



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

**TUESDAY 31 MAY 2016
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

1

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor D Berry
Councillor S Brown
Councillor J Caldwell (Items 1 – 5)
Councillor S Currie
Councillor A Forrest
Councillor D Grant
Councillor J Gillies
Councillor J Goodfellow
Councillor W Innes
Councillor M Libberton
Councillor P MacKenzie
Councillor F McAllister
Councillor J McNeil
Councillor M Veitch (Items 1 – 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
Ms F Robertson, Head of Education
Mr R Parker, Service Manager – Education (Strat. & Ops)
Ms M Ferguson, Service Manager – Legal & Procurement
Ms E Wilson, Service Manager – Economic Development & Strategic Investment
Mr P Reynolds, Head Teacher, Ross High School
Ms L Rodger, Head Teacher, North Berwick High School
Ms A Hood, Team Leader (Employability)
Ms L Binnie, Principal Educational Psychologist
Ms J Mackay, Media Manager

Clerk:

Ms F Currie, Committees Assistant

Apologies:

Provost L Broun-Lindsay
Councillor P McLennan

Declarations of Interest:

None

The Convener welcomed Fiona Robertson to the meeting as the Council's new Head of Education.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE HELD ON 8 MARCH 2016 FOR APPROVAL

The minutes of the meeting of the Education Committee held on 8 March 2016 were approved.

Item 3 - Councillor Berry asked whether Members' comments on the inspection report had been passed on to Education Scotland. The Convener advised that the Quality Improvement Officers had been in touch with Education Scotland to highlight Members' concerns.

2. POSITIVE SCHOOL LEAVER DESTINATIONS AND MORE CHOICES MORE CHANCES (MCMC)

A report was submitted by the Depute Chief Executive (Resources and People Services) to update the Committee on positive school leaver destinations, highlighting the recent School Leaver Destination Report (SLDR) and employability activity within East Lothian.

Alison Hood, Team Leader (Employability), presented the report outlining the key points and providing Members with additional background information relating to the range of activities being undertaken to help improve positive leaver destinations in East Lothian.

Councillor Currie asked why those on paid work experience with the Council were not paid the Living Wage. Ms Hood explained that the programme involved a significant amount of learning and was seen in the same light as a Modern Apprenticeship which was paid at the National Minimum Wage. Councillor Currie expressed his concern and suggested that this practice be reviewed. The Convener said that his comments would be noted and taken on board.

Members discussed other aspects of the report at length and Ms Hood, along with Paul Reynolds, Head Teacher at Ross High School, responded to a number of questions on issues such as plans to target young people in negative destinations, the inclusion of social care in the prevocational prospectus, promoting opportunities through Leavers Fairs, the new Construction Academy and School Hub meetings.

Councillor Currie said this was a hugely positive paper and one of the key issues would be monitoring the progress of young people once they moved into a positive destination. He also welcomed the creation of the Construction Academy noting that East Lothian had a long history of supporting traditional trades.

Councillor McAllister was impressed with the level of detail in the report which allowed officers to target individuals and support them into a positive destination. He welcomed the idea of regular Leavers Fairs and supported the payment of the Living Wage for young people on work experience.

Councillor MacKenzie also welcomed the report and acknowledged the value of work experience and of pupils undertaking college courses alongside their school work.

Councillor Innes said this was a powerful and positive report which demonstrated the wide range of options available to school leavers in East Lothian. He commented on the importance of targeting those who needed additional support and noted with pleasure the improvements year on year.

Councillor Goodfellow pointed to the benefits of being a smaller local authority where officers could identify those young people in negative destinations and work with them individually to improve their prospects.

The Convener concluded the debate by thanking officers for their hard work and commitment to supporting young people to achieve positive destinations.

Decision

The Committee agreed to:

- i) Note the contents of the report;
- ii) Acknowledge the wide range of activities being undertaken to help improve positive leaver destinations in East Lothian, in particular the work being undertaken to engage with the hardest to reach young people; and
- iii) Note that, in partnership with Education colleagues and external partners, the Council has a significant level of detail regarding those young people in a negative destination and that resource is targeted at engaging with these individuals.

3. VALIDATED SELF EVALUATION OF EDUCATION PSYCHOLOGY SERVICE

A report was submitted by the Depute Chief Executive (Resources and People Services) to report on the Validated Self Evaluation of the Educational Psychology Service by Education Scotland.

Dr Lynne Binnie, Principal Educational Psychologist, presented the report highlighting the key strengths identified by Education Scotland and those areas with scope for improvement.

In response to questions from Members, Dr Binnie expanded on the work of the service, the results of the self evaluation and the actions to be included in the improvement plan.

Councillor Currie welcomed the report and noted that a review of the service was underway. He hoped that this would ensure that there were sufficient resources to meet demand.

Councillor Grant said this was a good and honest report and he was pleased to note the progress made in recent years.

Councillor Innes commented on the complex nature of psychological services and the excellent progress outlined in the report. He added that any gaps in resources

would have been identified in the audit and he had confidence in Dr Binnie to continue to deliver a quality service.

Decision

The Committee agreed to:

- i) Note the content of the Education Scotland report;
- ii) Thank the Educational Psychology Service on the good practice identified and positive feedback received from Education Scotland on the Service provided to children and young people in East Lothian; and
- iii) Note that as a result of the improvement areas identified the Principal Educational Psychologist will be working closely with the Head of Education and Education Service Manager (Additional Support Needs/Early Years) to take forward the recommendations. These will be formalised into an Action Plan which will in turn inform the Service Improvement Plan.

4. NATIONAL IMPROVEMENT FRAMEWORK

A report was submitted by the Depute Chief Executive (Resources and People Services) to ask the Committee to consider the implications that the National Improvement Framework will have on the Education Service and schools across East Lothian.

Fiona Robertson, Head of Education, presented the report drawing Members' attention to the key priorities and six key drivers contained within the National Improvement Framework. She also provided details of the reporting procedures and updates to the Local Improvement Plan and the Quality Assurance Policy.

Ms Robertson responded to a number of questions from Councillor Berry providing clarification on attainment in relation to literacy and numeracy, the inclusion of non-academic skills in the curriculum, parental engagement and implications for resources. At Councillor Berry's request, Ms Robertson agreed to provide a follow up report on progress in secondary schools.

Gael Gillan commented that the EIS had been highly involved in the National Improvement Framework, She was on the whole happy with it but there were one or two areas which she felt would require monitoring. She welcomed its adoption in East Lothian and hoped that it could be used to reduce bureaucracy and streamline workloads for staff, allowing them more time for teaching.

Councillor MacKenzie welcomed the report but was disappointed to note that it contained no mention of the OECD.

Councillor Innes reflected that the key priorities of the National Improvement Framework chimed with the direction and outcomes already identified in East Lothian's school service plans and by the East Lothian Partnership.

The Convener thanked Members for their contributions and welcomed the positive comments from the EIS.

Decision

The Committee agreed to:

- i) Note the Education Service will review its approach to improvement planning and reporting to reflect the National Improvement Framework priorities and key drivers for improvement, as well as current local priorities; and
- ii) Approve that the Head of Service reports back to the Committee as and when appropriate on progress made with the implementation of the National Improvement Framework.

5. READING IN EAST LOTHIAN SCHOOLS

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in reading.

Ms Robertson presented the report summarising the background, assessment results and examples of the work being undertaken at school and community level throughout East Lothian to improve attainment in reading.

Responding to questions from Members, Ms Robertson advised on the timing of Primary 1 assessments and when the results are expected, recent trends in InCAS scores and the factors affecting them such as gender, age and levels of deprivation. She also referred to the work being undertaken to identify and replicate good practice and the role of the library service in promoting reading skills.

Councillor Currie commented on the confusing presentation of the data within the report which he found difficult to interpret and said he was unsure what conclusions to draw from the figures. He emphasised the importance of presenting this information in a clear format to provide for appropriate scrutiny by Members and a better understanding by parents.

Councillor Berry agreed that the Committee should have a role in scrutinising this information and said that the report should include recommendations for actions to address the areas for improvement identified by these assessments.

Councillor McAllister welcomed the comments in relation to the library service, early years intervention and other good practice across primary schools. He had himself noted a marked difference between schools due to levels of deprivation and he observed that the attainment gap often ran in parallel with the gap in living standards.

Councillor MacKenzie concurred with his colleague and added that parental engagement was hugely important as was ensuring that parents made the time available to allow their children to read.

Ms Gillan said it had been interesting to listen to the debate around PIPS and InCAS which supported the EIS position that there was huge danger in relying on only one assessment.

The Convener noted that the assessments represented a single snapshot in time and there was a great deal of work being done across the county. In her view, taken overall, the position was very positive one.

Decision

The Committee agreed to note the report.

Sederunt: Councillors Caldwell and Veitch left the meeting.

6. STUDENT EVALUATION OF EXPERIENCE (SEE) SURVEY RESULTS 2015/16

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the results of the 2015/16 Student Evaluation of Experience (SEE) Survey held in November to December 2015 and authority-level trends for the last five years.

Ms Robertson presented the report outlining the key points relating to the assessment results at school, cluster and authority level and outlining the next steps to inform the school development planning process. She added that, if requested, a progress report could be brought to a future meeting of the Committee.

Members raised a number of points in relation to the survey results and the need for these to be presented in context and accompanied by further analysis and explanations. Ms Robertson outlined some of the follow up work which was being carried out but accepted that this could have been included in the report. She said that she would take on board Members' comments when preparing the progress report.

Councillor Goodfellow suggested that there should be a greater emphasis on the results which were of statistical significance.

Ms Gillan said that she had been involved with Primary 6 pupils undertaking the survey and a key issue had been their understanding of some of the questions. She felt that there needed to be much more discussion around the survey and it needed to be given the time and importance it deserved.

Councillor Berry commented that he found the report bloated and far too broad brush. He noted that some of the information was useful and some unnecessary and he concurred with Councillor Goodfellow on the presentation of the statistical data.

Councillor Currie also agreed with his colleagues and said it would have been helpful to know which results were of greatest significance. While he welcomed the fact that this data was available he said it was crucial that the information was then used to best effect.

The Convener welcomed the report and the opportunity to work with young people and the Area Partnerships to support schools.

Decision

The Committee agreed to:

- i) Note the results of the 2015/16 SEE Survey and authority-level trends for the last five years; and
- ii) Authorise the head of Education and relevant stakeholders to make use of the results to inform service planning and support the community planning process.

7. REPORTING ON SENIOR PHASE ATTAINMENT (NATIONAL BENCHMARKING MEASURES) TO 2015

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the trends in attainment and achievement in the Senior Phase in East Lothian, including Scottish Qualifications Authority (SQA) performance, for academic session 2014/15, using the “National Benchmarking Measures” and breadth and depth data from Insight.

Ms Robertson presented the report summarising the background and context for these assessments, detailing the key performance data and the implications for attainment levels within the Senior Phase in East Lothian. She also outlined how this information was being used to make improvements to areas such as timetabling and curriculum planning.

In response to questions from Members, Ms Robertson provided some additional context for the results and outlined how she was making use of the data in her visits to secondary schools and meetings with Head Teachers. She accepted Members’ comments regarding the presentation and level of detail in the report and agreed to take these comments into account for future reports. She explained the purpose of the five year average and added that she was not complacent but was fully aware that further work was required to improve results year on year.

Councillor Berry said he had found the debates on this and previous items very useful and he thanked Ms Robertson for her valuable contributions.

The Convener added her support for Ms Robertson saying that she had been reassured that the necessary action was being taken.

Decision

The Committee agreed to:

- i) Note that the data contained within the report is based on four “National Benchmarking Measures” and breadth and depth measure, focusing on the performance of Leavers cohorts over the last five years to 2015;
- ii) Note that the four “National Benchmarking Measures” reported by the Scottish Government Insight tool in February 2016 show that attainment and post school participation in East Lothian has improved overall over the five year period to 2015;
- iii) Note that further improvements still need to be made at SCQF Levels 5 and SCQF Levels 6 or better for the Literacy and Numeracy measures and overall in the middle 60% attaining group to bring East Lothian’s performance more in line with the Virtual Comparator; and
- iv) Note the examination results continue to inform and guide actions in each of the six secondary schools’ Schools Improvement Plans.

Signed

Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 20 September 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Head Teacher Appointments

2

1 PURPOSE

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

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Prestonpans Primary School	Jonathon Revell	15 August 2016	Quality Improvement Manager (Early Years) Aberdeenshire Council
Pencaitland Primary School	Nicola Wilson	15 August 2016	Principal Teacher Clovenstone Primary School

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6. RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7. BACKGROUND PAPERS

7.1 None

AUTHOR'S NAME	Susan McNaught
DESIGNATION	Senior Business Support Administrator
CONTACT INFO	Tel:- 01620 827595 Email:- smcnaught@eastlothian.gov.uk
DATE	15 August 2016

REPORT TO: Education Committee
MEETING DATE: 20 September 2016
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: East Lothian Council Education Appeals 2016

3

1 PURPOSE

- 1.1 To inform the Committee of the outcome of East Lothian Council's Education Appeals in 2016.

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The Education Appeals Committee heard 12 appeals against the refusal of Placing Requests by the Education Authority at 3 hearings held in May and June 2016. The Committee agreed to uphold the Education Authority's decision in respect of 8 appeals and overturned the Authority's decision in respect of 1 appeal.
- 3.2 The remaining 3 appeals were adjourned following a request by the Committee that consideration be given to compositing the P1 and P2 class. The Education Authority, in conjunction with the Head Teacher of the Primary School, considered the Committee's request and the potential impact on the school as a whole. Since the decision was taken on placing requests at the Education Committee's meeting on 8 March 2016, 21 more pupils were expected to take up places throughout that particular Primary School from August 2016. Taking account of this, the Education Authority and the Head Teacher agreed with compositing at the P1/P2 stage. As a result the Authority was able to accommodate the 3 out of catchment placing requests and maintain the 6 reserved places at P1 and P2.
- 3.3 The Education Appeals Committee also heard 2 appeals against temporary exclusions from school at hearings in January and April 2016. The Committee agreed to confirm the Education Authority's decision in

respect of 1 appeal and to overturn the Authority's decision in respect of the other appeal.

4 POLICY IMPLICATIONS

4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial – None.

6.2 Personnel - None.

6.3 Other – None.

7 BACKGROUND PAPERS

7.1 None.

AUTHOR'S NAME	Fiona Currie
DESIGNATION	Committees Officer
CONTACT INFO	Ext 7586 fcurie@eastlothian.gov.uk
DATE	22 August 2016

REPORT TO: Education Committee

MEETING DATE: 20 September 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: The Honest Toun Nursery Follow up Inspection Visit by Education Scotland, carried out jointly with the Care Inspectorate

4

1 PURPOSE

- 1.1 To report to the Committee the outcome of Education Scotland's follow up inspection visit to The Honest Toun Nursery, Musselburgh. The Care Inspectorate report is still pending.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the contents of the Inspection report from Education Scotland (Appendix 1).
 - (ii) Note that, as a result of the many improvements made, no further follow up visits will be made by Education Scotland to The Honest Toun Nursery in connection with this inspection.

3 BACKGROUND

- 3.1 The Honest Toun Nursery in Musselburgh is registered to provide a care service to a maximum of 27 children from birth to two years, 20 children aged two to three years and 55 children aged three years and over.
- 3.2 It is a Partnership Centre commissioned by East Lothian Council to provide funded early education and childcare places. At the time of the inspection (May 2016) East Lothian Council were funding 20 pre-school places and two Priority 2s places.
- 3.3 The Nursery received significant support from early years' staff within East Lothian Council following the original Education Scotland inspection carried out in January 2015 and the monitoring visit of July 2015.
- 3.4 The report noted the following improvements at the Nursery:
- Children's learning and achievement has continued to improve.
 - All children are treated with dignity and respect.

- Children enjoy the improved outdoor play experiences.
- Staff plan experiences and activities more confidently now.
- Staff provide more opportunities for literacy, numeracy and well being across learning.
- Staff have engaged well with professional learning opportunities.

3.4 The following areas for improvement were noted:

- Children should be supported in developing their own understanding of what they do well and what they need to do to improve further.
- Further links should be developed with local primary schools to support children's transition from nursery to P1.
- The quality of online journals and approaches to monitoring and evaluation should be improved.

4 POLICY IMPLICATIONS

4.1 None

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - none

6.2 Personnel - none

6.3 Other - none

7 BACKGROUND PAPERS

7.1 Education Scotland follow up report: The Honest Toun Nursery, Musselburgh (Appendix 1).

AUTHOR'S NAME	Liz Humphrys
DESIGNATION	Childcare Development Officer
CONTACT INFO	Tel: 01620 827141 Email: lhumphrys@eastlothian.gov.uk
DATE	24 August 2016

5 July 2016

Dear Parent/Carer

**The Honest Toun Nursery
Musselburgh**

In January 2015, HM Inspectors published a letter on your child's early learning and childcare setting. We subsequently returned to the setting to look at how it had continued to improve its work and published another letter in July 2015. Recently, as you may know, we visited the setting again. During our visit, we talked to children and worked closely with the manager and staff. We heard from the manager and other staff how the setting has continued to improve. We looked at particular areas that had been identified in 2015. As a result, we were able to find out how well children are now learning and achieving and how the setting is continuing to support them to do their best. This letter sets out what we found. The Care Inspectorate inspected the setting at the same time and their report is available at www.careinspectorate.com.

How well do children learn and achieve?

Children's learning and achievement has continued to improve in your child's setting since our last visit. Across the setting, all children are treated fairly and with respect. Parents appreciate that staff provide a warm welcome to children and their families as they arrive. Almost all babies, toddlers and children aged three to five years are happy and settled in their respective playrooms. They are familiar with their environment and confident in moving around. The youngest children are responding well to the reorganisation of their two rooms into one larger area now called The Buttercup Room. Children across the setting particularly enjoy their outdoor play experiences which have been improved further through thoughtful consideration of children's suggestions and interests. Most children aged three to five years interact well with each other, staff or other adults. More children are now confident, keen to talk with adults and their peers and eager to share information about the setting and their experiences. When stimulated, children are motivated and enthusiastic in their play. They enjoy playing with their friends and cooperate well together, for example, to build a large-scale 'car' in the construction area. Staff are now more confident in allowing children to lead their learning. They take more account of children's interests when they plan further activities and experiences with them. For example, as part of their graduation preparations, the older children planned their own celebration and designed their own costumes. Children continue to have wider choice and greater freedom to choose the experiences they would like to access. The Sunflower Room has been reviewed to be a more appropriate space where effective learning takes place more often. Displays throughout the setting, in particular, are now more about the children and less formal and adult-orientated.

Most children aged three to five years are keen to talk about their learning. For example, to explain how they created *The Hungry Caterpillar* display. Parents are able to access online journals from home and make comments about their child's learning. These journals provide parents with a range of evidence of what their children are doing through photographs and comments. We have discussed with the setting how staff could be supporting children further in developing their own understanding of what they do well and what they need to do to improve further. Children's progress in developing and applying their early literacy and numeracy skills continues to improve. Older children are continuing to develop independence and self-reliance. For example, through serving themselves at snack and lunchtimes.

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

Across the setting, relationships are warm and supportive. Staff use their knowledge of children's interests and their observations of their play and learning to plan experiences and activities more confidently now. There is a more consistent approach across all staff in planning children's learning. We have discussed with the setting how observations now need to be more consistently of a higher standard to ensure that all children are appropriately challenged in all of their learning. Staff now plan more confidently using appropriate national guidance. The setting continues to make use of partners to contribute to children's learning, for example, the music specialist and the local swimming pool as well as resources in the local community to enhance children's learning, such as the local shops, woodland area, beach and library. Staff have worked well together to provide more opportunities for applying literacy, numeracy and health and wellbeing across learning such as through the relocated mud kitchen. Planting and growing, for example, sunflowers and tomatoes, allows children to have appropriate science experiences. Staff continue to support transitions into and across the setting very well. We have asked the setting to develop further their links with local primary schools to support children as they move from the setting to P1.

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

Staff are now more actively involved in reflecting on their own practice and the setting's overall provision. They can describe positive impact from their own involvement in taking forward improvement priorities such as the reorganisation of the youngest children's rooms. This has been encouraged by the leadership team comprising of the acting manager and area manager who have worked closely to develop a better sense of teamwork across the setting. The staff have engaged well with professional learning opportunities to improve and update their practice. For example, they talk well about how *Building the Ambition* has influenced and informed their own practice and could describe the positive impact on experiences for children. The Parent Focus Group has been well received across the setting. You spoke to us positively about the willingness of the Forum to listen and act upon parental feedback. For example, parent information noticeboards have been improved to be more informative and accessible following parental input to the Forum. These boards include encouragement to parents to contribute further ideas, feedback and opinions about the setting. The acting manager is already well respected by staff and parents and has formed a sound partnership with her area

manager to improve the setting and its provision. This partnership has recently been strengthened through the appointment of a new deputy manager. This provides a solid foundation upon which to establish a robust and rigorous set of procedures for monitoring the quality of playroom practice and online journals. The setting is now ready to take further improvement forward in a planned and consistent way assisted by East Lothian Council.

What happens next?

The setting has made improvements in key areas since our last visit. Children are continuing to develop a better understanding of what they do well and what they need to do to improve further. Staff are now more confident in planning appropriate experiences for children, more often based on their own interests. Management and staff understand that there is still scope to improve further the quality of the online journals and approaches to monitoring and self-evaluation. As a result of the many improvements made we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, East Lothian Council will inform parents about the setting's progress.

Alasdair Eadie
HM Inspector

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/TheHonestTounNurseryMusselburghEastLothian.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

REPORT TO: Education Committee

MEETING DATE: 20 September 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Shared Inspection of Cockenzie Primary School by
Education Scotland and East Lothian Council

5

1 PURPOSE

- 1.1 To report to Committee on the shared inspection of Cockenzie Primary School by Education Scotland and East Lothian Council. Education Scotland indicated in its previous report of 15 December 2015 that there would be an extended visit to the school with the Local Authority before the end of the school session. This took place on 7 and 8 June 2016. This is a model of inspection that Education Scotland has been trialling in a number of Local Authorities.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland letter to parents (Appendix 1).
 - (ii) Congratulate the Head Teacher and staff on the very good progress that has been made by the school since the previous visit by Education Scotland in October 2015.
 - (iii) Congratulate the Head Teacher on the clear vision for the school and note her leadership of change is strong.

3 BACKGROUND

- 3.1 Education Scotland has now published four reports on Cockenzie Primary School: in April 2014, March 2015, October 2015, and now most recently in June 2016. Improvements have been seen on every visit.
- 3.2 The letter to parents dated 23 August 2016 noted a number of areas of improvement, including:
- Most children at nursery and primary stages are actively engaged and motivated by high quality learning experiences.

- Almost all children at the primary stages are developing literacy skills very effectively.
- The increased expectations and improved planning for learning has led to good progress in numeracy.
- Staff know how well children are progressing through their use of a wide range of assessment information. They are tracking the progress of all children very well and know what to expect children to achieve.
- Staff have identified features of the school's community and locality as a foundation to learning about a variety of relevant contexts and learning outdoors. This has led to children understanding more about their heritage and has developed a sense of identity and pride in their school.
- The Head Teacher has a clear vision for the school and her leadership of change is strong. Her emphasis on developing people and the leadership of staff has successfully improved learning and teaching, increased professional dialogue and fostered effective partnerships with parents.

3.3 As a result of the strong leadership of the Head Teacher and the very good progress made by the school, Education Scotland will make no further visits in connection with this inspection.

4 POLICY IMPLICATIONS

4.1 None

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Education Scotland letter to parents on Cockenzie Primary School dated August 2016 (Appendix 1).

AUTHOR'S NAME	Alison Wishart
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827647 E-mail awishart@eastlothian.gov.uk
DATE	29 August 2016

23 August 2016

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 subsequently returned to the school to look at how it had continued to improve its work, and published another letter in December 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, parents 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 class, most children are actively engaged and motivated by high quality learning experiences. Children in the nursery class play cooperatively together and explore and investigate the outdoors with confidence and curiosity. They are developing physical skills and speaking about their learning through opportunities to share ideas developed through the well-planned playroom and outdoor learning environments. Children are becoming increasingly aware of how to keep safe and can express their needs through the use of a helpful spider mascot. They know to report to the well-located child friendly first aid station if they need to get some help. At the primary stages, almost all children are actively involved in their learning and enjoy very positive relationships with staff. They are becoming confident in talking about and evaluating their learning together. They are aware of how well they are progressing and know what they need to do to improve. Children have the opportunity to think about and share their learning with parents through the successful family homework activities and the evaluation of learning logs. Almost all children have developed skills in cooperating together when learning in small groups. This is developing literacy skills very effectively and children can apply their reading and writing skills in a range of stimulating learning activities. Learning continues to be well supported through the effective use of digital technologies. This is helping children to take responsibilities and become leaders of their own learning.

At the primary stages and in the nursery class, we are pleased that during this school session most children are making good progress overall. Children are challenged in their learning and staff expect them to achieve well. The increased expectations and improved planning for learning has led to good progress in numeracy and some very good progress in literacy. Children's learning is well supported at points when they move from stage to stage. This has been strengthened when children are moving from the nursery class to primary one. Staff know how well children are progressing through their use of a wide range of assessment information. They are skilled in their use of questioning to check for children's understanding. They are tracking the progress of all children very well and know what to expect children to achieve. Overall, we are pleased with how well children are learning and their progress across the curriculum. Children are increasingly taking responsibilities for their learning and the work of the school. Their contribution to responsibility groups is developing well and includes them in all aspects of the school's ongoing improvements.

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

Staff have developed a clear understanding of what they want children to achieve through Curriculum for Excellence. They have identified the features of the school's community and locality as a foundation to learning about a variety of relevant contexts and learning outdoors. This has led to children understanding more about their heritage and developed a sense of identity and pride in their school. They are developing an understanding of history and change through learning about Cockenzie Power Station and the impact it has had on the town and its people. They are also understanding more about the legacy of John Muir and his influence on their lives today. The ongoing development of how children build on their skills over time is leading to better progress overall. This has been particularly successful in literacy and numeracy and at the early level of the curriculum. The staff should continue to develop the curriculum programmes for all areas of learning, as planned. The school has improved its approaches to ensure all children learn as best they can. Staff know children and their families very well and work together very effectively to ensure appropriate support is provided when necessary. The improved focus on tracking attainment and approaches to identify and support children with additional support needs helps inform learning groups and the next steps in learning.

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

The headteacher has a clear vision for the school and her leadership of change is strong. She has improved teamwork amongst staff, raised the standards of achievements and transformed the school's approaches to self-evaluation. Her emphasis on developing people and the leadership of staff has successfully improved learning and teaching, increased professional dialogue and fostered effective partnerships with parents. The recent appointment of two principal teachers has already had a positive influence on the school's improved approaches to teaching. All staff are committed to their continuing professional development and ensuring this has a positive impact to benefit children. The school now has a culture of high expectations founded on self-improvement and collaboration. Everyone we spoke to during our visit is supportive of the school and rightly proud of the school's achievements. The family homework is a very good example of how parents are

much more involved in children's learning. The success of P1 in a National French speaking competition is just one of the many wide-ranging ways in which children have their achievements recognised. Overall, the pace of change is well-judged and the positive impact of developments is evident throughout the nursery and primary classes. The effectiveness of the senior leadership team is evidenced through the improved curriculum and effective teaching. They are an effective team and the headteacher ensures positive results by drawing on individual strengths. With continued support from East Lothian Council and the increased involvement of yourselves as parents and carers, the capacity of Cockenzie Primary School and Nursery Classes is high.

What happens next?

As a result of the very good progress made by the school as outlined in this letter, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, East Lothian Council will inform parents about the school's progress.

Susan Gow
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

REPORT TO: Education Committee
MEETING DATE: 20 September 2016
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: Update on the Named Person Service

6

1 PURPOSE

- 1.1 To provide the Committee with an update on the implementation of the Named Person Service.

2 RECOMMENDATIONS

- 2.1 The Education Committee is asked to:-
- i. Note the content of the report.
 - ii. Note the outcome of the Supreme Court's decision on the implementation of the Named Person Service.

3 BACKGROUND

- 3.1 Following the Supreme Court's decision, implementation of Part 4 of the (The Named Person) and Part 5 (The Child's Plan) of the Children and Young People (Scotland) Act 2014 has been put on hold. This is due to controversy over the sharing of information. The Authority has been advised that the Scottish Government will make amendments and aim to proceed with implementation once these amendments have been agreed through the Scottish Parliament.
- 3.2 East Lothian Council has issued a newsletter (Appendix 1) to all staff, partners and the public explaining the current position and how this will impact on practice. This has been shared electronically with staff and on East Lothian social media sites and school websites.
- 3.3 Before the summer and before the judgement, East Lothian raised awareness of the role of a Named Person with parents through presentations at Parent Councils, Councillors, school bag leaflet drops and website messages.

- 3.4 All school staff have received comprehensive training in “The role of a Named Person” and they are clear on their responsibilities and duties. Once we receive further information from Scottish Government, the Authority will provide clarity for staff around information sharing so staff fully understand any amendments that have been made.
- 3.5 The electronic SEEMiS system that Named Persons will be using upon implementation is called the Wellbeing Application. This is a new area of SEEMiS designed specifically for this purpose. Arrangements put in place to train school staff in using the SEEMIS Named Person system, prior to the judgement, will continue to ensure staff are familiar with the mechanics of the system in preparation for implementation.
- 3.6 The Authority has developed and are finalising our vision for East Lothian Council’s Named Person Service. This will then enable work to progress in relation to cover for holiday periods, post-16 leavers, home educated children and gypsy travellers (if this continues to be applicable following amendments). The Named Person Service will receive wellbeing concerns from agencies such as the police, health and other agencies via an East Lothian dedicated e-mail address. Any concerns will be re-directed to the Named Person in schools or picked up by Education staff within John Muir House during holiday periods. The Named Person Service will also provide support and advice to Named Persons should they need it.
- 3.7 The Authority will continue to raise awareness and collaborate with other agencies and partners in relation to GIRFEC. These include third sector partners, Children’s Services and a wide range of East Lothian staff who access training opportunities and receive newsletters. These agencies and partners have also been made aware of the processes for referral of a wellbeing concern to the Named Person Service, come implementation of Part 4 of the (The Named Person) and Part 5 (The Child’s Plan) of the Children and Young People (Scotland) Act 2014.
- 3.8 East Lothian’s multi-agency GIRFEC group has worked collaboratively to shape some of the developments above. They will continue to meet regularly and review progress of implementation of Part 4 of the (The Named Person) and Part 5 (The Child’s Plan) of the Children and Young People (Scotland) Act 2014 over the coming year.
- 3.9 East Lothian’s Staged Assessment Process, which is currently under review, will take cognises of the Part 4 of the (The Named Person) and Part 5 (The Child’s Plan) of the Children and Young People (Scotland) Act 2014.

4 POLICY IMPLICATIONS

- 4.1 The Department will consider updating the relevant policies when the Children and Young People (Scotland) Act 2014 is implemented.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1. Financial – Possible cost of purchasing EGRESS (secure email address for Named Persons) as used by the police along with training costs and required publications. All costs will be met through current budgets.
- 6.2 Personnel - None.
- 6.3 Other – None.

7 BACKGROUND PAPERS

- 7.1 Education Committee report entitled “Children and Young People (Scotland) Act 2014 dated 22 September 2015.

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DATE	18 August 2016

Named persons

It's business as usual for nurseries, schools and colleges in East Lothian



Update August 2016

Welcome

We thought you would be wondering how the recent Supreme Court judgement about the Children and Young People (Scotland) Act would affect children and young people's welfare in our nurseries, schools and colleges. This newsletter sets out the key points for you.

Impact of the Supreme Court decision on the Named Person Scheme

The Supreme Court decision means that the Scottish Government now has to amend:

- Section 4 of the Act that deals with provision of Named Persons
- Section 5 that covers the Child's Plan.

They have to show that the provisions relating to information-sharing will operate in line with data protection and human rights law. This means that suitable amendments will have to be made and then approved by the Scottish Parliament.

Olivia McLeod, Director of Children and Families, Scottish Government, says:

'We are working now to assess what that means for the timescale for implementation. In the meantime, we will continue to progress with preparing for implementation of the Named Person and related provisions and support current good practice.'



John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills, says:

'Given the time required for Parliamentary and legal processes to achieve the required changes to the 2014 Act, the Scottish Government will not commence any provisions within Part 4 (Provision of Named Persons) and Part 5 (Child's Plan) of the 2014 Act on 31 August 2016. In addition, the draft statutory guidance on these Parts of the 2014 Act will be revised.'

Business as usual

The judgement does not affect current practice in relation to information-sharing. Partners in schools, health, social work and the police must continue to share information appropriately, as set out in child protection guidance.

Inter-agency Child Protection Procedures Edinburgh and the Lothians

We will continue to share information in line with section 5.5 of the [Inter-agency Child Protection Procedures Edinburgh and the Lothians](#).

Section 5.5—sharing information

Sharing appropriate information is an essential component of child protection to secure the best outcomes for children. Anyone who has concerns about the safety of a child(ren) should, without delay, contact one of the core agencies.

Practitioners need to understand when it is appropriate to seek or share information, how much information to share and what to do

with that information. They also need to consider from and with whom information can, and should, be sought and/or shared. This applies not only between different agencies, but also within agencies.

General principles for information-sharing

- The wellbeing of a child is of central importance when making decisions to share information with or about them lawfully
- Children have a right to express their views and have them taken into account when decisions are made about what should happen to them
- At all times, information shared should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know
- The reasons why information needs to be shared and particular actions taken should be communicated openly and honestly with children and, where appropriate, their families.

Fiona Robertson, Head of Education at East Lothian Council, says:

'We will carry on sharing wellbeing concerns with partner agencies as before, using the GIRFEC approach and in line with the child protection procedures discussed above.'



'We are going to continue training staff on the Named Person application for CMIS. The training embeds good practice and means that we will be in a good position to implement the amended legislation. Depending on the timescale for the amendments being enacted, we would be happy to offer refresher courses, if people would like them.'

Sharon Saunders, Head of Children and Adult Services adds:

'We are working closely with the Health Visiting Service (who have responsibility for children aged from 0-5). They are also operating on a "business as usual" basis.'



'Our aim, as stated in the East Lothian Children and Young People's Plan, is to ensure that we help our children and young people to achieve their fullest potential in life and, in this instance, to make sure that children are protected from harm at home, at school and in their communities.'



Keep up with what's happening

- [Scottish Government media release](#)
- [Scottish Government Named Person web pages](#)
- [East Lothian Council Named Person web pages](#)

You can also follow East Lothian Council on Facebook and @elcouncil on Twitter for updates.

Who to contact for more information

Fiona Robertson and Sharon Saunders will be updating managers, headteachers and staff regularly. If you have an urgent enquiry, please contact:

- Schools—your senior management team
- Social work staff—team leader or area manager.

If you have any concerns, we want to know. Email us at: children&families@eastlothian.gov.uk

What next?

We will follow guidance from the Scottish Government and keep staff and parents fully informed.

REPORT TO: Education Committee

MEETING DATE: 20 September 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Update on Meadowpark - the Communication Provision at Knox Academy

7

1 PURPOSE

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

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note progress regarding the development of Meadowpark, following approval at Cabinet on 9 June 2015.

3 BACKGROUND

Update on the new Communication Provision – Meadowpark

3.1 Access to accommodation

All areas and facilities currently required are open and accessible to staff and pupils. Pupils and staff are enjoying making use of the extensive specialist facilities e.g. Sensory Room; Activities Room; Life Skills flat; Therapy Room and Food Court. The opening of the facility is already having a positive impact on the pupils attending the Communication Provision. A date for the official opening is still to be identified.

3.2 Current Developments

The Depute Head Teacher and her team have already established their vision and priorities for this exemplary provision which it is hoped will also be of benefit to other children and young people in the local and wider community in the future.

Current developments include:

- Staff training for mainstream staff in Knox Academy delivered in conjunction with the Educational Psychology Service.

- Extensive Career-Long Professional Learning programme for Meadowpark staff.
- Partnership working with a number of agencies including Speech and Language Therapy; Occupational Therapy; Physiotherapy; Music Therapy; Muirfield Riding Therapy; Educational Psychology; KeyComm and Petting Dogs.
- Links with local amenities including retailers; The John Gray Centre and Aubigny Sports Centre.
- Professional links with other specialist provisions including Braidburn Special School; Kaimes Special School; Ross High ASN Base and The Cove at Dunbar Primary School.
- Parents, pupils and partners continue to be consulted on matters relating to individual pupils as well as wider issues.
- The staff team is ensuring that the curriculum for pupils takes account of their individual needs. Tracking and monitoring systems are in place to ensure optimal outcomes.
- Senior pupils have been recruited as volunteers to assist the Meadowpark pupils in a variety of ways. This will be extended as pupil numbers increase.

3.3 Pupil Numbers

Six pupils are currently enrolled at Meadowpark. This number will rise over time as pupils move through from The Cove and our primary schools. It is anticipated that when the building work is completed, Meadowpark will attract interest from other authorities and agencies wishing to place pupils in the provision. Work is underway to prepare information about the facilities and provision offered at Meadowpark. This will be shared with neighbouring authorities along with an invitation to visit.

3.4 Buildings work

The contract for the renovation work was awarded to Clark Contracts. Work started in July 2015 and was scheduled to be completed on 15 July 2016 after substantial delays to the programme. Whilst the Council have taken partial possession of the building to allow occupation by the school, the works at the time of writing this report are still not fully complete. The outstanding works currently in progress will not impact on the operations of the facilities. The Head Teacher is being kept fully informed of developments.

3.5 Future Developments

3.5.1 Buildings and outdoor space

- The remaining 2 classrooms (currently mothballed) will require to be upgraded as the pupil roll increases.

- Transport and drop off arrangements should also be reviewed as pupil numbers increase.
- Limited work has been undertaken to provide a safe outdoor space for pupils. Further developments are required. Currently funding sources are being investigated by the Depute Head Teacher with assistance from the local elected member and Chair of the Knox Parent School Partnership.

4 POLICY IMPLICATIONS

4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial – The additional works will result in a substantial overspend on the contract of approximately £250K. The anticipated Final Account is in the region of £1,410,000. It should be noted however that a large portion of the over spend is attributed to unforeseen maintenance issues and will be funded from the maintenance budget. The Council’s Design Team are endeavouring, through meetings with the contractor, to limit the final costs.

6.2 Personnel – The teaching team is in place and a senior facilities assistant is currently being recruited. Temporary cleaning arrangements have been made.

6.3 Other – None

7 BACKGROUND PAPERS

7.1 Education Committee Report entitled “Update on the Communication Provision” – Knox Academy dated 8 March 2016.

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DATE	25 August 2016

REPORT TO: Education Committee

MEETING DATE: 20 September 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Early Learning and Childcare Strategy 2016-2021

8

1 PURPOSE

- 1.1 To ask the Committee to approve and adopt the Early Learning and Childcare Strategy 2016–2021 (Appendix 1).

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Approve and adopt the Early Learning and Childcare Strategy 2016-2021 (Appendix 1).
 - ii. Note the actions required and challenges posed by the increase of early learning and childcare hours from 600 to 1140 hours by the year 2020.
 - iii. Note the actions proposed to take the Early Learning and Childcare Strategy forward over the given timescales.
 - iv. Note the work required across Council Departments and through partner agencies to improve outcomes and close the attainment gap for children in East Lothian.

3 BACKGROUND

- 3.1 The Early Years and Childcare Team, have to date, been working to address inequalities in opportunity within the Authority. The formalisation of this work through an agreed Strategy provides a framework for improvement and equity of provision
- 3.2 The Action Plans (within Appendix 1) in support of the Principles will be key drivers for improvement leading to excellence and equality and led by the Early Years and Childcare Team.

- 3.3 The Strategy and associated actions provide a framework from which outcomes and progress can be measured.
- 3.4 The Strategy will be used to support the work of partner agencies and colleagues to reduce the attainment gap.

Planning For Future Demand

- 3.5 The Scottish Government makes it clear in its manifesto that the number of hours of early learning and childcare will increase from the current 600 hours to 1140 hours by 2020.
- 3.6 In addition to the increase in hours East Lothian Council is already committed to increase flexibility and accessibility of provision.
- 3.7 The Local Development plan identifies shortfall in provision across East Lothian much of which cannot be easily rectified within the 2020 timescale.
- 3.8 Partnership Nurseries have to date worked with East Lothian Council to provide 600 hours of early learning and childcare, for Priority Twos, three and four year olds, however, despite a willingness there are no longer places available for children in some areas of the County.
- 3.9 To meet demand creative measures such as the use of spare capacity in nursery classes, for priority two's particularly in rural areas and full utilisation of outdoor space at nursery by the addition of an outdoor room will now be considered.

4 POLICY IMPLICATIONS

- 4.1 The implementation of Part 6 of the Children and Young People (Scotland) Act 2014 requires to be taken into account.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – Local Authorities have been assured that the funding for 1140 hours of early learning and childcare will be met by The Scottish Government.
- 6.2 Personnel - Additional staff to accommodate the extension of hours brought about by the move from 600 hours to 1140 hours

- 6.3 Other - The monies to support Prestonpans early learning and childcare centre (Red School) will come from the current early years budget and annual budgets thereafter. Realignment of roles for staff working in Local Authority nurseries to take account of two year olds may be required, especially in rural areas. Additional training for staff to take account of How Good is Our Early Learning and Childcare, the importance of play and pedagogical approach, which would also include work with two-year olds.

7 BACKGROUND PAPERS

- 7.1 Children and Young People (Scotland) Act 2014, Early Years Framework, Pre-Birth to Three, GIRFEC, How Good is Our Early Learning and Childcare, United Nations Convention on the Rights of the Child (UNCRC), Building The Ambition, Play Strategy for Scotland, Scottish Parliament Information Centre, “ *Closing the Attainment Gap: What Can Schools Do?* An Independent Review of the Scottish Early Learning and Childcare (ELC) Workforce and Out of School Care (OSC) Workforce. Appendix 1 - The Early Learning and Childcare Strategy 2016-2021.

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DATE	25 August 2016

Shaping Futures in the Early Years

Early Learning & Childcare Strategy 2016 – 2021

*‘East Lothian’s children have the best start in life
and are ready to succeed’*



The East Lothian Plan Single Outcome Agreement 2013-2023 has an overarching priority ...

‘To reduce inequalities between our communities’ to ensure we have ...

A Sustainable Economy, Resilient People, Safe and Vibrant Communities

Population

In terms of population, East Lothian is ranked the 23rd largest Local Authority in Scotland. Although the population of East Lothian is relatively small it is forecast to grow at a faster rate than any of the other 31 local authorities over the next 20 years.

According to statistics provided by The National Records of Scotland annual population review 2015, the area of Scotland’s fastest growing population over the last 10 years has been East Lothian, which has risen by 11%.

The highest growth in population is anticipated to be in the 0-15 age groups, which is predicted to rise by as much as 43% over the next 18 years.

Deprivation

East Lothian has lower levels of deprivation than most Scottish local authorities; however, of the 120 data zones across the County there are 6 which fall within the most deprived 20% of areas in Scotland. These are located in Prestonpans, Tranent and Musselburgh, although there are also pockets of deprivation in Haddington and Dunbar.

The most income deprived area in East Lothian is located in Tranent. In 2011, 13.6% of children were considered to be living in low income households with the Scottish average being 18.5%.

Data

As a part of an ongoing commitment to improve the well-being of children across Scotland, the East Lothian Local Education Authority has participated in the collection of data on children in primary school.

A developmental questionnaire, called the Early Development Instrument (EDI), was completed by all P1 teachers in East Lothian in January 2012 and again in January 2016

The EDI study which measures children’s readiness to learn at school, asks questions about five areas of child development: Physical Health and Well-being; Social Knowledge and Competence; Emotional Health and Maturity; Language and Cognitive Development; and General Knowledge and Communication Skills.

Results from the 2012 study indicated that 27.3% of children at P1 were considered to be developmentally vulnerable and that lowest scores across East Lothian were in relation to emotional maturity and communication. Once published, the results from the 2016 EDI study will provide strategic direction for improvement.

Information resulting from the 27 to 30 month health visitor checks provided by our Public Health colleagues, together with data from the EDI, Social Index of Multiple Deprivation (SIMD) and population statistics will serve as our drivers for change.

To date, our Early Years Strategy has delivered on commitments within East Lothian’s Single Outcome Agreement by;

Implementing the 600 hours of Early Learning and Childcare in line with the Children and Young People (Scotland) Act 2014 for three and four year olds and Priority two year olds.

Employing 23 FTE additional qualified nursery staff in local authority establishments to meet the required staff:child ratios and ensure opportunities for purposeful play are facilitated to support the delivery of Curriculum for Excellence.

Promoting, publicising and supporting parents and carers in accessing and taking up Priority 2 places - leading to 154 applications (2015-16) with 135 two year olds being allocated an EL&C place, predominantly in Partnership Centres.

Negotiating for the ‘Red School’ in Prestonpans to become an early learning and childcare centre.

Investing in high quality early learning & childcare across a range of settings to ensure the best outcomes for children & young people, in particular supporting positive destinations through the School Age Mums’ Project and Tots & Teens Provision.

Supporting early learning and childcare staff within Local Authority and Partnership Centres to access relevant training qualifications and continuing professional learning & development opportunities to ensure we have a highly professional and skilled workforce – able to deliver high quality learning & teaching and confident in delivering the early level curriculum and carrying out assessment to inform future planning and next steps.

Planning and resourcing a third Tots & Teens provision at Musselburgh Grammar to compliment the childcare modules undertaken by pupils

(Opening September 2016)

Co-ordinating and supporting the roll out of phase two of the Early Development Instrument (EDI) Study. Data from the developmental questionnaire completed by all P1 teachers in January 2016 (first carried out in January 2012) will be available from September 16 and the results used to inform planning of both universal and targeted supports for parents and young children.

Writing a Play Strategy to ensure play is woven into Council policies – acknowledging the importance of play for children of all ages.

East Lothian's Early Learning and Childcare Vision

East Lothian Council commits to working with children, families and partners in the community to ensure that children have the best start in life and are ready to succeed.

We will do this by taking into account national and local policies and frameworks which influence the development and expansion of early learning and childcare services across Scotland.

We have identified three guiding principles, each with a number of specified objectives which, we believe, will meet the needs and aspirations of children and families at the earliest stages of their learning journey.

Our principles are aligned with the Key Priorities in the **National Improvement Framework for Scottish Education**

'Achieving Excellence and Equity'

(Scottish Government, January 2016)

and

Delivering Excellence and Equity in Scottish Education

(Scottish Government, June 2016)

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children;*
- *Improvement in children and young people's health and wellbeing; and*
- *Improvement in employability skills and sustained, positive school leaver destinations for all young people.*

Principle 1

Deliver on the Scottish Government’s commitment to increase the number of funded early learning & childcare hours from 600 to 1140 per year by 2020 and target support towards the parents, children and communities most in need

Objective 1.1

Increase the number of high quality early learning and childcare places in line with projected demand and the planned expansion of housing development across East Lothian, as outlined in the Local Development Plan.

Actions

- Liaise with colleagues across the Local Authority on the Local Development Plan, identifying areas where there will be a shortage of places.
- Evaluate the nature and location of early learning and childcare provision across the County to inform future provision.
- Convene a steering group to advise on the implementation of 1140 hours in Local Authority settings, ensuring appropriate representation across the six cluster areas.
- Create new standalone early learning and childcare centres to expand existing provision and providing equity of opportunity for children and families.

Objective 1.2

Create new early learning and childcare places and further develop current provision to provide more accessible and flexible early learning and childcare, increasing availability and responding to local need.

Actions

- Fulfil the duty placed upon the Council, as prescribed in the Children and Young People (Scotland) Act 2014, to consult with parents and carers every two years to ascertain demand, flexibility and accessibility in regard to places, including out of school childcare provision.
- Use the findings from the consultation with parents and carers in conjunction with the Local Development Plan to develop provision and vary models of delivery.
- Trial different early learning and childcare options, in accordance with ‘What’s in store?’
(Scottish Parliament Session 5’, May 2015)

Objective 1.3

Establish bespoke early learning and childcare solutions which meet the needs of local communities in order to reduce inequalities for children disadvantaged by circumstance and support sustainability in rural areas.

Actions

- Extend the opening hours of Local Authority nurseries in rural areas to provide additional hours in the afternoon where they currently open in the mornings only, according to need.
- Consult on more flexible use of rural school buildings, creating opportunities to provide additional services including parenting support, community playgroups and facilities for Priority 2s, supporting the sustainability of rural settings.
- Where pupil rolls have declined in Local Authority nurseries; utilise surplus capacity to accommodate Priority 2s.

<ul style="list-style-type: none"> • Follow recruitment and selection processes to recruit additional staff within Local Authority settings 	<ul style="list-style-type: none"> • Enable the move to 1140 hours by utilising flexibility within IT systems to best effect, including the Nursery Admissions Management System (MAMS), to reflect variability in patterns of use and initially to match proposed trials (2017-18) and full implementation by 2020. • Develop additional and appropriate places to meet increasing demand for provision for children with severe and complex needs, in particular Priority 2s. • Extend nursery provision by establishing outdoor classrooms, where space allows. • Maintain professional dialogue with relevant regulatory bodies (Care Inspectorate and Scottish Social Services Council) to ensure all proposed changes meet the standards required for new and continued registration, as defined within the Public Services Reform (Scotland) Act 2010. • Create an additional three Tots and Teens Projects to ensure equity of opportunity and provision across the County. 	
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Principle 1

Deliver on the Scottish Government's commitment to increase the number of funded early learning & childcare hours from 600 to 1140 per year by 2020 and target support towards the parents, children and communities most in need

Objective 1.4

Work closely with colleagues, including educational psychologists, health visitors and children's wellbeing staff, to provide early learning and childcare places appropriate for all children and in particular those with severe and complex additional needs.

Actions

- Share information through a multi agency planning group, enabling early identification of children's needs from which appropriate provision and support can be arranged.

Objective 1.5

Ensure that information available through the Family Information Service is easily accessible, accurately reflects early learning and childcare provision and signposts relevant local activities and parenting support across East Lothian.

Actions

- Provide appropriate training to Family Information Service staff to enable them to utilise the systems to their full potential and to use the reports generated to inform the Service and provide relevant information to colleagues.
- Support Family Information Service staff to gain a good working knowledge of the early learning and childcare settings, community childminding, out of school childcare and parenting support services across East Lothian.

Principle 2

To close the attainment gap through early intervention and reduce the impact of disadvantage by providing targeted support to families facing additional pressures

Objective 2.1

Work with multi agency and community partners to raise awareness of the value of play in raising attainment and to ensure that play opportunities are assessable and inclusive for all children; in line with East Lothian Council's Play Policy.

(Currently in draft)

Actions

- Offer training opportunities and seminars to a range of multi-agency partners and community based providers on the role of play in raising attainment
- Build local networks to share and promote good practice within and between settings with regard to the play based curriculum.
- Support communities to plan and facilitate play events linked to international, national and local play initiatives.
- Investigate the use of play resources such as school playgrounds, particularly over holiday periods.

Objective 2.2

Focus on the six most deprived data zones within East Lothian in order to limit the effects of the 'summer slide' (fall-back in attainment over the summer break) and aid transition between settings and school stages.

Actions

- Evaluate qualitative and quantitative data from both summer lunch clubs trialled during the summer of 2016 to ascertain effectiveness in preventing the fall-back in attainment, pupil behaviour and attitudes to returning to school.
- Use evidence from evaluations to roll out summer lunch clubs, prioritising the most deprived data zones.
- Seek additional funding streams out-with the Council wherever possible.
- Build relationships with community partners to make best use of local resources.

Objective 2.3

Develop children's learning through practical and active play-based learning experiences, both in-door and out, in line with

Early Level Curriculum for Excellence

(Scottish Government, May 2009)

'Building the Ambition' National Practice Guidance on Early Learning and Childcare

(Scottish Government, August 2014)

'My World Outdoors'

(Care Inspectorate January 2016)

Actions

- Revise contracts with Partnership Centres to promote a play based curriculum supported by direct access to adjacent outdoor play space.
- Monitor the outcomes of training and career long professional development opportunities to ensure that play is embedded in practice.

Principle 2

To close the attainment gap through early intervention and reduce the impact of disadvantage by providing targeted support to families facing additional pressures

Objective 2.4

Support Local Authority, private, independent and voluntary sector early learning and childcare providers to use 'How Good Is Our Early Learning & Childcare' (HGIOELC) as a self evaluation and quality assurance tool, to achieve and maintain grades of 'very good' and 'excellent' following Education Scotland and Care Inspectorate inspections.

Actions

- Enter into an early learning and childcare Local Partnership Agreement between Education Scotland and East Lothian Council.
- Work with Education Scotland Officials to provide professional opportunities for early learning and childcare staff to improve arrangements for self-evaluation and improvement.
- Support the development of a Quality Assurance and Self Evaluation toolkit.

Objective 2.5

Raise awareness amongst parents and carers that, from birth, play and exploration are fundamental to children's learning, health and wellbeing.

Actions

- Promote play as a vehicle for learning with secondary school pupils through opportunities provided by the Tots & Teens Projects.
- Identify areas in the community for 'Stay and Play' sessions, particularly in rural areas and utilising community resources including schools where the opportunity exists.
- Attend and contribute to community planning groups, such as Support from the Start and the six Area Partnerships.

Objective 2.6

Provide opportunities for parents to develop their skills and confidence in supporting their children's learning at home.

Actions

- Promote Bookbug Assertive Outreach Programmes (Bookbug at Home).
- Work with the Library Service to promote early literacy and attachment.
- Support childminders working with pupils accessing the School Age Mums' Project to share good practice with the young parents, enabling them to support their children's learning at home.
- Work with 'Support from the Start' and Health Visitors to target support to families disadvantaged by circumstance.

<ul style="list-style-type: none">• Work with Quality Improvement Officers and Education Scotland to roll out HGIOELC to all early learning and childcare staff.• Amend the Early Learning and Childcare Partnership contracts to ensure HGIOELC is used as a key tool for self evaluation.• Evaluate the outcomes for Priority 2s to influence staff training and inform future models of delivery.		<ul style="list-style-type: none">• Utilise the Red School and other appropriate facilities to support parents with a range of family based interventions, including early literacy and numeracy.• Support staff across a range of settings in strategies to promote family based early intervention.
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Principle 3

To ensure a well qualified, skilled and motivated workforce to enable delivery of high quality early learning and childcare services capable of meeting future demand and challenges as we move towards 1140 hours

Objective 3.1

Realign the job titles and work streams of East Lothian Council's early years' staff at the Centre and out-with in nursery classes, to reflect the early learning and childcare agenda and enable delivery of East Lothian's Early Learning and Childcare Policy.

Actions

- Follow all appropriate processes within the Council to change the name of the present Early Years Team to 'The Early Learning and Childcare Team' in line with Scottish Government and Education Scotland documentation.
- Follow all appropriate processes within the Council to amend the job descriptions of the above team to reflect the work streams required to implement East Lothian's Early Learning and Childcare Strategy.

Objective 3.2

Evaluate our qualifications and continuous professional development training opportunities in line with the requirements of the Scottish College for Education Leadership (SCEL) and the Scottish Social Services Council (SSSC) in order to meet the needs of the workforce and promote continuity and progression in children's learning.

Actions

- Set up a working group to audit and evaluate the present training and qualifications programme in line with East Lothian's Early Learning and Childcare Strategy.
- Co-ordinate any additional training requirements with the existing programme of qualifications and training to ensure continuity and consistency.

Objective 3.3

Work closely with professionals within and out-with the Council to continue to provide qualifications training and career long professional learning opportunities in line with best practice and legislative requirements.

Actions

- Continue to follow procurement processes to enable early learning and childcare staff in out-with Local Authority settings to access professional qualification training.
- Continue to procure mandatory training, such as First Aid and Food Hygiene, to enable staff working out-with Local Authority settings to comply with legislative requirements.

<ul style="list-style-type: none">• Follow all appropriate processes within the Council to change the job title of 'Nursery Nurse' to 'Early Learning and Childcare Practitioner' in line with the Scottish Social Services Council definitions.		<ul style="list-style-type: none">• Disseminate research findings and signpost staff to websites, such as Education Scotland, the Scottish Social Services Council and the Care Inspectorate, to provide examples of good practice, new legislation and guidance to support Post Registration Training and Learning (PRTL).• Signpost appropriate training out-with the Council via the Early Learning and Childcare Training Co-ordinator.
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Principle 3

To ensure a well qualified, skilled and motivated workforce to enable delivery of high quality early learning and childcare services capable of meeting future demand and challenges as we move towards 1140 hours

Objective 3.4

Respond to the changing early learning and childcare landscape by further integrating training opportunities across the workforce.

Actions

- Offer early learning and childcare seminars and twilight training across the range of Local Authority, private, independent, voluntary and charitable sector workforce.
- Introduce termly Early Level cluster opt-in sessions for Local Authority and Partnership Centre staff to share good practice and build positive working relationships between the sectors.
- Offer head-teachers opportunities to learn about good practice in early learning and childcare and its importance in setting the foundation for future learning for Curriculum for Excellence.

Objective 3.5

Establish an effective leadership and management structure by increasing opportunities for career long professional learning and to develop future managers and leaders.

Actions

- Develop a structure, providing career progression to suitably qualified and experienced early learning and childcare staff to enable them to become 'Senior Early Learning and Childcare Practitioners' in order to provide the flexibility and management roles required to implement the 1140 hours.
- Support and develop the role of appropriately qualified teachers and degree qualified staff in line with the 'Independent Review of the Scottish Early Learning and Childcare Workforce and Out of School Care Workforce'

(Scottish Government, June 2015)

REPORT TO: Education Committee

MEETING DATE: 20 September 2016

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: SQA Summary of Attainment 2016

9

1 PURPOSE

- 1.1 To inform the Committee of overall pass rate levels in East Lothian in SQA Examinations 2015/16 and the level of attainment of secondary pupils in S5 and S6.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Consider and note the contents of the report.
 - ii. Note the examination results continue to inform and guide actions in each of the six secondary schools' School Improvement Plans.

3 BACKGROUND

- 3.1 Each year young people in secondary schools are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA).
- 3.2 In 2015-16, pupils in East Lothian sat a mix of National Courses (National 2 to 5, Highers and Advanced Highers), Skills for Work and Personal Development Awards, National Progression Awards and National Certificates reflecting the wide range of awards and qualifications available on the Scottish Credit and Qualifications Framework (SCQF).
- 3.3 The attainment information in this report relates to the certificated entries and awards for National qualifications between 1 August 2015 and 30 June 2016 and are subject to change later in the year.
- 3.4 This report focuses on the overall pass rates in East Lothian for each qualification type, pass rates for Maths and English, and the performance

at SCQF levels 6 and 7 for S5 and S6 pupils using provisional breadth and depth measures from SEEMiS.

- 3.5 Pass rates have been calculated as a proportion of the entries, across all stages. National 2 to 4, Skills for Work and Personal Development courses are all ungraded and the attainment rate is based on entries which have resulted in a pass. National 5, Higher and Advanced Higher courses are graded and the pass rate is based on attainment of grade A to C.
- 3.6 Breadth and depth measures used in this report relate to the percentage of relevant stage attaining SQA accredited awards at grades A to C at SCQF Levels (Higher) or better by the end of S5 and S6, and SCQF Level 7 (Advanced Higher) by the end of S6. Percentages are based on cumulative awards, calculated as a percentage of the relevant S4 roll.
- 3.7 To aid Education Authorities with their reporting to stakeholders prior to the release of the attainment measures through the national benchmarking tool, 'Insight' at the end of September, SEEMiS have made available reports in their SEEMiS Vision Reporting system nationally to facilitate reporting on pass rates at SCQF Level and breadth and depth measures.
- 3.8 It is important to note though that the reports in SEEMiS are based purely on SQA attainment related to the results of completed National Courses and Skills for Work and Personal Development courses that are sent to SEEMiS from SQA in August. College presentations and courses certificated mid-session are not included. The breadth and depth reports also only include SQA accredited awards at Grades A-C for SCQF Levels 5 to 7 and do not include D awards or other achievements from ungraded National Certificates, National Progression Awards that may be included in the Insight measures at the end of September.
- 3.9 It is also important to note that presentations and attainment rates are heavily influenced by a school's curricular model (presentations policy), for example a reduction in the number of subjects studies in S4. Across our schools, pupils achieved a range of qualifications across the SCQF levels at different stages through a variety of progression pathways, for example, pupils "bypassing" National 5 qualifications in S4 to sit a two-year Higher course for examination in S5. The dual presentation of old and new qualifications across the SCQF Levels in previous academic sessions also make direct comparisons with previous years extremely complex both nationally and locally.
- 3.10 The main highlights from the 2016 SQA Exam Diet for East Lothian are provided in paragraphs 3.11 to 3.16 below. A detailed breakdown of the presentations, pass rates and breadth and depth measures is provided in Appendix 1.

SQA Exam Diet 2016 Key Points

- 3.11 Pass rates overall in East Lothian in 2016 shows a slight drop on 2015, although individual school performance varies (see *appendix 1, section 2*).
- 3.12 Pass rates for each National Qualification Type have been maintained in 2016 or show an improvement on the previous year at most levels (see *appendix 1, section 3*):
- 100% of **National 2, 3 and 4** entries resulted in a pass;
 - 76.8% of **National 5** entries passed with an A-C award, a slight drop on last year's rate of 77.5% with 32.4% passing at Grade A (Band 1 or 2), a 0.8% improvement on the previous year;
 - **Higher** pass rates in 2016 in East Lothian are at the highest level since 2012 at 77.9%.
 - **Advanced Higher** pass rate dropped by 2.6% from 82.6% in 2015 to 80.0% in 2016. However, this has to be set against higher presentation levels and young people possibly achieving an award and unit awards at this level, which are not included in these figures.
- 3.13 There were marked improvements in the percentage of passes in Higher English (82.2%) and Higher Maths (76.4%), all above the 2016 national rates. The percentage of passes at Grade A in Higher English rose to 25.8%, the highest rate in five years in East Lothian. The percentage of passes at Grade A in Higher Maths also increased to its highest rate from 20.8% last year to 32.4% this year, an 11.7% improvement on the previous year.
- 3.14 The percentage of pupils gaining 1 or more, 3 or more, 5 or more Highers (SCQF Level 6) by end of S5 in 2016 has been maintained compared to 2015 (see *appendix 1, section 4*).
- 3.15 The percentage of pupils gaining 1 or more, 3 or more, 5 or more Highers (SCQF Level 6) by end of S6 in 2016 is at highest rate in 5 years (see *appendix 1, section 4*).
- 3.16 The percentage of S6 pupils gaining 1 or more Advanced Higher (SCQF Level 7) increased by 2.6% in 2016 to 21.7% again at its highest rate in 5 years and showing an overall improved trend in East Lothian since 2012 (see *appendix 1, section 4*).

4 POLICY IMPLICATIONS

- 4.1 There are no direct policy implications associated with this report.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - none
6.2 Personnel - none
6.3 Other - none

7 BACKGROUND PAPERS

- 7.1 Appendix 1 – Summary of SQA Attainment in East Lothian August 2016.

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DATE	25 August 2016

East Lothian Council - Education Service

Summary of SQA Attainment in East Lothian – August 2016

The information below is provisional as at 9th August 2016 and subject to change later in the year

1. Overall SQA Presentation Levels (Entries) in East Lothian

Table 1 below shows the overall number of resulted presentations for SQA National Qualifications (old and new) across SCQF Levels 2 to 7 across all stages for each East Lothian secondary school between 2014 and 2016 and the percentage of pupils entered from each school. The presentation figures include ungraded National 2 to 5 courses, Skills for Work and Personal Development courses at SCQF Levels 2 to 6 and graded National 5, Higher and Advanced Higher courses. The percentage of pupils entered for SQA National Qualifications has been calculated as a proportion of the S4 to S6 rolls as at the September pupil census within each academic year.

Table 1: SQA Presentation Levels in East Lothian 2014 to 2016

Table 1 School	Number of Presentations				% of S4-S6 Pupils entered for SQA National Qualifications			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 change (+/-) on 2015
Dunbar Grammar	1850	1963	1889	-74	105.3%	93.3%	97.9%	4.7%
Knox Academy	2040	1715	1652	-63	96.6%	91.4%	94.4%	2.9%
Musselburgh Grammar	2911	2833	2899	66	92.2%	94.0%	91.7%	-2.3%
North Berwick High	2402	2384	2003	-381	95.8%	96.6%	96.9%	0.3%
Preston Lodge High	1584	1455	1929	474	95.0%	92.2%	97.1%	4.8%
Ross High	2236	2054	1956	-98	91.5%	93.9%	88.6%	-5.3%
East Lothian	13023	12404	12328	-76	95.6%	93.6%	94.2%	0.6%

Comments on Table 1:

- The total number of resulted presentations across East Lothian schools shows a drop of 76 entries from 12,404 in 2015 to 12,328 in 2016 while the % of pupils entered for SQA National Course Qualifications in 2016 has increased by 0.6%.
- At individual school level, the percentage of pupils entered for SQA qualifications in 2016 increased in four of the six schools.
- The change in number of entries from one year to the next is affected by changes in curricular models adopted in individual schools, for example a reduction in the number of subjects studied in S4 or pupils “bypassing” National 5 qualifications in S4 to sit a two-year Higher course for examination in S5. The total number of entries in each school is also affected by changes in the senior phase rolls from one academic session to the next.
- In particular, when considering presentations relative to the S4-S6 roll, a numeric drop in presentations from one year to the next may not indicate a drop in real terms. For example, while Knox Academy shows a numeric drop of 63 presentations in 2016 on the previous year, when this is considered relative to the S4-S6 roll, the presentations level in the school has increased slightly by 6 percentage points.

Note: There are currently 159 presentations that are still to be resulted as at the beginning of August, therefore the final number of resulted presentations for 2016 is subject to change later in the year.

2. Overall SQA Pass Rates in East Lothian

Table 2 below shows the pass rates for SQA National Qualifications (old and new) across SCQF Levels 2 to 7 for each East Lothian secondary school between 2014 and 2016. Pass rates in the SEEMiS Vision reporting system are calculated as a proportion of the resulted entries across all stages. Ungraded National 2 to 5, Skills for Work and Personal Development courses are based on entries which have resulted in a pass. For National 5, Higher and Advanced Higher courses, which are graded, the pass rate is based on Grade A to C attainment. A separate attainment rate has been calculated to include the Grade D awards for the graded courses. Note: These rates are subject to change following the next release of SQA data in November.

Table 2: Attainment Rates 2014 to 2016 (all SQA National Qualifications at SCQF Levels 2 to 7)

School	% Attainment Rates (excl. Grade D Awards)				% Attainment Rate (incl. Grade D Awards)			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 % change (+/-) on 2015
Dunbar Grammar	83.8%	81.9%	81.9%	0.0%	90.0%	88.6%	87.9%	-0.7%
Knox Academy	78.9%	80.1%	82.6%	2.5%	85.5%	87.1%	90.6%	3.5%
Musselburgh Grammar	81.0%	83.5%	82.7%	-0.9%	88.0%	89.8%	88.7%	-1.1%
North Berwick High	86.5%	86.1%	87.4%	1.4%	91.5%	92.8%	92.3%	-0.6%
Preston Lodge High	76.8%	81.7%	81.6%	-0.1%	82.9%	87.9%	87.7%	-0.2%
Ross High	78.0%	82.6%	79.3%	-3.3%	85.2%	88.5%	86.0%	-2.4%
East Lothian	81.0%	82.9%	82.6%	-0.3%	87.4%	89.4%	88.8%	-0.6%

Comments on Table 2:

- Overall the pass rate for all SQA entries in East Lothian schools in 2016 shows a slight drop of 0.3% on the previous year. At individual school level, three of the schools have maintained or increased their total pass rate in 2016.
- The Attainment rate including D awards at National 5, Higher and Advanced Higher also shows a slight drop of 0.6% on the previous year. At individual school level, the rate has dropped slightly across the schools with the exception of Knox Academy.

3. SQA Presentations (Entries) and Pass Rates by National Qualification Type

Tables 3 to 9 below and overleaf illustrate the changes in presentations and pass rates by National Qualification Type between 2014 and 2016 across East Lothian. Tables 3 to 5 provide a school-level breakdown. However due to the smaller numbers of pupils presented for National 2 and National 3 courses in individual schools, this data is only displayed at authority level.

Table 3: Number of Resulted Presentations at National 2 to 3

National Qualification Type	Number of Presentations		
	2014	2015	2016
National 2	3	3	6
National 3	288	235	269

Table 4../

Table 4: Presentation Levels at SCQF Level 4 - National 4 & Skills for Work (SfW) courses

School	Number of Presentations				% of S4-S6 Pupils entered for National 4 and SCQF Level 4 SfW courses			
	2014*	2015*	2016	2016 change (+/-) on 2015	2014*	2015*	2016	2016 % change (+/-) on 2015
Dunbar Grammar	397	356	243	-113	28.2%	36.8%	31.5%	-5.3%
Knox Academy	309	227	174	-53	29.9%	27.5%	28.5%	0.9%
Musselburgh Grammar	557	826	911	85	29.0%	47.4%	54.9%	7.5%
North Berwick High	337	333	195	-138	22.0%	27.6%	20.8%	-6.8%
Preston Lodge High	283	288	668	380	34.7%	37.7%	65.8%	28.1%
Ross High	576	549	397	-152	37.9%	55.1%	45.6%	-9.4%
East Lothian	2459	2579	2588	9	30.2%	38.9%	42.1%	3.2%

**Excludes presentations for Intermediate 1 qualifications in these years*

Comments on tables 3 and 4 above:

- The number of presentations for both National 3 and National 4 shows an overall increase in 2016 on the previous year.
- The number of pupils entered for National 4s as a % of S4 to S6 rolls also shows an increase.
- When considering the number of presentations relative to the S4-S6 pupil roll in each school, presentation levels for National 4 increased in real terms between 2015 and 2016 at Musselburgh Grammar and Preston Lodge High schools while they decreased in the remaining 4 schools.
- 100% of National 2, 3 and 4 entries resulted in a pass in each year between 2014 and 2016.

Table 5: Presentation Levels at SCQF Level 5 (National 5 inc Skills for Work Courses)

School	Number of Presentations				% of S4-S6 Pupils entered for SCQF Level 5 courses			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 % change (+/-) on 2015
Dunbar Grammar	728	1040	915	-125	37.8%	59.6%	60.2%	0.6%
Knox Academy	783	802	878	76	43.6%	52.4%	62.8%	10.4%
Musselburgh Grammar	892	1126	1178	52	33.3%	60.1%	59.5%	-0.5%
North Berwick High	965	1180	916	-264	33.1%	55.6%	53.3%	-2.3%
Preston Lodge High	607	515	693	178	59.5%	63.7%	73.0%	9.3%
Ross High	856	920	881	-39	48.1%	69.1%	64.7%	-4.4%
East Lothian	4831	5583	5461	-122	42.4%	60.1%	62.2%	2.1%

Comments on Table 5:

- The number of resulted presentations at National 5 shows an overall drop of 122 entries in 2016 on the previous year.
- The number of pupils entered for National 5s as a percentage of the S4 to S6 rolls shows an overall increase of 2.1%.
- When considering the number of presentations relative to the S4-S6 pupil roll in each school, presentation levels for National 5 have dropped from 2015 to 2016 overall across East Lothian and

in Dunbar Grammar, North Berwick High and Ross High Schools. The change in number of entries are likely to have been the result of recent changes in curricular models adopted in these schools, for example a reduction in the number of subjects studied in S4?

Table 6: Attainment Rates at SCQF Level 5 (National 5 inc Skills for Work Courses)

School	% Attainment Rate (Grades A to C & SfW Passes)				% Attainment Rate (Grades A to D & SfW Passes)			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 change (+/-) on 2015
Dunbar Grammar	81.3%	78.2%	80.1%	1.9%	87.6%	86.0%	85.8%	-0.2%
Knox Academy	76.3%	75.8%	80.3%	4.5%	83.8%	83.4%	88.3%	4.9%
Musselburgh Grammar	76.6%	72.9%	72.9%	0.0%	84.5%	82.8%	82.2%	-0.6%
North Berwick High	87.1%	84.3%	86.5%	2.1%	92.3%	92.1%	91.9%	-0.2%
Preston Lodge High	69.4%	78.6%	67.2%	-11.4%	75.8%	85.2%	76.3%	-8.9%
Ross High	72.7%	74.6%	72.3%	-2.3%	80.6%	82.0%	80.8%	-1.1%
East Lothian	77.7%	77.5%	76.8%	-0.8%	84.6%	85.5%	84.4%	-1.1%

Comments on Table 6:

- The overall percentage pass rates at A-C for National 5 entries in East Lothian in 2016 shows a slight drop of 0.8% on last year's rate.
- At individual school level, four of the six schools maintained or improved their pass rate in 2016 with the most notable improvement at Knox Academy (+4.5%). While Preston Lodge High School shows a drop of 11.4% on the previous year, this is set against an increase in presentations and the % of pupils entered for National 5s at the school in 2016 possibly achieving unit awards at this level, which are not included in these figures.
- *Note: the smaller number of presentations for National 5s at Preston Lodge High School, as a result of the two-year higher courses, may cause greater fluctuations in the attainment rate and presentation levels year on year than for other schools.*

Table 7: Presentation Levels at SCQF Level 6 (Higher inc Skills for Work Courses)

School	Number of Presentations				% of S5/S6 Pupils entered for SCQF Level 6 courses			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 change (+/-) on 2015
Dunbar Grammar	438	523	650	127	71.1%	77.4%	85.9%	8.5%
Knox Academy	616	550	504	-46	80.1%	70.8%	79.2%	8.4%
Musselburgh Grammar	683	722	634	-88	67.0%	79.3%	70.7%	-8.7%
North Berwick High	744	722	759	37	78.7%	81.8%	83.1%	1.2%
Preston Lodge High	514	519	475	-44	70.4%	75.8%	72.6%	-3.1%
Ross High	405	499	521	22	72.8%	77.9%	72.7%	-5.2%
East Lothian	3400	3535	3543	8	73.1%	77.2%	77.2%	0%

Comments on Table 7:

- The number of resulted presentations at Higher shows a very slight increase in 2016 on the previous year while the % of S5/S6 pupils entered for Highers has been maintained.

- When considering the number of Higher presentations relative to the S5-S6 pupil roll in each school, presentation levels for Higher increased in 2016 on the previous year in real terms at Dunbar Grammar, Knox Academy and North Berwick High School and decreased in the three remaining schools.

Table 8: : Attainment Rates Rates at SCQF Level 6 (Higher inc Skills for Work Courses)

School	% Attainment Rate (Grades A to C & SfW Passes)				% Attainment Rate (Grades A to D & SfW Passes)			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 change (+/-) on 2015
Dunbar Grammar	79.0%	76.5%	77.2%	0.7%	90.4%	85.5%	86.0%	0.5%
Knox Academy	72.7%	75.8%	79.0%	3.2%	81.3%	85.6%	89.7%	4.0%
Musselburgh Grammar	72.2%	78.7%	74.5%	-4.2%	83.9%	87.3%	83.8%	-3.5%
North Berwick High	82.0%	81.9%	84.2%	2.3%	88.6%	90.6%	90.0%	-0.6%
Preston Lodge High	70.0%	74.0%	74.5%	0.5%	79.8%	84.0%	85.7%	1.7%
Ross High	61.7%	76.6%	75.6%	-0.9%	75.8%	86.6%	84.8%	-1.7%
East Lothian	73.7%	77.6%	77.9%	0.3%	83.7%	86.9%	86.8%	-0.1%

- The overall percentage pass rates at A-C for Higher entries in East Lothian in 2016 shows a slight drop of 0.3% on last year's rate and are at their highest level since 2012.
- At individual school level, four of the six schools improved their pass rate in 2016 with the most notable improvement at Knox Academy (+3.2%). Musselburgh Grammar and Ross High School show a drop in 2016, following a high performance in 2015 but remain higher nonetheless in comparison to the performance in 2014.

Table 9: Presentation Levels at SCQF Level 7 (Advanced Higher)

School	Number of Presentations				% of S5/S6 Pupils entered for SCQF Level 7 courses			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 change (+/-) on 2015
Dunbar Grammar	54	36	57	21	36.0%	28.1%	34.6%	6.5%
Knox Academy	74	111	75	-36	46.3%	48.4%	42.9%	-5.5%
Musselburgh Grammar	65	52	82	30	26.6%	26.3%	41.0%	14.7%
North Berwick High	111	116	127	11	44.2%	48.1%	48.8%	0.8%
Preston Lodge High	79	61	38	-23	41.1%	35.0%	29.6%	-5.4%
Ross High	59	15	82	67	38.9%	15.1%	54.4%	39.3%
East Lothian	442	391	461	70	38.4%	35.1%	41.8%	6.7%

Comments on Table 9:

- The number of resulted presentations at Advanced Higher shows an overall increase of 70 entries in 2016 on the previous year. The increase in presentations shown above for the four schools is also reflected when considering the number of presentations relative to the S6 roll.
- The percentage of S5/S6 pupils entered for Advanced Highers also shows an increase overall, with the most notable increases at school level in Musselburgh Grammar and Ross High School.

Table 10.../

Table 10: Attainment Rates at SCQF Level 7 (Advanced Higher)

School	% Attainment Rate (Grades A to C)				% Attainment Rate (Grades A to D)			
	2014	2015	2016	2016 change (+/-) on 2015	2014	2015	2016	2016 change (+/-) on 2015
Dunbar Grammar	77.8%	86.1%	79.0%	-7.2%	81.5%	94.4%	87.7%	-6.7%
Knox Academy	85.1%	86.5%	88.0%	1.5%	86.5%	91.9%	98.7%	6.8%
Musselburgh Grammar	75.4%	86.5%	73.2%	-13.4%	83.1%	96.2%	81.7%	-14.4%
North Berwick High	88.3%	87.9%	93.7%	5.8%	93.7%	93.1%	86.1%	-7.0%
Preston Lodge High	77.2%	65.6%	81.6%	16.0%	84.8%	72.1%	84.2%	12.1%
Ross High	67.8%	60.0%	58.5%	-1.5%	84.8%	73.3%	69.5%	-3.8%
East Lothian	79.9%	82.6%	80.0%	-2.6%	86.7%	89.3%	87.2%	-2.1%

Comments on Table 10:

- The overall percentage pass rates at A-C for Advanced Higher entries in East Lothian in 2016 shows a drop of 2.6% on last year’s rate. However, this has to be set against higher presentation levels and young people possibly achieving unit awards at this level, which are not included in these figures.
- At individual school level, three of the six schools improved their pass rate in 2016 with the most notable improvements at Preston Lodge High School (+16%) and North Berwick High School (+5.8%). The drop in A-C pass rates at Dunbar Grammar School and Musselburgh Grammar School in 2016 follows a particularly high rate in 2015 and at Ross High School and Musselburgh Grammar School also has to be set against an increase in presentation levels, which resulted in improvements in the Breadth and Depth measure for 2016.

4. Breadth and Depth Measures – Comparison of S5 and S6 attainment with previous years

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

The breadth & depth percentages in SEEMiS are based on A-C awards of SQA Accredited National Courses only for S4 to S6 students. They include only the results of completed National Courses and Skills for Work and Personal Development courses that are sent to SEEMiS from SQA in August. They do not include D awards or college presentations and courses certificated mid-session that may be included in the Insight measures at the end of September. Breadth and Depth Percentages are based on cumulative awards and calculated using the S4 cohort value (as at census) associated with each year group. No national or comparator data is available at this time for breadth and depth data.

As with the presentations data, breadth and depth data is heavily influenced by a school’s curricular model, therefore, given the mix of old and new qualifications in previous years, changes to the curricular models in schools and the variety of progression pathways that candidates would have undertaken for the Higher qualifications, the 2016 results may not be fully comparable with previous years.

Figures 1 to 7 that follow show the attainment by the end of S5 and S6 for the following breadth and depth measures:

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better by the end of S5; and
- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better and 1 or more awards at SCQF Level 7 (Advanced Higher) or better by the end of S6

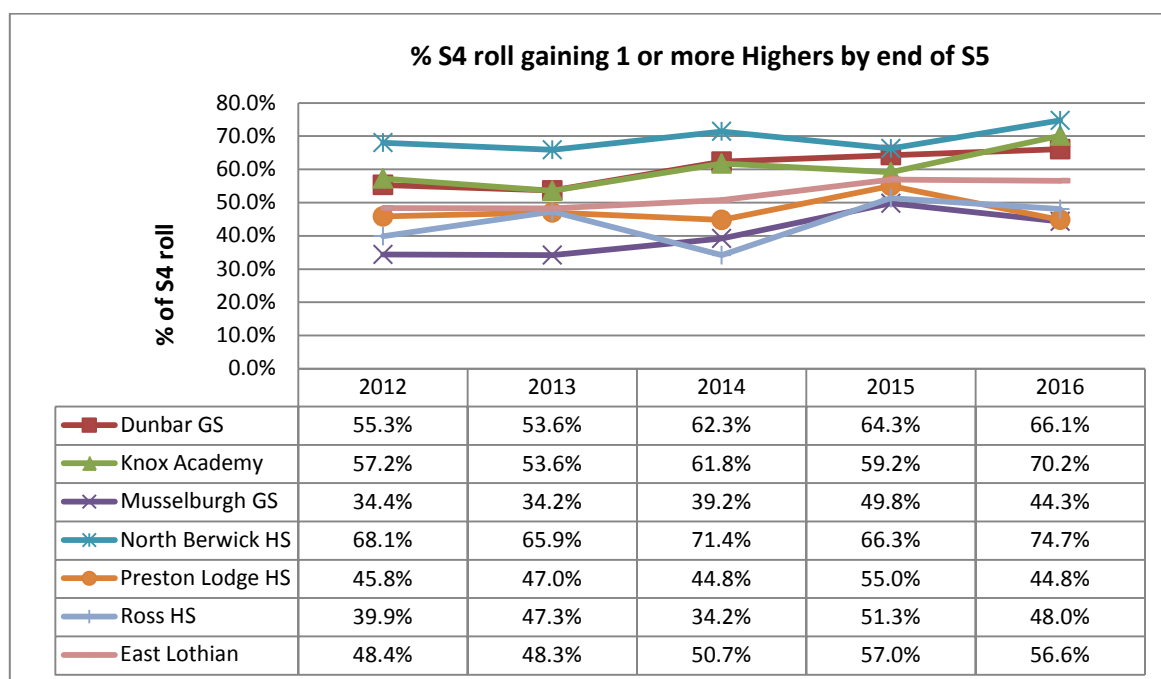
Note: These percentages are subject to change following the next release of SQA data in November.

SQA Attainment – S5 Pupils

Overall, the percentage of pupils gaining 1 or more, 3 or more, 5 or more Highers (SCQF Level 6) by end of S5 in 2016 has been maintained compared to 2015. Over a five-year period, East Lothian shows an improved trend in the percentage of S5 pupils gaining awards at SCQF Level 6 (Higher) or better.

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

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

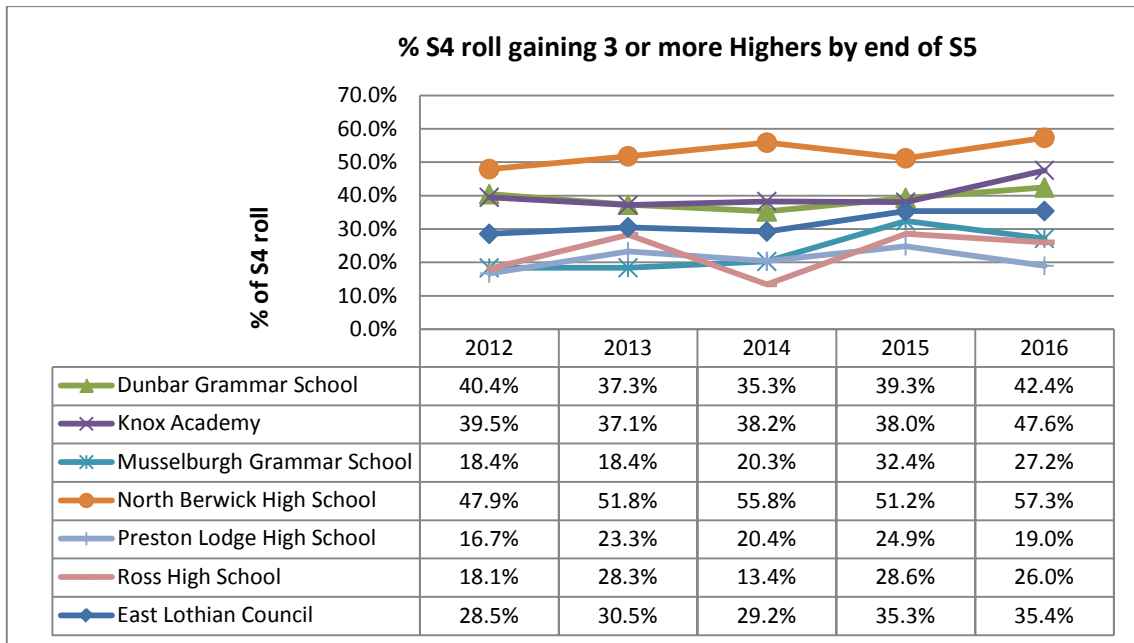


Comments on Figure 1:

- Figure 1 shows that East Lothian’s performance in 2016 for the ‘1 or more awards at Higher’ measure dropped slightly by 0.4% on the previous year as East Lothian’s second highest performance to date and shows an eight percentage point improvement over the five-year period.
- Individual school performance in 2016 varied more with two out of the six schools (Knox Academy and North Berwick High School) showing significant improvements of between 8% and 11%. Dunbar Grammar School also made further improvements on the previous year. Musselburgh Grammar and Ross High School’s performance dropped by 5.4% and 3.3% respectively following a particularly high performance in 2015 but still achieved their second highest level of performance nonetheless.
- Five out of the six schools show an overall improved trend over the five-year period with Preston Lodge High School showing a slight drop due to this year’s performance.

Figure 2.../

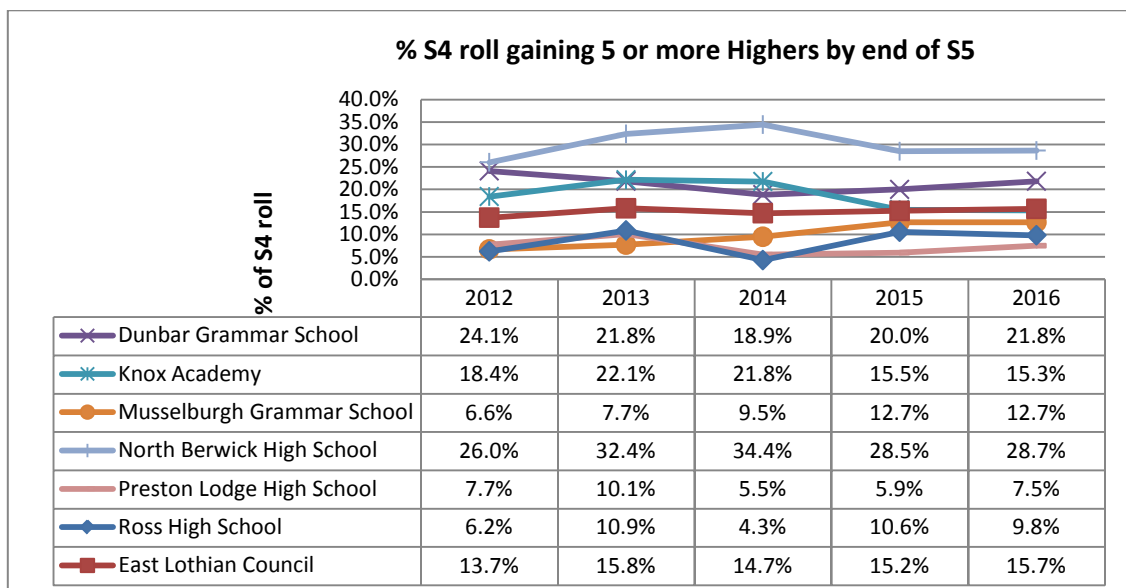
Figure 2: 3 or more awards at SCQF Level 6 (Higher) or better by the end of S5



Comments on Figure 2:

- Figure 2 shows a seven percentage point improvement since 2012 overall in East Lothian with the performance in 2016 for the '3 or more awards at Higher' measure showing a further increase of 0.1% on the previous year as East Lothian's highest performance to date.
- Again, at individual school level, the performance in 2016 varied more with three out of the six schools (Dunbar Grammar School, Knox Academy and North Berwick High School) showing improvements of between 3% and 10% on the previous year to their highest performance to date. Musselburgh Grammar School's performance dropped in 2016 following a particularly high performance in 2015 but again still achieved their second highest level of performance nonetheless.
- All six schools show an overall improved trend over the five-year period.

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



Comments on Figure 3:

- Figure 3 shows a slight increase of 0.5% across East Lothian in 2016 on the previous year for the ‘5 or more awards at Higher’ measure and a two percentage point improvement overall since 2012.
- Individual school performance in 2016 is broadly in line with the previous year, with Dunbar Grammar, North Berwick High and Preston Lodge High schools showing a slight increase and Knox Academy and Ross High School showing a slight drop on 2015.
- Musselburgh Grammar School, North Berwick High School and Ross High School show an improved trend over the five-year period with the most notable improvement at Musselburgh Grammar School.

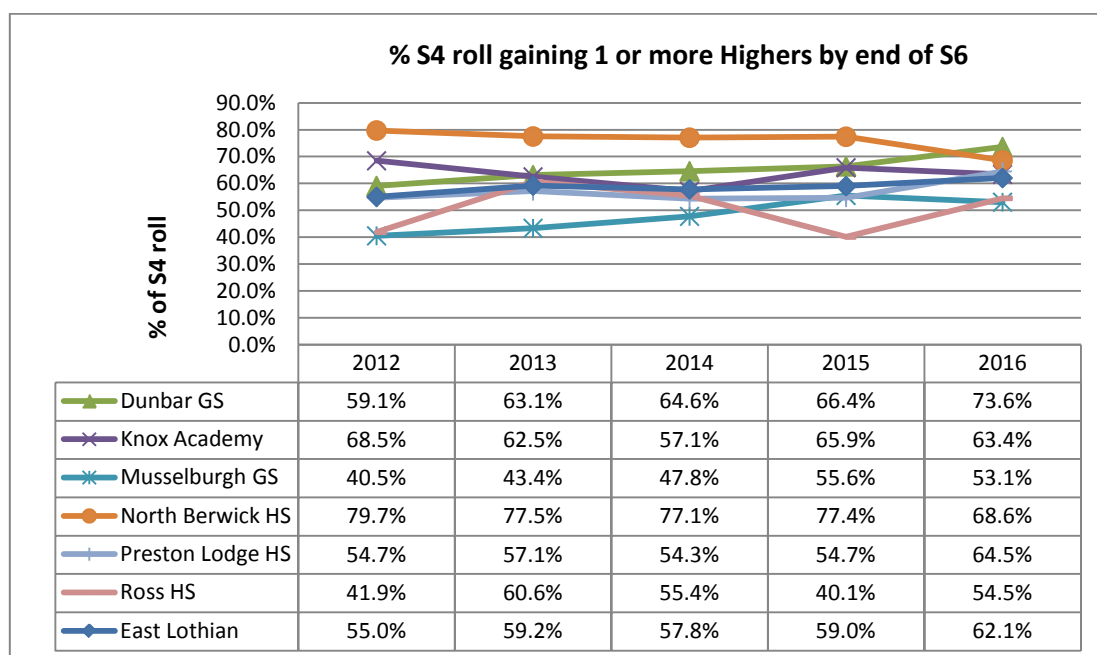
SQA Attainment - S6 Pupils

The percentage of pupils gaining 1 or more, 3 or more and 5 or more Highers (SCQF Level 6) by end of S6 in 2016 is at highest rate in 5 years and shows an improved trend overall in East Lothian since 2012.

At SCQF Level 7 (Advanced Higher), the percentage of S6 pupils gaining 1 or more awards is at its highest rate in 5 years and shows an overall improved trend in East Lothian since 2012.

Figures 4 to 6 below show the performance by each secondary school broken down for each breadth & depth measure at SCQF Level 6 by the end of S6.

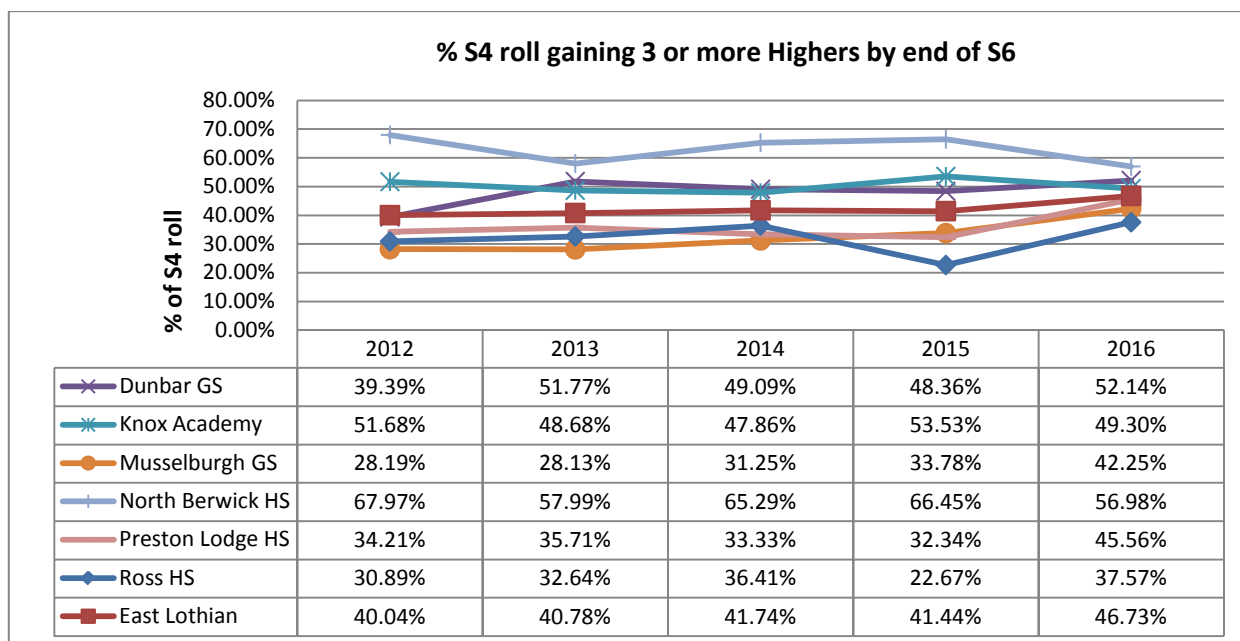
Figure 4: 1 or more awards at SCQF Level 6 (Higher) or better by the end of S6



Comments on Figure 4:

- Figure 4 shows that East Lothian’s performance in 2016 for the ‘1 or more awards at Higher’ measure dropped slightly by 3.1% on the previous year as East Lothian’s highest performance to date and shows a seven percentage point improvement since 2012.
- Individual school performance in 2016 varied more with three out of the six schools (Dunbar Grammar, Preston Lodge High and Ross High School) showing significant improvements of between 7% and 14%. Musselburgh Grammar school’s performance dropped by 2.5% following a particularly high performance in 2015 but still achieved their second highest level of performance nonetheless.
- Four out of the six schools show an overall improved trend over the five-year period.

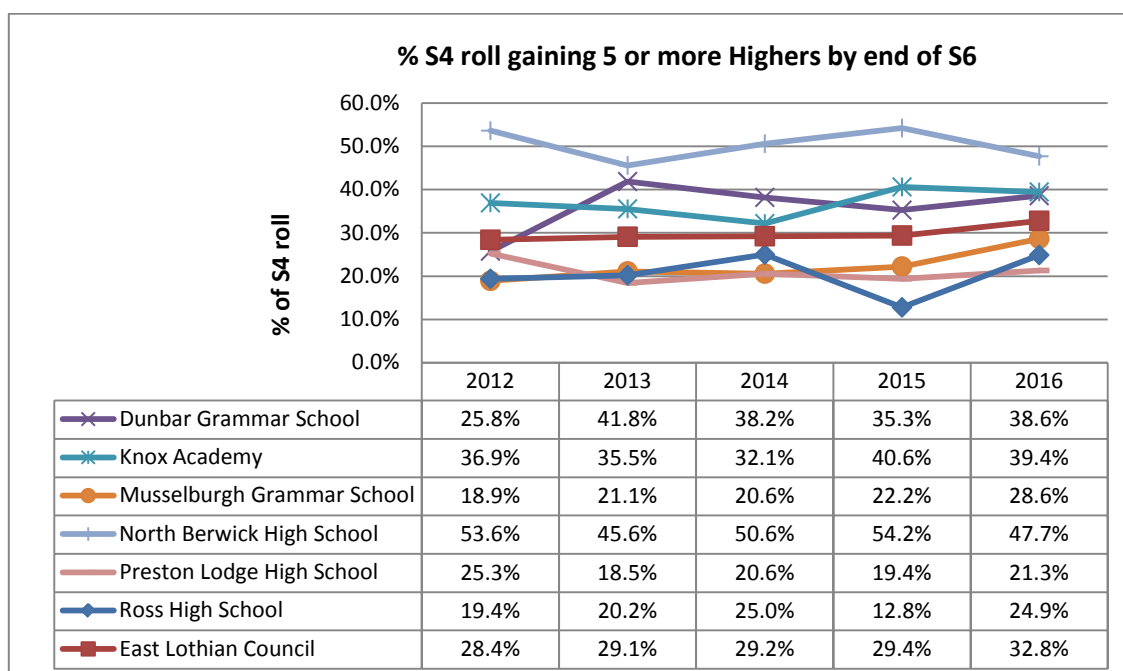
Figure 5: 3 or more awards at SCQF Level 6 (Higher) or better by the end of S6



Comments on Figure 5:

- Figure 5 shows a seven percentage point improvement since 2012 overall in East Lothian with the performance in 2016 for the '3 or more awards at Higher' measure showing an increase of 5.3% on the previous year as East Lothian's highest performance over the five-year period.
- Again, at individual school level, the performance in 2016 varied more with four out of the six schools showing improvements of between 3% and 15% on the previous year to their highest performance to date.
- Four out of the six schools show an overall improved trend over the five-year period with the most notable improvements at Dunbar Grammar, Musselburgh Grammar and Preston Lodge High schools.

Figure 6: 5 or more awards at SCQF Level 6 (Higher) or better by the end of S6

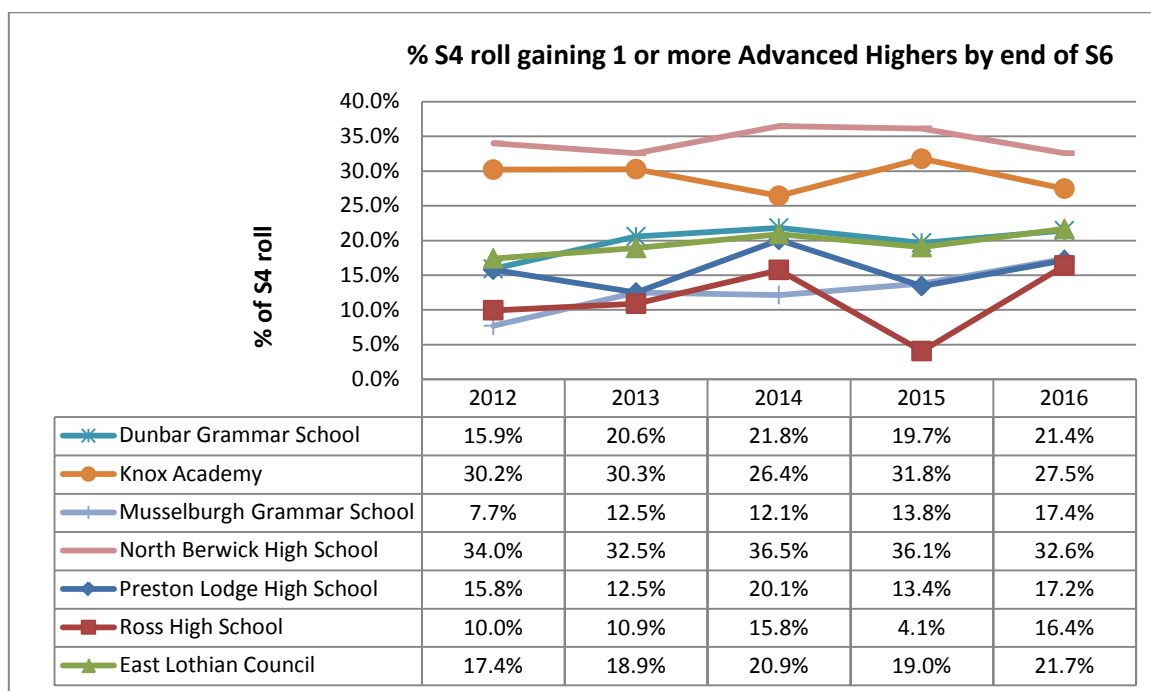


Comments on Figure 6:

- Figure 6 shows an increase of 3.4% across East Lothian in 2016 on the previous year for the ‘5 or more awards at Higher’ measure and a four percentage point improvement overall since 2012.
- Individual school performance in 2016 again is varied with four schools showing an increase of between 2% and 12% on the previous year and two showing a drop of between 1% and 7%.
- Four of the schools show an improved trend over the five-year period with the most notable improvements since 2012 at Dunbar Grammar and Musselburgh Grammar schools.

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

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



Comments on Figure 7:

- Figure 7 shows that East Lothian’s performance in 2016 increased by 2.7% on the previous year to its highest performance over the five-year period and shows an overall improved trend since 2012.
- At individual school level, the 2016 performance varied more with four out of the six schools increasing their percentage performance on the previous year. The most notable increases were in Ross High School (+12.3%), following a particularly low performance in 2015, and at Musselburgh Grammar (+3.6%) and Preston Lodge High (+3.7%), attaining their highest performance over the five-year period.
- Four out of the six schools show an overall improved trend over the five-year period.