



MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE

TUESDAY 25 MARCH 2014
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

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Committee Members Present:

Councillor S Akhtar (Convener)
Councillor D Berry
Councillor S Brown
Councillor J Caldwell
Councillor S Currie
Councillor A Forrest
Councillor J Gillies
Councillor J Goodfellow
Councillor D Grant
Councillor W Innes
Councillor M Libberton
Councillor P MacKenzie
Councillor J McNeil
Councillor J Williamson
Mr S Bunyan
Mrs M Goldsmith

Other Councillors present:

Councillor K McLeod

Council Officials Present:

Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Mr D Nightingale, Head of Education
Ms M Ferguson, Corporate Legal Adviser
Ms F Brown, Principal Officer, Education Business Unit
Ms J Ogden-Smith, Communications Officer

Clerk:

Miss F Currie, Committees Assistant

Visitors Present:

Mr R Summers, Head Teacher, Musselburgh Grammar School

Apologies:

Councillor F McAllister
Councillor P McLennan
Councillor M Veitch
Ms G Gillan

Declarations of Interest:

None

1. MINUTE OF THE MEETING OF THE EDUCATION COMMITTEE ON 24 SEPTEMBER 2013

The minute of the meeting of the Education Committee on 24 September 2013 was presented for approval.

Decision

The Committee approved the minute.

The Committee agreed to take Item 5 next to accommodate Mr Ronnie Summers, Head Teacher at Musselburgh Grammar School, who had to leave the meeting early.

5. REPORTING ON SQA PERFORMANCE 2013 (POST-APPEAL)

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the trends in Scottish Qualifications Authority (SQA) performance (post-appeal) in East Lothian to 2013.

Head of Education, Mr Darrin Nightingale, introduced the report commending it to Members and inviting Mr Summers to present the key details. Mr Summers advised that while it was unusual for Members to see the results post-appeal, these statistics gave a more accurate view of overall performance. He drew out some of the key statistics and indicated that a 1% increase or decrease could represent as few as 10 pupils and was therefore not always a significant change. Overall, pupils in East Lothian were sustaining their performance year on year. He concluded that while exam passes were an important part of attainment, it was the responsibility of schools to maximise progress for all pupils regardless of their ability.

In response to questions from Members Mr Summers gave details of the appeal process and discussed the significance of East Lothian's results in a national context and in relation to their comparator local authority areas. While acknowledging that in some results East Lothian had performed less well than previous years, he reminded Members that there were many factors which could impact on results and that East Lothian continued to hold its own in most areas. An exception was in relation to the comparison between attainment for boys and girls. Mr Summers said that there was no explanation for the apparent gender gap, other than the recognised difference in the speed at which boys and girls mature.

Mr Nightingale indicated that while some results were encouraging, neither the Education Department nor schools were complacent. There was still progress to be made and work was already underway to consider how to improve performance in key areas.

Councillor MacKenzie expressed his concerns about some of the statistics in the report and suggested that more should be done to understand the reasons for declines in certain results.

Councillor Berry shared these concerns and indicated that previous improvements in performance appeared to be being lost. He also considered that more should be done to identify the reasons for this backward step. Mr Nightingale suggested that Councillor Berry might find it helpful to discuss this matter further at one of the Department's regular meetings with Education Scotland.

Councillor Currie suggested that there should be more scrutiny of the actions that the Education Department intended to take to address downward trends. Officers might also look at what work had been done in comparator local authority areas where results have improved over the past year.

Councillor Innes agreed that the results and comparisons were important but that there were positives as well as negatives which could be drawn from the report. He considered it important to encourage schools and support them to achieve better results in future.

The Convenor thanked officers for their report and welcomed the opportunity to analyse and debate the data. She advised Members that an action plan was being prepared and this would include robust measures to address areas of poor performance.

Decision

The Committee agreed to:

- (i) Note that the data contained within the report is post-appeal.
- (ii) Note that the East Lothian results represent a continuing good profile in comparison to the national and comparator grouping averages. The Education Service recognises the key challenge is to improve attainment and education outcomes for children and young people, especially at the end of S4.
- (iii) Note the results contained within the report and that the examination results inform and guide actions in each of the six secondary schools' School Improvement Plans.

2. PARTNERSHIP ARRANGEMENTS WITH PRE-SCHOOL PROVIDERS

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the decision taken by Cabinet, on 11 March 2014, to approve guidance on how East Lothian Council chooses to enter into partnership with any new private pre-school education providers and to provide clarity on funding for existing pre-school providers.

Ms Brown, Principal Officer, Education Business Unit, presented the report. She advised Members that, from August 2014, contracts will stipulate the maximum number of places which the Council will fund at each pre-school education provider. New contracts will only be entered into when local authority nurseries are likely to reach 95% capacity by the end of the session.

Councillor Goodfellow welcomed the report and the change in policy which would ensure equal access to pre-school education across the county.

Decision

The Committee agreed to note:

- (i) The Council will only approve new requests for partnerships with new providers when all local authority nurseries in East Lothian have a projection of at least 95% places filled by the academic year end.
- (ii) The Partnership Pre-School Provider Contracts entered into between East Lothian Council and the private or voluntary pre-school education providers will stipulate the number of children that the Council will fund in each partnership centre, from August 2014. Funding will only be released to Partner Providers when children access their provision.

3. RESERVING PLACES IN SCHOOLS FOR CATCHMENT PUPILS WHO MOVE INTO THE CATCHMENT AREA DURING THE ACADEMIC YEAR 2014/15

A report was submitted by the Depute Chief Executive (Resources and People Services) to obtain the Committee's approval for retaining places for incoming catchment pupils at specified schools for session 2014/15.

Ms Brown presented the report. She explained that the proposals reflected the movement that can happen during a school session. Reserving places allowed officers to take account of changing factors such as new house building and migration. The situation would be regularly reviewed throughout the session and if any change to the figures was required this could be done in agreement with the Convenor.

Members asked questions about the figures for individual schools and how these were calculated. Ms Brown confirmed that Head Teachers were consulted and a number of factors taken into account, including consideration of the previous year's figures. She reiterated that, where it was necessary to increase or decrease the number of places available at a particular school during the session, this could be done with the agreement of the Convenor.

Councillor Currie raised the issue of the current housing development at Pinkie Road, Musselburgh and its impact on the nearby primary school. Mr Nightingale agreed to respond to his query offline.

Councillor Goodfellow and the Convenor thanked officials for their hard work in preparing this report.

Decision

The Committee agreed to hold in reserve places for incoming catchment pupils for session 2014/15 as detailed in the report.

4. ROLL CAPPING AT DUNBAR GRAMMAR, KNOX ACADEMY, MUSSELBURGH GRAMMAR AND NORTH BERWICK HIGH SCHOOL

A report was submitted by the Depute Chief Executive (Resources and People Services) asking the Committee to approve the S1-S4 intake level at the above secondary schools for session 2014/15.

Ms Brown presented the report outlining the proposed figures for 2014/15. She reminded Members that managing the secondary rolls allowed the Council to provide high quality education while ensuring equality of resources throughout East Lothian.

In response to questions from Councillor Currie, Ms Brown confirmed that the capacity of Musselburgh Grammar School was currently 1350 pupils. Mr Nightingale advised that the Education Department had taken into account recent housing developments in the town, however, should any further housing developments be approved, this would impact on future capacity. He indicated that he would be happy to discuss this matter in more detail with local Members as part of the Department's monthly catch up meetings. However, Councillor Innes pointed out that discussions on this issue should be Council-wide and involve all Members.

Decision

The Committee agreed the maximum intake levels for S1-S4 in session 2014/15, and the increases/decreases requested from June 2014, as outlined in the report.

Signed

Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of Musselburgh Burgh Primary School and Nursery Class by Education Scotland

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1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Musselburgh Burgh Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note that as a result of the very good quality of education provided by the school, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
 - (iii) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 Musselburgh Burgh Primary School and Nursery Class was inspected in January 2014 by Education Scotland and a report was published in March 2014.
- 3.2 The report noted that the particular strengths of the school were:
- The commitment of senior managers and all staff to securing improvements for children.
 - Articulate and confident children who achieve particularly well in the expressive arts.
 - Strong partnerships with parents and the local community which enhance children's experiences.
 - The development of the school and nursery grounds as a focus for play and learning.

3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Continue to raise attainment in English language and mathematics.
- Further develop approaches to planning and assessing children's learning using Curriculum for Excellence.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 The inspection of Musselburgh Burgh Primary School and Nursery Class.

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail-dscott2@eastlothian.gov.uk
DATE	23 May 2014

11 March 2014

Dear Parent/Carer

**Musselburgh Burgh Primary School and Nursery Class
East Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including partnerships with parents and the local community, the role of children in decision-making and opportunities for them to achieve across the life of the school. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Across the school, children are articulate, motivated and confident learners. From nursery to P7, children in all classes, including learners in the communication provision class, benefit from taking part in a wide range of interesting and worthwhile learning experiences. In the nursery, children can choose to play in different areas of their playrooms. They work very well together, along with staff and parents, to develop their attractive outdoor play area. They are particularly enthusiastic about digging in their garden to look for worms. At the primary stages, children rightly feel that they are listened to and that staff take account of their views in planning learning and in improving aspects of school life. Children are very proud of their direct involvement in improving the playground, the pupil toilets and parking arrangements outside the school. They are motivated to take the lead in organising community and school events. For example, during 'Scotland Month', children in P4 organised a successful Scottish community coffee morning for parents, families and the local community. Children in P6 hosted an entertaining Burns Supper. These events helped to develop children's skills in music, dance and reciting Scots poetry, whilst also developing their enterprise skills. Children are very knowledgeable about the importance of keeping healthy and are becoming increasingly aware about global issues. Through their work in becoming a UNICEF Rights Respecting School, older children have explored and can make sense of complex issues such as poverty and equality.

Most children in the nursery are making good progress in early literacy and numeracy. Most can recognise some letters and are making good attempts at writing their name. They listen well in group activities and to stories. Children are applying their early mathematical skills and language appropriately in play situations and real-life contexts,

such as taking orders and counting money to buy food in their 'Tartan Café'. Overall, across the primary and communication provision classes, most children are making good progress in English language and mathematics. At all stages, a few children are making very good progress in their learning. Recently, the school has taken action to improve standards in mathematics and there are signs that this work is having a positive effect. As a result, most children now have a good understanding about different strategies that they can use to solve mathematical problems. For example, at the middle stages, most children work well together in small groups to estimate and measure aspects of their classroom and playground. Younger children use number lines independently to check their work. The school is also working hard to improve attainment in English language. Children make good use of the improved lending library and are encouraged to read for pleasure and appreciate books. They write for a range of interesting purposes, often linked to their topic work. At the upper stages, children demonstrate their creativity and knowledge about Scots language very well to write their own entertaining poems entitled 'Tae a Tunnock's Teacake'. Across the school, children are making very good progress in developing their skills in the expressive arts. They sing and perform very well at concerts, assemblies, drama productions and other events. The standard of children's work in art is high.

How well does the school support children to develop and learn?

Across the school, there are very effective procedures in place to identify and address any barriers to children's learning. In the nursery, staff provide a good range of activities and resources to meet children's needs. At the primary stages, most teachers plan tasks and activities at the right level of difficulty to meet the differing learning needs of children in their class. Staff should continue to work together to ensure that this good practice is more consistent across the school. Homework is regular, varied and helps children reinforce their learning in a motivating and challenging way. Children with additional support needs, including children with Autism Spectrum Disorders in the communication provision class, are supported effectively. All children requiring additional support have appropriate plans in place. Staff should now ensure that learning targets within individual support plans are clear and that children are involved more fully in setting and reviewing their own targets to ensure they achieve as highly as possible.

Children play a key role in planning their own learning. They choose topics that motivate them and decide what they would like to find out and the best way to go about it. Teachers are improving the way they use Curriculum for Excellence guidance to plan and assess children's learning. They should continue with their plans to develop further a focused approach to planning learning, that identifies more clearly the particular skills and knowledge that children are expected to learn. We have asked teachers to share their expertise and knowledge about interdisciplinary learning across the staff team, to ensure that children at all stages are making links successfully across their learning. Over many years, the school has benefited from highly successful partnerships with parents, health and community professionals, education partners and the wider community. For example, parents and partners have helped the school to transform its grounds into a dynamic and exciting place for children to play and learn. Links with Edinburgh University and Loretto School enrich children's experiences in drama, music and in learning languages. A helpful induction

programme enables nursery children to make a smooth start to P1. Appropriate arrangements support children at P7 in moving on successfully to secondary school.

How well does the school improve the quality of its work?

The headteacher has a clear sense of purpose and direction. She provides a high level of care and encouragement to children, parents and staff. Almost all parents are very satisfied with the work of the school. The newly-appointed depute headteacher and the principal teachers carry out their remits very effectively and provide valuable support to the headteacher. Together, they monitor the quality of learning and teaching across the primary stages in a focused way to ensure continuous improvement. They should extend this practice further to include closer monitoring of the work of the communication provision class and the nursery. Across the school, staff work very well individually and together in groups to develop the curriculum. They should continue with their plans to develop their approaches to tracking children's progress across their learning. Together with senior managers, staff have a good understanding of what is working well and what needs to be improved. The school is well placed to improve further.

This inspection found the following key strengths.

- The commitment of senior managers and all staff to securing improvements for children.
- Articulate and confident children who achieve particularly well in the expressive arts.
- Strong partnerships with parents and the local community which enhance children's experiences.
- The development of the school and nursery grounds as a focus for play and learning.

We discussed with staff and East Lothian Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to raise attainment in English language and mathematics.
- Further develop approaches to planning and assessing children's learning using Curriculum for Excellence.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, East Lothian Council will inform parents about the school's progress.

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MuselburghBurghPrimarySchoolEastLothian.asp>

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REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources & People Services)

SUBJECT: Inspection of West Barns Primary School and Nursery Class by Education Scotland

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1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of West Barns Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note the particular strengths of the school, its recent good progress and the strong start made by the new Head Teacher.
 - (iii) Note that Education Scotland will carry out a follow-through inspection visit within eighteen months of publication of this report and will report to parents on the extent to which the school has improved.

3 BACKGROUND

- 3.1 West Barns Primary School and Nursery Class was inspected in November 2013 by Education Scotland and a report was published in January 2014.
- 3.2 The report noted that the particular strengths of the school were:
- Enthusiastic children who are keen to learn and want to learn more.
 - The quality of outdoor learning experienced by the nursery class.
 - Committed, reflective and resilient staff.
 - Parents who are able and willing to support the school.

3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Develop the leadership skills and confidence of all staff.
- Work with parents to develop a shared understanding of what children in West Barns Primary School will learn and achieve.
- Improve overall attainment and continue to develop consistent approaches to meeting all children's needs.
- Put systems in place that will enable staff, children and parents to evaluate the overall work of the school.

3.4 The school has already taken positive steps to address the main points for action outlined in the report, these include:

- An Action Plan has been prepared to address the report's findings, this has led to:
 - Staff leadership roles developed within the school to take forward aspects of the action plan.
 - Work to develop shared vision, values and aims to inform developments, including curriculum developments.
 - Consistent programmes in place to better meet the needs of all learners and to improve attainment.
 - Systems in place to routinely self-evaluate to secure improvement and to involve staff, parents and children in this process.
- The school is working with Education Scotland and its Quality Improvement Officer to:
 - Improve knowledge and understanding of self evaluation as a key mechanism to drive school improvement.
 - Support and monitor progress with the school action plan.

3.5 The Quality Improvement Officer is meeting with the Head Teacher on a fortnightly basis to review the ongoing work in the school and provide advice and support as necessary.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 The inspection of West Barns Primary School and Nursery Class (Appendix1).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827137 E-mail-khaspolat@eastlothian.gov.uk
DATE	28 May 2014

21 January 2014

Dear Parent/Carer

**West Barns Primary School and Nursery Class
East Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher had taken up post in August 2013 following an unsettled four-year period of changing leadership. We looked at the school's very recent work to identify successes and priorities for improvement. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children in the nursery class are very enthusiastic and motivated to learn. They take part in a wide and varied range of rich learning experiences. This includes, for example, the very good use of the outdoor area to explore and experiment. Children talk with confidence about their learning to each other and to staff. They listen well to stories. They show a good awareness of numbers, shapes and colours during their play. They are developing a good understanding of how to keep themselves safe and healthy. Overall, from P1 to P7, children are developing good skills as learners. They are able to identify what it is they want to learn when beginning a new area of work and where they will go to find out what they want to learn. For example, following an exploratory lesson on the moon, children in P1 were able to identify what they wanted to learn next. Children have opportunities to work together in pairs and teams. In P5/P6/P7, for example, children worked very well in pairs to challenge each other on multiplication tables. Children respond very well to learning which is challenging and requires them to think for themselves. An example of this was observed in a P4/P5 science lesson where children were asked to identify sources of light and justify their decisions. Children are capable of taking on more responsibility for learning. In P2/P3, for example, children can lead learning in reading. In each class, children are developing good skills in literacy and numeracy but there is significant room to improve on current levels of attainment. Children have a reasonable understanding of health and their own and others' wellbeing but this could be developed further.

How well does the school support children to develop and learn?

Staff in the nursery class have a very good understanding of child development and use this very effectively to shape how they respond to children's learning needs. This

includes working very well with parents and other agencies as needed. During the period of changing leadership, staff found it difficult to build on the very good start made in the nursery and to see progress sustained consistently through to P7. They have made a good start to improving how they meet children's learning needs and are committed to ensuring further improvement. This includes working with parents to identify how the specific learning needs of some children will be addressed over time. Staff know children well as individuals and provide a caring and supportive environment for them to develop and learn in. For each class, teachers plan a good range of often stimulating learning activities guided by Curriculum for Excellence advice. This includes good use of the school's substantial range of local community links. Building on current strengths, staff now need to have a clearer shared understanding of their vision for the curriculum in West Barns Primary School and what the outcomes for children will be.

How well does the school improve the quality of its work?

The newly-appointed headteacher has made a very strong start. She is working with staff and parents to build productive relationships and to gather evidence to help all to evaluate priorities and set direction for the school. She has identified the need to put processes in place that will help staff to monitor children's progress during their time in West Barns Primary School and to improve the overall quality of the school's work. Staff are reflective and committed practitioners who have shown notable resilience in maintaining positive working relationships during recent years. They used the inspection process very constructively to support their own learning and are keen to extend their learning further. Children are able to take on responsibility and be actively involved in improvements to the wider school community. Parents are keen to support staff as they build capacity in West Barns Primary School.

This inspection found the following key strengths.

- Enthusiastic children who are keen to learn and want to learn more.
- The quality of outdoor learning experienced by the nursery class.
- Committed, reflective and resilient staff.
- Parents who are able and willing to support the school.

We discussed with staff and East Lothian Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Develop the leadership skills and confidence of all staff.
- Work with parents to develop a shared understanding of what children in West Barns Primary School will learn and achieve.
- Improve overall attainment and continue to develop consistent approaches to meeting all children's needs.
- Put systems in place that will enable staff, children and parents to evaluate the overall work of the school.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within eighteen months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Joan Mackay
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/WestBarnsPrimarySchoolEastLothian.asp>

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REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of North Berwick Nursery School by Education Scotland

4

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of North Berwick Nursery School.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note that as a result of the very good quality of education provided by the school, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
 - (iii) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 North Berwick Nursery School was inspected in December 2013 by Education Scotland and a report was published in February 2014.
- 3.2 The report noted that the particular strengths of the school were:
- Articulate, friendly children who enjoy coming to nursery.
 - The professional expertise of staff, and how well they respond to children's interests.
 - Strong and productive links with parents, local community groups and other agencies which help to support children's learning and development.

- The commitment of staff, including managers, to bringing about further improvement.
- Continue to raise attainment in English language and mathematics.
- Further develop approaches to planning and assessing children's learning using Curriculum for Excellence.

3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Continue to improve children's learning stories, helping children to understand themselves better as learners.
- Further improve the curriculum, so that children's learning is progressive and challenging.
- Develop more rigorous ways to evaluate the quality of education which the nursery provides.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 The inspection of North Berwick Nursery School (Appendix 1)

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail-dscott2@eastlothian.gov.uk
DATE	2 June 2014

4 February 2014

Dear Parent/Carer

**North Berwick Nursery School
East Lothian Council**

Recently, as you may know, my colleagues and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The headteacher shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including children's learning outdoors and the 'Talking Time' initiative. As a result, we were able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

The nursery is a welcoming centre which encourages and builds children's confidence and self-esteem. It provides positive play experiences which help your children to develop and learn and to make good progress. When they arrive, children quickly and independently choose from a wide range of activities. Almost all chat animatedly with their friends during play. The high-quality outdoor area provides a rich stimulus for children to explore and learn, and to take part in energetic play. Here, children engage in tasks with increasing perseverance, particularly when they are working with a member of staff. Children's experiences are enriched and extended by taking part in walks around North Berwick, for example to post their Christmas cards or to observe seasonal changes. By helping at snack, and tidying up the playroom, children are learning how to become more independent. Many children are now capable of developing greater responsibility, particularly in relation to their own learning. We have asked staff to make better use of children's learning stories to help children reflect on their play and begin to plan their next steps. This will help children to understand how the activities they take part in contribute to their learning. We know you appreciate sharing these learning stories with your children and we are confident staff will continue to include you as they improve these further.

Children's skills in early literacy and numeracy are developing well. Almost all listen to staff and follow instructions carefully, for example when baking. The 'Talking Time' initiative is helping to provide support in early speech and language for some children. Almost all children enjoy sharing books with adults and many are able to take part in high-quality discussions about stories. Most older children can read and write their names and younger children make good attempts to do so. Some children are able to sound out and write simple words. Although children value having their writing displayed around the playrooms, they would benefit from more opportunities to write for real purposes. For example, making signs for the playroom and garden or producing their own books to share with others. Children have a good understanding of number and early mathematical concepts such as measure and shape. They have drawn graphs to display their findings about the backpacks they collected for children in Malawi. Nursery routines are helping to develop children's understanding of their own health and wellbeing. In other areas, such as science and the expressive arts, children enjoy their experiences but their progress is not so clear.

How well does the pre-school centre support children to develop and learn?

We agree with your view that staff are friendly, approachable and highly skilled. Through professional development and training, they have a very good understanding of how young children learn and develop. You shared with us how much you appreciate the way they work together with you to support your children's learning. The nursery also works successfully with a range of other groups to provide strong support for children and families who need additional help. For example, a programme called 'Raising Children with Confidence' is helping to build resilience in children. Most staff make good use of questioning to challenge children's thinking. They provide activities which meet the needs of most children but need to be sure that tasks provide the right level of challenge. Staff respond very well to children's emerging interests. We have asked them to now develop the way in which they observe, record and track children's progress so that they can monitor children's learning more closely. This will help children to achieve even more. The broad curriculum is based on play and active learning. It has a suitable focus on developing children's early skills in literacy and numeracy so that they make progress in these areas. Staff understand the need to develop other areas of learning in a similar way, so that children's skills develop progressively across the whole curriculum. The nursery prepares children well for the transition to school. It provides strong support for children's social and emotional needs and shares helpful information about children's learning with class teachers.

How well does the pre-school centre improve the quality of its work?

The nursery has a good range of informal ways to evaluate its work. It should now develop more systematic ways to gather information about the quality of its work. All staff are very committed to providing the best possible outcomes for children and their families. They are reflective and meet regularly, often with managers, to discuss their work and how they might bring about improvements. Staff often visit other nurseries to seek out good practice and are proud to also share what they do at North Berwick with colleagues from other establishments. The headteacher and depute headteacher at Law Primary School have only recently taken over

responsibility for leading the nursery school. In this short time, the headteacher has made well-judged decisions to benefit staff and children. The depute headteacher works regularly in the playrooms and already knows the staff and children. The management team understands what the nursery does well and has a clear commitment to making further improvements. Staff welcome and value the views of parents. They also listen respectfully to children, but need to help them to make more decisions about their learning and give them more say about the activities in the playrooms. We are confident that with your continued support, North Berwick Nursery School will continue to provide high-quality care and learning for your children.

Our inspection of your pre-school centre found the following key strengths.

- Articulate, friendly children who enjoy coming to nursery.
- The professional expertise of staff, and how well they respond to children's interests.
- Strong and productive links with parents, local community groups and other agencies which help to support children's learning and development.
- The commitment of staff, including managers, to bringing about further improvement.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- Continue to improve children's learning stories, helping children to understand themselves better as learners.
- Further improve the curriculum, so that children's learning is progressive and challenging.
- Develop more rigorous ways to evaluate the quality of education which the nursery provides.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the pre-school centre, the local authority will inform parents about the pre-school centre's progress.

Elaine Merrilees
HM Inspector

Donna Conroy
Care Inspectorate Officer

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/NorthBerwickNurserySchoolNorthBerwickEastLothian.asp>

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REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources and People Services)

5

SUBJECT: Inspection of Musselburgh Grammar School by Education Scotland

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Musselburgh Grammar School.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -

- (i) Note the content of the Education Scotland report (Appendix 1).
- (ii) Note the good quality of education provided by the school.
- (iii) Acknowledge the efforts of the Head Teacher and staff in the planned improvements.

3 BACKGROUND

- 3.1 Musselburgh Grammar School was inspected in February 2014 by Education Scotland and a report was published in May 2014.

- 3.2 The report noted that the particular strengths of the school were:

- Friendly, well-mannered young people who are interested in their learning.
- The steps taken to broaden and enrich young people's learning beyond the classroom.
- Support for young people with a very wide range of needs.
- The willingness of staff to lead on improving aspects of young people's experience.

- 3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:
- Continue to develop the curriculum to ensure all young people maximise their progress.
 - Improve attainment at all stages, including in national examinations.
 - Improve approaches to self-evaluation ensuring they lead to better outcomes for young people.
- 3.4 As a result of the inspection, Education Scotland Area Lead Officer will work with East Lothian Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved within one year of the publication of this letter. Depending on the outcome, Education Scotland will then decide whether it will carry out a further inspection.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 The inspection of Musselburgh Grammar School (Appendix 1).

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail-dscott2@eastlothian.gov.uk
DATE	28 May 2014

13 May 2014

Dear Parent/Carer

**Musselburgh Grammar School
East Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of the support for young people's progress, including help to achieve a positive destination on leaving school and how well the curriculum meets all learners' needs. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Most young people are motivated and keen to do well. Most behave well in class and around the school and willingly discuss their learning when given the opportunity. Young people in the senior school appreciate the additional opportunities provided by staff in the form of study support or Easter revision classes to help them in their learning. Most young people collaborate well in pairs in small groups and are supporting one another effectively in sharing their learning in classes. Through well-planned, shared discussions in for example English and social studies, they are able to develop and adapt their thinking and show respect for the views of others. Young people respond well to the increased level of challenge provided by teachers in some classes, and their high expectations. Their learning experiences are meaningfully enhanced through the school's commitment to organising additional activities including trips and field visits which strengthen relationships and help to make their learning more relevant. Young people, particularly those from S1 to S3, require more consistent high quality feedback from staff to help them discuss, review and evaluate their own progress.

Young people at all stages are performing and achieving well in a range of sporting, musical, cultural, volunteering, and creative activities and events. An impressive programme of musical activities, including a ukulele group, help young people to develop their individual skills and ability to perform, often as part of bands, ensembles and orchestras. Annual productions like the Cre8, the 'pop-up-gigs' and performance shows involve large numbers of young people in cross-stage groups, performing and supporting, both front of house and back stage. This develops their confidence to

present to an audience as well as their social and team working skills. The recent wider achievement day helped young people appreciate the range of interests across members of the school community and the opportunities available locally to explore other avenues of involvement. The Musselburgh Grammar School television channel recognises, encourages and promotes young people's achievements very effectively. Young people's attendance and sustained effort in class is recognised through the successful whole-school Merit Award scheme. Outdoors, young people work effectively with the East Lothian Ranger Service in environmental restoration initiatives. Parents organised a very successful careers event which helped young people in thinking about realistic possibilities for their future beyond school. Young people in the senior school have good opportunities for leadership, such as the community sports leadership award but those in junior years are not yet benefitting from similar opportunities. While some young people are gaining accreditation for their achievements, there is scope for the school to consider how to extend this to a much larger number of young people at all stages. The school does not yet track young people's progress from S1 to S3 closely enough, including their progress in literacy and numeracy. Very few young people leave school without attaining at least five national qualifications and those who choose to return to school in S5 and S6 are successful in building upon their prior achievements. However there are few improving trends in any of the national attainment measures. The school works with young people, their families and its partners to support young people moving into employment, training or further education. There needs to be a continued focus for those leaving at the end of S4 who are unlikely to secure a positive destination on leaving school. Overall, levels of attainment from S4 to S6 are not yet high enough. From S4 to S6, performance in national examinations is poorer overall than in schools serving young people with similar needs and from similar backgrounds and below national averages.

How well does the school support young people to develop and learn?

The curriculum is effective in supporting young people to learn and develop, and aims to reflect the school's motto of 'Striving for excellence, caring for all'. Young people in S1 and S2 learn across all curricular areas. Courses and programmes reflect Curriculum for Excellence guidance well. The skills course in S2 supports young people to become more resilient and to persevere in their learning when things become more challenging. In S3, young people can select from a range of additional enrichment courses which broaden their skills base. The school needs to ensure that young people have the opportunity to review their choices for national qualifications at the end of S3. Not all young people from S1 to S3 are currently experiencing a broad enough curriculum. The school needs to build on its work thus far to provide greater opportunity for young people to link their learning across subjects. We have asked staff to continue to develop curricular links with primary schools to ensure that young people in S1 can build on what they have already learned and make suitable progress. In S5 and S6 young people can select from a very wide range of appropriate subject courses and programmes. Very good links with Queen Margaret University and The University of Edinburgh through the South East Scotland Academies partnership are helping a group of young people, through a focus on hospitality and tourism, to develop their skills for learning, life and work. The school's positive work in this area has been recognised nationally.

Most tasks and activities in classes match the needs of most young people well and allow them to make appropriate progress in their learning. In lessons, most teachers provide good levels of additional support for young people when it is needed. In a few lessons, some staff need to tailor the tasks more effectively to all young people's needs and ensure consistently high expectations of what they can achieve. Young people requiring additional support are identified appropriately and staff take very effective steps to ensure they are involved and engaged in classes. Staff are skilled in picking up on young people's identified learning needs and intervening well to provide an appropriate level of challenge in their subject areas. They support young people with additional needs very well during their move from primary school. Specialist staff provide a range of effective supports in relation to helping teachers overcome barriers to young people's progress, including communication, behaviour and learning. They liaise well with class teachers providing them with useful information and strategies to meet the needs of learners. Senior staff have now begun to track closely the progress of young people who are most vulnerable. We have asked teachers working with support staff to take steps to simplify their approaches to planning and sharing information about the support for young people requiring additional help in their learning. The school has yet to put in place a clear approach to ensuring that all young people have regular discussions about their learning and progress with staff who know them well.

How well does the school improve the quality of its work?

Over the last two sessions, the school has been developing its approaches to improving its work with some success. Senior managers observe the teaching of promoted staff and the promoted staff in turn monitor the experiences of young people in each subject department. It is not yet clear how effective these approaches have been in improving outcomes for young people. The headteacher scrutinises young people's reports and analyses the data about each individual's progress to identify reasons behind any underperformance. The headteacher meets middle managers to discuss young people's attainment in each department and these key messages are shared with staff more widely. Action points need to be identified more clearly from these meetings to ensure a more consistent follow up from all staff. While the school improvement plan has identified a suitable number of national and local priorities, the school now needs to refocus on raising attainment and on improving the quality of learning and teaching in future plans. The school recently undertook a whole-school review of the quality of young people's learning and is now well placed to plan agreed actions to address the findings. There is scope for the school to gather the views of all stakeholders about the school's work including staff, parents and partners more regularly and to make it clear what action it anticipates taking in response to their views. There is a need for a more formal approach to sharing existing good practice in classes more widely. We have asked senior managers to visit classes more often and to challenge and support staff more to improve the quality and consistency of learning and teaching and to raise attainment.

This inspection found the following key strengths.

- Friendly, well-mannered young people who are interested in their learning.
- The steps taken to broaden and enrich young people's learning beyond the classroom.

- Support for young people with a very wide range of needs.
- The willingness of staff to lead on improving aspects of young people's experience.

We discussed with staff and East Lothian Council how they might continue to improve the school. This is what we agreed with them.

- Continue to develop the curriculum to ensure all young people maximise their progress.
- Improve attainment at all stages, including in national examinations.
- Improve approaches to self-evaluation ensuring they lead to better outcomes for young people.

What happens at the end of the inspection?

Our Area Lead Officer will work with East Lothian Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved within one year of the publication of this letter. Depending on the outcome, we will then decide whether we will carry out a further inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further in order to share it with others. As a result, we will work with the school and East Lothian Council in order to record and share the innovative practice more widely.

Donald A. Macleod
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MuselburghGrammarSchoolEastLothian.asp>

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REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources & People Services)

SUBJECT: Inspection of Cockenzie Primary School and Nursery Class
by Education Scotland

6

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Cockenzie Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note the particular strengths of the school, and the strong start made by the new Head Teacher.
 - (iii) Note that Education Scotland will carry out a follow-through inspection visit within one year of publication of their report and will report to parents on the extent to which the school has improved.

3 BACKGROUND

- 3.1 Cockenzie Primary School and Nursery Class was inspected in February 2014 by Education Scotland and a report was published in April 2014.
- 3.2 The report noted that the particular strengths of the school were:
- The polite and well-behaved children who enjoy learning at school.
 - The readiness of staff to improve the school under the leadership of the recently-appointed headteacher.
 - The positive start made by the new Head Teacher in identifying what the school needs to do to improve.

3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Improve the school's curriculum and raise expectations of what all children can achieve.
- Increase the rigour of the school's approaches to self-evaluation, including approaches to assessment and tracking of progress, to bring about improvements and ensure the needs of all pupils are met.
- Improve the consistency in the quality of learning and teaching across the nursery and primary stages.

3.4 The school has already taken positive steps to address the main points for action outlined in the report, these include:

- An Action Plan has been prepared to address the report's findings this has led to:
 - An enhanced leadership team within the school to take forward aspects of the action plan.
 - Work to develop a shared vision, values and aims to inform developments, including curriculum developments.
 - Programmes being developed to ensure consistently high quality learning experiences which will better meet the needs of all learners.
 - Approaches to self-evaluation being improved, including the involvement of staff, parents and children in this process so as to raise expectations and improve attainment.
- The school is working with Education Scotland and its Quality Improvement Officer to:
 - Improve knowledge and understanding of self evaluation as a key mechanism to drive school improvement.
 - Support and monitor progress with the school action plan.

3.5 The Quality Improvement Officer is meeting with the Head Teacher on a weekly basis to review the ongoing work in the school and provide advice and support as necessary.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – Appointment of a temporary Depute Head Teacher for session 2014/15.
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 The inspection of Cockenzie Primary School and Nursery Class (Appendix1).

AUTHOR'S NAME	Alison Wishart
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827647 Email - awishart@eastlothian.gov.uk
DATE	28 May 2014

22 April 2014

Dear Parent/Carer

Cockenzie Primary School and Nursery Classes East Lothian Council

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including enterprising approaches to learning, approaches to reading and evaluating the numeracy and mathematics curriculum. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

At the primary stages and in the nursery classes, most children have a positive learning experience. Children in the nursery classes settle quickly into their routines and are showing respect for one another when learning to cooperate. We have asked staff to develop greater free access to the large outdoor area for all the nursery classes and to establish consistently high-quality experiences for children across the three playrooms. Children in P1 are motivated as learners and enjoy being actively involved through play. Almost all children are eager to learn and report that they enjoy learning at school. They feel staff encourage them to do well. In a few lessons, children worked well together when given the opportunity to work cooperatively in groups. Staff are planning to provide children with more regular opportunities to develop problem solving and investigative skills in cooperative groups. Too many lessons involve whole classes listening to and following instructions given by teachers. As a result, children are not actively enough involved in their learning. Many teachers shared what they wanted children to learn but did not give children enough feedback on how well they had achieved. We have asked the school to improve its approaches to assessing how well children learn and to helping them improve. The school has made a positive start to providing children with enterprising experiences. For example, children in P6 successfully hosted a recent Burns Supper that they ran for their invited guests and parents. Children in P2 were learning about planting and growing through the garden centre created in their classroom. Overall, staff relationships with children, including those in the behaviour support unit, are positive. The school now needs to ensure consistently high-quality learning experiences for all children. Children are involved in a variety of local clubs and take great pride representing their school at a range of events linked with local schools. At all stages, children are able to

demonstrate their awareness of environmental issues through their responsibilities for recycling. The school has successfully gained its first Eco-Schools Scotland green flag. Children are developing a good awareness as citizens and promote the involvement of the whole school community through their fundraising efforts for Children in Need and the Rag Bag collection. Overall, children are not making sufficient progress in developing literacy skills. In the nursery classes, children could be making better progress in all aspects of literacy and numeracy. Their achievements are not of a consistently high enough standard across the three playrooms. Currently, children are not building enough on what they have already learned and, as a result, the rate of progress in their learning is too slow. In almost all lessons, children listened attentively and responded well to teachers' questions. The school has taken some steps to improve children's attainment in reading but should also ensure children experience more opportunities to read in groups which will allow them to share what they have read. The quality of children's writing across the nursery and primary stages is not high enough. We have asked the staff to moderate the progress children are making in writing in order to raise expectations and develop a common understanding of what children can achieve. Across the school, children's attainment in numeracy and mathematics should be improved. The headteacher and staff have recognised this and plan to focus on this aspect of the school's work and bring about improvement. Children do not have sound enough knowledge and understanding of mathematical concepts such as length, weight, volume and time. Children can demonstrate a good understanding of food hygiene, health and keeping safe. Within the behaviour support unit, children are not all making sufficient progress. We have asked senior managers to monitor the progress of these children more closely.

How well does the school support children to develop and learn?

In the nursery, children experience a range of interesting activities. Staff now need to ensure a greater consistency in the level of challenge for all children and to ensure the needs of all children are reviewed regularly. Those children who attend the behaviour support unit are included in the mainstream classes where appropriate. This should be encouraged and well supported by staff as it can bring mutual benefit to all children at Cockenzie Primary School. There are important weaknesses in the school's arrangements for meeting the children's learning needs across the school, the behaviour support unit and nursery classes. In her short time in post, the headteacher has taken some initial steps to improve these arrangements and has accurately identified that much further work is required. In most lessons observed, the tasks and activities were not well matched to children's learning needs and did not challenge them sufficiently well. Currently, the school is developing systems and processes to identify, monitor and review children's needs to ensure they all achieve as highly as possible. The headteacher and staff value partnership with parents. This is being strengthened through a range of opportunities to welcome parents and carers into the school and improving communication with parents and carers through the recently-formed Parent Council.

Staff are at an early stage of developing a common understanding of Curriculum for Excellence. They do not have a shared understanding of what they are trying to achieve for children through the curriculum. The school needs to ensure that all children are able to make suitable progress in all curriculum areas and get the support to which they are entitled. The school works with a range of partners to ensure

children's learning in health and wellbeing is supported by experts and health professionals. Staff have introduced a variety of new materials for developing children's reading skills. They now need to ensure that children make suitable progress in reading. The headteacher has accurately identified this as an improvement priority in the school's development plan. Staff in the nursery need to create opportunities to share learning with staff in the P1 classes and improve progression across the early level. Children in P7 benefit from pastoral support provided at the time they move on to S1. The school plans to strengthen links with Preston Lodge High School to ensure children's learning is assessed and tracked effectively so they can build on what they have already learned.

How well does the school improve the quality of its work?

The recently-appointed headteacher and staff have identified the need to improve aspects of the school's work, including children's learning experiences and achievements, and approaches to assessment. Much work remains to be done to ensure these improvements are made. The headteacher, along with her senior management team needs to strengthen the school's approaches to observing learning and teaching, and to assessing and tracking children's progress. This will allow them to support and evaluate progress towards the agreed priorities for improvement. The headteacher has identified the need to involve all staff, including those in the behaviour support unit, more in improving the work of the school. Teachers have begun to reflect more on their practice and should continue to develop their professional knowledge of, and use of, effective teaching methods. A few teachers have undertaken leadership development courses. The school would benefit greatly from more staff taking on responsibility for leading improvement. The headteacher plans to provide more opportunities for teachers to work together to ensure improvement in the quality of learning and teaching and the development of good practice. The headteacher and her staff should work with partners, including parents, to create a shared vision for what the school aims to achieve. With the support from the recently-formed Parent Council and yourselves as parents and carers, Cockenzie Primary School and Nursery Classes have the capacity to improve.

This inspection found the following key strengths.

- The polite and well-behaved children who enjoy learning at school.
- The readiness of staff to improve the school under the leadership of the recently-appointed headteacher.
- The positive start made by the headteacher in identifying what the school needs to do to improve.

We discussed with staff and East Lothian Council how they might continue to improve the school and nursery classes. This is what we agreed with them.

- Improve the school's curriculum and raise expectations of what all children can achieve.
- Increase the rigour of the school's approaches to self-evaluation, including approaches to assessment and tracking of progress, to bring about improvements and ensure the needs of all pupils are met.

- Improve the consistency in the quality of learning and teaching across the nursery and primary stages.

The Care Inspectorate have shared their findings from a recent inspection of the nursery classes and will publish a report under separate cover.

What happens at the end of the inspection?

As a result of our inspection findings, we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within twelve months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Susan Gow
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CockenziePrimarySchoolEastLothian.asp>

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REPORT TO: Education Committee
MEETING DATE: 18 June 2014
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: Positive School Leaver Destinations and MCMC

7

1 PURPOSE

- 1.1 To update the Committee regarding positive school leaver destinations using the recent School Leaver Destination Report (SLDR) and employability activity within East Lothian.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note the contents of this report and recognise the wide range of activities being undertaken to improve positive leaver destinations in East Lothian.

3 BACKGROUND

- 3.1 To assist local authorities and schools target resources effectively Skills Development Scotland provides information about leaver destinations on an annual basis. A statistical report for East Lothian is attached (Appendix 1).

In East Lothian we continue to have strong links with partners and have further developed our post 16 provision to include the Employability Fund. Employability Fund provision (replaces Get Ready for Work and Lifeskills) provides opportunities across the strategic skills pipeline stages 2-4 and will provide direct entry and transition opportunities for those on Activity Agreements.

3.2 Available Destinations

Training providers delivering in East Lothian include:

- A much larger range of providers (from last year) delivering the Employability Fund for East Lothian, offering a wide range of opportunities including providers focusing on specific vocational areas (hairdressing and care) to providers offering more generic opportunities. In addition to the work experience element, young people will also have the opportunity to

gain the Certificate of Work Readiness and other SVQ's, e.g. customer service.

STAGE 2	STAGE 3	STAGE 4
Canongate Youth Project	Barnardos	Midlothian Council (MTS)
Midlothian Council (MTS)	Canongate Youth Project	Rathbone Training
Rathbone Training	Direct Partners	Maximize
Action for Children	Mentor M.A. (Scotland) Ltd	Training for Care
	Midlothian Council (MTS)	Edinburgh College
	Rathbone Training	Working Rite
	Maximize	
	Training for Care	
	Edinburgh College	
	Princes Trust	
	Working Rite	

- Midlothian Training Services and North Berwick Youth Café have commenced a partnership to delivery Employability Fund stage 2 provision in North Berwick, enabling local delivery of training in East Lothian with the opportunity for the Youth Café to gain an insight into what is involved in delivery Skills Development Scotland programmes and hopefully become a provider in their own right in the future.
- Rathbone Training continue to deliver Employability Fund along with X-Ceed a programme of 1:1 support for 14-25 yr olds who have been or who are involved in the care or youth offending system.
- Activity Agreements are delivered by a staff member at East Lothian Works. This is a bespoke service for those furthest away from the job market and has seen an increase in referrals from those with mental health issues and disabilities. Provision for this service continues to be diverse and includes bushcraft skills, counselling, care tasters and film making. Positive destinations for East Lothian are sitting at 72% with a national average quoted of 68%. Destinations for the last 2 quarters listed below –

Quarter 3 (October – December 2013)

10 referred, 8 offers made for Activity Agreements with 6 accepting a place.

Leavers during this period equated to 8, 3 of which went onto positive destinations (further education - 2, employment - 1)

Quarter 4 (January – March 2014)

26 referred, 12 offers made for Activity Agreements with 12 accepting a place.

Leavers during this period equated to 3, 1 of which went onto positive destinations (further education).

- All of the above give priority to Looked After Children (LAC) and Looked After and Accommodated Children (LAAC). Edinburgh College also offer a variety of further education options including a range of part time courses based throughout various campuses in Edinburgh, along with their winter and summer leaver course prospectus.

3.3 Additional Support into Positive Destinations (including in-school)

- **Skills Development Scotland** continues to offer their services in schools and beyond.
- All S4 secondary school pupils receive **work experience** as part of their Personal Social Education Programme.
- **Extended work experience** placements and shadowing is available to S4 to S6 pupils.
- **TWO (Targeting Work Opportunities)** Programme targets winter leavers and offers extra support in preparing for work, training or further education. This programme generally consists of 12 young people.
- **Girls Aloud** programme helps S4 girls who are still at school and at risk of disengaging to prepare for employment, training or further education. This year, January – March we had 10 girls on the programme. There are plans for a further Girls Aloud group for next session to target S3 girls.
- **Community Benefits** continues to offer a wide range of opportunities with an opportunity to gain employability skills. Opportunities range from work experience, apprenticeships, school talks, mock interviews and site visits. The opportunities are shared throughout the county with schools, Jobcentreplus, Through Care and After Care (TCAC) and the Bridges Project.
- **SOSSTA (South of Scotland Seafish Training Association)** this is a three week course, which has been delivered for the last 2 years. This year was attended by 5 East Lothian pupils (1 pupil from Ross High School, 1 pupil from Preston Lodge High School, 1 pupil from North Berwick High School and 2 pupils from Musselburgh Grammar School). All 5 completed the course and have a keen interest in pursuing employment in the fishing industry, 4 out of the 5 pupils already have links with the fishing industry and it is hoped that through the course and

the award of the mandatory certificates that this will significantly aid their employment prospects.

- **Business Coaching** continues to be a success, we currently have 20 business coach relationships across the county.
- **PX2** has been delivered for the first time by the staff team at East Lothian Works as a pilot to a group of pupils at Preston Lodge High School. The programme is designed to help young people understand their own mind and how their current beliefs and attitudes can shape their future.
- **Caring for People – ‘Men can do it too!’** is a new programme which has been marketed to all schools to specifically address the under representation of males in this sector. Unfortunately there has been minimal interest, however those that have applied will be offered a place on the Social Care course.

Statistics provided by Jobcentre plus support the demand for employment in the social care sector. Between 1 January – 14 May 2014, 152 vacancies were advertised.

Statistics provided by NOMIS support the level of employment within the social care sector in East Lothian. Between January – December 2013, 5,400 people were employed in the caring, leisure and other service occupations, which equates to 11.2% in East Lothian as opposed to 9.5% for Scotland (% is a proportion of all those in employment).

3.4 Other Support

- All schools continue to hold 16+ Hubs meetings (multi-agency) during which young people who are less likely to secure a positive destination are discussed. A traffic light system of red, amber and green (RAG) is used. To identify those furthest away from the job market (red) those requiring shorter term interventions (amber) and those who have a clearly identified path (green). It is via discussions within the hub with the various professionals present including (Bridges, East Lothian Works, Skills Development Scotland and staff from school that suggestions and potential solutions are identified.
- The Bridges Project offers a variety of support to vulnerable young people who have a range of issues which are preventing them from achieving employment/training opportunity. In particular the Transition Worker has been an effective solution in assisting young people into positive destinations working across Preston Lodge High School, Ross High School and Musselburgh Grammar School.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – Currently the 16+ Lead Officer post, Activity Agreement post and Activity Agreement provision is funded through Government’s Opportunities for All Funding.

6.2 Personnel – None.

6.3 Other – None.

7 BACKGROUND PAPERS

7.1 None.

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East Lothian Council SLDR 2012/13 (Initial Destination Percentages)												
School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Unknown (%)	Total Positive (%)	Total Other (%)
Dunbar Grammar School	116	48.3	21.6	2.6	14.7	1.7	0.9	6.9	2.6	90.0%	89.7	10.3
Knox Academy	152	42.8	27.0	3.3	18.4		0.7	3.9	2.0	2.0	92.1	7.9
Musselburgh Grammar School	250	23.6	28.4	8.4	25.6	0.4	2.0	10.4	1.2		88.4	11.6
North Berwick High School	152	60.5	10.5	2.0	21.1	0.7	0.7	3.9	0.7		95.4	4.6
Preston Lodge High School	198	27.3	29.3	3.5	24.2	1.5	2.5	10.1	1.5		88.4	11.6
Ross High School	191	21.5	27.7	6.8	28.8	1.0	1.6	9.9	2.6		87.4	12.6
East Lothian Council	1,059	34.7	24.9	4.9	23.0	0.8	1.5	8.0	1.7	0.4	89.9	10.1

Totals may not equal 100% due to rounding

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.

East Lothian Council SLDR 2012/13 (Initial Destination Figures)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unknown	Total Positive	Total Other
Dunbar Grammar School	116	56	25	3	17	2	1	8	3	1	104	12
Knox Academy	152	65	41	5	28		1	6	3	3	140	12
Musselburgh Grammar School	250	59	71	21	64	1	5	26	3		221	29
North Berwick High School	152	92	16	3	32	1	1	6	1		145	7
Preston Lodge High School	198	54	58	7	48	3	5	20	3		175	23
Ross High School	191	41	53	13	55	2	3	19	5		167	24
East Lothian Council	1,059	367	264	52	244	9	16	85	18	4	952	107

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.

East Lothian Council Variance SLDR 2012/13 v SLDR 2011/12 (Percentage Point Variance)

School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Pos
Dunbar Grammar School	7	5.2	-1.3	0.8	-2.7	0.8	-	-5.9	1.7	-	3.5
Knox Academy	11	-0.5	11.4	2.6	-7.8	-	0.0	-8.2	-	0.6	5.6
Musselburgh Grammar School	0	0.0	-2.0	2.4	3.6	-	0.4	-4.8	0.4	-	4.8
North Berwick High School	9	-0.3	-2.8	-	1.5	-	0.0	1.8	-2.8	-	1.0
Preston Lodge High School	43	-6.2	1.6	-1.7	4.2	-	1.2	0.4	0.9	-	0.7
Ross High School	17	-6.7	-4.5	3.9	3.5	0.4	-1.3	3.0	1.5	-	-4.6
East Lothian Council	87	-1.8	0.1	1.7	1.0	0.6	0.2	-2.2	0.6	-0.2	1.8

East Lothian Council SLDR 2011/12 (Initial Destination Percentages)												
School	Total Leavers	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	% Pos	% Other
Dunbar Grammar School	109	43.1	22.9	1.8	17.4	0.9		12.8	0.9		86.2	13.8
Knox Academy	141	43.3	15.6	0.7	26.2		0.7	12.1		1.4	86.5	13.5
Musselburgh Grammar School	250	23.6	30.4	6.0	22.0		1.6	15.2	0.8	0.4	83.6	16.4
North Berwick High School	143	60.8	13.3		19.6		0.7	2.1	3.5		94.4	5.6
Preston Lodge High School	155	33.5	27.7	5.2	20.0		1.3	9.7	0.6	1.9	87.7	12.3
Ross High School	174	28.2	32.2	2.9	25.3	0.6	2.9	6.9	1.1		92.0	8.0
East Lothian Council	972	36.5	24.8	3.2	22.0	0.2	1.3	10.2	1.1	0.6	88.1	11.9

Totals may not equal 100% due to rounding

East Lothian Council SLDR 2011/12 (Initial Destination Figures)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Positive	Total Other
Dunbar Grammar School	109	47	25	2	19	1		14	1		94	15
Knox Academy	141	61	22	1	37		1	17		2	122	19
Musselburgh Grammar School	250	59	76	15	55		4	38	2	1	209	41
North Berwick High School	143	87	19		28		1	3	5		135	8
Preston Lodge High School	155	52	43	8	31		2	15	1	3	136	19
Ross High School	174	49	56	5	44	1	5	12	2		160	14
East Lothian Council	972	355	241	31	214	2	13	99	11	6	856	116

REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: The Children and Young People (Scotland) Act

8

1 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of changes to ante-pre-school and pre-school provision as detailed in Part 6 of the Children and Young People (Scotland) Act, passed on 19 February 2014 and received Royal Assent on 27 March 2014.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note:
- i. An increase of 125 hours for all eligible ante-pre-school and pre-school children from August 2014. This increases the number of hours from 475 to 600 hours.
 - ii. An “eligible pre-school child” now includes a child aged 2 or over and is or has been at any time since the child’s second birthday – Looked after by the authority concerned or by another authority or the subject of a kinship care order or a child falling within section 7(3)(f) “*an eligible child who has a guardian by virtue of an appointment under section 7 of the Act.*”
 - iii. The Scottish Government have proposed secondary legislation to include provision of 600 hours of Early Learning and Childcare for 2 year olds from “workless households” providing families meet the set criteria.
 - iv. The term Early Education has been changed to Early Learning and Childcare, defined as “*a service consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting*”

- v. East Lothian Council proposes to meet the increase in Early Learning and Childcare by offering extended nursery hours.
- vi. To enable the Council to extend the hours as proposed an additional 23.67 full time equivalent nursery nurses are required. The additional posts/hours will be temporary until the longer term staffing requirements become clear.
- vii. Eligible 2 year olds, in particular those from “workless households” will, in the first instance (2014 – 2015), be offered a place within community childcare settings rather than within Local Authority nurseries. This is to ensure that their individual needs are met and that children and families are supported within their own community. This may include Olivebank Child and Family Centre and Wraparound Care.

3 BACKGROUND

- 3.1 The Children and Young People (Scotland) Act, as passed on 19 February 2014, clearly states, Part 6, 47 (1), An Education authority must, in pursuance of its duty under section 1 (1) of the 1980 Act, secure that the mandatory amount of early learning and childcare is made available for each eligible pre-school child belonging to its area.
- 3.2 In addition section 48(1) defines mandatory amount as:
 - (a) 600 hours in each year for which a child is an eligible pre-school child and:
 - (b) A pro rata amount for each part of a year for which a child is an eligible pre-school child.
- 3.3 Funding to increase the number of hours available and to support changes required has been made available by the Scottish Government.
- 3.4 Guidance to support Councils in the implementation of the Act was issued as draft on 9 May 2014 and is in its current form available for comment and consultation.
- 3.5 Guidance to support childcare practitioners in the implementation of the Act was issued in April 2014 and is, in its current form, available for comment and consultation.
- 3.6 The Act stipulates that Councils must, at least once every 2 years “- Consult parents and carers of pre-school children on the way in which “early learning and childcare” is provided by their authority, and taking account of views and opinions expressed “prepare and publish a plan for how it intends to make early learning and childcare available” in response to this.

4 POLICY IMPLICATIONS

- 4.1 This guidance complies with legislation and proposed secondary legislation and Scottish Government Guidance.
- 4.2 The need to consult with parents and carers and to offer flexibility and choice, will inevitably mean that the way in which East Lothian makes provision available may vary from area to area and from year to year.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 A partial equality impact assessment (EQIA) was included in the public consultation on the Act in summer 2012. The final EQIA builds on and updates this document to reflect responses to the consultation and extensive discussion with stakeholders that was undertaken as part of the EQIA process.

The EQIA considers impacts by looking at the Act in relation to the protected characteristics: age, disability, race, religion or belief, sex, sexual orientation and gender re-assignment.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – the Scottish Government has committed funding to support the changes required.
- 6.2 Personnel - There will be a total of 23.67 FTE temporary Nursery Nurse posts recruited. This will include existing part-time nursery nurses who are offered and accept additional hours.
- 6.3 Other – The Act states:
 - i. Parents are to be consulted on flexibility and availability of provision at least every 2 years.
 - ii. Sessions are to be provided over a minimum of 38 weeks
 - iii. Sessions are to be of more than 2.5 hours but less than 8 hours in duration

7 BACKGROUND PAPERS

- 7.1 Children and Young People (Scotland) Act 2014, Early Years Framework, Pre-Birth to Three, National Parenting Strategy, GIRFEC, Corporate Parenting Strategy, United Nations Convention on the Rights of the Child (UNCRC)

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REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive - Resources and People Services

SUBJECT: Literacy in East Lothian Schools

9

1. PURPOSE

1.1 The purpose of this report is to inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in Literacy.

2. RECOMMENDATIONS

2.1 The Committee is asked to note the report.

3. BACKGROUND

3.1 Approaches to learning and teaching in schools in East Lothian demonstrate commitment to the four capacities, the four contexts for learning and the seven principles of Curriculum for Excellence. These are:

Curriculum for Excellence		
Four Capacities	Four Contexts for Learning	Seven Principles
<ul style="list-style-type: none"> • Successful learners • Effective contributors • Confident individuals • Responsible citizens 	<ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance

- 3.2 Inspection reports and evaluation visits based on HMIE documents 'How Good is Our School', 'Journey to Excellence' and, more recently, inspection advice notes show that there is high quality Learning and Teaching in the majority of East Lothian schools.
- 3.3 In secondary schools, there is a particular focus on Looked After Children at the school hub meetings to consider appropriate pathways for vulnerable young people. Community Learning and Development colleagues provide targeted support in literacy for students in the senior phase.
- 3.4 There continues to be a firm commitment to partnership working to enhance the attainment and achievements of children and young people. Strong partnerships exist with a number of neighbouring local authorities. Amongst other developments this includes the Literacy Hub, an inter-authority collaborative forum, in partnership with City of Edinburgh, Midlothian, West Lothian, Dumfries and Galloway and Scottish Borders Councils. The South East Literacy Hub is one of a number that have been funded across Scotland as part of the Scottish Government's Literacy Action Plan to raise levels of literacy from Early Years into Adulthood. This has enabled the 'Dunbar Reads Together' project to happen, and this model is now being adopted by the Tranent cluster, as well as by clusters in other local authorities.

A list of good practice was also developed by all Hub partners to provide a shared directory including key contact details. The East Lothian directory entries were showcased at the East Lothian Literacy Festival in October 2013.

More recently it was agreed to use the remaining funding to take forward 'Muckle Reading' across Hub partner authorities. 'Muckle Reading' has been developed specifically for Scottish schools and provides a clear and coherent approach to literacy from Primary 1 to Primary 7, aimed at improving reading attainment and motivation in reading for all. Following staff training in June this development will be introduced in East Lothian over the coming school session. However this Government funding is unlikely to continue in session 2014/15.

- 3.5 Partnership with other services and sectors continues to be an important element in the Council's strategy to improve outcomes for all learners, particularly the most vulnerable. The authority is currently considering ways in which it will meet the requirement to increase the hours from 475 to 600 per year for Early Learning and Childcare for 3 & 4 year olds and 'looked after 2 year olds' from August 2014 – as set out in the Children and Young People (Scotland) Bill. This is an important opportunity to enhance early literacy learning across East Lothian. www.scotland.gov.uk/earlyyears

Four additional Literacy teachers have been deployed for this year to schools identified through analysis of attainment data, the Scottish Index of Multiple Deprivation (SIMD) and Free Meal Entitlement (FME) with a view to raising attainment. Place2B currently provides a nurturing ethos focussed on the most vulnerable children in six of our primary schools (St Gabriel's Primary School, Prestonpans Infant School, Prestonpans Primary School, Sanderson's Wynd Primary School, St Martin's Primary School and

Wallyford Primary School). Plans are in place to expand, such a service, to a larger number of schools.

3.6 *Literacy achievement in early years 0-5*

- 3.6.1 From ages 0 to 5, much of the work done in the very early years supports children and their families to make the most of the learning opportunities available to them in nursery and beyond. It is also recognised that where very good relationships exist between home and school children attain better across all areas, including literacy. To support early attainment and achievement, we work in partnership to ensure that support is needs led within the local context. This work starts at 0-3 before children reach nursery where there is a strong focus on literacy and numeracy and the role parents/carers have in ensuring that children receive the best start. Central to this is the importance of play to promote social and emotional development in young children as well as communication, language and early literacy skills. The parenting support programmes we offer through Community Learning and Development, Support from the Start, schools and partner agencies recognise the important role parents/carers must play. A range of programmes and initiatives are in place, including Raising Children with Confidence, PEEPS (Parent Early Education Partnership) Tots and Teens, Tunes and Tales, Bookbugs.

Our nursery provisions have a clear focus on children's early achievement in literacy, numeracy and health and well-being. The needs of children requiring additional support and vulnerable families are met in a variety of settings for example, Kidzone, 2 year old provision, Olivebank and First Step.

The Early Development Instrument (EDI) is an internationally recognised tool used to gather information on children's readiness to learn. This has heightened awareness of needs within communities and information is being increasingly used by schools and communities to identify areas where they can support parents in helping young children to be ready to learn, for example, 'Dunbar Reads Together' - developing early reading skills.

3.7 *Strategies to raise literacy achievement in the Early Years*

Early Years Collaborative

East Lothian Council, Midlothian Council, NHS Lothian and voluntary sector services within both East and Midlothian have all agreed to work in partnership for the national Early Years Collaborative. Tests of change are piloted to promote better outcomes for children and parents. Examples include improved engagement with treatment services for pregnant substance users, and bedtime reading which started in Midlothian and is now about to be tested in East Lothian. www.eycollaborative.co.uk

Support from the Start (SFTS) is a network which works in partnership with local communities and agencies to facilitate a range of positive parenting & play experiences and opportunities, as well as sharing good practice in early years learning. Local parents and services can access on a 'simple rules'

basis small development grants through the SFTS local network. This has led to a range of opportunities for parents and children from local bursary schemes to baby massage and promotion of free play and learning experiences in community parks or open space settings.

Tots and Teens is a pre-school Playgroup run within Knox Academy, Haddington and in Preston Lodge High School, Prestonpans. This provides positive pre-school experiences for young children and provides opportunities for up to eighteen S3 pupils each academic year to work alongside staff. Pupils have gained confidence in their own abilities and learned about the importance of attachment, taking on responsibility, working as part of a team, observing children, understanding child development and why children behave the way they do, including what constitutes 'normal' behaviour and learning strategies to manage behaviour - all of which provide firm foundation for our future parents.

3.8 *Literacy attainment in primary schools*

- 3.8.1 We use Performance Indicators in Primary Schools (PIPS) data with all our Head Teachers at P1, P3, P5 and P7 to measure children's progress in reading and maths. PIPS is a standardised assessment system offered by the Centre for Evaluation and Monitoring at Durham University that is designed to monitor pupils' educational progress throughout the Primary phase. PIPS provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase. A value added report is provided for individual schools to assist them in identifying areas for development.

In terms of performance in reading, East Lothian's total pupil average has been above the National Average for prior value added for the previous 3 years and for context value added for the previous 2 years. We recognise that there is a gender split. Girls consistently perform at a higher level than boys. However, for the previous 3 years, the gap in performance between girls and boys has reduced as the girls maintain their strong performance and the boys continue to improve. We are continuing to take steps to address the gender split through the use of approaches such as Accelerated Reader and the developing nature of improved monitoring and tracking in these key areas.

- 3.8.2 Through regular evaluation visits Quality Improvement Officers are able to support schools in developing their approaches to planning, monitoring, assessing and tracking children's progress through the broad general education. Currently primary schools in East Lothian use a range of data to inform planning to meet children's learning needs, including the SEEMIS tracking of Curriculum for Excellence levels, the On Track with Learning tracking tool, and standardised spelling and reading tests. An important

support for schools in ensuring effective planning and assessment is the moderation processes at school and cluster level.

3.9 Literacy attainment in secondary schools

- 3.9.1 PIPs data, Curriculum for Excellence levels and Primary 7 profiles are used by our secondary schools to inform teachers about attainment and achievements of primary 7 children moving into S1. All schools are planning and assessing using Curriculum for Excellence. All secondary schools are tracking progress in Curriculum for Excellence levels at S1 to S3. There are examples of very good practice at departmental level including one to one learning conversations with identified young people. There is currently work underway to ensure a consistent approach within and across schools.

All schools use a standardised assessment, MidYIS (Middle Years Information System), to measure ability and aptitude for learning. This is used so that teachers can judge how much 'effort' will be required to take pupils to external examinations. All 6 schools performed higher than their predicted results from the S2 MidYIS tests in the 5+ Level 4 and 5+ Level 5 measures with the exception of Ross High School which performed just below their predicted score in 2012/13.

With regard to progress in literacy in relation to national levels of performance (SQA), by the end of S4, East Lothian continues to equal or perform above both the national and comparator authorities. Over the last 5 years at S4, English at level 3, a key indicator for literacy, has remained the same. It is above both national and our comparator authority averages. By the end of S6, with regard to English at level 3 East Lothian performs significantly above the comparator and the national averages.

3.10 *Strategies for raising attainment in Literacy in Primary and Secondary schools 5-18*

East Lothian has a Literacy Action Plan for session 2013/4 which includes partners (appendix 2). Key developments from the Action Plan and additional measures are detailed below:

3.11 Accelerated Reader

The vast majority of schools in East Lothian, both primary and secondary, implement Accelerated Reader. Accelerated Reader is a tool for monitoring and managing independent reading practice. Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading strategies. Feedback from schools strongly indicates that pupils using Accelerated Reader make good progress in their reading. It has encouraged a greater interest in reading, especially with boys.

3.12 **Moderation**

We have now developed a very good model for moderation across all three key curriculum areas. This is especially true in areas of literacy and numeracy. The aims of this model are to ensure that moderation:

- Is robust and rigorous and gives confidence in teachers' judgements.
- Provides the opportunity for teachers to collaborate and participate in professional dialogue.
- Ensure fairness to all learner and young people and is open and transparent to all staff.
- Is fit for purpose and proportionate with processes articulating across stages and sectors.
- Fosters mutual trust, openness to different ideas and respect for the different skills, experience and understanding that all participants bring.
- Ensures that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable.
- Provides opportunities for feedback and planning for improvement.
- Is manageable and the methods used are accessible and easily arranged with ongoing professional dialogue as a key component.
- Promotes learner engagement through learners discussing criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning.
- Promotes capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes.

The sharing of standards across the local authority ensures that teachers are making good judgements about children's progress across the curriculum. Teachers are now more able to plan programmes of work for children that are more matched to their needs. It also ensures that teachers' expectations are increased and that there is an appropriate level of challenge.

Comment by HM inspectors on this model in the Musselburgh cluster:

*'Approaches to **moderation** are sector leading. Led by the headteacher, staff have developed a practice for moderation in the school that is now being put in place across the Musselburgh cluster. This demands that staff not only have a sound working knowledge of the relevant experiences and outcomes at their own teaching level but also that they have a secure knowledge at the level at which they are moderating.'*

3.13 **Improved use of data**

All schools are increasingly making good use of standardised information to support children's learning. For example, the Single Word Spelling Test is used in every primary school alongside Accelerated Reader Star reading assessments and PIPs. Some schools supplement this information with additional standardised assessments from commercial providers such as GL Assessment of progress in English. In addition to using standardised information, all schools have procedures in place to monitor and track

progress at individual pupil level. This allows schools to provide appropriate interventions for those children where progress is deemed to be insufficient. Schools and clusters are using the range of assessment evidence to set shared targets to improve attainment for example increasing the number of children who will have a reading age of 10 by the end of P7.

3.14 **Strategies at school level**

Primary schools are using a range of strategies across the local authority to improve attainment in reading. These include Read, Write, Inc, Softstart, Parents for Reading, Parent Homework Clubs. Most notable has been 'Dunbar Reads Together' which has been a very successful community approach to improving the level of children's literacy. At its centre was the aim to engage children in reading more and to engage the whole school community to foster a love of reading in children. This approach has been recognised as innovative and has led to a similar whole cluster development within the Tranent cluster. The reading attainment in Dunbar has shown a marked improvement in PIPs results across the school.

Working with CLD and East Lothian Works secondary schools provide a number of programmes to target young people with low levels of literacy, for example young people in the 16+ age group who are reluctant readers are successfully taking the 'six book challenge'. Targeted individuals are taking part in the Healthy Reading Scheme, where appropriate, and those at risk of not achieving employment are supported to produce CVs. East Lothian Works provides one to one tutoring in literacy for 16-19 year olds involved in Activity Agreements. Through Youth Employment Scotland the Scottish Government also fund paid work experience for 16-24 year olds for six months. 32 participants currently have placements with East Lothian Waste Services. Part of this programme addresses individuals' literacy and numeracy learning needs through the Council's Adult Literacy and Numeracy service.

In addition, many young people in secondary schools successfully achieve SQA lifeskills and employability awards which encompass the core skills of literacy and communication.

3.15 ***Future developments for raising attainment in Literacy***

Schools are working together at cluster level to ensure that Cluster Development Plans are more robust and focussed on a collective responsibility to raise attainment. This includes shared expectations across sectors, shared targets and shared learning and teaching approaches.

This collaborative approach involves a clear focus on improving arrangements for effective curricular transitions. For example, staff from the secondary English department along with associated primary schools are now starting to share expectations in relation to expected standards of literacy for children moving into S1. These standards relate to knowledge and skills. This will

ensure that children will make the best start possible to their secondary education.

In the Musselburgh cluster, the cluster action plan includes working with a range of partners. It is based on the notion that it takes a community to raise a child. It is used to share pedagogy across literacy, numeracy and maths, and health and wellbeing. The Musselburgh learning community is not just seen as a group of schools, but includes partners from Children's Wellbeing, NHS, CLD and shares one development plan with priorities based on a shared understanding of data. This type of joint working is happening in a number of our clusters. The aim now is for it to happen in all our clusters.

3.16 Conclusion

There is much good work going on within schools, clusters and across the local authority to raise attainment in Literacy. This is based on current research and sound pedagogy. In most areas, this is now impacting positively on the attainment of children. The focus for this is the Literacy Action Plan (Appendix 2) which clearly details key actions being undertaken over the course of this session. The progress and priorities will be reviewed at the end of the current academic session. This review will influence future planning and priorities in relation to Literacy across East Lothian.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 East Lothian PIPS Attainment Data (Appendix 1) and Literacy Action Plan (Appendix 2).

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Appendix 1 East Lothian PIPS Attainment Data

General Observations re P1 Baseline (On-Entry) and Follow-up (End) Scores

On entry, East Lothian pupils score higher than the standardised average of 50 in reading. On average, approximately 75% of pupils are making progress as expected or quicker than expected which is in line with or higher than national norm by the end of P1. Girls generally score higher than boys in both on-entry and end scores in reading.

General Observations re P1 Value Added

In Reading, the value added has fluctuated over the last 5 years with the 3 and 5 year average typically above the National Average. 2012-13 shows a drop below the national average for the first time since 2009-10.

General Observations re P3-P7 PIPS Assessments

In Reading, the value added is typically close to or above the National Average.

P3-P7 PIPS ASSESSMENTS

General Observations P3 – P7 PIPS Context Value Added:

Reading

Overall – There has been an improving trend in reading in East Lothian for the past 5 years. The East Lothian average has been higher than the National Average for the previous 2 years (2012/13 and 2013/14). There has been an improving trend for all boys for the previous 3 years. East Lothian has maintained higher than National Average for girls (although their most recent average has dropped slightly in 2013/14).

P3 – Overall there has been an improving trend in reading at P3 for the previous 3 years and East Lothian has been above the National Average for the previous 2 years. There has been a continually improving trend over the last 3 years for girls, and over the last 2 years for boys. Both boys and girls were above the National Average in the most recent data (2013/14).

P5 – East Lothian has maintained above the National Average performance although there has been a decrease in 2013/4 to below average performance for the first time in 4 years. There is a fluctuating trend for boys with 2013/14 seeing a decrease, and a decreasing trend for girls. Girls still remain higher than the National Average. P5 boys have a consistently lower average compared to the National Average.

P7 – There has been an improving trend for the previous 4 years and East Lothian has maintained above the National Average performance for the previous 3 years. There is a continually improving trend over the last 3 years for girls. The previous trend of improvement has ended with a very slight decrease for P7 boys. P7 Boys consistently have a lower average compared to the National Average.

Gender Split – There is a significantly and consistently higher % of girls whose performance is in line with expectations or better than expected given their developed ability compared with boys in Reading and in comparison to the National Average.

General Observations re P3-P7 PIPS Prior Value Added:

Reading

Overall - A recent increase in performance in 2013/14 maintains the above National Average performance in reading for all pupils for previous 3 years. Only 1 year in previous 6 years, was below National Average.

P3 -There are fluctuating trends at P3 for all pupils and for the performance of both boys and girls. East Lothian has maintained above the National Average for all pupils in 4 of the previous 6 years. Girls consistently perform above the National Average and boys consistently have a lower average compared to the National.

P5 – Although a slight decrease in 2013/14, the East Lothian average has remained above National Average for the previous 3 years. P5 boys have a higher than National Average for the previous 2 years and girls for the previous 4 years.

P7 - Pupils have maintained a higher than National Average for 5 of the previous 6 years of data. 2013/14 was significantly higher than national norm. P7 Girls have been higher than the National Average every year and boys for the previous 3 years.

Gender Split – there is a consistently higher % of girls whose performance is in line with expectations or better than expected given their previous assessment compared with boys in Reading. Girls in all stages typically have a higher average than the national norm, whereas over the previous 2/3 years, P5 and P7 boys have also shown a higher than National Average.

East Lothian
Education Department
Services for People

Literacy Action Plan
Session 2013-2014

East Lothian Literacy Action Plan

Introduction

‘Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence’. (Literacy and English Principles and Practice. Education Scotland)

The East Lothian Literacy Action Plan:

- sits within the same framework as that of our partners in the Literacy Hub – Edinburgh City Council, Midlothian, West Lothian and Scottish Borders’ authorities.
- is organised under the following four headings: early years; primary; secondary; adult literacies.
- is underpinned by successful local partnerships, including those with Health, CLD, Edinburgh College, Libraries and Third Sector providers.
- enables practitioners to fulfil key recommendations of *Teaching Scotland’s Future* by encouraging reflection on teaching approaches in literacy and impact on learners and by facilitating the sharing of good practice and collaboration within and beyond the authority.

The East Lothian Literacy Action Plan is also informed by the national plan - **Literacy Action Plan: An Action Plan to Improve Literacy in Scotland**.

The national plan identifies a number of priorities across learning:

- *Breaking the link between poor literacy levels and deprivation*
- *Improving skills of the few who have difficulties with basic literacy, particularly those who are vulnerable*
- *Ensuring young people progress successfully from basic to advanced literacy skills*
- *Raising advanced literacy skills for all*

Effective lifelong learning strategies

In light of their key role in raising literacy standards, we expect all local authorities to have effective literacy strategies in place... these strategies should reflect a sustained ongoing commitment to raise standards through local service provision and should be informed by good practice elsewhere... all effective strategies should encompass:

- **Targeted approaches** - using proven teaching methods to develop an appropriate approach for each learner (GIRFEC)
- **CPD** – local authorities should lead in developing programmes to support their literacy strategies
- **Evaluation** - local authorities should evaluate the impact of their strategies and to modify them in light of findings ... some have involved educational psychologists to good effect in developing, evaluating and modifying their strategies. Practitioners should be encouraged to reflect on the impact of their teaching approaches on their learners’ literacy and, in light of this, adapt and refine practice.
- **Working together** – a wide variety of organisations and agencies are needed to make appropriate and timely interventions, particularly at local level. Involving a wide range of partners would benefit local literacy strategies.

East Lothian Literacy Action Plan 2013 – 2014: Early Years

Priority	Key Actions	Success Criteria	Timescales	Lead/s
<p>To address inequalities in health and educational outcomes through <u>Support from the Start</u>. Three key themes: Leadership – Early Years Engagement – Community Learning – Parents and Community</p>	<ul style="list-style-type: none"> • Facilitate and support local communities in identifying priorities and development of 'Equally Well' • Continue to use PEEP 	<ul style="list-style-type: none"> • Communities have individual action plans • Market-Place events in each cluster • Modelling to Parents e.g. 'Stay and Play' (Burgh) • 'Tots n Teens' (Knox) • 'Young Mums' Group' (Dunbar) • 'Soft Start Fridays' (Wallyford) • 'Book Bug' Sessions (Libraries) 	<p>2013 – 2014</p> <p>Ongoing</p>	<p>Public Health Practitioner Cluster Support from the Start Champions</p> <p>Early Years staff CLD Library staff</p>
<p>To continue to use a range of effective approaches and interventions to support early literacy and communication in all early years' settings (Nursery to P1)</p>	<ul style="list-style-type: none"> • Continue to provide literacy-rich environments • Participate in the Scottish Book Trust gifting scheme • Participate in the Scottish Children's Book Awards • Continue to use a variety of approaches across early years' settings • Continue the 'Music and Me' programme in Nurseries 	<ul style="list-style-type: none"> • All aspects of literacy learning are embedded with Nursery activities, a natural part of learning through play • Bookbug bags – book gifting (e.g. Pirate bookstart) • Children and families engage with the three books, discuss and vote for Awards • Children are making appropriate progress in pre-literacy and literacy, learning through communication and play and - when appropriate - the use of more formal teaching such as Jolly Phonics, Big Writing, a HOTs approach to reading and reciprocal reading • An improved readiness to learn by the development of early reading skills/emotional wellbeing 	<p>Ongoing</p> <p>Annual</p> <p>Annual</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2013</p>	<p>Nursery and Primary HTs Early Years staff</p> <p>Library staff Primary HTs</p> <p>ESO QIO</p> <p>Dunbar Primary School</p>

Early Years' practitioners engage in continuing professional learning	<ul style="list-style-type: none"> • Sharing and Learning from good practice • Contribute to any organised Cluster/Authority Events • Sharing and learning from good practice 	<ul style="list-style-type: none"> • Edinburgh's 'Up, Up and Away' Resource for Early Years has been issued. • Each school will contribute and participate in the Literacy Festival at Dunbar Primary School. • All schools contribute at least one example to the East Lothian Literacy Directory 	<p>March 2013</p> <p>Friday 25 October afternoon session 2013</p> <p>March 2013</p>	QIO
To continue to assess readiness to learn and target support to Clusters, using the Early Development Instrument	<ul style="list-style-type: none"> • Use the EDI in P1 to assess readiness to learn and to identify areas of need for support and intervention strategies 	<ul style="list-style-type: none"> • The EDI has been used with all P1 classes • An analysis has been issued to schools, Clusters and the Education Department • Appropriate strategies and support put in place 	2013-2014	Primary HTs
To continue to facilitate the transition from Nursery to P1	<ul style="list-style-type: none"> • Transition activities in each school • Transfer and use made of Learning Stories 	<ul style="list-style-type: none"> • Transition visits and activities have taken place e.g. teddy bears' picnic • Learning Stories inform P1 teachers and parents and allow 'ownership' by children. Smoother continuity and progression 	Summer term 2013 and summer term 2014	Nursery and Primary HTs
To use e-PIPS in P1 to provide a benchmark	<ul style="list-style-type: none"> • e-Pips assessment of all P1 children 	<ul style="list-style-type: none"> • Results issued to schools to establish benchmark and inform strategy 	Autumn 2013	MIS team Primary HTs
To ensure effective participation in national and inter-authority initiatives	<ul style="list-style-type: none"> • To continue to participate in the Literacy Hub with Edinburgh, Scottish Borders, Midlothian and West Lothian • To participate in the 'Away team' with Midlothian in the Early Years' Collaborative 	<ul style="list-style-type: none"> • To share good practice and resources in effective approaches to Literacy • East Lothian Representatives to deliver workshops at the Inter-Authority Literacy Event: 'Building bridges to close the gap' • East Lothian delegates to attend the above event 	<p>2013-2014</p> <p>August 31st 2013</p> <p>August 31st 2013</p>	<p>QIO Team</p> <p>(DPS) (CLD)</p> <p>Education: 16 delegates</p> <p>Early Years Team</p>

East Lothian Literacy Action Plan 2013 – 2014: Primary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	<ul style="list-style-type: none"> • Analyse data from the Early Development Instrument in P1, e-PIPs in P1, P3, P5 and P7 and Accelerated Reader in relevant schools • Support and challenge to schools • Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) 	<ul style="list-style-type: none"> • All schools continue to measure and monitor progress • Clusters will discuss data in cluster workbooks and this will inform the Cluster Improvement Plan • Support and challenge provided to identified schools/stages • All schools and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation 	<p>Cluster Meetings 2013 – 2014</p> <p>Evaluation visits First and Second Terms 2013–2014</p> <p>2013 – 2014</p>	<p>Primary HTs</p> <p>QIO Team</p> <p>School and Cluster co-ordinators QIO team</p>
Continue to implement consistent approaches to reading in line with best practice in active learning, formative assessment and meeting learning needs through CfE	<ul style="list-style-type: none"> • Monitor and evaluate impact of different approaches • Sharing and learning from good practice • Organise CPD/Sharing practice and contribute to cluster/authority events 	<ul style="list-style-type: none"> • All schools continue to monitor and evaluate the success of reading approaches e.g. reciprocal reading, jolly phonics and so on. • All schools contribute at least one example to the East Lothian Literacy Directory • All staff are aware of relevant CPD opportunities • Each school will contribute and participate in the East Lothian Literacy Festival at Dunbar Primary School • All staff are aware of ideas and resources on Education Exchange e.g. Directory; Routes to Reading; Sue Ellis materials ... 	<p>On-going</p> <p>March 2013</p> <p>Ongoing</p> <p>October 25 2013, afternoon</p>	<p>Primary HTs</p> <p>Staff Development Officer/Team</p> <p>Dunbar Primary School</p>

Continue to work with partners to improve literacy for all children	<ul style="list-style-type: none"> • Continue to work with communities, NHS and CLD 	<ul style="list-style-type: none"> • Families increasingly engaging with children's literacy through partnership working such as Support from the Start, Soft Start (Wallyford); Dunbar Reads Together 	2013 – 2014	Primary HTs Public Health Practitioner CLD Service
	<ul style="list-style-type: none"> • Continue to work with the Library Service and the Scottish Book Trust 	<ul style="list-style-type: none"> • Pupils access the public library to use Accelerated Reader • Pupils participate in events organised by the Libraries: Summer Reading Challenge: Tyne/Esk writing competition (P4 up); Lennox Author Award; Bookbug; Scottish Children's Book Awards. 	2013 – 2014	Library service
	<ul style="list-style-type: none"> • CPD Sessions provided by the Library Service 	<ul style="list-style-type: none"> • All staff are aware of training and project boxes provided by the Public Library Service and able to access AR Training 	2013 – 2014	Library service
Continue to promote consistent approaches to teaching writing in primary in line with best practice	<ul style="list-style-type: none"> • Continue to organise CPD/Sharing Practice 	<ul style="list-style-type: none"> • All Staff are aware of relevant CPD, for example on cursive script; Big writing etc • All staff are aware of ideas with impact on Education Exchange and the East Lothian Literacy Directory 		Staff Development Officer/Team
Continue to implement intervention targeting the lowest attaining 20% and those with identified difficulties	<ul style="list-style-type: none"> • Continue to identify needs and use appropriate interventions including technology 	<ul style="list-style-type: none"> • All staff are aware of advice and guidance (including the resource <i>Literacy and Dyslexia: Identifying and meeting needs</i>) • Staff use appropriate strategies e.g. SRA, Toe by Toe, Fresh Start etc • Staff are aware of and can access appropriate technology 		Inclusion Team Primary HTs ESO

East Lothian Literacy Action Plan 2013 – 2014: Secondary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	<ul style="list-style-type: none"> • Analyse data (PIPS, MidYis, AR, STACs) and relevant interventions planned • Support and challenge to departments • Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) on Education Exchange • Organise CfE Subject Support meetings, with input from local authority writers and verifiers. • Continue to raise advanced level literacy skills for all (including higher order thinking skills) • Provide support with planning for progression/national qualifications 	<ul style="list-style-type: none"> • Data analysed – progress identified; interventions in place for target individuals/groups • Support and challenge provided to identified departments • All school and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation • Each department represented - at least two subject support meetings. • All English departments will receive appropriate support in planning for progression/NQs. East/Midlothian writing teams will provide plans and materials developed for the NQs. Authority nominees for verification will be trained and will share this training across all departments. English departments will be kept up to date on developments with National qualifications by dissemination of information and attendance at CPD/SQA events where possible. 	<p>From August 2013 – June 2014</p> <p>By June 2014</p> <p>October 2013 – May 2014</p> <p>August 2013 – June 2014</p> <p>August 2013</p> <p>By October 2013</p> <p>August 2013 – June 2014</p>	<p>PTCs Literacy and English PTs SfL</p> <p>Secondary HTs QIO team</p> <p>Literacy co-ordinators</p> <p>Secondary HTs/QIO team</p> <p>SQA co-ordinators</p>
Further embed effective approaches to literacy across learning (LAL) in Secondary	<ul style="list-style-type: none"> • Meetings of Literacy working groups within schools 	<ul style="list-style-type: none"> • Literacy groups meet at least twice 	<p>2013 – 2014</p>	<p>School Literacy Co-ordinators</p>

Schools and engage in continuing professional learning	<ul style="list-style-type: none"> • Contribute to any organised Cluster/Authority Events • Identify and organise high quality CPD for staff • Sharing and learning from good practice 	<ul style="list-style-type: none"> • Each school will contribute and participate in the Literacy Festival at Dunbar Primary • All are aware of relevant <u>authority</u> CPD events (for example Cursive Writing) <u>inter-authority</u> events (for example the Literacy Hub Festival at Napier University); <u>Education Scotland</u> CPD events (for example National Literacy Network Meetings; LAL CPD; Literacy through Outdoor Learning; GLOW resources and how to access these.) • All departments contribute at least one example to the East Lothian Literacy Directory. 	<p>October 25, afternoon 2013</p> <p>On-going</p> <p>August 31st 2013</p> <p>On-going</p> <p>March 2013</p>	<p>Dunbar Primary School</p> <p>Staff development officer</p> <p>Staff development officer QIO Team</p> <p>QIO team</p>
Improve the reading skills of learners in S1/S2 at risk of not achieving functional levels of literacy	<ul style="list-style-type: none"> • Implement intervention programmes for identified learners • Evaluate targeted support • All secondary schools using Accelerated Reader 	<ul style="list-style-type: none"> • Use of SRA or programmes for identified learners (e.g. Toe by Toe) • Appropriate CPD e.g. Accelerated Reader • Star Reader results are improving • Progress for identified learners shown in relevant MidYis scores/NQs 	<p>2013 – 2014</p> <p>2013 – 2014</p> <p>Spring 2014</p> <p>Spring 2015</p>	<p>English Literacy PTs Support for Learning PTs</p> <p>Secondary school librarians</p>
Improve literacy levels at 16+ transition for LAC, LAAC and the lowest attaining 20%	<ul style="list-style-type: none"> • Identify need and put in place necessary support; a transition plan is in place • Work with partners to refer individuals for literacy programmes (including 1:1) 	<ul style="list-style-type: none"> • Need identified and transition plans in place, where appropriate • Referrals made to the East Lothian Works; CLD; Third Sector; Edinburgh College for individuals needing further literacy support 	<p>Autumn 2013</p> <p>2013 – 2014</p>	<p>Pupil Support, Guidance, 16+ Hub</p> <p>Pupil Support, Guidance, 16+ Hub</p>
Improve attainment for learners with an identified need which impacts on literacy and their ability to access the curriculum	<ul style="list-style-type: none"> • Identify need and put in place appropriate support/strategies • Advise schools in the use of technology to support learners and provide relevant CPD 	<ul style="list-style-type: none"> • Identified learners have a plan tailored to their needs • Strategies are shared with all practitioners in the school • Technology used to provide appropriate support • Relevant staff aware of CPD available 	<p>Autumn 2013</p> <p>2013 – 2014</p>	<p>Pupil Support PTs</p> <p>ESO</p>

	<ul style="list-style-type: none"> • Advice and support e.g. in implementing relevant legislation; latest dyslexia research; SQA assessment arrangements • Provide advice and follow-up support, if needed, including evaluation of impact of interventions 	<ul style="list-style-type: none"> • Relevant staff are aware of changes/developments and how to implement these (including access to the resource <i>Literacy and Dyslexia: Identifying and meeting needs</i>) • Support in evaluation of impact on an individual casework level, as arranged with individual schools • Barriers to learning for individuals are overcome, as far as possible, and attainment is improved 	<p>2013 – 2014</p> <p>2014</p> <p>2014</p>	<p>Educational Psychologists and Inclusion Team</p> <p>Educational Psychologist Team</p> <p>Pupil Support PTs</p>
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East Lothian Literacy Action Plan 2013 – 2014: Adult Literacies

Priority	Key Actions	Success Criteria	Timescales	Lead/s
To further develop literacy core skills for those in the 16-24 group at risk of not progressing into a positive destination	Work with partners to expand the number of young people who participate in literacy programmes to help them to achieve a positive destination	<ul style="list-style-type: none"> • More young people on tailored programmes through East Lothian Works which equip them with literacy skills/qualifications for employment. (Literacy 1:1; employability awards; lifeskills; Activity Agreements; GRFW) • More referrals to CLD by secondary schools • Participation in programmes e.g. 16+ football and literacy; employability; motorcycle project; making time count (CLD) • CLD representative on Literacy Hub. Deliver workshop at the Literacy Hub event • 16 – 24 reluctant readers successfully taking the ‘six book challenge’ • Targeted individuals taking part in the Healthy Reading Scheme, where appropriate • Those at risk of not achieving employment helped to produce CVs. • Provision of College places for Christmas leavers • Baseline literacy and progression in literacy qualifications for young people • Continue participation in the LEAPS programme and an increasing number of young people accessing HE. 	<p>By Christmas 2013</p> <p>Autumn 2013</p> <p>August 31st 2013</p> <p>2013 – 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>By January 2014</p> <p>2013 – 2014</p> <p>Summer 2014</p>	<p>East Lothian Works</p> <p>PTs Guidance</p> <p>CLD</p> <p>CLD</p> <p>Library Service and CLD</p> <p>Library Service and CLD</p> <p>PTs Guidance in consultation with Edinburgh College</p> <p>PTs Guidance in consultations with LEAPS</p>
Development of family learning approaches to support children’s learning and adult literacies	Work with partners to develop family learning activity in nurseries, schools, community	<ul style="list-style-type: none"> • Continue Support from the start across ELC – Cluster market-place events for communities (e.g. play activities/stay and 	2013 – 2014	Public Health Practitioner Childcare Officer Cluster Support from the

	venues and libraries	play) Including participation in:- PEEP (e.g. Burgh) Young mums' groups (Dunbar) Bookbug Sessions (Libraries) Soft Start (Wallyford) Tots n Teens (Haddington/Knox)		Start Champions Adult Literacy & Numeracy team Library service Wallyford Primary / CLD Knox Academy
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REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Head Teacher Appointment

10

1 PURPOSE

- 1.1 To inform the Committee of the Head Teacher appointment made by the Appointments Sub-Committee.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note the undernoted Head Teacher appointment.

3 BACKGROUND

- 3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Stoneyhill Primary School	Fiona Macartney	2 June 2014	Acting Head Teacher, Stoneyhill Primary School

4 POLICY IMPLICATIONS

- 4.1 None

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6. RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7. BACKGROUND PAPERS

7.1 None

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