East Lothian
Council

MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE

TUESDAY 16 JUNE 2015
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 D Grant
Councillor J Gillies
Councillor J Goodfellow
Councillor W Innes
Councillor M Libberton
Councillor P MacKenzie
Councillor P McLennan (Items 1 – 5)
Councillor J McNeil
Councillor J Williamson
Mr S Bunyan
Ms G Gillan
Mrs M Goldsmith
Mr M McHugh

Council Officials Present:
Mr D Nightingale, Head of Education
Mrs M Ferguson, Service Manager – Legal & Procurement
Mr D Scott, Quality Improvement Officer
Ms K Haspolat, Quality Improvement Officer
Ms J Ogden-Smith, Communications Officer

Clerk:
Ms F Currie, Committees Assistant

Apologies:
Provost L Broun-Lindsay
Councillor A Forrest
Councillor F McAllister
Councillor M Veitch

Declarations of Interest:
None

1. MINUTES OF THE MEETINGS OF THE EDUCATION COMMITTEE HELD ON 24 MARCH, 31 MARCH, 7 APRIL AND 21 APRIL 2015 FOR APPROVAL

The minutes of the meetings of the Education Committee held on 24 March, 31 March, 7 April and 21 April 2015 were presented for approval.

Decision

The Committee agreed to approve the minutes.

2. HEALTH AND WELLBEING STRATEGY 2015-2018

A report was submitted by the Depute Chief Executive (Resources and People Services) to seek the approval of the Committee for the Health and Wellbeing Strategy 2015-2018.

Quality Improvement Officer, David Scott, presented the report outlining the background to the creation of the Strategy, including the results of Inspection reports and the Health & Wellbeing Aspect Review, and policies such as Getting It Right for Every Child (GIRFEC). He explained that the Strategy placed a clear expectation on schools to move forward but it also recognised that the level and timing of progress will depend on the circumstances and needs within each school.

Responding to questions from Members, Mr Scott advised that work was already being done with pupils of all ages to improve their understanding of good health and wellbeing. He said that the lack of timescales within the Activity Framework would provide flexibility for schools to set and achieve goals according to their individual circumstances. He confirmed that teaching staff had been involved in discussions around implementation of the Strategy and how this might feed into school improvement plans.

Councillor MacKenzie welcomed the report and emphasised the important role that environment has in encouraging children to improve their health and wellbeing.

Councillor Berry expressed concern about the lack of clear timescales within the Activity Framework and felt that this may lead to confusion and a failure to achieve measureable improvements.

Councillor Currie commented that while it was important to have a starting point and a clear way forward, he was concerned that no additional resources had been set aside to help staff achieve further improvements. He said that performance against key indicators would determine if results could be achieved within current budgets.

The Convenor thanked staff for their hard work in preparing the Strategy and Activity Framework. She said that this work would interlink with a number of other areas to improve children's health and wellbeing and encourage them to be more engaged in their learning.

Decision

The Committee agreed to:

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i.   approve the Health and Wellbeing Strategy 2015-2018 and authorise its distribution to all educational establishments; and

ii.   authorise educational establishments to implement the Activity Framework resulting from the Health and Wellbeing Strategy.

3. NUMERACY AND MATHEMATICS STRATEGY 2014-2018

A report was submitted by the Depute Chief Executive (Resources and People Services) to seek the approval of the Committee for the Numeracy and Mathematics Strategy 2014-2018.

Quality Improvement Officer, Karen Haspolat, presented the report. She highlighted key aspects of the Activity Framework, including the 'What you say counts' campaign which would engage not only with pupils and staff but also with parents and local communities in promoting and developing better numeracy and mathematics skills from early years onwards.

In response to questions from Members, Ms Haspolat explained that the Strategy was aimed at both primary and secondary schools with a focus on how mathematics and numeracy skills are taught and how to identify gaps and opportunities for improvement. She confirmed that family support was a fundamental part of the strategy and that, for some parents, this may involve supporting them to improve their own numeracy skills along with those of their children.

Ms Haspolat acknowledged the success of previous campaigns, such as 'Dunbar Counts', and indicated that these may be rolled out to other areas in future. She advised that the Strategy was fully supported by teaching staff and its implementation would be tailored to meet the needs of individual schools or clusters. She also outlined the arrangements in place for monitoring, reporting and measuring the overall success of the Strategy.

The Head of Education, Darrin Nightingale, advised Members that he would consider how best to report progress to future meetings of the Committee.

Councillor MacKenzie suggested that one way to measure success would be to increase the number of pupils studying Higher Maths, a target already identified by the Scottish Government.

Councillor Berry welcomed the Strategy which he said underlined the importance of teaching numeracy to children from an early age. He said it was important to have a minimum standard of attainment.

Councillor McLennan said that an important factor would be parental and community involvement, similar to that already seen in the successful 'Dunbar Counts' campaign.

Councillor Libberton commented that this was an excellent report and very forward thinking. She too emphasised the importance of improving numeracy and literacy and on narrowing the attainment gap.

The Convenor commended the Strategy as an important tool in equipping all children in East Lothian with basic numeracy skills and reiterated the Council's commitment to this key goal.

Decision

The Committee agreed to:

i.   approve the Numeracy and Mathematics Strategy 2014-2018; and
ii.   authorise educational establishments to implement the Activity Framework resulting from the Numeracy and Mathematics Strategy.

4. QUALITY ASSURANCE POLICY 2015

A report was submitted by the Depute Chief Executive (Resources and People Services) to seek the approval of the Committee for the Quality Assurance Policy 2015.

Mr Scott presented the report. He advised that the policy had been drafted in August 2014 and piloted between November 2014 and May 2015. It placed a number of expectations on schools in relation to audit work, the quality and standard of reporting, self evaluation and career long learning for staff. There would be an emphasis on involving more colleagues in the process and sharing good practice and support with 'buddy' schools. Any recommendations for action would be included in each school's improvement plan and progress would be reviewed on a regular basis. Mr Scott also briefed Members on the new arrangements for in-house school inspections with fewer annual visits and a focus on supporting schools in preparation for their Education Scotland inspections.

Mr Nightingale added that this policy had seen a change in the way schools discussed attainment results with the emphasis on assessing performance in a supportive and challenging way. Two meetings had taken place for each secondary school and the feedback from staff was encouraging.

Responding to questions from Members, Mr Scott acknowledged that the team within the Council was small but said that including Head Teachers had helped to improve the process. He confirmed that schools were involving parents in the process through closer engagement with Parent Councils, and he outlined some of the key changes in relation to staff and classroom reporting.

Decision

The Committee agreed to:

i.   approve the Quality Assurance Policy; and
ii.   authorise distribution of the Policy to all educational establishments.

5. LEARNING AND TEACHING POLICY 2015

A report was submitted by the Depute Chief Executive (Resources and People Services) to seek the approval of the Committee for the Learning and Teaching Policy 2015.

Ms Haspolat presented the report advising Members that the original policy, published in 2006, had been reviewed and updated to reflect recent changes in education. The review group involved head teachers from local schools and the draft policy was put out for consultation between December 2014 and January 2015.

In response to questions from Members, Ms Haspolat said that the original policy was considered good practice at the time of publication and had remained relevant until quite recently. She explained that the term 'critical mass' referred to the building of staff capacity within schools by valuing staff and ensuring high quality development opportunities.

Responding to a question on pupil behaviour, Mr Scott said that, in his view, good learning and teaching encouraged pupils to become more engaged in class, resulting in a reduction in poor behaviour.

Decision

The Committee agreed to:

      i.   approve the Learning and Teaching Policy; and
      ii.   authorise distribution of the Policy to all education establishments.

6. SCHOOL EDUCATION – A REPORT PREPARED BY AUDIT SCOTLAND (JUNE 2014) ON BEHALF OF THE ACCOUNTS COMMISSION

A report was submitted by the Depute Chief Executive (Resources and People Services) to update the Committee regarding the Education Service position with regard to Audit Scotland recommendations in relation to Pupil Attainment and Wider Achievement and Improving Pupil Performance.

The Convenor advised Members of her intention to propose an amendment to the recommendations of the report to ensure that regular progress reports were submitted to the Committee in future. Councillors Currie, McLennan and Berry objected to this on procedural grounds. They were advised by the Clerk and the Legal Adviser that a verbal amendment was permissible under Standing Orders if it was seconded.

Councillor McLennan felt that the proposed amendment should have been disclosed at the beginning of the meeting. However, he was advised that an amendment could only be proposed at the time the report in question was being considered and, if seconded, must be considered and voted on by the Committee.

Mr Nightingale presented the report. He outlined the background to the audit, which had focused on primary and secondary school education in Scotland, and highlighted some of the key messages. He also summarised the position in East Lothian's schools with particular reference to pupil attainment and improving pupil performance.

Responding to questions from Members, Mr Nightingale said that he had contacted Audit Scotland to discuss changing East Lothian's classification from that of a 'rural' local authority to ensure greater consistency when using tools such as the Virtual Comparator. He advised that additional resources had been provided to support the change over to the new exam system and that the SQA were aware of concerns about some exams, such as Higher Maths. He said that adjustments could be made to pass marks should these concerns be reflected in the overall level of results.

Both the Convenor and Mr Nightingale also acknowledged the importance of providing regular updates to the Committee on progress against key attainment goals, and that this should begin at the next meeting in September 2015.

Councillor MacKenzie referred to the individual priorities and actions outlined in the report and the results of national benchmarking which showed that East Lothian was below the national average for attainment at level 5. He welcomed the suggestion of progress reports being presented at each Committee meeting.

Councillor Berry said that this report was long overdue. He noted that the reduction in levels of deprivation within the county did not seem to be reflected in improvements in attainment. He said he looked forward to seeing further statistics and updates at future meetings.

Councillor Currie commended the report and pointed out that Education Committees had a key role to play in terms of scrutiny. He expressed his concerns over the disparity in results in East Lothian, and when compared to the national average, and said that this reinforced the need for robust scrutiny to ensure progress.

Councillor Innes noted that the report seemed to suggest that attainment was getting worse in more deprived areas despite additional resources. He cautioned Members over committing further resources to these areas until they could be sure that it would produce the required results.

Councillor Goodfellow welcomed the report and noted that despite cuts by the Scottish Government the Council had managed to maintain teacher numbers.

The Convenor commended the report and noted that, although still below the national average, attainment levels in East Lothian were the highest they had ever been. She welcomed the proposals for further improvements and proposed an amendment to the report recommendation to ensure regular progress reports were presented at every Committee meeting. The amendment was seconded by Councillor Libberton.

Further concerns were expressed by some members over the handling of the proposed amendment. Councillor Currie said that, in his view, it was not competent and indicated his intention of lodging a complaint. Councillor Berry left the meeting in protest. The Clerk advised Members that the motion was competent and had been handled correctly. The Convenor moved to a vote on the proposed amendment:

For: 11
Against: 0
Abstentions: 5

The amended recommendation was approved.

Decision

The Committee agreed to:

     i.   note that the Council (28 October 2014) agreed that raising attainment in schools, particularly for pupils from more economically 'deprived' backgrounds, is one of the Council's key priorities;

    ii.   welcome the actions and next steps detailed in the report appendix; and

iii.   ask the Head of Service to report to each Education Committee on the progress with ELIPS and the actions which are being implemented to raise attainment.

Signed   ....

Councillor Shamin Akhtar
Convener of the Education Committee

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REPORT TO: Education Committee

MEETING DATE: 22 September 2015

BY: Depute Chief Executive (Resources and People Services)

2

SUBJECT: Summary of Attainment in Scottish Qualifications Authority (SQA) Examination Results in East Lothian Schools, Year Ending June 2015

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1   **PURPOSE**

1.1   To inform the Committee of overall pass rates levels in East Lothian in SQA Examinations 2014/15 and the level of attainment of secondary pupils in S5 and S6.

1.2   To inform the Committee of subsequent reports on the attainment and achievement of all pupils in the senior phase (S4 to S6) in East Lothian, using information from Insight.

2   **RECOMMENDATIONS**

2.1   The Committee is asked to:-

   i.   Consider and note the contents of report.

   ii.   Agree the Committee will receive two further reports on attainment in the Senior Phase following the publication of 2015 data through the Scottish Government national benchmarking tool, "Insight":

   •   in November focusing on the "Local Benchmarking Measures" and Breadth & Depth data to 2015 based on the attainment and achievement of all young people at the end of S4, S5 or S6 and;

   •   in March focusing on the National Benchmarking Measures and Breadth & Depth data to 2015 based on attainment and achievement of all school leavers

   iii. Note the examination results continue to inform and guide actions in each of the six secondary schools' School Improvement Plans.

3   **BACKGROUND**

3.1   Each year young people in secondary schools are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA).

3.2   The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment and achievement and allows comparison of the wide range of Scottish qualifications and covers achievements from school, college, university and many work-based qualifications.

3.3   There are 12 SCQF Levels. SCQF Level 1 is the least demanding and SCQF Level 12 the most demanding. In schools, students work towards qualifications from SCQF Level 1 to 7 through a range of SQA courses.

3.4   Table 1 below shows where the different SQA awards that our school pupils work towards, including the new National Qualifications, sit within the SCQF framework and in relation to previous or existing qualifications that they have or will replace.

Table 1: Scottish Credit and Qualifications Framework (SCQF)

SCQF Level	New Qualification	Previous/ existing qualification
SCQF 1	National 1	Access 1
SCQF 2	National 2	Access 2
SCQF 3	National 3	Access 3, Standard Grade Foundation Level (Grades 5 and 6)
SCQF 4	National 4	Standard Grade General Level (Grades 3 and 4) Intermediate 1
SCQF 5	National 5	Standard Grade Credit Level (Grades 1 and 2) Intermediate 2
SCQF 6	Higher (new)	Higher
SCQF 7	Advanced Higher (new)	Advanced Higher

3.5   The new National Courses have been introduced on a phased basis. 2014/15 saw the second year of certification of the new National Qualifications (National 1 to 5) introduced under Curriculum for Excellence with young people in secondary schools across Scotland being presented for the first time for the new Higher.

3.6   Session 2014/15 was also the final year that existing Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher qualifications were available.

3.7   Curriculum for Excellence provides schools with flexibility to develop curriculum models tailored to individual pupils and local circumstances, allowing young people to achieve a range of awards and qualifications at the most appropriate time for them. As such, the qualifications undertaken by pupils both in 2013/14 and 2014/15 vary significantly, with some taking a mix of existing and new, and following different progression pathways.

3.8 The dual presentation of existing and new qualifications over the last two academic sessions and different approaches to presentation and delivery across the SCQF Levels makes direct comparisons of attainment between 2015 and previous years extremely complex both nationally and locally.

3.9 In East Lothian, young people achieve qualifications at different stages throughout the senior phase (S4 to S6). In almost all our secondary schools, young people at S4 achieved a range of qualifications at National 3, 4 and 5. One secondary school, with the agreement of parents, opted to by-pass National 5 qualifications in some subjects at the end of S4 in 2014 and 2015 with those young people sitting a two-year Higher course for examination in May of S5, 2015 and 2016. Presentation approaches also differed between schools and from previous years.

3.10 Furthermore, changes to arrangements for certification, which involve post-hoc entry for awards at Level 4 for those pupils narrowly missing a pass at Level 5 plus any changes through the results administrative review process will be captured in the SQA's data release in November 2015. Therefore, it is not possible to provide accurate statistics for pupils achieving at or above SCQF levels 4 and 5 just now. It is the intention, therefore, to report on attainment more fully at these levels in the third report to Education Committee in March following the update to Insight in February.

3.11 The Scottish Government developed a new statistical benchmarking tool 'Insight' to assist schools and local authorities in the analysis of attainment of young people in the senior phase through nationally agreed benchmarking measures and course breadth and depth data. The 2015 data is not available in Insight at this time but updates to the local and national benchmarking measures will be reported to Education Committee in November and March following the bi-annual updates in September and February. General information on the "Insight" tool is available online at:

http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking

3.12 To aid Education Authorities with their reporting to stakeholders prior to the release of Insight, SEEMiS have made available reports in their SEEMiS Vision Reporting system nationally to facilitate reporting on pass rates at SCQF Level and breadth and depth measures.

3.13 Note the reports in SEEMiS are based purely on SQA attainment related to internally assessed National Courses (Access 2 & 3 and National 2 – 4) and examination-based National Courses (National 5 to Advanced Higher – including new Higher) and do not take into account presentations and awards for other achievement, outwith these categories, that will be included in the Insight measures in September and February.

3.14 Course breadth and depth data is heavily influenced by a school's curricular model therefore the 2014 and 2015 results may not be fully comparable with previous years. In particular, differences between the assessment arrangements for the new National Qualifications at SCQFs Level 3 to 5, compared with the previous Standard Grade qualification means that the 2014 and 2015 and earlier years' data is not directly comparable. Therefore, it is not possible to present data by the end of S4 as the National qualifications and the presentation approaches in East Lothian are very different from previous years.

3.15 As a result of the changes and complexities referred to in paragraphs 3.5 to 3.10, this report will focus on the overall pass rates in East Lothian and the performance at SCQF levels 6 and 7 for S5 and S6 pupils only using provisional breadth and depth measures from SEEMiS.

3.16 Pass rates have been calculated as a proportion of the entries, across all the stages. For National 2-4 and Access 2-3 courses, which are ungraded, the pass rate is based on entries which have resulted in a pass. For National 5, Intermediate 1-2, Higher and Advanced Higher courses, which are graded, the pass rate is based on Grade A-C attainment.

3.17 Breadth and depth measures used in this report relate to the percentage of each relevant stage attaining SQA accredited awards at grades A-C at SCQF Levels 6 or better by the end of S5 and SCQF Level 7 by the end of S6. Percentages are based on cumulative awards, calculated as a proportion of the relevant S4 roll.

SQA Exam Diet 2015 Highlights

3.18 Pass rates overall in East Lothian across the stages in 2015 are higher than 2014, although individual school performance varies (*see paragraphs 3.26 to 3.28*).

3.19 Pass Rates for each National Qualification Type have been maintained in 2015 or show an improvement on the previous year (*see paragraphs 3.30 to 3.37*):

3.19..1 Pass Rates at Nationals 2 to 4 remain consistently at 100% in East Lothian in 2015. Pass Rates at National 5 remain relatively static in East Lothian in 2015 with a slight drop of 0.26% on the previous year.

3.19..2 Pass Rates at SCQF Level 6 or above (Higher) in 2015 are up by 3.5% on the previous year.

3.19..3 Pass Rates at SCQF Level 7 or above (Advanced Higher) in 2015 are up by 2.75% on the previous year.

3.20 The % of S5 pupils gaining 1 or more awards at SCQF Level 6 or above (Higher) increased by 6.25% in 2015 and shows an improving trend in East Lothian over the last 4 years (*see paragraphs 3.44 to 3.47*).

3.21   The % of S5 pupils gaining 3 or more awards at SCQF Level 6 or above (Higher) increased by 6.08% in 2015 and shows an improving trend in East Lothian over the last 4 years (*see paragraphs 3.48 to 3.50).*

3.22   The % of S5 pupils gaining 5 or more awards at SCQF Level 6 or above (Higher) increased slightly by 0.51% in 2015 and shows a slight improved trend in East Lothian over the last 4 years (*see paragraphs 3.51 to 3.53*).

3.23   The % of S6 pupils gaining 1 or more awards at SCQF Level 7 or above (Advanced Higher) decreased by 1.87% in 2015 and shows an overall improved trend in East Lothian over the last 4 years (*see paragraphs 3.56 to 3.58*).

SQA Pass Rates in 2015 in East Lothian schools – Comparison with previous year

3.24   Table 2 shows the overall number of presentations and pass rates for all SQA National Qualifications (new and existing) across SCQF Levels 2 to 7 for each East Lothian secondary school in 2014/15. Pass rates have been calculated as a proportion of the entries, across all the stages.

3.25   For National 2-4 and Access 2-3 courses, which are ungraded, the pass rate is based on entries which have resulted in a pass. For National 5, Intermediate 1-2, Higher and Advanced Higher courses, which are graded, the pass rate is based on Grade A-C attainment.

Table 2: Number of Presentations and % Pass Rates (all SQA National Qualifications at SCQF Levels 2 to 7)

	Number of Presentations			% Pass Rates		
Establishment	**2014**	**2015**	**+/- on 2014**	**2014**	**2015**	**+/- on 2014**
Dunbar Grammar	1850	1932	82	83.8%	81.4%	-2.4%
Knox Academy	2040	1673	-367	78.9%	79.4%	0.6%
Musselburgh Grammar	2911	2786	-125	81.0%	83.2%	2.2%
North Berwick High School	2402	2361	-41	86.5%	85.9%	-0.6%
Preston Lodge High School	1584	1437	-147	76.8%	81.2%	4.4%
Ross High School	2236	1961	-275	78.0%	81.8%	3.8%
East Lothian	**13023**	**12150**	**-873**	**81.0%**	**82.5%**	**1.4%**

3.26   Table 2 shows that the number of presentations across East Lothian schools dropped by 873 from 13,023 in 2014 to 12,150 in 2015 with Musselburgh Grammar School and North Berwick High School increasing and maintaining (respectively) presentation levels in 2015 from 2014 relative to the S4-S6 roll. This may be reflective of the greater flexibility now offered as part of Curriculum for Excellence to undertake other achievement outwith the internally assessed National Courses (Access 2 & 3 and National 2 – 4) and examination-based National Courses (National 5 to Advanced Higher – including new Higher).

3.27   Overall the pass rates of all SQA exams sat in East Lothian in 2015 increased by 1.4% on the previous year. At individual school level, four of

the six schools show an increase in the overall pass rate, with the most notable increases at Preston Lodge High School and Ross High School.

3.28 Pass rates, however, are influenced by a school's curricular model (presentations policy). Across our schools, East Lothian pupils achieved a range of qualifications (existing and new) across the SCQF Levels through a variety of progression pathways. One school in particular, Preston Lodge High School, with the agreement of parents, opted to by-pass National 5 qualifications in some subjects at the end of S4 in 2014 and 2015 with those young people sitting a two-year Higher course for examination in May of 2015 and 2016 respectively instead. Therefore it is not possible to fully compare pass rate performance in 2014 with the performance in 2015, particularly for Preston Lodge High School.

3.29 Table 3 illustrates the changes in presentations and pass rates by National Qualification Type between 2014 and 2015 overall in East Lothian.

Table 3: Number of Presentations and % Pass Rates (all SQA National Qualifications at SCQF Levels 2 to 7)

SCQF Level	National Qualification Type	Number of Presentations			% Pass Rates		
		2014	2015	+/- on 2014	2014	2015	+/- on 2014
SCQF 2	Access 2	15	0	-15	100.0%	n/a	n/a
SCQF 2	National 2	3	3	0	100.0%	100.0%	0.0%
SCQF 3	Access 3	174	52	-122	100.0%	100.0%	0.0%
SCQF 3	National 3	288	232	-56	100.0%	100.0%	0.0%
SCQF 4	Intermediate 1	286	2	-284	73.4%	100.0%	26.6%
SCQF 4	National 4	2459	2335	-124	100.0%	100.0%	0.0%
SCQF 5	Intermediate 2	1125	24	-1101	70.3%	87.5%	17.2%
SCQF 5	National 5	4831	5578	747	77.7%	77.5%	-0.3%
SCQF 6	Higher	3400	3533	133	73.7%	77.2%	3.5%
SCQF 7	Advanced Higher	442	391	-51	79.9%	82.6%	2.8%

3.30 A total of 3,225 examination entries were made across SCQF Levels 2 to 4 in East Lothian with an overall pass rate of 100%.

3.31 A total of 5,602 examination entries were made at SCQF Level 5 (Intermediate 2 and National 5) in 2015, with a combined pass rate of 77.5%. This compares with 5,956 entries and a combined pass rate of 76.3% in 2014.

3.32 A total of 3,533 examination entries were made at SCQF Level 6 (Higher) in 2015, with an overall pass rate of 77.2%. This compares with 3,400 entries and a 73.7% pass rate in 2014 with five out of six schools increasing presentation levels in 2015 from 2014 relative to the S5-S6 roll.

3.33 While at SCQF Level 7 (Advanced Higher), a total of 391 examination entries were made in 2015, with an overall pass rate of 82.6%. This compares with 442 entries and a 79.9% pass rate in 2014 with two out of six schools increasing presentation levels in 2015 from 2014 relative to the S6 roll.

3.34 Table 4 and Table 5 break down the presentations and pass rates for Higher (new and existing) and Advanced Higher for each East Lothian secondary school in 2014/15. A school-level breakdown for pass rates for SCQF Level 5 is not provided at this time due to the significant differences in presentations policies between 2014 and 2015 and across schools as mentioned previously in paragraphs 3.9 and 3.10.

Table 4: Number of Presentations and % Pass Rates at A-C (Higher)

Establishment	Number of Presentations			% Pass Rates		
	2014	2015	+/- on 2014	2014	2015	+/- on 2014
Dunbar Grammar	438	522	84	79.0%	75.9%	-3.1%
Knox Academy	616	549	-67	72.7%	75.4%	2.7%
Musselburgh Grammar	683	722	39	72.2%	78.4%	6.2%
North Berwick High School	744	722	-22	82.0%	81.9%	-0.1%
Preston Lodge High School	514	519	5	70.0%	73.4%	3.4%
Ross High School	405	499	94	61.7%	76.4%	14.6%
East Lothian	**3400**	**3533**	**133**	**73.7%**	**77.2%**	**3.5%**

3.35 Table 4 indicates that Higher pass rates overall in East Lothian increased by 3.5% on the previous year. At individual school level, the performance in 2015 varied more. Four out of the six schools show an improvement on the previous year with the most notable at Ross High School, up 14.6% to 76.4% following a particularly low performance in 2014, and Musselburgh Grammar School which increased by 6.2% to 78.4%. Dunbar Grammar School was the only school to show a decrease in performance in 2015 while North Berwick High School maintained the previous year's performance. Five out of the six secondary schools increased their overall Higher presentation levels in 2015 from 2014 relative to the S5-S6 roll.

3.36 Again, due to the variety of progression pathways to Higher that different pupils will have taken over the last two years to a mix of existing and new Higher qualifications in 2015, the 2014 and 2015 performance may not be directly comparable. Due to the limitations of the reports in SEEMiS Vision it is not possible to provide a breakdown of the Higher qualifications further into new and existing courses.

Table 5: Number of Presentations and % Pass Rates at A-C (Advanced Higher)

Establishment	Number of Presentations			% Pass Rates		
	2014	2015	+/- on 2014	2014	2015	+/- on 2014
Dunbar Grammar	54	36	-18	77.8%	86.1%	8.3%
Knox Academy	74	111	37	85.1%	86.5%	1.4%
Musselburgh Grammar	65	52	-13	75.4%	86.5%	11.2%
North Berwick High School	111	116	5	88.3%	87.9%	-0.4%
Preston Lodge High School	79	61	-18	77.2%	65.6%	-11.7%
Ross High School	59	15	-44	67.8%	60.0%	-7.8%
East Lothian	**442**	**391**	**-51**	**79.9%**	**82.6%**	**2.8%**

3.37 Table 5 indicates that Advanced Higher pass rates overall in East Lothian increased by 2.8% on the previous year. At individual school level, the 2015 performance shows an increase in three out of the six schools with the most notable increases in Dunbar Grammar School (+8.3%) and

Musselburgh Grammar School (+11.2%) following particularly low pass rates in 2014, while North Berwick High School's pass rate remained relatively static. Both Preston Lodge High School and Ross High School indicate a large drop in the Advanced Higher pass rate in 2015 of 11.7% and 7.8% respectively. Only two out of the six secondary schools show an increase in their Advanced Higher presentation levels in 2015 from 2014 relative to the S6 roll.

Breadth & Depth Data - Comparison of S5 and S6 attainment measures with previous years

3.38 This report reviews the performance of attainment at SCQF levels 6 and 7 using breadth and depth measures for S5 and S6 pupils only. For the purposes of comparison over time, the Education Services' Education MIS team has used data from the SEEMIS Vision Reporting system to report on breadth and depth measures for S5 and S6 over the last four years and shows the percentage of each relevant stage attaining SQA accredited awards at grades A-C at SCQF Level 6 or better and SCQF Level 7 respectively.

3.39 Course breadth and depth data is heavily influenced by a school's curricular model, therefore, given the mix of existing and new Higher qualifications this year and the variety of progression pathways that candidates would have undertaken for the Higher qualifications, the 2015 Higher results may not be fully comparable with previous years.

3.40 Breadth & Depth data is not available for the Virtual Comparator or National data at this time and will be presented to the Education Committee in November following the release of the September Insight publication.

3.41 Figures 1 to 4 that follow show the attainment by the end of S5 and S6 for the following breadth and depth measures:

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better by the end of S5; and

- 1 or more awards at SCQF Level 7 (Advanced Higher) or better by the end of S6

3.42 The percentages are based on cumulative awards at the end of each stage, calculated as a proportion of the relevant S4 roll. The Breadth and Depth data in SEEMiS Vision has only been calculated retrospectively to examination diet 2012. Therefore, we are unable to provide a five-year trend at this time.

SQA Attainment – S5 Pupils

3.43 Overall, East Lothian shows an improved trend in the percentage of S5 pupils gaining awards at SCQF Level 6 (Higher) or better.

3.44 Figure 1 and Figures 2 to 3 show the performance by each secondary school broken down for each breadth & depth measure at S5.

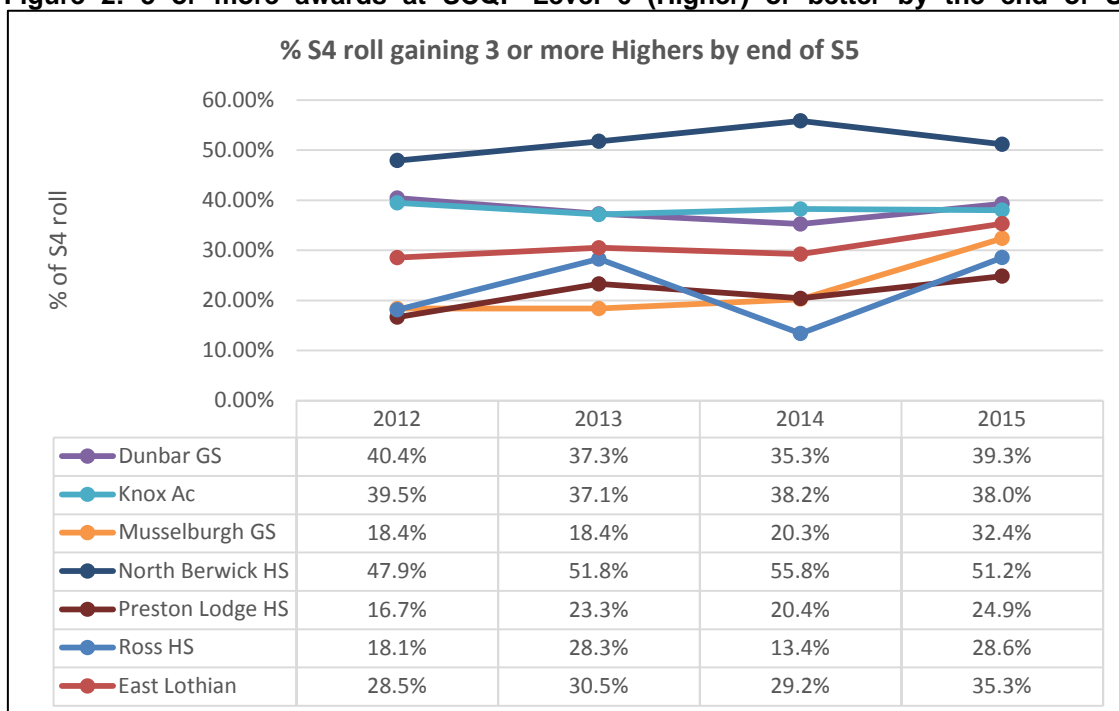**Figure 1: 1 or more awards at SCQF Level 6 (Higher) or better by the end of S5**

% S4 roll gaining 1 or more Highers by end of S5
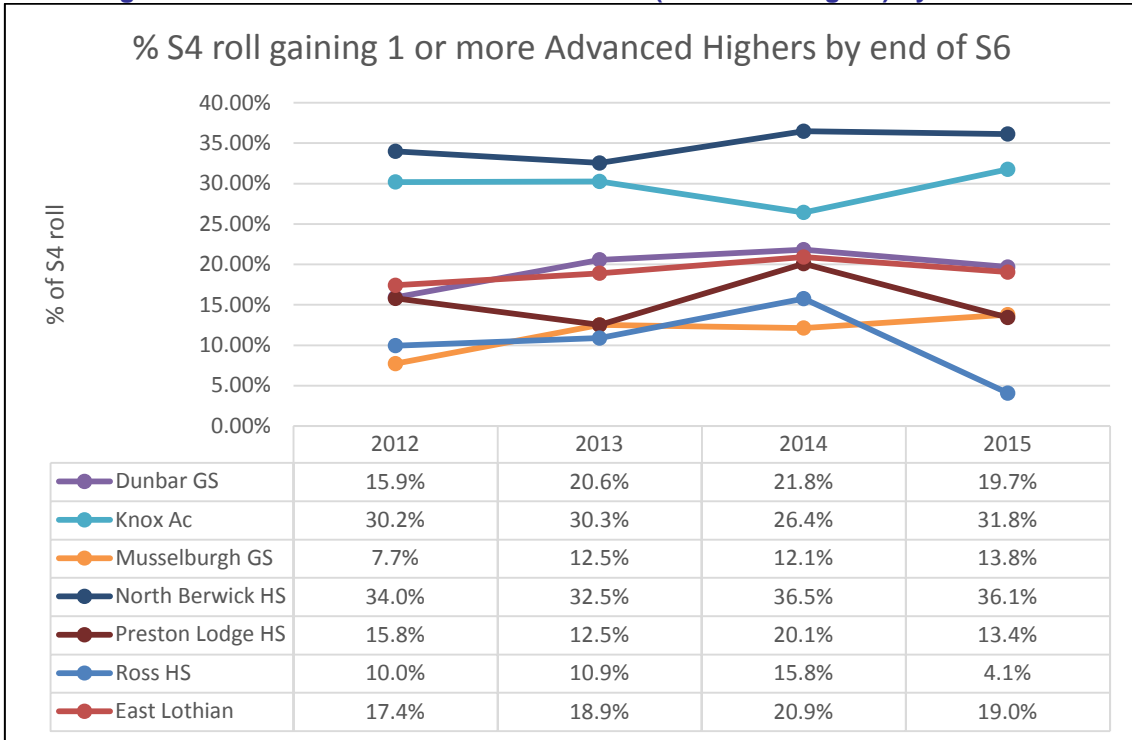
	2012	2013	2014	2015
Dunbar GS	55.3%	53.6%	62.3%	64.3%
Knox Ac	57.2%	53.6%	61.8%	59.2%
Musselburgh GS	34.4%	34.2%	39.2%	49.8%
North Berwick HS	68.1%	65.9%	71.4%	66.3%
Preston Lodge HS	45.8%	47.0%	44.8%	55.0%
Ross HS	39.9%	47.3%	34.2%	51.3%
East Lothian	48.4%	48.3%	50.7%	57.0%
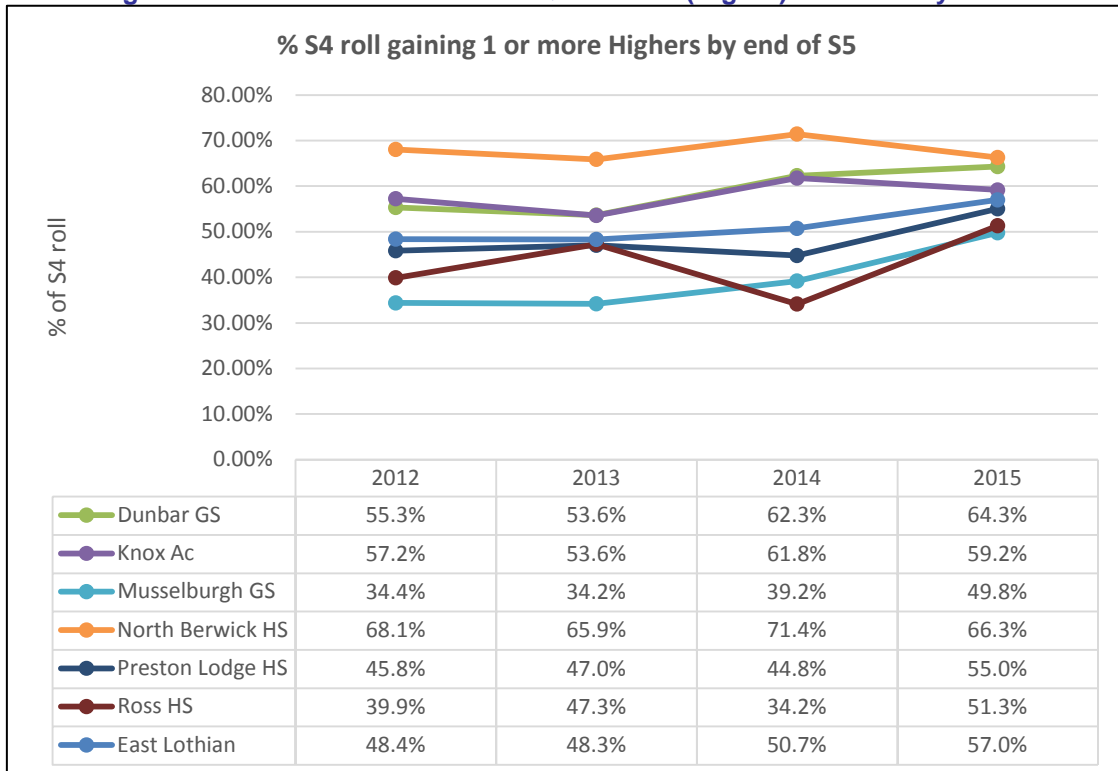
3.45 Figure 1 shows that East Lothian's performance in 2015 for the '1 or more awards at Higher' measure increased by 6.3% on the previous year as East Lothian's highest performance to date and shows an improved trend over the four-year period.

3.46 Individual school performance in 2015 varied more with three out of the six schools (Musselburgh Grammar School, Preston Lodge High School and Ross High School) showing significant improvements of between 10% and 17%. Dunbar Grammar School also made further improvements on the previous year. Knox Academy and North Berwick High School's performance dropped by 2.6% and 5.2% respectively following a particularly high performance in 2014 but still achieved a high level of performance nonetheless.

3.47 Five out of the six schools show an overall improved trend over the four-year period with North Berwick High School showing a slight drop due to this year's drop.

Figure 2.../

Figure 2: 3 or more awards at SCQF Level 6 (Higher) or better by the end of S5

% S4 roll gaining 3 or more Highers by end of S5

	2012	2013	2014	2015
Dunbar GS	40.4%	37.3%	35.3%	39.3%
Knox Ac	39.5%	37.1%	38.2%	38.0%
Musselburgh GS	18.4%	18.4%	20.3%	32.4%
North Berwick HS	47.9%	51.8%	55.8%	51.2%
Preston Lodge HS	16.7%	23.3%	20.4%	24.9%
Ross HS	18.1%	28.3%	13.4%	28.6%
East Lothian	28.5%	30.5%	29.2%	35.3%

3.48   Figure 2 shows an improved trend over the four-year period with the performance in 2015 for the '3 or more awards at Higher' measure increasing by 6.1% on the previous year as East Lothian's highest performance to date.

3.49   Again, at individual school level, the performance in 2015 varied more with four out of the six schools (Dunbar Grammar School, Musselburgh Grammar School, Preston Lodge High School and Ross High School) showing improvements of between 4% and 15% on the previous year while Knox Academy's performance remained relatively static with a slight drop of 0.2%. North Berwick High School's performance dropped by 4.7% in 2015 following a particularly high performance in 2014 but this was still a high level of performance at over 51%.

3.50   Four out of the six schools show an overall improved trend over the four-year period with the most notable improvement at Musselburgh Grammar School, with Dunbar Grammar School and Knox Academy showing a relatively static trend over the same period.

Figure 3.../

Figure 3: 5 or more awards at SCQF Level 6 (Higher) or better by the end of S5

% S4 roll gaining 5 or more Highers by end of S5

	2012	2013	2014	2015
Dunbar GS	24.1%	21.8%	18.9%	20.0%
Knox Ac	18.4%	22.1%	21.8%	15.5%
Musselburgh GS	6.6%	7.7%	9.5%	12.7%
North Berwick HS	26.0%	32.4%	34.4%	28.5%
Preston Lodge HS	7.7%	10.1%	5.5%	5.9%
Ross HS	6.2%	10.9%	4.3%	10.6%
East Lothian	13.7%	15.8%	14.7%	15.2%
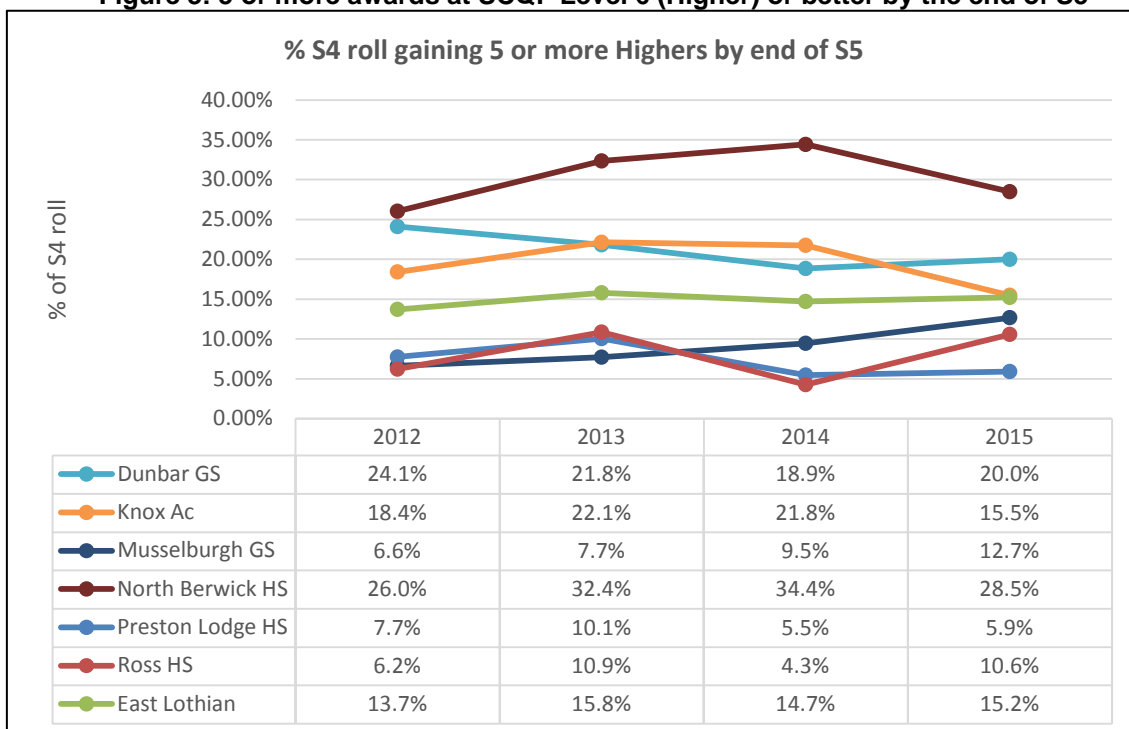
3.51 Figure 3 shows a slight increase of 0.5% across East Lothian in 2015 on the previous year for the '5 or more awards at Higher' measure and a slight improved trend over the four-year period.

3.52 Individual school performance in 2015 varied more with four out of six schools showing an increase on the previous year. The most notable increase was at Ross High School which improved by 6.3% following a particularly low performance in 2014. Knox Academy and North Berwick High School both show a decrease in performance in 2015 by 6.3% and 5.9% respectively.

3.53 Musselburgh Grammar School, North Berwick High School and Ross High School show an improved trend over the four-year period while Dunbar Grammar School, Knox Academy and Preston Lodge High School all show a declining trend.

SQA Attainment – S6 Pupils

3.54 Overall, East Lothian shows an improved trend in the percentage of S6 pupils gaining awards at SCQF Level 7 (Advanced Higher).

3.55 Figure 4 shows the performance by each secondary school broken down for each breadth & depth measure at SCQF Level 7 by the end of S6.

Figure 4.../

Figure 4: 1 or more awards at SCQF Level 7 (Advanced Higher) by the end of S6

% S4 roll gaining 1 or more Advanced Highers by end of S6

	2012	2013	2014	2015
Dunbar GS	15.9%	20.6%	21.8%	19.7%
Knox Ac	30.2%	30.3%	26.4%	31.8%
Musselburgh GS	7.7%	12.5%	12.1%	13.8%
North Berwick HS	34.0%	32.5%	36.5%	36.1%
Preston Lodge HS	15.8%	12.5%	20.1%	13.4%
Ross HS	10.0%	10.9%	15.8%	4.1%
East Lothian	17.4%	18.9%	20.9%	19.0%

3.56 Figure 4 shows that East Lothian's performance at SCQF Level 7 in 2015 dropped by 1.9% following a high performance in 2014 and overall shows an improved trend over the four-year period.

3.57 At individual school level, the 2015 performance varied more with two out of the six schools increasing their percentage performance on the previous year with the most notable increase in Knox Academy (+5.3%). North Berwick High School's performance remained relatively stable while the most notable decreases were in Preston Lodge High School and Ross High School, which dropped by 6.7% and 11.7% respectively following particularly high performances in 2014.

3.58 Four out of the six schools show an overall improved trend over the four-year period.

4   POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

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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DATE	28 August 2015

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

3

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

1

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 establishment 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

Using this Education Local Improvement Plan and Strategy	There are a number of steps which each centre, school, cluster of schools or service should take in planning for improvement
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. 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.	• 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. **The Authority has an important role to play in planning for improvement** • 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.

4

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)	• 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	• 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)	• 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	• 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
	• An increase in the percentage of pupils reporting they take part in out-of-class activities and school	• 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	
	• 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	• Work with community planning partners to develop our approaches.
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self-esteem)	• An ethos of high expectations and achievement in every school and service	• Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review
	• 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	• 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
	• Improved reading, writing and mathematics throughout primary years and broad general education • An improvement in the readiness of children to start learning	• 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
	• An increase in the number of pupils and school leavers with well developed employability skills	• Work with partners to enhance the school vocational programmes including Senior Phase Opportunities

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Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	• An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements	• Work with partners to accredit young people's achievements through a broad range of activities and national award schemes utilising Insight
	• A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work, their community and internationally	• 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
	• A Senior Phase which provides genuine opportunities for all leavers	• 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)
	• A Broad General Education that delivers the objectives in Curriculum for Excellence	• Agree an authority policy/practice on delivery of the Broad General Education
	• IT – continue to exploit the potential of technology in/out of schools to raise attainment	• Complete pilot of BYOD and plan roll out to Primary and all Secondary schools
	• Support young people with a secondary school level communication provision for 2015	• Secure commitment and capital funding • Develop project and delivery plan including admission criteria
	• Our schools will be able to identify, manage and	• 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	• 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)	• Higher levels of parental engagement in their children's learning and in the life of the school	• Refresh and support schools to implement the Parental Involvement Strategy
	• An increase in the schools and centres putting nurturing approaches into practice (pilot)	• 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
	• An increase in the percentage of families completing family learning activities, reporting they are more able to support their child's learning	• 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
	• A culture based on getting it right for every child and where well-being indicators are driving improvement across all services and schools	• 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
	• Implement the Children and Young People's Act in respect of increased hours in Nursery (475-600 hours and 600- 1140 hours)	• 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)	• A curriculum and culture which promotes creativity, innovation global citizenship and enterprising attitudes in all our learners.	• 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

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Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
	• Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential	• 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
	• 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	• 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)	• An improvement in the percentage of children and young people reporting they are treated fairly and with respect	• Support schools to broaden children and young peoples' achievements through principles of Rights Respecting Schools work
	• Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour	• 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
	• A consistently high satisfaction level of citizen engaging with our services	• 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
	• An increase in the percentage of pupils, staff and parents reporting they are actively involved in setting school priorities	• 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)	• An increase in the number of pupils participating in physical education	• Work with schools to ensure that pupils have the opportunity to take part in two hours quality Physical Education
	• 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	• 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
	• An improvement in the percentage of learners reporting they have opportunities to take part in school committees/groups	• 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
	• Resources which lead to improvements for learners and service users	• 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)
	• A skilled and confident workforce, develop our current and future leaders	• 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
	• Develop our administration capabilities in school to free up headteacher and other teaching team time	• Identify in line with reducing bureaucracy opportunities, for improvement administration in schools and centre
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)	• A further improvement in school leaver destinations	• 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
	• An increase in activities which support prevention and early intervention, improve outcomes and	• 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 • An improvement in the attendance rates of looked after children	• 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)
	• 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	• 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)
	• 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	• Formalise guidance to schools on effective transitions for all pupils • Improve the consistency of Educational Psychological Service for children, young people, families and schools
	• Reduce levels of bullying and racist harassment	• 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)
• Early Years	• 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	• All children in East Lothian experience a stable and secure start to their lives and are supported to succeed	• Safe • Healthy • Achieving • Nurtured
• Economic recovery and growth • Employment • Health Inequalities and physical activity	• 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	• East Lothian residents are fit and active and have the skills for learning, life and work	• Healthy • Achieving • Nurtured • Active • Responsible • Included
• Safer and stronger communities, reducing reoffending • Health inequalities and physical activity	• 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	• East Lothian is a thriving attractive and sustainable place for communities and businesses to grow	• Safe • Healthy • Nurtured • Active • Respected • Responsible

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	natural environment and protect it and enhance it for future generations		
• Safer and strong communities, and reducing reoffending	• We live our lives safe from crime, disorder and danger	• East Lothian residents are safe and supported in their communities and homes	• Safe • Responsible
• Outcomes for older people	• Our people are able to maintain their independence as they get older and are able to access appropriate support when they need it	• Older people in East Lothian are valued; their voices are heard and they are supported to enjoy full and positive lives for longer	• 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

Key	↑	Improving	↓	Getting worse	-	Staying the same
		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 Maths	**73%**	**69%**	**74%**	75%	↓	National norm 75%
Percentage of P1 pupils making progress as expected or quicker than expected in Reading	**75%**	**73%**	**70%**	75%	↓	National norm 75%
Average Standardised InCAS Scores in Reading (P3, P5 & P7 Pupils) – baseline Aug 2015	n/a	n/a	102.6	100		National Mean = 100
Average Standardised InCAS Scores in Maths (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

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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%	↑	

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REPORT TO: Education Committee

MEETING DATE: 22 September 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: School Session Dates (2016/17 and 2017/18)

4

1   PURPOSE

1.1   The purpose of this report is to obtain the Committee's approval for School Session dates for 2016/17 and 2017/18.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

(i)   Approve the school session dates for 2016/2017 and 2017/18 as outlined in Appendix 1 and 2.

(ii)   Authorise me to notify Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils.

(iii)   Authorise me to notify the Scottish Government Education Department.

3   BACKGROUND

3.1   This year, in consultation with neighbouring authorities, we have prepared session dates for the next two academic years instead of one. This will hopefully prove to be helpful to those affected by the session dates in terms of their longer term planning.

3.2   In preparing the school session dates for 2016/17 and 2017/18 the following points were taken into consideration: -

- 190 pupil and 195 staff days which is in accordance with the Schools General (Scotland) Regulations 1975 (as amended);
- A fixed one week break in the third week of October;
- The school session ending before the first full week of July
- 5 fixed in-service days; and
- Flexibility with the Easter break to allow for a natural end to Term 2.

SESSION - 2016/2017 and 2017/18

3.3   In preparing the School Session Dates for 2016/17 and 2017/18 the five points in 3.1 were taken into account as outlined in the attached draft proposed dates (Appendix 1 and 2).

Discussion took place with City of Edinburgh Council and Midlothian Council in an attempt to align the dates as far as possible across the three Local Authority areas.

3.3.1 As a result of collaborative working the main school holidays i.e. Summer/October/Christmas/February/Easter align with City of Edinburgh Council for 2016/17 with the exception of the following four In-service days and one single holiday date; 9 January 2017, 20 February 2017, 4 May 2017 and 22 May 2017 (In-service days) and 16 September 2016 (holiday).

3.3.2 Similarly, in 2017/18 there are two In-service days and two single holiday dates that do not align, namely; 9 January 2017 and 19 February 2018 (In-service days) and 15 September 2017 and 16 April 2018 (holidays).

3.3.3 In relation to Midlothian Council, our main school holidays i.e. October/Christmas/Easter align for session 2016/17. However, Midlothian has opted for a shorter February break and a later return from the summer break (staff returning on Thursday 18 August 2016 and pupils on Monday 22 August 2016).

3.7   Midlothian Council has decided not to set school session dates for 2017/18 at the present time.

3.8   Consultation took place with Head Teachers, Teachers' Associations, UNISON, Educational Establishments, Parent Councils and the wider community through the Council's Consultation Hub. The period of consultation ran from 5 June 2015 until 3 July 2015.

3.9   The Department received a total of 31 responses to the Consultation. 30 responses were from individuals and 1 response was from staff within a school.

3.10 The consultation asked the question "*Are you happy that East Lothian's school session dates align with City of Edinburgh Council and Midlothian Council session dates?"* Of the 31 responses 25 were happy that East Lothian's session dates align with City of Edinburgh Council and Midlothian Council.

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   Appendices 1 and 2 – draft school session dates 2016/17 and 2017/18.

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DATE	24 August 2015

School Dates 2016/2017 - Appendix 1

Teaching Day	(green)
In Service Day	(yellow)
School Holiday	(red)

August 2016

Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016

Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
11	25	26	27	28	29	30

October 2016

Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
20	30	31				

November 2016

Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
15	27	28	29	30			22

December 2016

Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
16						

January 2017

Su	M	T	W	T	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017

Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
17	26	27	28			

March 2017

Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
14	26	27	28	29	30	31	23

April 2017

Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						9

May 2017

Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017

Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
21	25	26	27	28	29	30

July/August 2017

Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5
22	6	7	8	9	10	11	12	0

190 Pupil days
195 Staff days

Draft School SessionDates 2017/2018 - Appendix 2

Teaching Day	(green)
In Service Day	(yellow)
School Holiday	(red)

August 2017

Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

12

October 2017

Su	M	T	W	T	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19

November 2017

Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

16

22

December 2017

Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16

January 2018

Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

18

March 2018

Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

14

21

April 2018

Su	M	T	W	T	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11

June 2018

Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20

July/August 2018

Su	M	T	W	T	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

21

190 Pupil days
195 Staff days

East Lothian
Council

REPORT TO: Education Committee

MEETING DATE: 22 September 2015

BY: Depute Chief Executive (Resources and People Services)

5

SUBJECT: Children and Young People (Scotland) Act 2014

1 PURPOSE

1.1 To update the Committee on The Children and Young People (Scotland) Act 2014.

2 RECOMMENDATIONS

2.1 The Committee is asked to consider the implications that the Children and Young People (Scotland) Act 2014 will have on the Education Department and schools across East Lothian.

3 BACKGROUND

3.1 The Children and Young People (Scotland) Act 2014, is aimed at making sure every child and young person gets all the support they need to do well in their lives.

3.2 The Children and Young People (Scotland) Act 2014 will:-
- Ensure that every child from birth to age 18 has a Named Person.
- Say that the people and organisations who work with and for children and young people must work more closely together to make sure Children's Services are easy for families to find and use if they need them.
- Get everyone to talk about a child's wellbeing using the same language – so that teachers and health workers are speaking in the same terms as children and families.
- Make sure that if information about a child needs to be shared that this is carried out in line with the Data Protection Act 1998.

- Mean that in certain cases, a statutory "Child's Plan" will be prepared by the team around the child detailing wellbeing concerns, the needs of the child and outlining actions to be taken.

3.3 The intention of the new law is to make sure everyone in Scotland has a procedure and structure to promote, support and safeguard children's wellbeing.

3.4 **Who instigated the Act and when will it come into force?**

3.4.1 The Scottish Government instigated the Act, which will be fully implemented by August 2016.

3.4.2 East Lothian Council is working to make sure the authority is ready for August 2016 when the planned changes happen.

3.5 **What is happening just now?**

3.5.1 Statutory guidance has been drafted for the individuals and organisations that work to support a child (for example, teachers, health visitors and nursery staff and their respective organisations). East Lothian Council has responded to the draft statutory guidance produced by Scottish Government. The guidance is very detailed and is there to help and inform teachers, health visitors and others to understand the new law and how it might affect the way they work.

3.6 Final Guidance is expected to be published by autumn 2015.

3.7 The Education Service or the Health Board will have a legal duty to advise families who the Named Person is for their child, and how to contact them, which can be at any time.

3.8 East Lothian Council has seconded a Lead Officer in Education (GIRFEC) to ensure that there is a Named Person Service for every child/young person (age 5-18) and schools have a clear understanding of their responsibility around the Named Person function (Part 4), Child's Plan (Part 5) and Wellbeing (Part 18). The Lead Officer for Education (GIRFEC) is working in collaboration with Health and Children's Wellbeing colleagues to ensure that there is a common understanding and common use of language around 'wellbeing' in particular.

3.9 The responsibility for the lead in implementation is the seconded role (Lead Officer), and accountability is the Education Service Manager (ASN and Early Years).

4   POLICY IMPLICATIONS

4.1   The Named Person function will become a statutory requirement by August 2016 and East Lothian Council's Education Department has an obligation to ensure that every child age 5-18 has a Named Person and that every parent is entitled to know who the Named Person is for their child. East Lothian Council also has an obligation to ensure that where necessary, a statutory "Child's Plan" is prepared and upheld.

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 - Training and resource packs will be required for schools/parents and partners.

6.2   Personnel – The Scottish Government have allocated funds for the implementation of the Act. There is a need to develop a Named Person Service during school holidays for users and this will lead to new roles(s) being created.

6.3   Other - None

7   BACKGROUND PAPERS

7.1   The Children and Young People (Scotland) Act 2014 http://www.gov.scot/Topics/People/Young-People/legislation

AUTHOR'S NAME	Alison Mitchell
DESIGNATION	Education Service Manager (ASN & Early Years)
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DATE	24 August 2015

East Lothian
Council

REPORT TO: Education Committee

MEETING DATE: 22 September 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Head Teacher Appointments   **6**

1   PURPOSE

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

2   RECOMMENDATIONS

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

3   BACKGROUND

3.1   The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Campie Primary School	Pauline McKay	17 August 2015	Depute Head Teacher Cuicken Primary School
Aberlady Primary School	Pamela Currie	17 August 2015	Depute Head Teacher Law 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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DATE	3 August 2015

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 22 September 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: East Lothian Council Placing Appeals 2015

7

1   PURPOSE

1.1   To inform the Committee of the outcome of East Lothian Council's Placing Appeals in 2015.

2   RECOMMENDATIONS

2.1   The Committee is asked to note the outcome of the Placing Appeals.

3   BACKGROUND

3.1   The Education Appeals Committee heard 18 appeals against the refusal of Placing Requests by the Education Authority at 5 hearings held between 25 and 28 May 2015. The Committee agreed to uphold the Education Authority's decision in respect of 17 appeals and overturned the Authority's decision in respect of 1 appeal.

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.

AUTHOR'S NAME	Fiona Currie
DESIGNATION	Committees Assistant
CONTACT INFO	Ext 7586 fcurrie@eastlothian.gov.uk
DATE	17 August 2015