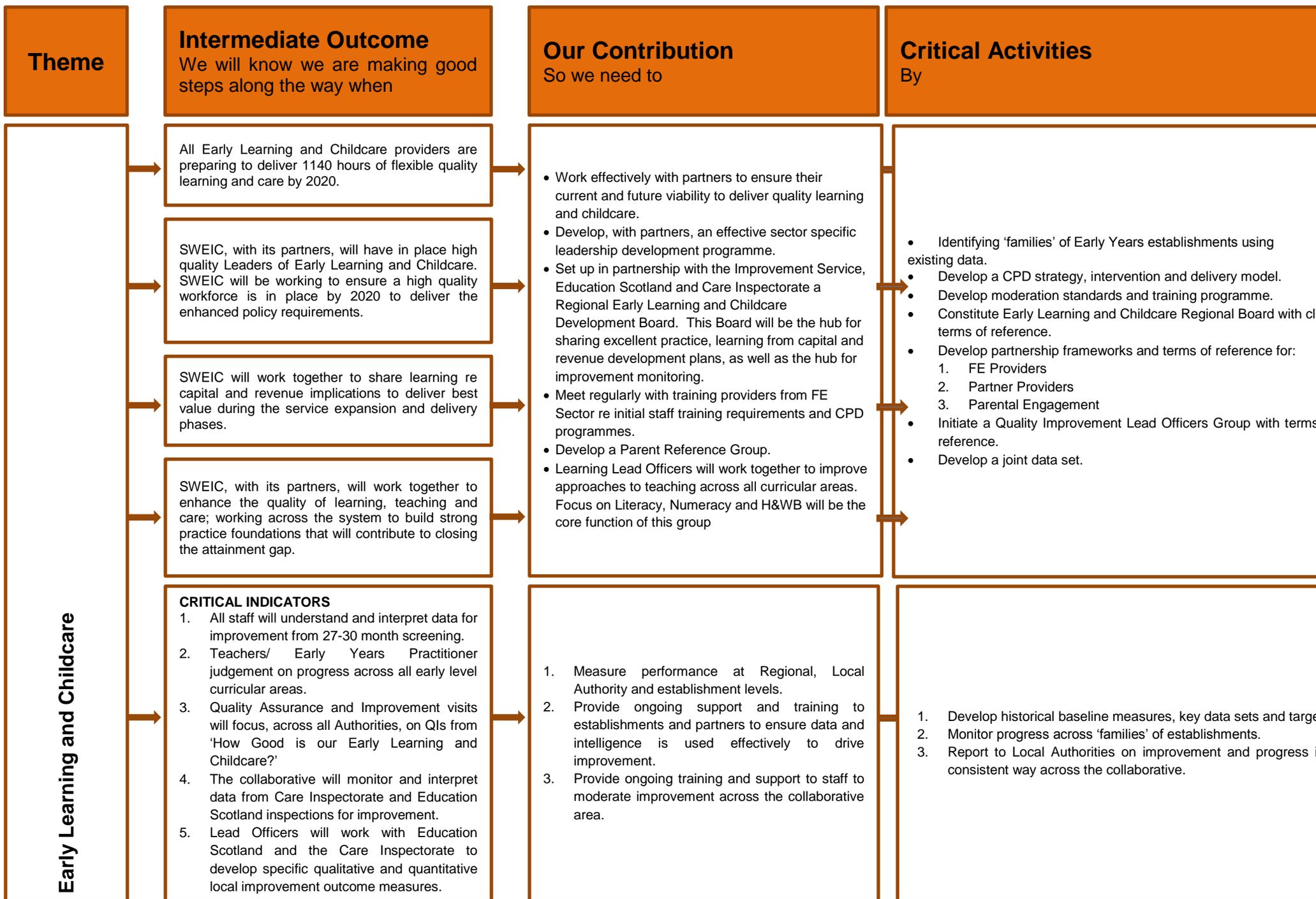
3. PRIORITIES FOR SWEIC BASED ON CURRENT PLANNING, SELF-EVALUATION AND INSPECTION EVIDENCE

As stated in the introduction, it is our aim to empower schools to lead improvement through collaboration within and across local authority boundaries. In order to foster and encourage collaboration the SWEIC will focus on four specific areas where we can add value through collaboration. **Consultation responses to the proposals are contained in Appendix 1.** The areas of focused joint work are consistent with the requirements of the NIF. It is our view that we should not simply replicate what each local authority is already doing. We are also of the view that, while these are the areas of focus, there will be additional areas where collaboration can take place. For example, through working across local authority boundaries in families of schools serving young people with similar needs and backgrounds, schools can collaborate and share effective practice beyond the main areas of focus set out in this plan. The four main areas of focus are:

- | | |
|--|---------------------------------|
| 1. Early years: maintaining high quality experiences for children while delivering 1140 hours provision | John Butcher |
| 2. Broad general education: improving pace and challenge for learners through consistency in teacher professional judgements (moderation of assessment) | Eileen Brown |
| 3. Closing the gap: sharing effective practice on the use of Pupil Equity Fund | Frank Cardle |
| 4. Secondary: building leadership capacity to improve the learner journey | Linda McCaulay-Griffiths |

The senior officers leading each area are establishing small teams with representation from each of the local authorities in the SWEIC. The teams will also involve strategic partners as appropriate. The teams will progress the plan and report to the Strategic Officers Group on a regular basis.

4. ACTION PLANS, LEAD RESPONSIBILITY, INDICATORS OF PROGRESS



BGE: Assessment and Moderation

All teachers are confident about making professional assessment judgements and there is improved validity and reliability of assessment data in the BGE

Well planned high quality learning, teaching and assessment improve the pace and challenge in learning in the BGE for all learners

CRITICAL INDICATORS

6. Attainment data (CFE levels, SNSA) and engagement for all cohorts including equity groups.
7. Evaluations of QI 2.3 in Education Scotland inspections, self-improvement visits and school self-evaluation.
8. Evaluations of planning, learning, teaching and assessment via moderation feedback.
9. Evaluations of the impact of CLPL strategies on teacher professionalism.

- Win hearts and minds: ensure that all leaders and teachers understand why effective formative assessment strategies underpin our vision for high quality learning, teaching and assessment in the SWEIC.
- Review and improve procedures for planning learning, teaching and assessment in the BGE.
- Enhance leadership capacity in all establishments and empower teachers to take direct responsibility for the improvement agenda.
- Develop stage / subject specialist collaboration and expertise in pedagogy and assessment across the SWEIC.
- Create opportunities for all teachers to take part in SWEIC moderation activities across stages and curricular areas on a regular basis.
- Develop systems to ensure that all schools receive evaluative feedback on planning of

- Measure performance at SWEIC, Authority and school level.
- Ensure data is used intelligently at all levels to drive improvement.

- Identify partners within and beyond the region to develop a shared strategic vision for learning, teaching and assessment in the BGE.
- Involve all teachers / staff (and also learners, parents and other partners) in self-evaluation activities which identify strengths and development needs across the region.
- Develop a range of CLPL strategies which build leadership capacity in every establishment to provide bespoke training for each school and the SWEIC, and maximise opportunities for collaborative learning and working across the region.
- Create regional subject teams that will collaborate across stages and curricular areas to develop practice, support planning for progression and reduce workload for others.
- Develop agreed systems /criteria for planning of learning, teaching and assessment as well as moderation with lead learners.
- Work with lead learners to develop complimentary quality assurance processes which involve teachers observing learning, teaching and assessment across the region.
- Identify dedicated time for this work in 35 hour working time agreements.
- Seek opportunities to review and improve the impact of tracking and monitoring in the BGE.

- Develop baseline measurements, key performance measures and targets over a three year period.
- Deliver training for schools on effective target setting in the BGE.

5. GOVERNANCE ARRANGEMENTS

Chief Executive Officers: The regional lead officer (RLO) will report monthly to the Chief Executives at their monthly meeting. Chief Executives will take responsibility for political reporting arrangements in their own local authorities. The regional lead officer is line managed by the Chief Executive in whose authority the RLO works.

Regional Lead Officer & Strategic Lead Officers Group: The regional lead officer will convene and chair a monthly meeting of the Strategic Lead Officers. The Strategic Lead Officers are ex officio the senior officer with responsibility for education in each of the four local authorities and the Education Scotland SWEIC Advisor. Other senior officers will be invited or nominated to attend by the relevant Strategic Lead Officer in the local authority.

Task Groups: Officers with lead responsibility for specific aspects of the SWEIC plan will form task groups with appropriate membership from all four local authorities as well as relevant staff from Education Scotland and other strategic partners.

Annex 1: SUMMARY OF CONSULTATION RESPONSES

Appendix 2 South Ayrshire Council Equalities Scoping Template

1. Policy details

Policy Title : Delegate authority to Director of Educational Services in consultation with Portfolio Holder for Lifelong Learning to submit final SWEIC Plan to SG	Lead Officer Douglas Hutchison
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2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	No	No
People from different racial groups, ethnic or national origin.	No	No
Women and/or men (boys and girls)	No	No
People with disabilities	No	No
People from particular age groups for example Older people, children and young people	No	No
Lesbian, gay, bisexual and heterosexual people	No	N/A
People who are proposing to undergo, are undergoing or have undergone a process to change sex	No	N/A
Pregnant women and new mothers	No	N/A
People who are married or in a civil partnership	No	N/A
People who share a particular religion or belief	No	N/A
Thematic Groups: Health, Human Rights, Rurality and Deprivation.	No	No

3. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	Low
Promote equality of opportunity between particular communities or groups	Low
Foster good relations between particular communities or groups	Low
Promote positive attitudes towards different communities or groups	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

4. Summary Assessment

Is a full Equality Impact Assessment required? (A full EIA must be carried out on all high and medium impact policies)		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Rationale for decision: An Equality Impact Assessment is not required on this occasion as this report is asking for elected members to note the outcome of the inspection.			
Signed : Director of Educational Services			
Date: 8.01.2018	Copy to Equalities@southayrshire.gov.uk		