

REPORT TO: Education Committee

MEETING DATE: 22 September 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Local Improvement Plan and Strategy 2014-2018

1 PURPOSE

- 1.1 To update and inform the Committee on the development and implementation of the programme of work in relation to the Department's Education Local Improvement Plan and Strategy 2014-2018 (Appendix 1).

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Note the Department's Education Local Improvement Plan and Strategy 2014-2018 (Appendix 1).
 - ii. Support the detailed activity, whilst acknowledging the document is currently being reviewed and updated.

3 BACKGROUND

- 3.1 Schools compile an annual School Improvement Plan, detailing the specific activity the school will undertake.
- 3.2 A need was identified, that whilst schools are encouraged to lead their own development, there was strong support for an authority plan and guidance.
- 3.3 In January 2014 the Senior Management Education Board (SMEB) was established consisting of 3 primary Head Teachers, 3 secondary Head Teachers, 2 Education Service Managers, 1 Quality Improvement Officer, Principal Educational Psychologist and Head of Education.
- 3.4 The purpose was to provide a strategic management group to lead development of a strategic plan for the service.
- 3.5 In addition, the Senior Management Education Board has an advisory role in Education's responsibility and contribution to the Integrated Children's Service Plan, that itself, being led by the Children's Strategic Partnership.

- 3.6 The Education Local Improvement Plan and Strategy featured at Head Teacher Conferences where considerable time was devoted to developing the plan.
- 3.7 The Education Local Improvement Plan and Strategy is currently being updated to ensure it reflects changes to the Service and will then detail what objectives have been completed.

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 Education Local Improvement Plan and Strategy (Appendix 1)

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DATE	14 September 2015

Appendix 1

EDUCATION LOCAL IMPROVEMENT PLAN AND STRATEGY

2014-2018

EAST LOTHIAN COUNCIL EDUCATION DEPARTMENT

A Message from Councillor Shamin Akhtar, Chairperson, Education Committee

There is nothing more important than giving every young the best possible start in life and Education together with parents, carers and staff have a key part to play in achieving this ambition. Starting with nursery, moving through to primary and secondary school, the Senior Management Education Board undertook a comprehensive strategic development process to create this Local Improvement Plan and Strategy to complement individual school improvement plans without being unnecessarily prescriptive. This philosophy allows our school leaders to ensure their objectives are closely aligned to their school's needs, whilst raising attainment and achievement. One of the most important roles that East Lothian Council plays is making sure that we provide the best possible start in life for all our children and young people. Every day, parents, carers, teaching and support staff across the county play an important role in helping to achieve this ambition. As an administration we want to make sure that the good work in our schools is supported and guidance provided where improvement is needed. It was important to ensure that this strategy complemented individual school plans and that the driving force behind it are staff from our schools across the county from nursery, primary and secondary. We have established the first Senior Management Education Board to lead on the development of the first Education Local Improvement Plan & Strategy. I hope that this will act as supportive guidance in the development of your school improvement plan that will help to raise attainment and achievement.

**Councillor Shamin Akhtar
Chairperson, Education Committee**

Introduction to the Education Local Improvement Plan and Strategy

On an annual basis our schools and the Education Service carry out an extensive programme to identify strengths in our current provision as well as areas where further improvement is required.

This plan provides the schools, services and partners with a framework for improvement.

The outcomes and impact together with the high level areas for improvement are organised under the well being indicators as set out in the national programme Getting it Right for Every Child (GIRFEC).

They clearly link to the outcomes in the Council's Single Outcome Agreement and the Departments Outcome Framework.

It has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of those individuals who attend our schools and use our services.

I am confident that this plan demonstrates our commitment to continuous improvement to ensure we give our learners the best possible opportunities.

**Darrin Nightingale
Head of Education**

<p>Using this Education Local Improvement Plan and Strategy</p>	<p>There are a number of steps which each centre, school, cluster of schools or service should take in planning for improvement</p>
<p>The Education Local Improvement Plan and Strategy outlines the high level areas for improvement for all services and schools. This is illustrated in on page four, included in which is the Council’s Vision and the Local Outcomes which relate directly to the services provided by the Education Department. Links between national and local priorities and this plan are outlined in Appendix 1.</p> <p>The plan lists the expected outcomes and impact under the headings of the GIRFEC wellbeing indicators – safe, health, achieving, nurtured, active, respected, responsible and included, known often as the SHANARRI indicators. The plan contains a list of high level areas for improvement and outlines the actions we will take over the next four years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next four years. For example, a primary school where self-evaluation has recently been evaluated as ‘excellent’ by the Quality Improvement team or Education Scotland would not be expected to include that as a priority for change in its improvement plan. In the same way, a secondary school where attainment in literacy and numeracy in the Broad General Education is very high would more sensibly focus on the identified shortcomings in performance in the Senior Phase. Equally a service with an outstanding report in a particular area would not be expected to have an improvement priority but would be expected to maintain such high standards. The purpose of this Plan is to help and guide individual centres, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.</p>	<ul style="list-style-type: none"> • Carry out a self evaluation of performance to date using the relevant Quality Framework, e.g. How good is our community learning and development? How good is our culture and sport? How good is our school? Account should be taken of recent evaluations resulting from an inspection by Education Scotland or a review by, the Authority’s Quality Improvement Team. Schools should take the increased expectations as published by Education Scotland into consideration. • Identify aspects of performance in which improvement is necessary. Give due weight to major strategic initiatives, local and national, for example Curriculum for Excellence, Raising Attainment, Early Years Priorities, Improving the Life Chances of the Lowest Performing 20%, Teaching Scotland’s Future, Sports, Community Learning and Development. • Consult with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes. • Draw up a list of the action points to be taken to bring about the desired improvements. This list should also give an indication of the likely timescale and the member(s) of staff who will be responsible for leading on each area where a need for improvement has been identified. • The impact made in bringing about the desired improvement should inform the self-evaluation process and be reported in the annual Standards and Quality Report. • Involve the authority’s Quality Improvement Team at each stage in planning for improvement. <p>The Authority has an important role to play in planning for improvement</p> <ul style="list-style-type: none"> • Working with schools and services in their evaluation of performance and provision. • Assisting the school or service in the task of identifying the areas for improvement in the next cycle. • Ensuring that the school’s or service’s improvement strategy and plan takes account of local and national priorities • Supporting the improvement agenda through appropriate continuing professional development activities. • Monitoring progress through Reviews and other aspect and thematic reviews.

East Lothian Council Single Outcome Agreement

East Lothian's Statement of Intent

"We will work in partnership to build an East Lothian where everyone has the opportunity to lead a fulfilling life and which contributes to a fair and sustainable future"

Key Local Outcomes

- East Lothian's young people are successful learners, confident individuals, effective contributors and responsible citizens
- East Lothian's children have the best start in life and are ready to succeed
- In East Lothian we live healthier, more active and independent lives

Outcome Framework: Education

Intermediate Outcomes, Indicators and Targets

An indication of how we will measure our contributions to the delivery of East Lothian's Single Outcome Agreement

Education Department Local Improvement Plan and Strategy

Impact and Outcomes: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

Activities which will improve the quality of service delivery and the experiences of our children and young people.

Our vision is to provide the best education service in Scotland via **Inclusion, Achievement, Ambition, Attainment and Progress for All** whether we are the Authority or a valued partner. We will all work to ensure we Get it Right for Every Child (GIRFEC) and that all children, young people and adults are Safe, Health, Achieving, Nurtured, Active, Respected, Responsible and Included. We believe that this vision and these principles can and will be realised through the commitments signaled in this plan and reinforced by the actions taken in our schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Lothian. Our target outcomes and expected impacts in the next four year cycle are organised under the SHANARRI wellbeing indicators.

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Safe (protected from abuse, neglect or harm)	<ul style="list-style-type: none"> • An improvement in the percentage of learners reporting that they feel safe and cared for in school • An improvement in the percentage of pupils reporting that school staff are good at dealing with bullying behaviour • Maintaining and improving upon the high percentage of staff agreeing they are aware of their school's procedures for protecting children 	<ul style="list-style-type: none"> • Continue to work with schools and services to develop a zero tolerance to bullying and discriminatory behaviour • Support schools to work with internal and outside agencies to implement guidance on promoting positive behavior • Identify optimum use of resource to improve behavior and attendance
Healthy (experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)	<ul style="list-style-type: none"> • A positive culture in health and wellbeing in every school and service • An improvement in the percentage of pupils reporting they are encouraged to make healthy food choices 	<ul style="list-style-type: none"> • Work with partner agencies to develop our approaches to health and wellbeing and refreshing our commitment to promoting health and wellbeing in schools • Develop the Health & Wellbeing Strategy • Continue with the P1-P3 free school meals/Free Fruit for P1&P2 pupils • Continue with the work in clusters in relation to Health & Wellbeing
	<ul style="list-style-type: none"> • An increase in the percentage of pupils reporting they take part in out-of-class activities and school 	<ul style="list-style-type: none"> • Work with sports development team to align priority schools to local clubs.

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	clubs <ul style="list-style-type: none"> An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27-30 month assessment and on entry to primary school 	<ul style="list-style-type: none"> Work with community planning partners to develop our approaches.
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self-esteem)	<ul style="list-style-type: none"> An ethos of high expectations and achievement in every school and service Improved attainment overall as measured by national examinations Improved attainment in the senior phase Improved attainment in national examinations in curricular areas where performance has been identified as weak An improvement in the attainment of the lowest performing 20% of East Lothian’s school age children and especially looked after children An improvement in the attainment of the ‘middle’ 60% of East Lothian’s school age children Improved reading, writing and mathematics throughout primary years and broad general education An improvement in the readiness of children to start learning An increase in the number of pupils and school leavers with well developed employability skills 	<ul style="list-style-type: none"> Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review Continue to support and challenge schools to raise attainment through improved analysis of data, improved professional judgements, the target setting process and improved learning and teaching Provide analysis and benchmarking information on SQA results in all subject areas to support schools in ensuring young people are presented for the most appropriate National Qualification Provide further support to senior staff and teachers in schools in using tracking and monitoring tools in the schools then and, developing action plans for improvement Review the Literacy Strategy Support schools and nursery and pre-school centre’s to implement new approaches to teaching and learning reading skills, with the objective of all our children will be literate by the end of P7 Continue to implement the Numeracy and Mathematics Strategy Work with partners to enhance the school vocational programmes including Senior Phase Opportunities

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	<ul style="list-style-type: none"> • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements • A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work, their community and internationally 	<ul style="list-style-type: none"> • Work with partners to accredit young people's achievements through a broad range of activities and national award schemes utilising Insight • Continue to implement Curriculum for Excellence, with a particular focus on curriculum design to deliver a broad general education and an innovative senior phase • Continue to support schools to implement the new national qualifications and their practices in line with the national framework • Continue to support schools and clusters to develop further staff confidence in relation to assessment and moderation activity in both broad general education and for new qualifications • Continue to support the development of a Local Assessment Resource
	<ul style="list-style-type: none"> • A Senior Phase which provides genuine opportunities for all leavers 	<ul style="list-style-type: none"> • Work with Edinburgh College to identify new learning opportunities and delivery vehicles • Develop new opportunities within the existing timetable • Consider relevant recommendations of the Wood Report (in respect of Achievement)
	<ul style="list-style-type: none"> • A Broad General Education that delivers the objectives in Curriculum for Excellence 	<ul style="list-style-type: none"> • Agree an authority policy/practice on delivery of the Broad General Education
	<ul style="list-style-type: none"> • IT – continue to exploit the potential of technology in/out of schools to raise attainment 	<ul style="list-style-type: none"> • Complete pilot of BYOD and plan roll out to Primary and all Secondary schools
	<ul style="list-style-type: none"> • Support young people with a secondary school level communication provision for 2015 	<ul style="list-style-type: none"> • Secure commitment and capital funding • Develop project and delivery plan including admission criteria
	<ul style="list-style-type: none"> • Our schools will be able to identify, manage and 	<ul style="list-style-type: none"> • Undertake a SEBN review

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	work with those young people with SEBN	<ul style="list-style-type: none"> Identify requirements of schools to allow staff to improve their skill set in SEBN and support inclusion
Nurtured (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> Higher levels of parental engagement in their children's learning and in the life of the school 	<ul style="list-style-type: none"> Refresh and support schools to implement the Parental Involvement Strategy
	<ul style="list-style-type: none"> An increase in the schools and centres putting nurturing approaches into practice (pilot) 	<ul style="list-style-type: none"> Support our schools to implement departmental guidance on Promoting Positive Behaviour Within available budget, provide schools and services with sufficient resources to support their work and provide accommodation, the effective use of which supports nurturing approaches Identify alternative ways of increasing nurturing capability in our schools
	<ul style="list-style-type: none"> An increase in the percentage of families completing family learning activities, reporting they are more able to support their child's learning 	<ul style="list-style-type: none"> Develop focused workshops for parents of young children and promote the benefits of learning together Train identified staff on how to deliver POPP Q1 2015
	<ul style="list-style-type: none"> A culture based on getting it right for every child and where well-being indicators are driving improvement across all services and schools 	<ul style="list-style-type: none"> Work with partners to introduce the role of named person, the ICSP Plan and to embed the principles of Getting it Right for Every Child (GIRFEC) in all schools and classrooms
	<ul style="list-style-type: none"> Implement the Children and Young People's Act in respect of increased hours in Nursery (475-600 hours and 600- 1140 hours) 	<ul style="list-style-type: none"> Deliver 600 hours by August 2014 Create options paper for February 2015 for August 2015 implementation
Active (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	<ul style="list-style-type: none"> A curriculum and culture which promotes creativity, innovation global citizenship and enterprising attitudes in all our learners. 	<ul style="list-style-type: none"> Encourage and support creative and innovative practices which improve the service provided Encourage and support active citizenship and enterprising attitudes e.g. volunteering, Duke of Edinburgh

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	<ul style="list-style-type: none"> Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential 	<ul style="list-style-type: none"> Working with schools to increase the number of children and young people learning to play a musical instrument Continue to build on the success of the Instrumental Music Service through regular rehearsals, training programmes and performance opportunities
	<ul style="list-style-type: none"> Partnership arrangements which ensure that participation in arts and sports in schools is supported and continued in the community An increase in participation in cultural and sporting activities 	<ul style="list-style-type: none"> Support the development of Community Sport Hubs to increase community sports capacity Develop Reading Challenges specifically for teenage children to run alongside the Children's Reading Challenge, raising the profile of reading as a positive family activity
Respected (to be given a voice and involved in the decisions that affect their wellbeing)	<ul style="list-style-type: none"> An improvement in the percentage of children and young people reporting they are treated fairly and with respect 	<ul style="list-style-type: none"> Support schools to broaden children and young peoples' achievements through principles of Rights Respecting Schools work
	<ul style="list-style-type: none"> Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour 	<ul style="list-style-type: none"> Help schools and services to promote and sustain a sense of equality and fairness through the curriculum and service delivery and across all aspects of their work
	<ul style="list-style-type: none"> A consistently high satisfaction level of citizen engaging with our services 	<ul style="list-style-type: none"> Ensure that the vision and values of the school or service reflect local and national advice and that they are realised in the service users and learners' experiences Schools continue to play a key part within their local communities
	<ul style="list-style-type: none"> An increase in the percentage of pupils, staff and parents reporting they are actively involved in setting school priorities 	<ul style="list-style-type: none"> Help clusters and individual schools and services to improve joint working with parents and partners, especially in the voluntary sector to develop the four capacities in all our learners and service users Support Area Partnerships

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Responsible (taking an active role within their schools and communities)	<ul style="list-style-type: none"> An increase in the number of pupils participating in physical education 	<ul style="list-style-type: none"> Work with schools to ensure that pupils have the opportunity to take part in two hours quality Physical Education
	<ul style="list-style-type: none"> An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it A culture of self-evaluation and continuous improvement in all schools and services 	<ul style="list-style-type: none"> Support schools to build a strong awareness of sustainable development, active and global citizenship Assist schools and services to improve continuously through self-evaluation including developing and implementing a revised policy on quality improvement, reflecting new national guidance Continue to promote international education and related cultural awareness
	<ul style="list-style-type: none"> An improvement in the percentage of learners reporting they have opportunities to take part in school committees/groups 	<ul style="list-style-type: none"> Provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement
	<ul style="list-style-type: none"> Resources which lead to improvements for learners and service users 	<ul style="list-style-type: none"> Continue to develop online payment facilities to all schools and services Ensure that resources are appropriate, strategically deployed to support front line activities, efficiently used and well directed to the prevention agenda, meeting needs, improving learning experiences and skills development Refresh our Devolved School Management (DSM) scheme to reflect any updated national guidance, and operating environment Continue to support the identification of efficiency savings in all educational establishments and services Continue to plan ahead for anticipated budget reductions in future years

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	<ul style="list-style-type: none"> A skilled and confident workforce, develop our current and future leaders 	<ul style="list-style-type: none"> Roll out professional update for teachers to all schools Provide a programme of CLPL which meets the emerging developments in the curriculum. Review and develop existing practice in self-evaluation to achieve excellence Continue to offer a comprehensive CPD programme for support staff in schools including national vocational qualifications Continue to offer training programmes for staff in our services linked to the PRD process Develop further the Leadership and Management Development Programmes Be a key partner of Scottish College for Educational Leadership Work in partnership with Scottish College for Educational Leadership to deliver Pathways into Leadership
	<ul style="list-style-type: none"> Develop our administration capabilities in school to free up headteacher and other teaching team time 	<ul style="list-style-type: none"> Identify in line with reducing bureaucracy opportunities, for improvement administration in schools and centre
<p>Included (getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)</p>	<ul style="list-style-type: none"> A further improvement in school leaver destinations 	<ul style="list-style-type: none"> Work with partners to implement the More Choices, More Chances – Opportunities for All Strategy Support schools and services to improve transition beyond school for all young people Work with Edinburgh College to offer new opportunities for our communication/ASN provision
	<ul style="list-style-type: none"> An increase in activities which support prevention and early intervention, improve outcomes and 	<ul style="list-style-type: none"> Work with partners and participate in the Early Years Collaborative and Children’s Strategic Partnership

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	reduce inequalities <ul style="list-style-type: none"> • An improvement in the attendance rates of looked after children 	<ul style="list-style-type: none"> • Working with partners to implement the Integrated Children and Young People’s Services Plan with a particular focus on Getting It Right for Every Child (GIRFEC)
	<ul style="list-style-type: none"> • Practices and experiences which ensure that children and young people’s needs are identified and addressed • Maintain and where possible improve upon the already low exclusions rates in our schools, especially for looked after children 	<ul style="list-style-type: none"> • Review procedures for the placement of pupils in the right provision • Review provision to meet primary and Secondary to meet the additional support needs of children and young people (see above)
	<ul style="list-style-type: none"> • Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary, and from secondary school to a positive and sustained destination 	<ul style="list-style-type: none"> • Formalise guidance to schools on effective transitions for all pupils • Improve the consistency of Educational Psychological Service for children, young people, families and schools
	<ul style="list-style-type: none"> • Reduce levels of bullying and racist harassment 	<ul style="list-style-type: none"> • Continuing to mainstream equalities in the work of all education establishments and services

Appendix 1

Scottish Government Policy Priorities	National Outcomes for Education	Single Outcome Agreement	GIRFEC Wellbeing Indicators (Links to Local Improvement Strategy and Plan)
<ul style="list-style-type: none"> • Early Years 	<ul style="list-style-type: none"> • Our children have the best start in life and are ready to succeed • We have improved the life chances for children, young people and families at risk 	<ul style="list-style-type: none"> • All children in East Lothian experience a stable and secure start to their lives and are supported to succeed 	<ul style="list-style-type: none"> • Safe • Healthy • Achieving • Nurtured
<ul style="list-style-type: none"> • Economic recovery and growth • Employment • Health Inequalities and physical activity 	<ul style="list-style-type: none"> • We are better educated, more skilled and more successful, renowned for our research and innovation • Our young people are successful learners, confident individuals, effective contributors and responsible citizens • We take pride in a strong, far and inclusive national identity • Our public services are high quality, continually improving, efficient and responsive to local people's needs 	<ul style="list-style-type: none"> • East Lothian residents are fit and active and have the skills for learning, life and work 	<ul style="list-style-type: none"> • Healthy • Achieving • Nurtured • Active • Responsible • Included
<ul style="list-style-type: none"> • Safer and stronger communities, reducing reoffending • Health inequalities and physical activity 	<ul style="list-style-type: none"> • We live longer, healthier lives • We have tackled the significant inequalities in Scottish society • We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others • We value and enjoy our built and 	<ul style="list-style-type: none"> • East Lothian is a thriving attractive and sustainable place for communities and businesses to grow 	<ul style="list-style-type: none"> • Safe • Healthy • Nurtured • Active • Respected • Responsible

	natural environment and protect it and enhance it for future generations		
<ul style="list-style-type: none"> • Safer and strong communities, and reducing reoffending 	<ul style="list-style-type: none"> • We live our lives safe from crime, disorder and danger 	<ul style="list-style-type: none"> • East Lothian residents are safe and supported in their communities and homes 	<ul style="list-style-type: none"> • Safe • Responsible
<ul style="list-style-type: none"> • Outcomes for older people 	<ul style="list-style-type: none"> • Our people are able to maintain their independence as they get older and are able to access appropriate support when they need it 	<ul style="list-style-type: none"> • Older people in East Lothian are valued; their voices are heard and they are supported to enjoy full and positive lives for longer 	<ul style="list-style-type: none"> • Safe • Healthy • Active • Respected • Included

Appendix 2: Supporting Policies, Strategies or Documentation

- Raising Attainment, The Scottish Government and ADES
- Council Plan 2012-17, East Lothian Council
- Education Risk Register, 18 Nov 2014
- Raising Attainment in East Lothian, Numeracy and Mathematics Strategy, Oct 2014 (Draft)
- Literacy Action Plan, East Lothian Education Department 2013-14 (Under review)
- Quality Assurance Policy, Education Sept 2014
- Learning and Teaching Policy, East Lothian Council 2014
- Strategic Improvement Plan, Inspection of Services for Children
- Planning and Delivery Group (PADs) Action Plans (in course of development)

Appendix 3

Outcome 4: East Lothian's young people are successful learners, confident individuals, effective contributors and responsible citizens

Contributory outcomes

- All children including those at risk looked after or with a disability make appropriate progress, taking into account their age, aptitude and abilities.
- Children are safe
- Young people and children are involved in community life and their achievements are recognised

	↑	Improving	↓	Getting worse	-	Staying the same
Key		Better than expected		Slightly worse than expected		Much worse than expected

Education Indicators	2012/13	2013/14	2014/15	Target	Trend	Comparison
Proportion of school leavers entering positive destinations	89.9%	92.2%	Data avail. March 2016	93.2	↑	92.6 (Scotland) 93.2 (Virtual comparator)
Percentage of school leavers who are looked after in a positive destination - Looked after at home	44.4%	There were none this year	"			-
- Looked after away from home	64.3%	70%	"	72.9%	↑	76.7 (Scotland) 92.0 (Virtual comparator)
The average tariff score of school leavers based on the - Lowest 20% of attainers	139	179	"	194	↑	163 (Scotland) 174 (Virtual comparator)
The average tariff score of school leavers based on the - Middle 60% of attainers	774	852	"	883	↑	805 (Scotland) 875 (Virtual comparator)
The average tariff score of school leavers based on the - Highest 20% of attainers	1817	1867	"	1909	↑	1817 (Scotland) 1855 (Virtual comparator)
Average tariff score of school leavers by Scottish Index of Multiple Deprivation (SIMD) Decile based on the - Most deprived 30%	487	409	"	1238	↑	629 (Scotland) 416 (Virtual comparator)
- Middle 40%	735	809	"	458	↓	869 (Scotland) 842 (Virtual comparator)

Education Indicators	2012/13	2013/14	2014/15	Target	Trend	Comparison
- Least deprived 30%	1153	1150	"	118	↑	1149 (Scotland) 1125 (Virtual comparator)
Percentage of school leavers with Additional Support Needs in a positive destination	79.7%	86.2%	"	88.7%	↑	87.5 (Scotland) 87.9 (Virtual comparator)
Average tariff score of LAC school leavers based on - the lowest 20% of attainers	47	134	"	137	↑	25 (Scotland) 118 (Virtual comparator)
- the middle 60% of attainers	134	290	"	339	↑	224 (Scotland) 458 (Virtual comparator)
- the highest 20% of attainers	481	725	"	754	↑	842 (Scotland) 1238 (Virtual comparator)
Percentage of P1 pupils making progress as expected or quicker than expected in <u>Maths</u>	73%	69%	74%	75%	↓	National norm 75%
Percentage of P1 pupils making progress as expected or quicker than expected in <u>Reading</u>	75%	73%	70%	75%	↓	National norm 75%
Average Standardised InCAS Scores in <u>Reading</u> (P3, P5 & P7 Pupils) – baseline Aug 2015	n/a	n/a	102.6	100		National Mean = 100
Average Standardised InCAS Scores in <u>Maths</u> (P3, P5 & P7 Pupils) – baseline Aug 2015	n/a	n/a	96.3	100		National Mean = 100
P6 and P2 pupil perception of their own safety and security	90.9%	90.5%	92.2%	92%	↑	
Percentage of P6 and P2 pupils agreeing their school recognises their achievements in school	84.8%	85.1%	84%	86%	↓	-
Percentage of P6 and P2 pupils agreeing that their school recognises their achievements out of school	60.3%	60%	61.9%	61%	↑	-
No of 12-25 yr olds achieving a national volunteering award: Duke of Edinburgh (DofE) and Saltire		744 132 DofE 612 Saltire	777 145 DofE 632 Saltire	811: 156 DofE 655 Saltire	-	-

Outcome 5: East Lothian’s children have the best start in life and are ready to succeed

Contributory outcomes

- Women have a positive experience of pregnancy
- Children are ready to start primary school

Key	↑	Improving	↓	Getting worse	-	Staying the same
		Better than expected		Slightly worse than expected		Much worse than expected

Education Indicator	2013/14	2014/15	Target	Trend	Comparison
P1 On-Entry (baseline) average total PIPS scores	50.8	50.5	51	↓	National norm 50

Outcome 6: In East Lothian we live healthier, more active and independent lives

Contributory outcomes

- People use less alcohol and drugs and they use them more responsibly
- Health is improving and the gaps in health inequalities are closing
- People are more physically active
- People are enabled to live at home and access opportunities in their communities for as long as possible

Key	↑	Improving	↓	Getting worse	-	Staying the same
		Better than expected		Slightly worse than expected		Much worse than expected

Education Indicator	2013/14	2014/15	Target	Trend	Comparison
Proportion of school pupils benefitting from at least two hours per week of physical education:					
- in Primary School	83%	100%	100%	↑	
- in Secondary school S1 to S4	17%	100%	100%	↑	