



**MINUTES OF THE MEETING OF THE  
EDUCATION COMMITTEE**

**TUESDAY 10 NOVEMBER 2015  
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

**1**

**Committee Members Present:**

Councillor S Akhtar (Convener)  
Councillor D Berry  
Councillor S Brown  
Councillor J Caldwell (Items 2 – 5)  
Councillor S Currie  
Councillor D Grant  
Councillor J Gillies  
Councillor J Goodfellow  
Councillor W Innes  
Councillor M Libberton (Items 2 – 5)  
Councillor P MacKenzie  
Councillor F McAllister  
Councillor P McLennan  
Councillor J McNeil (Items 2 – 5)  
Councillor J Williamson  
Mr S Bunyan  
Ms G Gillan  
Mrs M Goldsmith

**Council Officials Present:**

Mr A McCrorie, Depute Chief Executive – Resources & People Services  
Mrs M Ferguson, Service Manager – Legal & Procurement  
Ms A Mitchell, Service Manager – ASN/Early Years  
Ms A Hood, Team Leader (Employability)  
Mr P Raffaelli, Head Teacher of Dunbar Grammar School  
Mr P Reynolds, Head Teacher of Ross High School

**Clerk:**

Ms F Currie, Committees Assistant

**Apologies:**

Councillor A Forrest  
Councillor M Veitch  
Provost L Broun-Lindsay  
Mr M McHugh

**Declarations of Interest:**

None

**1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE HELD ON 22 SEPTEMBER 2015 FOR APPROVAL**

The minutes of the meeting of the Education Committee held on 22 September 2015 were presented for approval.

**Decision**

The Committee agreed to approve the minutes.

*Sederunt: Councillors Caldwell, Libberton and McNeil arrived during item 2.*

**2. THE CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT 2014 – UPDATE ON 600 HOURS OF EARLY LEARNING AND CHILDCARE FOR PRIORITY 2 YEAR OLDS (2014-15)**

A report was submitted by the Depute Chief Executive (Resources and People Services) to update the Committee on the uptake of places for Priority 2 year-olds receiving 600 hours of early learning and childcare as detailed in Part 6 of the Children and Young People (Scotland) Act 2014.

The report also made the Committee aware of the uptake and future demand for places for priority 2 year-olds living in East Lothian following the changes to the qualifying criteria introduced by the Scottish Government that has been implemented since August 2015.

Alison Mitchell, Service Manager – ASN/Early Years, presented the report setting out the background and providing a breakdown of the number of applications received and those expected in the coming year. She advised Members that the Council's nurseries were at approximately 98% capacity and that many of the partner provider nurseries were also close to their limits. She added that a steering group would be convened in January 2016 to develop strategies to address capacity issues and to meet the statutory requirements for 600 hours of early learning and childcare for priority 2 year-olds.

Responding to questions from Members, Ms Mitchell provided details of the criteria for applications and the close working relationship which exists with health colleagues to ensure that the most vulnerable children are not overlooked.

Several Members raised the question of finance for delivery of the 600 hours statutory hours of childcare and Ms Mitchell confirmed that existing budgets would be adequate to meet the costs of delivering this provision.

She then went on to address points raised over measuring quality and outcomes for children and young people, how to address the lack of places in some areas of the county and why childminders appeared to be a less popular choice for many parents.

Councillor Currie welcomed the confirmation that the costs of this provision would be met from existing budgets and that steps would be taken to protect parental choice. He said this was a positive report and he looked forward to further updates.

Councillor McAllister also commended the report and supported the view that we all have a role to play in raising attainment and instilling values such as fairness and kindness.

The Convenor concluded by thanking Ms Mitchell for her report and confirming that updates would be provided to future meetings of the Committee.

### **Decision**

The Committee agreed to note the content of the report.

### **3. PRESENTATION ON ATTAINMENT**

Paul Rafaelli, Head Teacher of Dunbar Grammar School, and Paul Reynolds, Head Teacher of Ross High School, gave a presentation to the Committee entitled 'Attainment – What's it all about?'. They covered topics including the broad general education, the senior phase, key actions to improve attainment, key partners and initiatives to improve learning and teaching in the classroom.

Mr Rafaelli and Mr Reynolds responded to questions from Members explaining the 'Virtual Comparator' tool, expanding on examples of how schools were improving attainment, outlining the differences between the new and old qualifications and how attainment was being measured in non-academic subjects.

The Members commended the work being undertaken to improve all aspects of attainment and the Convenor thanked both Head Teachers for their presentation.

### **4. ATTAINMENT CHALLENGE AND THE ATTAINMENT SCOTLAND FUND**

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Attainment Challenge, a Scottish Government initiative, and the Attainment Scotland Fund.

Alex McCrorie, Depute Chief Executive, presented the report seeking the Committee's agreement to write to the Scottish Government and put forward a case for East Lothian's schools to benefit from the Attainment Scotland Fund.

Members from all parties expressed their support for this proposal and urged Mr McCrorie to put forward a positive case to secure additional funds to help improve attainment levels.

### **Decision**

The Committee agreed to authorise Mr McCrorie to write to the Cabinet Secretary for Education & Lifelong Learning to put forward a case for East Lothian to be considered for future allocations of the Attainment Scotland Fund.

### **5. NEW PREVOCATIONAL OFFERS AND POST SCHOOL PROVISION**

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee regarding updates to the 2016/17 prevocational

prospectus and to seek the Committee's support for further increased provision for post school pupils.

Alison Hood, Team Leader (Employability), presented the report outlining the range of early intervention programmes for 2016/17, including new S3 and post school options.

Ms Hood responded to questions from Members regarding payment of the Living Wage for paid work experience, the geographical spread of programmes across the county and why certain initiatives were gender specific.

The Convenor agreed to give further consideration to payment of the Living Wage.

Councillor MacKenzie commended the suite of measures and the hard work undertaken by Ms Hood and her team which was now being recognised beyond East Lothian.

**Decision**

The Committee agreed to:

- i. note the updates to the 2016/17 prevocational prospectus and further increased provision for post school pupils; and
- ii. support the new early intervention programmes planned for the S3 cohort and the post school LAC specific programme, Learn 2 Work.

Signed .....

Councillor Shamin Akhtar  
Convener of the Education Committee

**REPORT TO:** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

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

**2**

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## **1 PURPOSE**

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

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to: -

- (i) Note the content of the Education Scotland report (Appendix 1).
- (ii) Thank the Head Teacher and staff on the very good progress that has been made by the school since the return visit by HMIE in October 2015.
- (iii) Education Scotland noted that the Head Teacher's appointment of a new Depute Head Teacher and two Principal Teacher posts, along with an entirely new team in the nursery, means that it is too early to measure the full impact of these positive staff changes. The school needs more time to further raise attainment and implement the improvement priorities. Education Scotland's Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. Education Scotland will return to make an extended visit with the Local Authority before the end of this school session, and will report to parents on the extent to which the school has improved.

## **3 BACKGROUND**

- 3.1 In April 2014, and then again in March 2015 HM Inspectors published a letter on Cockenzie Primary School and Nursery Class. Inspectors visited the school again in October 2015.
- 3.2 The report noted the following areas of improvement:

- Greatly improved teaching approaches which encourage high expectations of children’s achievements.
- Improved pace of learning with appropriate challenge that has led to better progress in literacy and numeracy.
- Improved focus on tracking attainment and systems to identify and support children with additional needs.
- Raised expectations in all aspects of the school’s work.
- The commitment of staff and the collaborative leadership of the Head Teacher means a clearer shared vision across the school.

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

- Further develop the curriculum and monitor and assess children’s attainment.
- Continue developing opportunities for all children to apply their literacy and numeracy skills in other areas of the curriculum.
- Continue work in developing the rationale for the curriculum, and in particular at early level for nursery and P1.

#### **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 Scotland report on Cockenzie Primary Report dated 15 December 2015 (Appendix 1).

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<b>DATE</b>	9th February 2016

15 December 2015

Dear Parent/Carer

### **Cockenzie Primary School and Nursery Class East Lothian Council**

In April 2014, HM Inspectors published a letter on your child's school. We published another letter in March 2015. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

#### **How well do children learn and achieve?**

At the primary stages and in the nursery classes, almost all children have a positive learning experience. Children in the nursery class play together confidently and are enjoying learning about fire engines and fire fighters. They are developing skills of independence and make choices about what they want to learn through a wide range of high quality play materials on offer. Almost all children are purposefully engaged with a wide choice of stimulating play activities both indoors and outdoors. We are pleased that the recently established nursery staff team are encouraging children to investigate and solve problems through imaginative activities such as exploring electronics at the 'tinkering table'. At the primary stages, almost all children are engaged well in their learning and tell us they enjoy learning at school. They are developing skills for learning through becoming increasingly reflective about the ways in which they learn. They are becoming increasingly aware of how well they are achieving and are expected to think more about how they can continue to improve. This is particularly effective in numeracy and literacy lessons where expectations are high, the pace of learning is brisk and children are benefiting from working cooperatively in groups. Children also benefit from working together in small groups when investigating and sharing ideas and researching relevant topics such as Cockenzie's Industrial Past. Teaching approaches have greatly improved and children are clear about what they are learning and when they have been successful. Very effective use is made of digital technologies to enhance teaching and to support learning through interactive white boards and netbooks. We have asked staff to continue to develop the use of learning logs to identify next steps for learners and to share children's progress with parents. Overall, children are motivated and actively

involved in their learning. They take great pride in sharing their learning with parents and visitors.

At the primary stages and in the nursery class, the school can demonstrate children are now making good progress in their learning. The pace of learning and level of challenge have improved which has led to better progress in literacy and numeracy. The school is using a range of assessment information to measure progress of individual children and groups and should continue to develop the use of this information to ensure all children are progressing to the best of their abilities consistently over time. However, the rigour of tracking children's progress is greatly improved and the standards expected have increased. We are pleased with the improved progression in children's writing skills and mental agility in numeracy and problem solving. By P7 children can write sophisticated reports about science experiments. We have asked the school to continue developing opportunities for all children to apply their literacy skills and numeracy skills well in other areas of the curriculum. Children are benefiting from opportunities to read together regularly in groups. All children benefit from the school library and are encouraged to read for pleasure. The school has introduced opportunities for children to develop leadership skills through their involvement in responsibility groups linked to the school improvement priorities.

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

Staff now place a clear emphasis on setting higher expectations for children's learning. They have improved their approaches to planning learning and are developing a shared understanding of what they want children to achieve through Curriculum for Excellence. They have successfully reviewed the approaches to literacy and introduced new maths programmes to develop pace and challenge. Greater relevance to learning is being developed through improved grouping of the experiences and outcomes across the curriculum. We are pleased to see that helpful curriculum overviews have been shared with parents at meet the teacher events. Staff are now more confident about the skills they want children to develop and the ways in which these can be built upon. We have asked the school to continue with its work in developing its rationale for the curriculum and in particular, further develop the curriculum and learning at the early level for nursery and P1 children to ensure all children make the best possible progress. The school is strengthening its approaches to meeting the needs of all learners. Staff work very well together to support children who require additional help in their learning. Systematic approaches to reviewing needs has resulted in a newly created nurture room to build children's self-esteem and resilience. Children identified as requiring support are ably supported through the skilled support staff team. The improved focus on tracking attainment and systems to identify and support children with additional needs informs learning groups and targets support appropriately for those who need it.

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

The school has raised expectations in all aspects of its work. The headteacher has had a very positive impact on the work of the school. She has appointed a new deputy headteacher who has quickly gained the confidence and respect of staff and



parents. Staff appreciate the guidance and support of the headteacher. The senior leadership team has successfully supported and challenged staff to bring about improved learning experiences for your children. The continuous focus on areas identified for improvement from the original inspection has resulted in your children making better progress and benefiting from the vibrant learning environment that has been developed by all. The commitment of staff and the collaborative leadership of the headteacher has resulted in the school now having a clearer and shared vision founded on high expectations for children. The headteacher has managed the pace of change well and has a clear focus on Curriculum for Excellence to ensure your children continue to flourish. Staff are committed to their professional development and are fully involved in leading many aspects of the school's developments. Support from the Parent Council, together with the wider parent forum and community is highly valued by the headteacher and staff. The open-door approach taken by the headteacher and staff has contributed to improved communication and links made with the school. The school now needs time to build on the good progress it has made, to further develop the curriculum and monitor and assess children's attainment.

### **What happens next?**

We are confident that the capacity of the school to continue to improve has significantly increased. The headteacher's appointment of a new deputy headteacher and imminent filling of two principal teacher posts together with the entirely new team in the nursery means that at the time of this return inspection visit it is too early to measure the full impact of these positive staff changes. The school needs more time to further raise attainment and implement its improvement priorities.

As a result, our Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to make an extended visit with the local authority before the end of the school session in 2016 and report to parents on the extent to which the school has improved.

Susan Gow  
HM Inspector

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**REPORT TO:** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Inspection of Dirleton Primary School by Education Scotland

**3**

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## **1 PURPOSE**

- 1.1 To report to Committee on the inspection of Dirleton Primary School by Education Scotland.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
  - (ii) Thank the Head Teacher and staff on the good practice identified and the recent good progress by the school.
  - (iii) As a result of the inspection findings Education Scotland think that the school needs additional support and more time to continue making improvements. Education Scotland's Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. Education Scotland will return to carry out a further inspection within twelve months of publication of the letter to parents. It will then issue another letter to parents on the extent to which the school has improved.

## **3 BACKGROUND**

- 3.1 Dirleton Primary School was inspected in September 2015 and the Education Scotland report was published in January 2016.
- 3.2 The report noted the following key strengths:
- The polite and articulate children who are motivated to learn.
  - The teamwork of staff, their support of one another and readiness to take forward new initiatives and improve the work of the school.

- The positive start made by the headteacher to improving learners' experiences and gaining the confidence of parents and staff.
  - The supportive parents and their active involvement in their children's learning and life of the school community.
- 3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:
- Improve the curriculum.
  - Increase the effectiveness of evidence gathering to ensure self-evaluation approaches bring about measurable improvements for children and greater consistency in teaching across the school.
  - Continue to improve approaches to assessment and tracking children's progress to ensure that children's attainment is improving and all children achieve to the best of their ability.

#### **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 Scotland report on Dirleton Primary Report dated 12 January 2016 (Appendix 1).

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<b>DATE</b>	1 February 2016

12 January 2016

Dear Parent/Carer

**Dirleton Primary School  
East Lothian Council**

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

**How well do children learn and achieve?**

Across all stages, children have positive learning experiences. Children in P1/2 work well in small groups which helps develop their confidence and supports them in their learning. P3/4 children are motivated to learn and enjoy learning through physical education experiences outdoors. P4/5 children are enthusiastic about their learning experiences in the local environment such as at Yellowcraigs beach. At P6/7, children engage well in interesting lessons supported effectively through the use of well-chosen group novels. Almost all children say the school is helping them to become more confident and most told us they enjoy learning. At all stages, children are encouraged by sharing their achievements with parents and are growing in confidence when talking about their learning. Almost all children feel they are encouraged to do their best and take responsibility for their learning. They are beginning to have more say in what they are learning and are becoming aware of when they are successful and how to improve further. We have asked staff to continue to develop learning in groups and to ensure the tasks and activities are always well matched and challenging enough to engage all children well. Teachers' relationships with children are positive and supportive. Most children are benefitting from activities arising from the recently introduced citizenship groups. We have asked the school to consider how the purpose and aims of these activities could be more clearly defined to ensure all children benefit as much as possible.

Children across the school are achieving in a range of activities including street dance, hockey and badminton. They take pride in their achievements and these are recognised and celebrated through displays, newsletters and assemblies shared with parents and local community partners. Children are actively involved in their local

community and are developing skills and confidence in raising awareness of beach litter within the local area. Dirleton Castle is accessed by many pupils where they develop their knowledge of the local heritage. P6/7 children are gaining a strong knowledge of local history through their experiences as tour guides at the castle. At all stages, children are making satisfactory progress in developing literacy skills. Almost all children listen attentively and talk confidently about their interests. Children's writing is of a satisfactory standard. They are developing writing skills in literacy lessons and now need to apply their learning in other areas of the curriculum. The school should ensure children at all stages write for a wide variety of purposes and to a consistently high standard. Children are motivated to read and are developing reading skills through a wide variety of books. The school should continue to develop children's enjoyment of reading and raise attainment further. Across the school, children are making satisfactory progress in numeracy. By P7, most children are secure in their knowledge and understanding of decimals and fractions but are less confident in their knowledge about shapes. We have asked the school to ensure children develop skills through building on their learning in a consistent way and to focus on improving children's mental mathematics as planned. At all stages, children are developing their understanding of health and wellbeing and the importance of physical activity. Almost all children report the school helps them to be active through taking part in out-of-school activities.

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

Across the school, teachers provide a supportive and positive ethos that encourages children to be successful in their learning. Children who have additional support needs are included well in classes for most of their day and have positive relationships with their teachers. Support staff work effectively in all classes across the school. The school should continue to review the ways in which support staff work with some groups and individual children, to ensure children are fully integrated in their classes and maximise opportunities for learning and making progress. The school has recently introduced learning journey folders for all children and now needs to develop these further to ensure children's learning targets are clearly understood by the children themselves, parents and staff. This will also help improve learning for those pupils capable of greater challenge. The school works closely with other professionals and partners such as the Educational Psychologist and outreach services to ensure the individual needs of children are supported and appropriate interventions are provided. The headteacher successfully encourages and involves parents actively in the life and work of the school. This is welcomed by the supportive Dirleton School Partnership and has encouraged high involvement in the orchard and beach garden developments.

Staff are growing in confidence about how they want to design programmes and courses for all areas of the curriculum and are at an early stage in developing their shared understanding of what they want to achieve through Curriculum for Excellence. They are developing improved approaches to outdoor learning and ensuring that areas of the curriculum are linked to make relevant learning experiences for children. In all classes, children experience all aspects of the curriculum. Staff recognise they should now focus on how to ensure children build on their prior learning. We have asked staff to ensure they develop children's skills more systematically and progressively. Children at P7 are motivated through links with North Berwick High School and the

residential experience planned with other local primary school children. This helps children to feel included and confident about their move to secondary education. The school should continue to further develop opportunities to make links with early learning classes and for staff to work together, ensuring continued progress at the early level of the curriculum.

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

The headteacher has been in post for just over a year and a half. In this time, he has had a positive impact on the work of the school. Staff welcome his leadership and the support he has provided to them. He models good practice and has increased expectations of what the school can achieve. He has encouraged staff to be reflective about how the school can improve and ways in which they can develop their skills. The focus on outdoor learning is an initiative that staff are implementing well. The headteacher and staff have successfully developed a positive ethos for the school in partnership with parents and the wider community. We have asked that they continue to involve parents and partners in the on-going development of the school's approaches to Curriculum for Excellence and to include them in evaluating the impact of new developments. Systematic ways have very recently been introduced to measure the school's effectiveness. The school recognises it now needs to gather robust evidence to ensure that children's experiences and achievements are improving continuously. Parents and partners who are in regular contact with the school are positive about the way the school is developing. Almost all parents are happy with the school and all believe their children enjoy learning. However, an important concern expressed by parents is for stability in the school staffing. East Lothian Council continues to monitor this.

This inspection found the following key strengths.

- The polite and articulate children who are motivated to learn.
- The teamwork of staff, their support of one another and readiness to take forward new initiatives and improve the work of the school.
- The positive start made by the headteacher to improving learners' experiences and gaining the confidence of parents and staff.
- The supportive parents and their active involvement in their children's learning and life of the school community.

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

- Improve the curriculum.
- Increase the effectiveness of evidence gathering to ensure self-evaluation approaches bring about measurable improvements for children and greater consistency in teaching across the school.
- Continue to improve approaches to assessment and tracking children's progress to ensure that children's attainment is improving and all children achieve to the best of their ability.

## **What happens at the end of the inspection?**

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

Susan Gow  
HM Inspector

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

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**REPORT TO:** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Update on the Communication Provision – Knox Academy

**4**

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**1 PURPOSE**

- 1.1 The purpose of this report is to update the Committee on progress regarding the development of a new Communication Provision at Knox Academy.

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note the progress regarding the development of the new Communication Provision in the former Haddington Infant School building, following approval at Cabinet on 9 June 2015.

**3 BACKGROUND**

Review of specialist provision for children with autism in East Lothian

- 3.1 In February 2011 the Head of Education requested that a review of specialist provision for secondary aged pupils with autism and communication difficulties be undertaken. This request was in response to concerns that our specialist provision in Ross High School did not have capacity to continue to provide places for these pupils. The challenge to ensure appropriate provision for these pupils was further exacerbated by the lack of places in special schools out with East Lothian.

Outcome of review

- 3.2 Following a period of debate, consultation and analysis of viable options, approval was given by Cabinet on 9 June 2015 for the former Haddington Infant School building to be renovated and converted into a purpose built specialist provision.

### Current Temporary Arrangements

- 3.3 Until such time as the Communication Provision opens, officers have been working in consultation with parents to set up a temporary provision within Knox Academy School building. A small staff team was also recruited including a Deputy Head Teacher, teacher and auxiliary.
- 3.4 Of the 5 pupils affected, the following arrangements have been in place since August 2015:
- 3 pupils started in the temporary provision in Knox Academy.
  - 1 pupil remained at the Cove (the primary communication provision) in accordance with parental wishes until the new Communication Provision opens.
  - 1 pupil transitioned to Ross High School Specialist Base in accordance with parental wishes.

### Update on the new Communication Provision project

- 3.5 The contract for the renovation work was awarded to Clark Contracts. Work started in July 2015 and is scheduled to be completed on 11 April 2016. This is a delay of 4 weeks on the original contract completion date (14 March 2016). Reasons for the delay are; additional rot treatment, additional asbestos and works costs, water ingress costs and contractor claim for extension of time which has still to be assessed and agreed. Fitting out after the contractor finishes is scheduled to take 2 weeks, with the provision becoming operational on 25 April 2016. Pupils who are already in the temporary provision will then start their transition to the new building.

### Pupil enrolment/entrance criteria

- 3.6 Pupils will be enrolled into the provision through the Specialist Moderation Panel, as is the case for all authority specialist provisions. The number of pupils in the provision will increase year on year as outlined in the original proposal paper.
- 3.7 Criteria have been drawn up by a multi agency group for admission to the Communication Provision. The criteria will be reviewed as required to ensure that we continue to assess the needs of pupils with autism and communication difficulties in the authority.

## **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 – The additional works outlined at 3.4.1 will result in additional estimated costs of £130,000 above previous reported position.

The Council's Design Team will endeavour to contain the contractor's Extension of Time Claim within the original contract sum.

Service and facilities management and staffing costs will be funded from the Education ASL budget as are all our authority specialist provisions.

- 6.2 Personnel – Staffing levels and resources will be determined using the same policy as our other specialist provisions in East Lothian. The Head Teacher of Knox Academy will have management responsibility for the Communication Provision, as is the case for the other specialist provisions. The Head Teacher is working closely with the Service Manager - Education (ASN & Early Years), Education Support Officer (ASN) and Strategic Asset and Capital Planning Management personnel.
- 6.3 Other – None

## **7 BACKGROUND PAPERS**

- 7.1 Cabinet report dated 9 June 2015.

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<b>DESIGNATION</b>	Education Support Officer
<b>CONTACT INFO</b>	Tel:- 01620 827753 Email:- <a href="mailto:lgaughan@eastlothian.gov.uk">lgaughan@eastlothian.gov.uk</a>
<b>DATE</b>	24.2.16



**REPORT TO:** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Service Improvement Plan (Education) 2014-2018

**5**

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## **1 PURPOSE**

- 1.1 To update and inform the Committee on the development and implementation of the Department's Service Improvement Plan 2014-2018 (Appendix 1).

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to:-
- i. Note the Department's Service Improvement Plan 2014-2018 (Appendix 1).
  - ii. Note the document has been disseminated to Head Teachers.
  - iii. Note that schools will use the Service Improvement Plan when preparing their annual School Improvement Plan.
  - iv. Approve that the Head of Service reports back to Committee as and when appropriate on the progress made by schools in relation to the Service Improvement Plan (Education).

## **3 BACKGROUND**

- 3.1 The Education Committee on 22 September 2015 approved the Education Local Improvement Plan and Strategy 2014-2018, thereafter the Senior Management Education Board (SMEB) agreed to change the name to the Service Improvement Plan (Education). The Service Improvement Plan has now been disseminated to all Head Teachers.
- 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 Schools compile an annual School Improvement Plan, detailing the specific activity the school will undertake. Clusters will take note of the priorities and

link them into their Improvement/Development Plans for 2016/17 when these are being discussed and prepared in May 2016.

- 3.4 Schools are already using many of the items outlined in the Service Improvement Plan to raise attainment as well as increase the number of young people leaving school entering into a positive sustained destination. The plan will now better inform schools across all clusters to take note of the priorities outlined and link them into their Improvement / Development Plans for 2016/17 when these are being discussed and prepared in May.
- 3.5 All schools routinely track and monitor pupil progress and carry out standardised tests. The Council has developed strategies for Literacy, Numeracy and Health and Well-being and the expectation is that schools will use them in their School Improvement Plan.
- 3.6 The Service Improvement Plan (Education) will continue to be a feature at Head Teacher Conferences.
- 3.7 Education Scotland has recently identified an assigned Attainment Advisor for East Lothian (Susan Gow). Susan Gow is known to us through her inspection work within East Lothian and we are pleased to be working with her on the Scottish Attainment Challenge. The Attainment Challenge is focused specifically on the attainment of primary school children from socially disadvantaged backgrounds in order to close the equity gap. Susan Gow will work with East Lothian on our range of strategies and initiatives already in place to improve educational attainment. The Scottish Attainment Challenge Innovation Fund will provide support to schools in all parts of Scotland to help them make progress on narrowing the gap. It is part of a range of work nationally and locally to close the gap across Scotland. Funding awards will be between £3,000 and £10,000 per school and applications can be submitted from individual schools or from clusters.
- 3.8 At the 16 June 2015 Education Committee the Committee agreed “*to ask the Head of Service to report to each Education Committee on the progress with the Education Local Improvement Plan and Strategy (ELIPS) and the actions being implemented to raise attainment*”. Following discussion at the Senior Management Education Board (SMEB) the group noted that a progress report should only go to Education Committee as and when appropriate.

#### **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 Service Improvement Plan (Education) (Appendix 1).

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**Appendix 1**

**SERVICE IMPROVEMENT PLAN (EDUCATION)**

**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 Department's 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.

**Head of Education**

<p><b>Using this Education Local Improvement Plan and Strategy</b></p>	<p><b>There are a number of steps which each centre, school, cluster of schools or service should take in planning for improvement</b></p>
<p>The Education Local Improvement Plan and Strategy outlines the high level areas for improvement for all services and schools. This is illustrated 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"> <li>• 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 4? 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.</li> <li>• Identify aspects of performance in which improvement is necessary to reduce inequalities both within and between our communities. 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 and Developing the Young Workforce.</li> <li>• Consult with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.</li> <li>• 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.</li> <li>• 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.</li> <li>• Involve the authority’s Quality Improvement Team at each stage in planning for improvement.</li> </ul> <p><b>The Authority has an important role to play in planning for improvement</b></p> <ul style="list-style-type: none"> <li>• Working with schools and services in their evaluation of performance and provision.</li> <li>• Assisting the school or service in the task of identifying the areas for improvement in the next cycle.</li> <li>• Ensuring that the school’s or service’s improvement strategy and plan takes account of local and national priorities</li> <li>• Supporting the improvement agenda through appropriate continuing professional development activities.</li> <li>• Monitoring progress through reviews and other aspect and thematic reviews.</li> </ul>

## 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.

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

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"> <li>• An improvement of the information provided on young children reaching all of the expected developmental outcomes at 27-30 month assessment and on entry to primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community planning partners to develop our approaches.</li> </ul>
<b>Achieving</b> (receiving support and guidance in their learning – boosting their skills, confidence and self-esteem)	<ul style="list-style-type: none"> <li>• An ethos of high expectations and achievement in every school and service</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review</li> </ul>
	<ul style="list-style-type: none"> <li>• Improved attainment overall as measured by national examinations</li> <li>• Improved attainment in the senior phase</li> <li>• Improved attainment in national examinations in curricular areas where performance has been identified as weak</li> <li>• An improvement in the attainment of all pupils, especially LAC, with a particular focus on addressing the attainment</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Provide further support to senior staff and teachers in schools in using tracking and monitoring tools in the schools and then, developing action plans for improvement</li> </ul>
	<ul style="list-style-type: none"> <li>• Improved reading, writing and mathematics throughout primary years and broad general education</li> <li>• An improvement in the readiness of children to start learning</li> </ul>	<ul style="list-style-type: none"> <li>• Review the Literacy Strategy</li> <li>• Support schools and nursery and pre-school centres to implement new approaches to teaching and learning reading skills, with the objective that all our children will be literate by the end of P7</li> <li>• Continue to implement the Numeracy and Mathematics Strategy</li> </ul>
	<ul style="list-style-type: none"> <li>• An increase in the number of pupils and school leavers with well developed employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work with partners to enhance the school vocational programmes including Senior Phase Opportunities</li> </ul>

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

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
		admission criteria
	<ul style="list-style-type: none"> <li>Our schools will be able to identify, manage and work with those young people with SEBN</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a SEBN review</li> <li>Identify requirements of schools to allow staff to improve their skill set in SEBN and support inclusion</li> </ul>
<b>Nurtured</b> (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> <li>Higher levels of parental engagement in their children’s learning and in the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>Refresh and support schools to implement the Parental Involvement Strategy</li> </ul>
	<ul style="list-style-type: none"> <li>An increase in the schools and centres putting nurturing approaches into practice (pilot)</li> </ul>	<ul style="list-style-type: none"> <li>Support our schools to implement departmental guidance on Promoting Positive Behaviour</li> <li>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</li> <li>Identify alternative ways of increasing nurturing capability in our schools</li> </ul>
	<ul style="list-style-type: none"> <li>An increase in the percentage of families completing family learning activities, reporting they are more able to support their child’s learning</li> </ul>	<ul style="list-style-type: none"> <li>Develop focused workshops for parents of young children and promote the benefits of learning together</li> <li>Train identified staff on how to deliver POPP Q1 2015</li> </ul>
	<ul style="list-style-type: none"> <li>A culture based on getting it right for every child and where well-being indicators are driving improvement across all services and schools</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>Implement the Children and Young People’s Act in respect of increased hours in Nursery (475-600 hours and 600- 1140 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Deliver 600 hours by August 2014</li> <li>Create options paper for February 2015 for August 2015 implementation</li> </ul>
<b>Active</b> (having opportunities to take part in a wide range of activities – helping	<ul style="list-style-type: none"> <li>A curriculum and culture which promotes creativity, innovation, leadership, learning for sustainability and enterprising attitudes in all our learners.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and support creative and innovative practices which improve the service provided</li> <li>Encourage and support active citizenship and</li> </ul>



<b>Wellbeing Indicator</b>	<b>Expected Outcome / Impact</b> (what we will measure and report on)	<b>Activities</b> (what we will do to bring about improvement)
them to build a fulfilling and happy future)	<ul style="list-style-type: none"> <li>Partnership arrangements which ensure that participation in arts and sports in schools is supported and continued in the community</li> <li>An increase in participation in cultural and sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>enterprising attitudes</li> <li>Support the development of Community Sport Hubs to increase community sports capacity</li> <li>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</li> </ul>
<b>Respected</b> (to be given a voice and involved in the decisions that affect their wellbeing)	<ul style="list-style-type: none"> <li>An improvement in the percentage of children and young people reporting they are treated fairly and with respect</li> <li>Reduce the number of children and young people reporting they experience bullying and/or equalities issues</li> <li>Schools take a positive approach to raising awareness and prevention of radicalisation</li> <li>A consistently high satisfaction level of citizens engaging with our services</li> <li>An increase in the percentage of pupils, staff and parents reporting they are actively involved in setting school priorities</li> </ul>	<ul style="list-style-type: none"> <li>Support schools to broaden children and young peoples achievements through principles of Rights Respecting Schools work</li> <li>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</li> <li>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</li> <li>Schools continue to play a key part within their local communities</li> <li>Help clusters and individual schools and services to improve joint working with parents and partners, especially in the voluntary sector, to develop the 4 capacities in all our learners and service users</li> <li>Support Area Partnerships</li> </ul>
<b>Responsible</b> (taking an active role within their	<ul style="list-style-type: none"> <li>An increase in the number of pupils participating in physical education</li> </ul>	<ul style="list-style-type: none"> <li>Work with schools to ensure that pupils have the opportunity to take part in two hours/2 periods of</li> </ul>

Wellbeing Indicator	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
schools and communities)		quality Physical Education
	<ul style="list-style-type: none"> <li>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</li> <li>A culture of self-evaluation and continuous improvement in all schools and services</li> </ul>	<ul style="list-style-type: none"> <li>Support schools to build a strong awareness of sustainable development, active and global citizenship</li> <li>Assist schools and services to improve continuously through self-evaluation including developing and implementing a revised policy on quality improvement, reflecting new national guidance</li> <li>Continue to promote international education and related cultural awareness</li> </ul>
	<ul style="list-style-type: none"> <li>An improvement in the percentage of learners reporting they have opportunities to take part in school committees/groups</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>Resources which lead to improvements for learners and service users</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop online payment facilities to all schools and services</li> <li>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</li> <li>Refresh our Devolved School Management (DSM) Primary and Secondary Scheme to reflect any updated national guidance, and operating environment</li> <li>Continue to support the identification of efficiency savings in all educational establishments and services</li> <li>Continue to plan ahead for anticipated budget reductions in future years</li> </ul>
	<ul style="list-style-type: none"> <li>A skilled and confident workforce, develop our</li> </ul>	<ul style="list-style-type: none"> <li>Roll out professional update for teachers to all</li> </ul>

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

<b>Wellbeing Indicator</b>	<b>Expected Outcome / Impact</b> (what we will measure and report on)	<b>Activities</b> (what we will do to bring about improvement)
	<ul style="list-style-type: none"> <li>An improvement in the attendance rates of looked after children</li> </ul>	<p>Children and Young People's Services Plan with a particular focus on Getting It Right for Every Child (GIRFEC)</p>
	<ul style="list-style-type: none"> <li>Practices and experiences which ensure that children and young people's needs are identified and addressed</li> <li>Maintain and where possible improve upon the already low exclusions rates in our schools, especially for looked after children</li> </ul>	<ul style="list-style-type: none"> <li>Review procedures for the placement of pupils in the right provision</li> <li>Review provision enable primary and secondary schools to meet the additional support needs of children and young people (see above)</li> <li>Provide advice on best practice when dealing with LAC pupils</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Formalise guidance to schools on effective transitions for all pupils</li> <li>Improve the consistency of Educational Psychological Service for children, young people, families and schools</li> </ul>
	<ul style="list-style-type: none"> <li>Reduce levels of bullying and racist harassment</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to mainstream equalities in the work of all education establishments and services</li> </ul>

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

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

## 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
- Literacy Action Plan, 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 Groups (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%	<b>92.2%</b>	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%	<b>70%</b>	"	72.9%	↑	76.7 (Scotland) 92.0 (Virtual comparator)
The average tariff score of school leavers based on the - Lowest 20% of attainers	139	<b>179</b>	"	194	↑	163 (Scotland) 174 (Virtual comparator)
The average tariff score of school leavers based on the - Middle 60% of attainers	774	<b>852</b>	"	883	↑	805 (Scotland) 875 (Virtual comparator)
The average tariff score of school leavers based on the - Highest 20% of attainers	1817	<b>1867</b>	"	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	<b>409</b>	"	1238	↑	629 (Scotland) 416 (Virtual comparator)
- Middle 40%	735	<b>809</b>	"	458	↓	869 (Scotland) 842 (Virtual comparator)



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

<b>Key</b>	↑	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%	<b>100%</b>	100%	↑	
- in Secondary school S1 to S4	17%	<b>100%</b>	100%	↑	



**REPORT TO:** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Roll Capping in East Lothian Secondary Schools – Session 2016/17

**6**

## **1 PURPOSE**

- 1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake levels for our secondary schools for Session 2016/17.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2016/17 in the schools listed below. The reasons for this are set out in section 3.

<b>School</b>	<b>Maximum S1 intake level</b>	<b>Maximum S2 intake level</b>	<b>Maximum S3 intake level</b>	<b>Maximum S4 intake level</b>
Dunbar Grammar School	160	180	160	160
Knox Academy	140	140	140	140
Musselburgh Grammar School	200	220	200	220
North Berwick High School	160	160	140	180
Preston Lodge High School	200	180	200	200
Ross High School	220	220	180	180

### 3 BACKGROUND

3.1 The main principles for managing secondary school rolls in East Lothian are to:

- provide high quality education at local schools for local pupils;
- ensure equality of resources throughout East Lothian;
- commit to a real choice of education inside our schools and not between our schools.

3.2 As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is partly managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as “capping”.

3.3 When considering how to cap school rolls, East Lothian Council as an education authority must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and we then balance that with other schools’ situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.

3.4 Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils’ needs for a high level of education. Capping prevents detrimental impacts on pupils’ education, and ensures effective and efficient management of resources by the authority.

**Note:** Practical classes, such as science subjects, are set in multiples of 20 pupils in secondary schools. Non-practical classes are set in multiples of 30 pupils and those classrooms are furnished to accommodate a maximum of 30 pupils. Where a limit has been set for S1 roll, this has been calculated in multiples of 20, as per practical class maximum.

### 3.5 S1 August 2016– Projected School Roll

The pupil numbers projected for session 2016/17 are:

<b>School</b>	<b><u>S1</u></b>	<b><u>S2</u></b>	<b><u>S3</u></b>	<b><u>S4</u></b>	<b><u>S5</u></b>	<b><u>S6</u></b>	<b><u>TOTAL</u></b>
<b>Dunbar Grammar</b>	147	165	145	154	122	127	860
<b>Knox Academy</b>	115	136	135	136	134	96	752
<b>Musselburgh Grammar</b>	193	213	186	208	181	130	1111
<b>North Berwick High School</b>	147	154	131	166	143	144	885
<b>Preston Lodge High School</b>	196	164	186	195	160	113	1014
<b>Ross High School</b>	215	209	176	170	134	107	1011

- 3.6 The projected total roll includes pupils who are expected to transfer to S1 in August 2016 and the number of pupils expected to move up into S2 and so on, to S6.
- 3.7 The process is complex owing to pupils moving to and leaving East Lothian late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.
- 3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

## 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

<b>AUTHOR'S NAME</b>	Fiona Brown
<b>DESIGNATION</b>	Principal Officer, School Planning and Admissions, Education Business Unit
<b>CONTACT INFO</b>	Tel: 01620 827415 Email: <a href="mailto:fbrown@eastlothian.gov.uk">fbrown@eastlothian.gov.uk</a>
<b>DATE</b>	11 February 2016



**REPORT TO :** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Reserving Places in Schools for Catchment Pupils Who Move Into the Catchment Area during the Academic Year 2016/17

7

## 1 PURPOSE

- 1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the above mentioned schools for session 2016/17.

## 2 RECOMMENDATIONS

- 2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2016/17 as detailed below:

### i. Primary Schools

We recommend that the Committee reserve the number of places detailed below in each year group between Primary One and Primary Seven. The class organisation may be a mixture of non-composite and composite classes.

School	Number of reserved places per stage						
	P1	P2	P3	P4	P5	P6	P7
Aberlady Primary School	-	1	1	1	-	-	-
Campie Primary School	1	1	1	1	1	1	1
Cockenzie Primary School	1	1	1	1	1	1	1
Dunbar Primary School	5	5	5	5	5	5	5
East Linton Primary School	2	-	-	-	-	2	2
Gullane Primary School	1	1	1	1	1	1	1
Haddington Infant School	4	4	4	-	-	-	-
King's Meadow Primary School	-	-	-	4	4	4	4

Law Primary School	6	6	6	6	6	6	6
Longniddry Primary School	1	1	1	1	1	1	1
Macmerry Primary School	-	-	-	-	1	1	1
Musselburgh Burgh Primary School	3	3	3	3	3	3	3
Ormiston Primary School	1	1	1	1	1	1	1
Pencaitland Primary School	1	1	1	1	1	1	1
Pinkie St Peter's Primary School	5	5	5	5	5	5	5
Sanderson's Wynd Primary School	2	2	2	2	2	2	2
St Martin's RC Primary School	-	-	-	1	1	1	1
Wallyford Primary School	1	-	-	-	-	-	-
Windygoul Primary School	4	4	4	4	4	4	4
Yester Primary School	1	1	1	1	1	1	1

We recommend that the Committee reserve the number of places detailed below in each composite class.

<b>School</b>	<b>Number of composite classes</b>	<b>Number of reserved places per class</b>
Athelstaneford Primary School	2	1
Dirleton Primary School	4	2
Humbie Primary School	1	2
Innerwick Primary School	3	1
St Mary's RC Primary School	5	ALL

## ii Secondary Schools S1 and S2

We recommend that the Committee reserve the number of places as detailed in the table below.

<b>School</b>	<b>Maximum number of places in S1 including reserved places</b>	<b>Number of reserved places in S1</b>	<b>Maximum number of places in S2 including reserved places</b>	<b>Number of reserved places in S2</b>
Dunbar Grammar School	160	5	180	5
Knox Academy	140	10	140	5
Musselburgh Grammar School	200	5	220	5
North Berwick High School	160	10	160	10
Preston Lodge High School	200	4	180	4

### iii Secondary Schools S3 and S4

We recommend that the Committee reserve the number of places as detailed in the table below.

<b>School</b>	<b>Maximum number of places in S3 including reserved places</b>	<b>Number of places reserved in S3</b>	<b>Maximum number of places in S4 including reserved places</b>	<b>Number of places reserved in S4</b>
Dunbar Grammar School	160	5	160	5
Knox Academy	140	5	140	5
Musselburgh Grammar School	200	5	220	5
North Berwick High School	140	8	180	8
Preston Lodge High School	200	4	200	4

2.2 We recommend that the Committee delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

## 3 BACKGROUND

### Acts and Regulations

3.1 The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into

catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

- 3.2 Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident out with the catchment area of a specified school could prevent the education authority from retaining reserved places:
- at the specified school, or
  - in relation to any particular stage of education at the school.
- 3.3 It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.
- 3.4 Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.
- 3.5 Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed below.

#### **Factors influencing the decisions on reserving places**

- 3.6 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2016/17:
- a) The proposed level of capping at the school and number of expected pupils
  - b) Local development plans
  - c) Current and planned house builds within those plans
  - d) Projected school rolls
  - e) Projected migration into the catchment area
  - f) Information about reserved places from previous years
  - g) School capacities

h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

3.7 For secondary schools, where it has been identified that reserved places are likely to be required, we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes. In addition, rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the number of pupils likely to become resident in the catchment in the coming academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the education authority's requirements and the legislation.

3.8 The number of reserved places can be affected by pupils moving into and out of East Lothian, late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before the academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic year. Should some of the reserved places at schools not be required or the situation change, the Committee is asked to delegate any increase or decrease in reserved places to the Head of Education, who will consult with the Convener. If the reserved places detailed in this report are agreed by the Committee, they will be protected for incoming catchment pupils. If it is not possible to reserve all these places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year. Committee members will be contacted where changes to reserved places are made in their wards.

#### **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

<b>AUTHOR'S NAME</b>	Fiona Brown
<b>DESIGNATION</b>	Principal Officer, School Planning and Admissions, Education Business Unit
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<b>DATE</b>	11 February 2016

**REPORT TO:** Education Committee

**MEETING DATE:** 8 March 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** St Mary's RC Primary School: Roll Capping P1 for Session 2016/17

**8**

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## **1 PURPOSE**

- 1.1 The purpose of this report is to ask the Committee to approve the capping of P1 at St Mary's RC Primary School for session 2016/17.

## **2 RECOMMENDATION**

- 2.1 To roll cap the number of pupils admitted to P1 in session 2016/17 to a maximum of 17 pupils.

## **3 BACKGROUND**

- 3.1 The school has the capacity to accommodate five classes.
- 3.2 The Education Committee agreed in March 2012 to the capping of the whole school from August 2012 onwards at a maximum of 125 pupils. The school has the capacity to accommodate five classes which normally consists of five composite classes with a capacity to accommodate 25 pupils in each class.
- 3.3 The projected school rolls, capacities and house building within the catchment areas have been taken into account when considering the maximum number of places available for P1 pupils for session 2016/17.
- 3.4 If the number of pupils for P1 entry in 2016/17 exceeds 17 children, the school would not have capacity within the school, in future years, to accommodate expected pupils.
- 3.5 In addition, if the number of pupils for P1 exceeds a maximum of 17 pupils the school may not have sufficient space to accommodate all denominational pupils in future years.

## **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 If the roll capping of St Mary's RC Primary School P1 to a maximum of 17 pupils is not agreed for session 2016/17 it could result in additional classroom space and teaching staff being required to accommodate all denominational pupils in future years.

## **7 BACKGROUND PAPERS**

- 7.1 None.

<b>AUTHOR'S NAME</b>	Fiona Brown
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<b>DATE</b>	11 February 2016