



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

**TUESDAY 22 NOVEMBER 2016
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

1

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor S Brown
Councillor S Currie
Councillor A Forrest
Councillor J Gillies
Councillor J Goodfellow
Councillor D Grant
Councillor W Innes
Councillor M Libberton
Councillor P MacKenzie
Councillor F McAllister
Councillor P McLennan
Councillor J Williamson
Ms G Gillan

Council Officials Present:

Mr A McCrorie, Depute Chief Executive – Resources & People Services
Ms F Robertson, Head of Education
Ms M Ferguson, Service Manager – Legal & Procurement
Ms J Ogden-Smith, Communications Officer
Mr C Forbes, Principal Officer, East Lothian Works
Mr P Raffaelli, Head Teacher, Dunbar Grammar School

Clerk:

Ms S Birrell, Committees Assistant (Temp)

Apologies:

Councillor D Berry
Councillor J McNeil
Councillor J Caldwell
Councillor M Veitch
Mrs M Goldsmith
Mr S Bunyan

Declarations of Interest:

None

A proposed Amendment to the Recommendations for item 6 was circulated by the Convener, and after some discussion it was agreed that it should be raised as a verbal amendment during the discussion at item 6.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE HELD ON 20 SEPTEMBER 2016 FOR APPROVAL

The minutes of the meeting of the Education Committee held on 20 September 2016 were approved.

2. EAST LOTHIAN CONSTRUCTION AND TECHNOLOGY CENTRE

A report was submitted by the Depute Chief Executive (Resources and People Services) to provide update on the East Lothian Construction and Technology Centre.

Mr Forbes spoke to the report, informing the Committee that a building which had previously fallen out of use had been refurbished, with capital funding, to house the Construction and Technology Centre. The Centre would build on the academy model, and in time satisfy both the increasing demand for knowledge, and close the skills gap that had been identified in the construction industry. He drew the Committee's attention to the profile-raising launch of the project and confirmed that 61 pupils were attending the Centre this academic, adding that behaviour and attendance had been outstanding. He highlighted various parts of the programmes offered to pupils, and invited all Members to the official opening launch.

Councillor Goodfellow asked which private companies had shown an interest in partnership working. Mr Forbes advised that this work was ongoing but several local building firms were in communication with relevant staff. In response to a further question from Councillor Goodfellow, Mr Forbes agreed that in future years there could be potential to offer courses to young people who had already left school.

Councillor MacKenzie asked how the Centre's timetable meshed with the school day. Mr Forbes indicated that the Centre was open during school term dates, and the pupils normally arrived around 8:30am. Ms Robertson added that it was dependant on a pupil's course, they could be expected to attend for two full days, or two full mornings, per week. Secondary Schools in East Lothian were in the process of streamlining their timetables, so that pupils attending the Centre would not miss other work within school. Mr Raffaelli expanded on the arrangements which had been made for pupils in Dunbar Grammar School, who travelled over lunchtime to attend on Tuesday, Thursday and Friday afternoons. The inclusion of the Friday afternoon demonstrated the pupil's commitment to their course, as schools were closed. He added it would be important to work closely with all pupils, to ensure they would not miss important lessons or information during their time out of the school.

Councillor Currie asked about transportation costs and whether these could be maintained up to the predicted total of 160 pupils that was the Centre's capacity, whether there was a possibility of creating another Centre in the east of East Lothian to cut down on the travel time for pupils travelling from North Berwick and Dunbar, and what work had been carried out to ensure that apprenticeships could be found for pupils, on completion of their courses. Mr Forbes indicated that the transportation budget remained under close review, that travel times from the east of East Lothian had been greatly improved given that prior to the opening of the Centre pupils had

had to travel to Granton, in Edinburgh. He highlighted that pupils should be encouraged to demonstrate their commitment to the course via the requirement to travel, and that punctuality was part of the training for entry into the workforce. Discussions had been ongoing, both with building firms working in East Lothian, and East Lothian Council's Property Maintenance Department regarding the creation of apprenticeship posts, particularly within the shared apprentice scheme.

Gael Gillan asked about entry requirements for the Centre. Mr Forbes advised that last year the entry requirements had been minimal, but there would be an informal interview for applicants for the next academic year.

Councillor Brown asked about the gender balance within the Centre's community. Mr Forbes admitted that there were no female pupils at present but that work was ongoing to encourage a better gender balance.

Councillor Currie stated that not all pupils were suited to the trajectory of school, then university, and given that house building was a growing local industry, he welcomed the grant funding for the creation of the Centre. He agreed that travel time could be used as a way for pupils to demonstrate their commitment to attend, and hoped that a gender balance could be reached, with cognisance that this would be unlikely to happen immediately.

Councillor MacKenzie welcomed the report and noted his support for the creation of the Centre. He cautioned against an over-anxious approach to taking pupils out of school, citing The Wood Commission, which had clearly stated that the world of work and secondary school provision should be meshed. He recommended that children should be supported in gaining relevant skills outside school facilities.

Councillor Goodfellow advised that it had been almost impossible for pupils in his ward of North Berwick to access similar courses in the Edinburgh area, and welcomed the development of this facility. He hoped that house builders working in East Lothian would take advantage of potential apprentices who had completed courses at the Centre.

Councillor Innes welcomed the initiative, and thanked Mr Forbes for his attendance. He outlined that the opportunities provided to pupils, to gain experience and skills in a growing industry where there were local jobs available, would help the local economy.

Councillor Grant emphasised the positive outcome for a building that had been out of use for some time, and agreed that steps should be taken to progress gender balance in the future.

The Convener thanked Mr Forbes for his report, pointing out that 10,050 houses were planned for the East Lothian and this Centre would ensure young people had the right skills for working in the local construction industry. She noted her thanks to the Education Department, the Economic Development Department, Edinburgh College, local House Builders, and East Lothian Works.

Decision

The Committee agreed to note the significant progress made to date and acknowledge plans moving forwards.

3. CURRICULUM FOR EXCELLENCE ACHIEVEMENT OF A LEVEL IN LITERACY AND NUMERACY 2015/16

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the change in national policy to assessing and reporting on children's and young people's progress in literacy and numeracy and to note the levels of achievement in schools across East Lothian.

Ms Robertson spoke to the report, explaining that new draft national benchmarking standards had been developed to support teachers and practitioners to collect data. In line with the Scottish Government's approach, the Assessment Guidance had been developed nationally but implemented locally. She highlighted that schools had been given autonomy to collect the data via their preferred methods, and pointed out that teachers and practitioners were already skilled in helping young people achieve literacy and numeracy skills.

Ms Robertson stressed that the data presented had been classified as "experimental data", adding that the results should only be made available on a school by school basis, with a link to the school's individual website included, to show the whole school's achievements. She added that East Lothian's approach to children with Additional Support Needs was inclusive, and therefore these children had been included in the reporting.

Councillor Forrest asked about the robustness of the data, and about the benefit of publishing it, raising concerns about the creation of league tables. Ms Robertson responded that the data should be viewed as under development. Schools across Scotland had used different approaches to reporting, and some had chosen to report on 'progress towards' rather than 'achievement of' a level. The Scottish Government had also expressed concern regarding the potential creation of league tables, but the data had been published because it could have been brought into the public domain via a Freedom of Information Request. With regards to the robustness of the data, she claimed that it should be viewed as one piece of information, adding that a letter had been sent to all parents to explain the situation, and Parent Council Chairs had been briefed.

Councillor Williamson asked how Elected Members should respond to concerns raised by parents. Ms Robertson outlined that all schools had been asked to collate information as to how they had collected the data, and that it was important to highlight the inclusion policy for children working towards individual learning targets, as opposed to age-appropriate levels: this could impact the reported figures significantly, from between 5% to 23%.

Councillor MacKenzie noted the inclusion, at paragraph 3.6 of the report, of significant variations, nationally, in reporting. Ms Robertson stated that East Lothian had been commended on their reporting, because they had chosen to share expectations and experiences at cluster level. Also, ten school staff were part of the National Moderation Group and could feed back from there into schools.

Councillor Grant asked why the arrangements for assessment had been changed. Ms Robertson explained that there had been too much variation between Local Authorities to allow for the creation of a clear overview of Education across Scotland. Therefore, the OECD had recommended a system that would be comparable between schools and across Education Authority areas.

In response to a question from Councillor Goodfellow, Ms Robertson reported that standardised testing had a role to play, to target variations across Scotland, but added that this data only represented 10% of the overall curriculum.

In response to questions from Councillor McAllister, Ms Robertson outlined that if the position remained the same in 2017, when all schools in Scotland should be following the same framework, special provision would be made for some schools. Head Teachers had already been asked, as a result of this exercise, what support they could benefit from, in order to improve their literacy and numeracy, and strategies and actions would be delivered.

The Convener asked where concerned parents should be directed, in order to gain a wider understanding of the work of a school. Ms Robertson recommended school's individual websites, or their most recent Standards and Quality report, both of which would provide a fuller picture. Mr Raffaelli added that this was a live issue, and that even if results had been reported with 97% of pupils attaining a level, he would still be concerned with the remaining 3%.

Councillor MacKenzie praised the breadth and range of Curriculum for Excellence, reporting that the OECD report had appraised Scottish children as resilient. He noted concern about the drop in high level readers between 2004 and 2012, and over the release of this experimental data, but added that it was more important that children experienced the adventure of learning.

Councillor Currie cautioned against dismissing the data, recommending that there could be issues that were a cause for concern contained within the report.

Councillor McAllister pointed out that there was only so much change teachers could produce, given that so many of the factors concerning the data were likely to be environmental, not pedagogical. He agreed that there could be some validity in the findings.

Councillor Innes remarked that it would be difficult to interpret the data in any meaningful way, given the disproportional figures and the transition from one method of reporting to another.

The Convener agreed that the information presented should not be considered robust, and recommended that Members looked up the Office of National Statistics website to find the definition of experimental data. She maintained that Ms Robertson had taken the correct course of action, and it would be the responsibility of all Elected Members to flag up the experimental nature of the data presented. She emphasised that the creation of league tables would not be a positive move and highlighted the breadth and width of the Curriculum for Excellence beyond the reported information.

Decision

The Committee agreed to consider and note the contents of the report.

4. EARLY DEVELOPMENT INSTRUMENT: ASSESSING CHILDREN'S "READINESS TO LEARN"

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the initial results and preliminary conclusions

from the Early Development Instrument (EDI) survey, a tool for assessing children's readiness to learn on entry to Primary One.

Ms Robertson spoke to the report, outlining the recommendations at paragraph 2.1. She drew the Committee's attention to the differences between this assessment exercise and that of previous PIPs assessments, which measured skills, knowledge and understanding, pointing out that this new assessment measured emotional health and wellbeing which would also impact on the readiness to learn. She highlighted the main findings, which had been included at paragraph 3.9 of the report.

In response to a question from Councillor Goodfellow, Ms Robertson explained that the company which had delivered the survey used a quintile system, hence the move from deciles to quintiles in the reported data.

Councillor Williamson asked what feedback had been received from Primary One Teachers regarding the collection of this information. Ms Robertson advised that the main tool for assessment had been via observation, but that Councillor Williamson had raised a valid point about the management of workloads for P1 staff. She added that the data collected, once received at school level, would be useful for staff as it could allow for reflection on the quality of transition into Primary One.

Councillor MacKenzie expressed concern at the decline between 2012 and 2016, especially as projects such as Support from the Start could have shown an improvement in these figures. Ms Robertson indicated that she would be looking at this data more closely at school level, and although she was not complacent, it would be important to use the information to find out more about pre-school learning experiences children had accessed. The findings could also be used to track the children's progress in future years, especially if they had had input from Support from the Start in their early years.

In response to a question from Councillor Innes, Ms Robertson clarified that there was no comparable information available from countries where children started school after the age of five. Councillor Innes asked Ms Robertson if she thought early intervention was sometimes too early. Ms Robertson cautioned against allowing one statistic to draw an entire narrative, citing the importance of working with all early learning partners, and reminding the Committee that a myriad of influences could impact on this data.

Councillor MacKenzie pointed out that a range of experts, including Harry Burns, had recommended early intervention. Councillor McAllister agreed, claiming that the benefits of early intervention were profound, adding that other, unconnected factors could have led to the decline shown in paragraph 3.9 bullet point 1.

The Convener thanked Ms Robertson, Sharon Saunders and Steven Wray for their work on this report, which would become an effective way of finding out about early learning programmes accessed by East Lothian's children, prior to their entry to school. She added that it was key to ensure that children were ready for Primary One, and that the data could be used to influence East Lothian's Early Learning and Childcare Strategy.

Decision

The Committee agreed to consider and note the contents of the report.

5. INSIGHT LOCAL BENCHMARKING MEASURES AND GRADED COURSE AWARDS TO 2016

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of trends in attainment and achievement of S5 and S6 pupils in the Senior Phase in East Lothian using the “Local Benchmarking Measures” and Graded Course awards from 2014 to 2016 from Insight.

Ms Robertson spoke to the report, confirming that it had recorded all of the achievements made at senior phase with East Lothian secondary schools. She drew the Committee’s attention to the bullet points at paragraph 3.5, warning against direct comparison between schools, due to individual school’s autonomy which would preclude these comparisons, although she added that she was not complacent regarding the findings of the report. She explained that, as outlined in paragraph 3.7 of the report, some schools allowed pupils to study fewer subjects in S4, in order to better prepare them for Higher exam courses in S5.

An overview of the main findings of the data had been included in the report at paragraph 2.11. Ms Robertson advised that a report regarding each individual secondary school’s performance would be brought to a future Committee, but pointed out that overall there had been an improvement in East Lothian’s attainment. She concluded by stating that initiatives such as the new Construction and Technology Centre could only further improve options and outcomes at senior phase.

Councillor McKenzie asked what measures had been put in place to support pupils in the lowest 20% attainment group. Ms Robertson invited Mr Raffaelli to respond regarding the strategies that had been put in place in Dunbar Grammar School to support and encourage pupils in this group. Mr Raffaelli highlighted that the data provided in the report could allow all staff, who had been trained to access and parse this information, to identify these pupils individually, prior to S1, via information provided at cluster level from Primary Schools. Once identified, the pupils’ barriers to learning could be identified, good practice could be shared, appropriate targets could be set. The breadth of the Curriculum for Excellence also helped to create a flexible approach to the education of these children, in partnership with parents and carers. He concluded by assuring the Committee that while a good deal of time was spent with this group, this was not to the detriment of those in the top 20% group, or the middle 60% group, within his school.

In response to a further question from Councillor McKenzie, Ms Robertson pointed out that the only maths level SVQF 6 option was Higher Maths, so the slight drop in attainment, mentioned in the Appendix to the report, only referred to those pupils undertaking this course choice and would not reflect wider numeracy attainments.

Councillor McKenzie asked about Advanced Higher PE. Ms Robertson briefed the Committee on an investigation into the provision of PE, adding that the SQA would be focussing on PE as part of their understanding standards. There were concerns at a National Level about the subject. Mr Raffaelli added that Dunbar Grammar had not offered Advanced Higher PE this academic year, but would be offering it next year. He echoed Ms Robertson’s concerns, which were shared with PE staff, regarding the progression from Higher PE to Advanced Higher PE, and the lack of clarity with regards to standards.

In response to a question from the Convener, Ms Robertson asserted that the attainment of each secondary school would be examined on an individual basis. She indicated that the creation of flexible pathways to education were important, and that

allowing pupils to progress to Higher in S5 would reflect a depth of learning. She informed the Committee that ten secondary school teachers were part of a National Curriculum Development Group, which fed back useful information into the Head Teachers Group.

Councillor MacKenzie welcomed the report, which allowed for detailed reflection. He pointed out that statistics were only part of the picture, and that it was just as important that pupils would become well-rounded individuals who enjoyed learning. He added that it would be important to close the gaps, whilst also raising the bar for those who could improve on their achievements.

The Convener thanked the staff in the East Lothian Education Department and the Head of Education for their hard work in raising attainment at senior level, and whilst acknowledging there was no room for complacency, highlighted the improving trend over the last five years.

Decision

The Committee agreed to consider and note the contents of the report.

6. DELIVERING EXCELLENCE AND EQUITY

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the Scottish Government's Education Delivery Plan Delivering Excellence and Equity which sets out the steps the Scottish Government will take to achieve improvements in both excellence and equity through closing the poverty related attainment gap. Also, to inform the Committee of the Empowering teachers, parents and communities to achieve Excellence and Equity in Education Governance Review, and to seek the Committee's agreement to provide an East Lothian Council response to the Governance Review to help shape future proposals for the governance of Scottish education.

Ms Robertson presented the report in detail, drawing the Committee's attention to the three core aims of the Delivery Plan, which were: 'A Relentless Focus on Closing the Attainment Gap,' 'A Curriculum which delivers for Children and Teachers,' and 'Empowering our Teachers, Head Teachers, Practitioners, Parents, Communities, Children and Young People.'

Councillor Goodfellow asked whether the response from the East Lothian Council Education Department would come back to the Council Committee for Education for approval. Ms Robertson confirmed that the deadline for the response was such that there would be no opportunity for the final response to be approved by Committee. In response to a further question from Councillor Goodfellow, Ms Robertson stated that she was not aware of any feedback from Head Teachers or teaching staff that had led to the creation of this report, or the requirement for changes to the governance of Education in Scotland.

Councillor Currie asked about the possibility of the formation of Education regions and their structure. Ms Robertson responded that there had been no detail provided about Education regions at this time. Councillor Currie asked whether the response, for which the recommendation in the report had been delegated to Ms Robertson, would be the only and final response to the proposals, Ms Robertson confirmed this was the case, due to the short time frame available.

Councillor McAllister asked whether there was capacity within the Education service to implement these changes. Ms Robertson maintained that issues were being taking forward and solutions had been found both locally and nationally, to ensure that workloads remained reasonable for staff in schools.

The Convener asked if there had been feedback from Head Teachers regarding the possibility of additional responsibilities. Ms Robertson pointed out that Head Teachers across East Lothian had very different workloads and day-to-day tasks: some were Head Teachers to more than one school, and others were required to take on class teaching.

In response to a further question from the Convener, Ms Robertson explained that the report from the OECD had allowed for examination and potential reform of any and all levels of Education.

Councillor Goodfellow proposed an amendment to the recommendations, namely that that the final response should be presented to a full meeting of East Lothian Council on 28 February 2017, and that the draft response should reflect the following views; that no extra layers of bureaucracy should be introduced into the education system with East Lothian; that there is no clear educational benefit to establishing Education Regions and they should not be imposed on East Lothian; that the local link and accountability between the support and support service provided by East Lothian Council's Education Department and other departments to Head Teachers, School Leaders, Teachers, Parent Councils and Unions should not be broken; and that in light of the "tackling bureaucracy" agenda no additional legal responsibilities should be placed upon East Lothian Head Teachers and other school leaders.

The amendment was seconded by Councillor Grant.

Councillor Currie expressed his concerns. He felt that accepting the amendment would mean that the East Lothian response would be brought to a meeting of East Lothian Council after the deadline for the response had passed. He maintained that the inclusion of criticism of new Education regions was premature as no details had been decided, and that to accept the recommendations, as amended, would prejudice the outcome of a planned consultation with other stakeholders.

Councillor McLennan agreed, stating that the amendments could set a precedent and exclude the views of other important stakeholders in East Lothian's response.

Councillor Innes spoke in support of the amendments, claiming that there had been significant changes made to Education across Scotland and that parents and schools should not have to deal with further changes within a short time frame.

Councillor McKenzie added that the recommendations at paragraph 3.4 of the report should be agreed and confirmed he would be supporting his colleagues and voting against the amendment.

The Convener pointed out that the amendments had arisen from concerns over the reduction of levels of bureaucracy. It was clarified that the intent was that East Lothian Council's final response would be brought to the meeting of East Lothian Council in February 2017 for noting.

The Committee then voted on the amendment (i.e. the report recommendations including the additional recommendations, as proposed by Councillor Goodfellow):

For: 7
Against: 6
Abstentions: 1

Decision

The Committee agreed to:

- (i) Note the contents of the report;
- (ii) Note that a range of consultation activities will be undertaken to gather the views of key stakeholders;
- (iii) Delegate to the Head of Education, in consultation with the Education Convener, that East Lothian Council will provide a response to the Governance Review as outlined in paragraph 3.10 to help shape future proposals for the governance of Scottish education;
- (iv) that the final response would be presented to a full meeting of East Lothian Council on 28 February 2017 for noting;
- (v) that the draft response should reflect the following views:
 - no extra layers of bureaucracy should be introduced into the education system with East Lothian
 - there is no clear educational benefit to establishing Education Regions and they should not be imposed on East Lothian
 - the local link and accountability between the support and support service provided by East Lothian Council's Education Department and other departments to Head Teachers, School Leaders, Teachers, Parent Councils and Unions should not be broken
 - in light of the "tackling bureaucracy" agenda no additional legal responsibilities should be placed upon East Lothian Head Teachers and other school leaders.

Signed

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Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Follow Through Inspection of Dirleton Primary School by Education Scotland

2

1 PURPOSE

- 1.1 To report to Committee on the follow through inspection of Dirleton Primary School by Education Scotland who indicated in its previous letter to parents of 15 January 2016 that there would be a return visit to the school within twelve months of the publication. This took place on 6 and 7 December 2016.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland's letter to parents dated 14 February 2017 (Appendix 1).
 - (ii) Congratulate the Head Teacher and staff on the progress that has been made since the previous visit by Education Scotland in September 2015.

3 BACKGROUND

- 3.1 Education Scotland has published two reports on Dirleton Primary School: in January 2015, and now most recently in February 2017.
- 3.2 The letter to parents dated 14 February 2017 noted a number of areas of improvement since the previous visit, including:
- improved consistency in curriculum planning;
 - improved sharing of information when children move from one stage to the next for the start of the school year; and
 - Improved pace of learning, with challenge for the highest attaining children achieved through well-judged group activities.
- 3.3 The reported noted that “the ongoing development of curriculum planning, partnerships with parents and how children build on their skills over time is leading to better progress overall”, and that was most noticeable in

numeracy and literacy. Teachers were complimented on the use of interesting and real life contexts for children to develop their numeracy and literacy skills, and their “very good use” of the school’s locality as a unique feature for learning, which had helped children to develop a sense of pride in their school and their achievements.

- 3.4 Overall, the inspection team is satisfied with the pace of change and the positive impacts evidenced through the professionalism of teachers, the improved curriculum and positive learning experiences for children. The inspection team are confident that the school has the capacity to continue to improve but more time is needed to evidence this more fully. Council Officers will continue to support the school and report progress to the Area Lead Officer at Education Scotland within twelve months of 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 of Dirleton Primary School dated 14 February 2017 (Appendix 1).

AUTHOR’S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail dscott2@eastlothian.gov.uk
DATE	10 February 2017



14 February 2017

Dear Parent/Carer

**Dirleton Primary School
East Lothian Council**

In January 2016, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and East Lothian Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

How well the school has improved the curriculum.

The head teacher and staff have developed a clear understanding of what they want children to achieve through Curriculum for Excellence. They have identified and shared their values and make very good use of the school's locality as a unique feature for relevant contexts and wide variety of learning outdoors. This has helped children to develop a sense of pride in their school and their achievements. Parents of the Dirleton School Partnership continue to actively support the school. Parents value the termly class newsletters that outline ways in which they can engage with the school and their children's learning. The on-going development of curriculum planning, partnerships with parents and how children build on their skills over time is leading to better progress overall. This has been most noticeable in numeracy and literacy. A strong feature is the use staff make of interesting and real contexts for children to develop life skills in numeracy and maths. We have asked them to continue to develop the curriculum pathways for all areas of learning, as planned. The school has improved consistency in curriculum planning to support children to learn as best they can. Curriculum pathways help staff identify progress in learning and plan appropriately challenging experiences for most children. The sharing of information when children move from one stage to the next for the start of a new school year has improved. The school should further strengthen links with partnership nurseries to support development of the curriculum and shared understanding of standards at the early level.

How well self-evaluation approaches bring about measurable improvements for children and greater consistency in teaching across the school.

The head teacher has successfully shared his vision and values for the school and his leadership of change is supported by staff and parents. He has developed strong teamwork amongst staff and a positive school ethos. Everyone we spoke to during our visit is very supportive of the school and proud of its achievements. Staff now take an increasing role in leading the school's improvement priorities. This has successfully improved the consistency in teaching approaches and what the school wants to achieve through Curriculum for Excellence. All staff are committed to their continuing professional development and share their strengths effectively with one another. They are becoming more reflective about their own practices through their openness in sharing good practice and learning from other professionals. In most lessons observed during the visit, teachers are providing effective support and challenge for most children. The pace of learning has improved and challenge for the highest attaining children is achieved through well-judged group activities. Children requiring support are making better progress through individual and group learning. They are supported well by staff who work alongside teachers in classes. Staff are encouraging children to think about their learning and with raised expectations ensure they are making improved progress. Children are increasingly taking responsibilities for their learning and have a strong say in how to improve the school. Their contribution to and leadership of a variety of citizenship groups is developing well. The health and wellbeing committee has developed a partnership with the school catering service leading to improved meal choices. They have raised children's awareness of the importance of healthy eating. Staff encourage children to talk about their learning and what they want to achieve. We have asked the school to continue to develop children's personal learning targets linked to their individual learning journeys and achievements. The head teacher encourages professional dialogue with staff and is developing an increased emphasis on self-evaluation leading to self-improvement. The staff have gained some experience in evaluating their work against national benchmarks. We have asked that they continue to evidence improvements and systematically evaluate progress to ensure they demonstrate an increasing impact on raising attainment.

How effectively is assessment and tracking children's progress leading to improved attainment and achievement?

Overall, staff are now tracking the progress of most children well and developing a shared understanding of what to expect children to achieve. We are pleased with the stronger progress most children are making across the broad curriculum. The increased understanding of expected standards and consistency in planning for learning has led to improved progress in numeracy and literacy. The improved focus on tracking attainment and achievement and approaches to identify children with additional support needs helps inform learning groups and the next steps in learning. Staff make use of a range of assessment information to support their overall knowledge of how well children are progressing through Curriculum for Excellence levels. The emphasis in developing children's skills in writing and its assessment has led to children having increased awareness of how to improve further. Progress in numeracy and mathematics is improving and children are encouraged to think about how they apply their skills in a variety of real contexts through using digital

technologies and learning outdoors. Staff are growing in confidence and developing knowledge and understanding in making accurate professional judgements about children's progress and achievements. They should continue to develop this aspect of the school's work as outlined in the school's improvement plan and continue to raise expectations of what children can achieve.

What happens next?

Overall, the inspection team is satisfied with the pace of change and the positive impacts evidenced through the professionalism of teachers, the improved curriculum and positive learning experiences for children. We are confident that the school has the capacity to continue to improve but more time is needed to evidence this more fully. East Lothian Council will continue to support the school and report progress to the Area Lead Officer in Education Scotland within twelve months of this inspection. This report will inform any decision made by Education Scotland on whether we will make a return visit. East Lothian Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow
HM Inspector

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REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Accessibility Strategy 2017-2020

3

1 PURPOSE

- 1.1 To update the Committee on the Accessibility Strategy 2017-2020.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the Accessibility Strategy 2017-2020 and Action Plan (Appendix 1).
 - ii. Authorise the publication and distribution of the Accessibility Strategy 2017-2020 to all Educational establishments in East Lothian.
 - iii. Authorise Education Service officers to review the Strategy and Action Plan on an annual basis.

3 BACKGROUND

- 3.1 *The Education (Disabilities Strategies and Pupil's Educational Records)(Scotland) Act 2002* places a duty on local authorities to prepare and implement an Accessibility Strategy to cover consecutive 3 year periods.
- 3.2 This is East Lothian's fourth Accessibility Strategy, which will cover the three-year period from March 2017 to March 2020.
- 3.3 The authority, schools and nurseries must take the Accessibility Strategy into account in any management decisions and improvement planning.
- 3.4 The purpose of this Accessibility Strategy is to ensure improvements in the following areas:

- **Curriculum** - increase disabled pupils' participation in the curriculum;
- **Physical Environment** - improve the physical environment of schools to enable better access to education and associated services provided; and
- **Communication** - improve communication with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats and taking account of any preferences expressed by them or their parents that would be provided in writing to pupils who do not have a disability.

These are referred to as *planning duties* in associated legislation.

4 POLICY IMPLICATIONS

- 4.1 All current and future policies at Authority and school level will take account of the duties set down by this Accessibility Strategy, the Equality Act 2010, the Education Disability Strategies and Pupils Educational Records (Scotland) Act 2002, the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and the Children and Young People (Scotland) Act 2014.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - Current policy on Accessibility requires the Authority to make reasonable adjustments where required to provide access for pupils to the curriculum, extra-curricular activities, built environment and communication. These adjustments will continue to be met from the Education budget.
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 None

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DATE	17 February 2017

Accessibility Strategy 2017-2020

Introduction

This is East Lothian's fourth Accessibility Strategy which will cover the three year period from March 2017 to March 2020. Schools and nurseries must take the Accessibility Strategy into account in any management decisions and improvement planning.

Purpose

The purpose of this Accessibility Strategy is to ensure improvements in the following areas:

- **Curriculum** - increase disabled pupils' participation in the curriculum;
- **Physical Environment** - improve the physical environment of schools to enable better access to education and associated services provided; and
- **Communication** - improve communication with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats and taking account of any preferences expressed by them or their parents that would be provided in writing to pupils who do not have a disability.

These are referred to as *planning duties* in associated legislation.

Legislative and Policy Context

- *The Education (Disabilities Strategies and pupil records)(Scotland) Act 2002* places a duty on local authorities to prepare and implement an Accessibility Strategy to cover consecutive 3 year periods.
- *The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)* requires that education authorities make adequate and efficient provision for such additional support as is required by a child or young person.
- *The Equality Act 2010* restates the previously existing duty on an education authority to '*make reasonable adjustment*' for disabled persons in school and where an existing arrangement places a disabled person at a substantial disadvantage in comparison to persons who are not disabled, to remove that disadvantage.

The Equality Act 2010 states that a person has a disability if (s)he '*has a physical or mental impairment, and that impairment has a substantial or long term adverse effect on the ability to carry out normal day-to-day activities*'

Long term – last or likely to last for at least 12 months or for the rest of the person's life

Substantial adverse effect – is neither minor nor trivial and affects one of the special capabilities of:

- mobility
 - manual dexterity
 - physical coordination
 - continence
 - ability to lift, carry or otherwise move everyday objects
 - speech, hearing, eye sight
 - memory and ability to concentrate, learn or understand
 - autism spectrum disorder
- *The Children and Young People (Scotland) Act 2014*. Local authorities have been working to implement the Getting it Right for Every Child (GIRFEC) approach since 2010. Aspects of this approach have now been included in the Children and Young People (Scotland) Act. Wellbeing is at the heart of the GIRFEC agenda and the Act defines Wellbeing under eight indicators – safe, healthy, achieving, nurtured, active, respected, responsible and included. The GIRFEC approach should support the aim of improving access to education and outcomes for disabled pupils.
 - *How good is our school? (4th Edition)*. How good is our school is the national guidance for school self evaluation. The quality indicators and supporting toolkit assist school in the process of achieving self-improvement. Quality Indicators 3.1 (Ensuring wellbeing, equality and inclusion) and 3.2 (Raising attainment and achievement) provide schools with the means to engage in evidence – based analysis of what is working well and what needs to improve, including support for pupils with a disability.

Terminology

The Education (Disabilities Strategies and pupil records)(Scotland) Act 2002 uses the term 'pupils with a disability' therefore this is the terminology used in this document. A 'pupil' is a child or young person of any age for whom education is or is required to be provided. Provision can be made by a pre-school, primary, secondary or special school or independent or grant-aided school.

Developing our Accessibility Strategy

The Steering Group

A core Steering Group was established in June 2016 to review the previous Accessibility Strategy and develop the 2017-2020 Strategy.

Steering group membership:

Linda Gaughan (chair), Education Support Officer (ASN)
Andrew McCulloch, Business Support Officer
Judith Wood, Senior Safety Advisor
Angela Mcleman, Occupational Therapist
Hayley Welsh, Access Officer
Andrea Baillie, parent
Susan Major, parent
Louise MacDiarmid, parent
Rebecca Keegan, pupil
Sarah Ingham, Head Teacher
Alison Cameron, Deputy Head Teacher
Tricia Shepherd, Principal Teacher
Claire Graham, Head Teacher

Review of previous Accessibility Strategy

The Steering group reviewed the progress made in priority areas identified in the previous Accessibility Strategy.

Key actions and outcomes are summarised below:

Priority Area	Planning duty	Outcomes
Extracurricular activities and outdoor learning	Curriculum Environment	The Outdoor Learning Team now includes information and guidance on appropriate extracurricular and outdoor learning opportunities for disabled pupils in their training, 'Visit Leader Training'.
Anti-bullying Policy	Curriculum Environment Communication	Draft Anti Bullying Policy will be circulated for consultation by January 2017
Targeted services for visually impaired pupils	Curriculum Environment Communication	A new Service Level Agreement is in place with the provider (City of Edinburgh)
Arrangements for allocating resources for equipment and buildings adaptations to ensure access for disabled pupils	Curriculum Environment Communication	The process and documentation for allocating resources has been reviewed and is fit for purpose

Staff guidance and training on legislation	Curriculum Environment Communication	East Lothian Pro equal Opportunities training available to all staff National Guidance on Equalities has been circulated to schools Equality in Early Years Guidance (2012)
Accessible documentation	Communication	Centre and school staff are aware of East Lothian policy on Accessible Information. This is available on the councils intranet
Complaints procedures	Curriculum Environment Communication	School staff are aware of and utilising the most current Complaints Procedures. Information leaflets are readily available and Head Teachers have been briefed.

Information about children and young people with a disability in East Lothian

Through the Staged Assessment and Intervention process individual teachers and schools gather significant amounts of information and data on individual pupils and their additional support needs.

Centrally this information is collated in a format that can be compared to national data and can also be used to support planning and decision making locally.

The tables below summarise the rate of pupils with a disability in our schools (Sept 2016):

Rate assessed and/or declared as having a disability per 1,000 pupils					
All Sectors	2012	2013	2014	2015	2016
East Lothian	14.3	14.1	12.8	15.1	14.4
National	22.6	22.8	22.2	23.2	23.8

Rate assessed and/or declared as having a disability per 1,000 pupils					
Primary Sector	2012	2013	2014	2015	2016
East Lothian	8.8	8.5	7.5	12.6	11.8
National	13.7	12.8	12.1	12.6	13.0

Rate assessed and/or declared as having a disability per 1,000 pupils					
Secondary Sector	2012	2013	2014	2015	2016
East Lothian	21.8	21.7	20.4	18.9	18.4
National	18.7	20.3	20.1	22.4	23.1

Consultation process

A range of tools and methods were used to consult with stakeholders on priorities for this Accessibility Strategy:

- Focus Group with Family Led Information Point Group (FLIP)
- Pupil questionnaire/interviews
- Parent / Carer questionnaire
- School staff questionnaire
- Partner agency questionnaires

Outcomes from the consultation process are summarised in Appendix 1

Key priorities for our Accessibility Strategy 2017-2020

From the information gathered through the consultation process, the following priorities have been identified for the new Accessibility Strategy:

- **Training for school staff on a wide range of issues relating to disability including legislative duties.**
- **Awareness and understanding of pupils regarding disability.**
- **Use and understanding of data to inform school and authority planning in the areas of:**
 - **Attainment**
 - **building adaptations**
 - **specialist equipment**
 - **use of ICT**
 - **assessment arrangements**
- **Inclusion of pupils with disability on school outings and trips.**
- **Differentiation of the curriculum to meet learners needs.**
- **Methodology for gathering and comparing views to inform Accessibility Strategies in the future.**

Below are areas highlighted through the consultation that are either outside the scope of the Accessibility Strategy or being addressed through other strategies, reviews etc:

- Staffing levels –the Additional Support Needs Review
- Dyslexia training for school staff – the Literacy Strategy
- Access to playgrounds and outdoor spaces in schools – the Play Strategy
- Access to sport activities – the Inclusion in Sport Strategy
- Joint working/meetings/SAI process – the Additional Support Needs Review

Areas of good practice identified by stakeholders

Through our consultation process, we also asked stakeholders to identify areas of good practice in supporting pupils with a disability in East Lothian schools. Some key areas of good practice are listed below:

Curriculum:

- ✓ Comprehensive assessment arrangements e.g. scribes, digital exam papers
- ✓ Early planning for trips and outings (involving parents and pupils)
- ✓ Alternative outdoor activities e.g. Muirfield Riding Therapy, supported canoeing at the lagoons
- ✓ Flexible curriculum e.g. drumming, therapy dogs

Physical Environment:

- ✓ Equipment and furnishing to increase access e.g. accessible hobs, chairs, angle boards
- ✓ Adaptations to school buildings e.g. acoustics wall panels, ramps.
- ✓ Accessible and sensory play equipment in our Specialist provision playgrounds

Communication:

- ✓ Deaf awareness training available to all staff
- ✓ Whole school commitment to learning British Sign Language
- ✓ Using text to share information with pupils and parents
- ✓ Speaking app software

Others:

- ✓ Integration of pupils in our Specialist Provision into mainstream and vice versa (increases understanding and awareness)
- ✓ Sharing good practice through case conferences

Action Plan

The Steering Group developed the Action Plan based on key priorities identified through the consultation exercise.

See appendix 2.

Integrated Impact Assessment

An Integrated Impact Assessment has been carried out.

Monitoring and Evaluation

The Accessibility Strategy and Action Plan will be monitored and reviewed by the Steering Group annually, over the 3 year period. As part of this process, we will continue to consult with children and young people regarding their educational experience. An interim report will be produced following each review.

Accessibility Strategy 2017-2020

How did we consult?

The consultation process

A wide range of stakeholders were consulted to inform the Strategy:

- Pupil surveys/interviews in 10 primary schools and two secondary schools. Pupils responding covered a number of stages and included both those identified as having a disability and those who did not.
- The Steering Group chair attended a session of the authority's Family Led Information Point (FLIP) and directly discussed the scope and aims of the Strategy and collated responses from the parents of children with a disability.
- A formal consultation ran via the Council's Consultation Hub for four weeks in September / October 2016.

The consultation recorded the views of parental, school staff, external professionals and pupils on how well the authority is meeting the needs of children and young people with a disability in our schools. It also recorded areas of best practice within our schools.

Response rate

Pupil interviews/questionnaires

33 responses were received from children in primary and secondary schools responded.

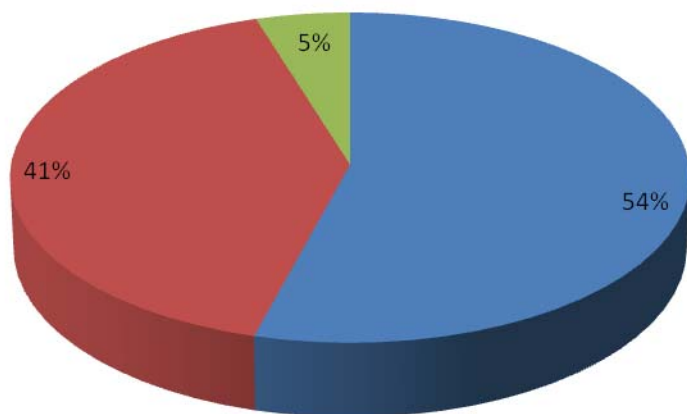
Formal Consultation through the Consultation Hub

This yielded 83 responses in total. The breakdown is as follows:

- The parent/carer of children and young people who attend a school or nursery managed by, or in partnership with, East Lothian Council – 45
- Members of staff in a school or nursery managed by, or in partnership with, East Lothian Council – 34
- Partners who works directly or indirectly with children and young people in East Lothian who have a disability - 4

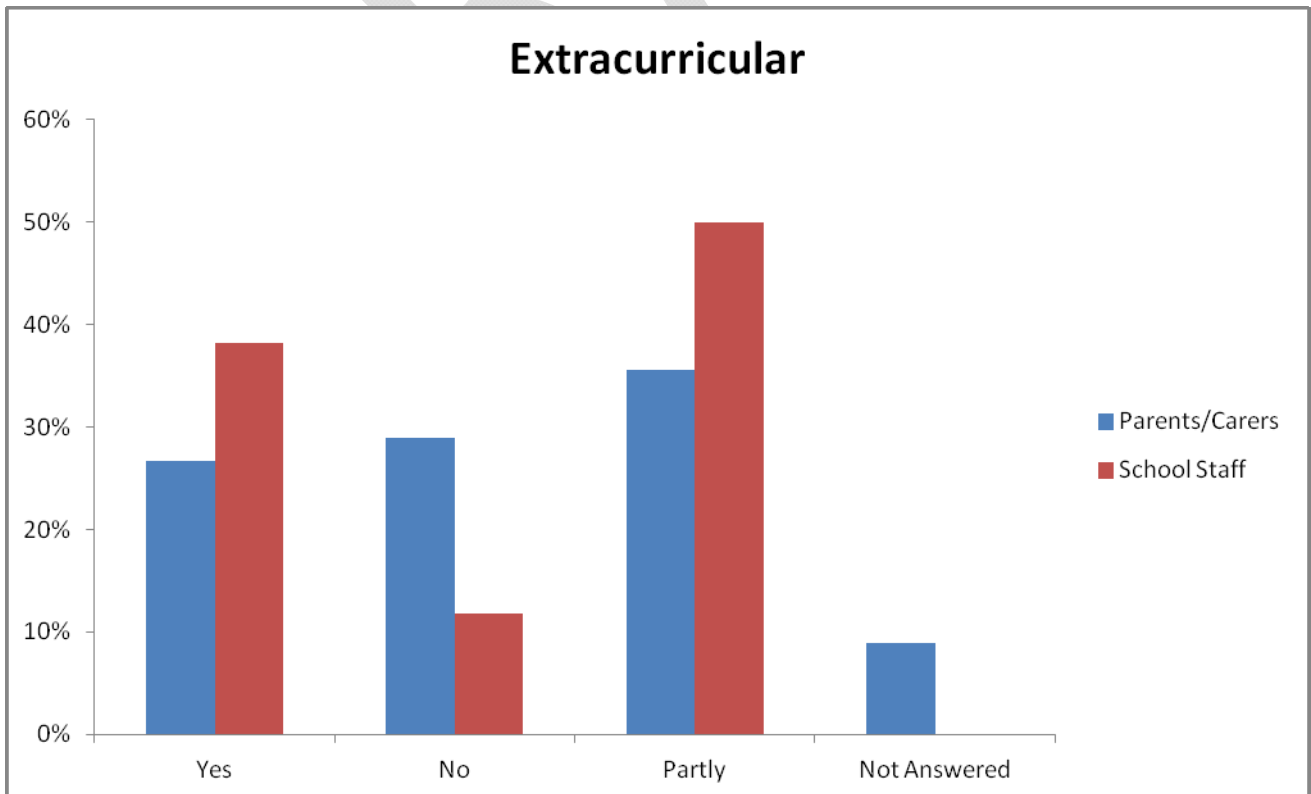
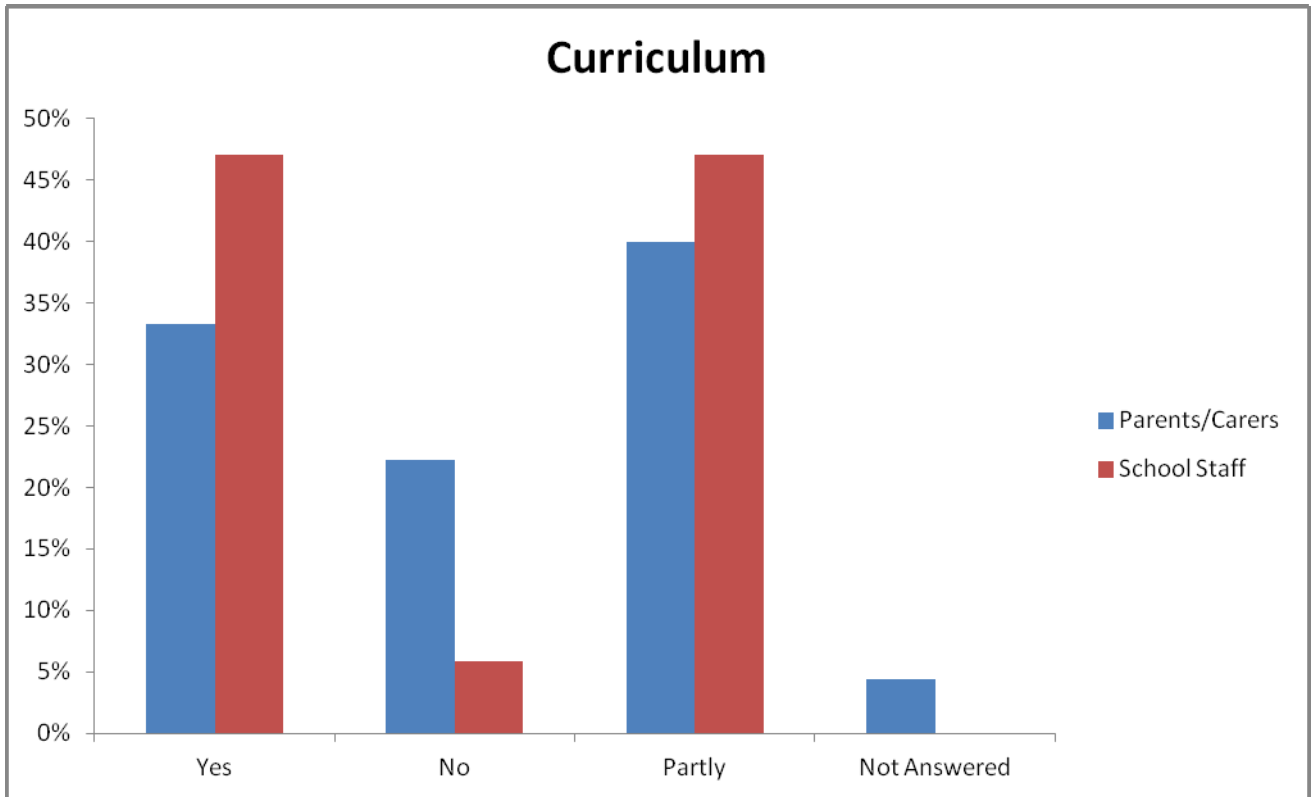
Responses to the formal consultation (parents/carers, school staff and partners)

Percentage of Respondents

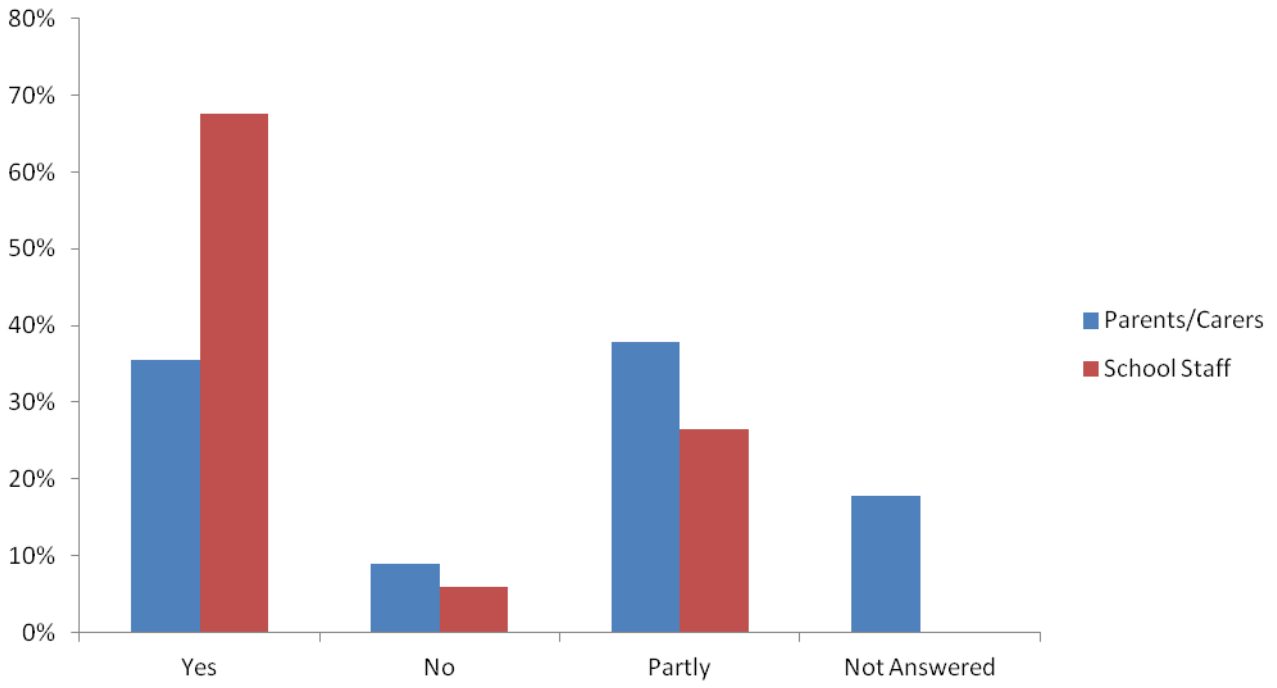


- The parent/carer of children and young people who attend a school or nursery managed by, or in partnership with, East Lothian Council?
- A member of staff in a school or nursery managed by, or in partnership with, East Lothian Council?
- A partner who works directly or indirectly with children and young people in East Lothian who have a disability?

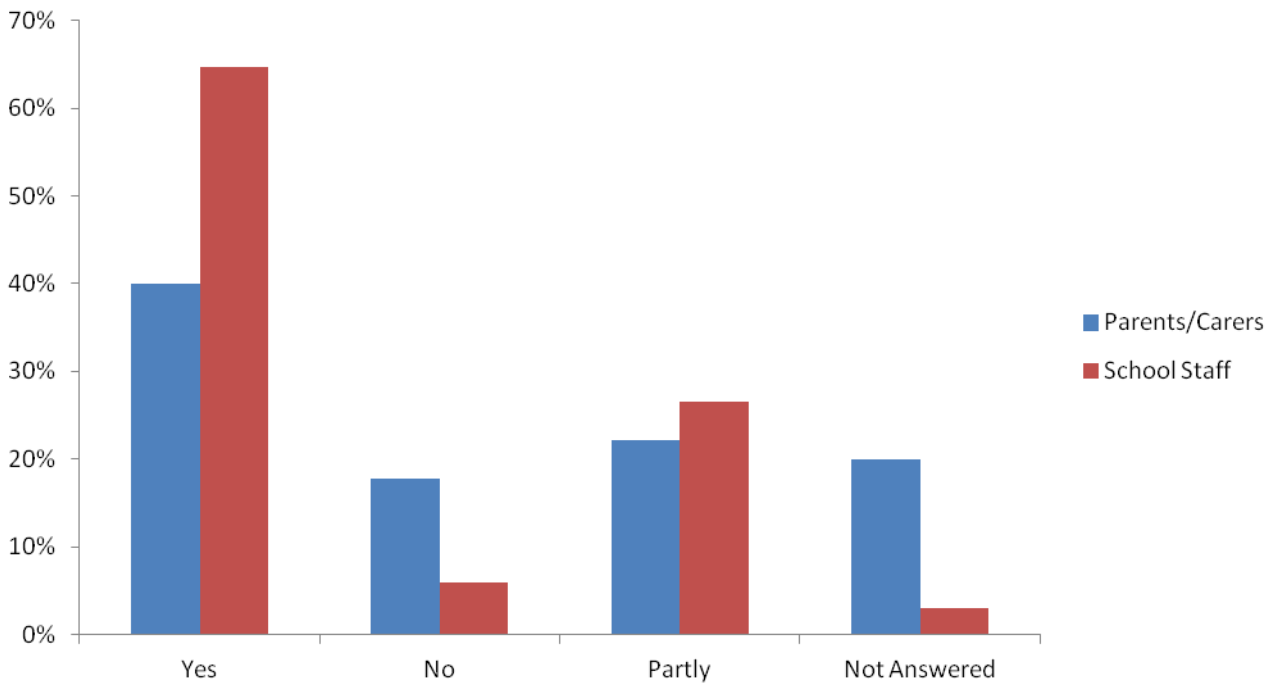
Response to question – How well are we meeting the needs of children and young people with a disability in the following areas?



Physical Environment



Communication



Outcome of the Consultation

Following collation of the data gathered from the pupil responses and the formal consultation with parents/carers, staff and partners, the Steering Group analysed the responses and identified the following priorities for action:

- **Training for school staff on a wide range of issues relating to disability including legislative duties**
- **Awareness and understanding of pupils regarding disability**
- **Use and understanding of data to inform school and authority planning in the areas of:**
 - **Attainment**
 - **building adaptations**
 - **specialist equipment**
 - **use of ICT**
 - **assessment arrangements**
- **Inclusion of pupils with disability on school outings and trips**
- **Differentiation of the curriculum to meet learners needs**
- **Methodology for gathering and comparing views to inform Accessibility Strategies in the future. The views of staff and parents differed on a number of issues.**

Priority 1: Ensure that all individuals in our schools have the information they require in relation to their responsibilities under current disability legislation.					
Areas for development within the scope of this strategy are: A – Curriculum B – Extra-curricular C – Physical environment D - Communication					
Agreed Actions	Area	Lead Person(s)	Resources (physical/financial/staffing)	Timescales	Performance Measure
1.1 Audit training and information already available for school staff and pupils.	ABCD	Education Support Officer ASN (Linda Gaughan)	Links to CPD team	Oct 2017	Comprehensive list of all current/relevant training including additional data e.g. uptake, evaluations impact
1.2 Develop and implement a range of training for all school staff to include : • Training for senior managers on the authority's/the individuals' legal obligations under current legislation • Training on Equality and Diversity Awareness for I teachers/support staff • Information/training for school managers to deliver appropriate disability awareness for pupils	ABCD	Education Support Officer ASN (Linda Gaughan)	Link with Fiona Cairns (North Berwick High School) External speaker? Link with to CPD team Training budget Head Teacher Conference Deputy HT Conference e learning? Link with CPD team Training budget Support Staff and SfL Conference Personal and Social Education Curriculum Training budget	June 2018 Oct 2018 June 2018	Member of SMT from all schools attend training. Evaluation of training will record improved knowledge and understanding of the attendees School staff trained in Equality and Diversity awareness. Evaluation of training will record improved knowledge and understanding of the attendees Schools can evidence that pupils are disability aware.
Priority 2: Use data at school and authority level to ensure that we are able to respond to the needs of children and young people with					

disabilities

Areas for development within the scope of this strategy are:

A – Curriculum

B – Extra-curricular

C – Physical environment

D - Communication

Agreed actions	Area	Lead person(s)	Resources (physical/financial/staffing)	Timescales	Performance measure
2.1 Review and improve systems and procedures for data gathering and analysis at school and authority level relating to the following areas: <ul style="list-style-type: none"> • Attainment (SQA and non SQA) • Buildings adaptations and specialist equipment • Specialist ICT for pupils with disability • Assessments Arrangements 	ABC	Business Support Officer (Andrew McCulloch)	Management Information System Education and school data systems Access Officer Education Support Officer (ICT) SQA data	June 2018 and ongoing	<ul style="list-style-type: none"> • Improved quality of data on identified areas • Improved use of data to inform practice and other strategies
2.2 Develop systems to monitor participation of pupils with disabilities on outings and trips	AB	Senior Safety Advisor (Judith Wood)	Evolve process Outdoor Learning	August 2017	<ul style="list-style-type: none"> • System and procedure in place to monitor participation • Data available on interventions in place to support inclusion on outings and trips • Data available on reasons for any non inclusion on outings and trips

Priority 3: Ensure that all children and young people with a disability are supported to access the curriculum inside and outside the classroom.

Areas for development within the scope of this strategy are:

A – Curriculum

B – Extra-curricular

C – Physical environment

D - Communication

Agreed Actions	Area	Lead Person(s)	Resources (physical/financial/staffing)	Timescales	Performance indicator
3.1 Sessions to share best practice regarding inclusion of pupils with disabilities in offsite/outdoor opportunities.	ABC	Senior Safety Advisor (Judith Wood)	DHT/HT/SfL//Support staff conferences Twightlights/Fri pm Staff Development Team Input from Outdoor Education, Ross High Base, Campie Primary School Schools etc	Session 17-18	<ul style="list-style-type: none"> • Decrease in number of pupils NOT included on trips and outings over the 3 year period of this Strategy • Increase in the number of trips and outing offered by Specialist Provisions over the 3 year period of this Strategy
3.2 A session to share best practice regarding inclusion of pupils with disabilities in classroom based curricular opportunities e.g. differentiation, flexible curriculum, national 1& 2 for pupils with disabilities	AC	Education Support Officer (Linda Gaughan) plus PT Inclusion North Berwick High School (Tricia Shepherd)	SfL//Support staff conferences Twilights Staff Development Team Input from SSERC, Education Scotland, schools, Access Officer etc Liaise with key partners – CL&D, East Lothian Works etc	Session 17-18	<ul style="list-style-type: none"> • Improvement reflected in end of Strategy survey

Priority 4:To collect and utilise accurate data to inform future Accessibility Strategies

Areas for development within the scope of this strategy are:

A – Curriculum

B – Extra-curricular

C – Physical environment

D - Communication					
Agreed Actions	Area	Lead Person(s)	Resources (physical/financial/staffing)	Timescales	Performance measure
4.1 Review methodology for gathering views to inform the development of future Accessibility Strategies with particular reference to the voice of children, young people, parents and carers.	ABCD	Education Psychologist – Lois Wilson	Development time Links with stakeholders Link with Transformational Change team (Paulo Vestri) Admin support Advice from Consumer Involvement teams within the council	August 2018	<ul style="list-style-type: none"> • Increase in number of stakeholders responses to consultations • Increase in the variety of methods used to gather views • Increase in range of stakeholders consulted

DRAFT

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Positive School Leaver Destinations and More Choices More Chances (MCMC)

4

1 PURPOSE

- 1.1 To update the Committee on positive school leaver destinations, highlighting the most recent School Leaver Destination Report (SLDR) report and employability activity within East Lothian.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Note the contents of this 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.
 - iii. Note, that in partnership with Education colleagues and external partners, a significant level of detail exists regarding those young people in a negative destination and that considerable resource is prioritised to target engaging with these individuals.
 - iv. Note that a decision has been taken by Scottish Government in partnership with Skills Development Scotland to streamline the publication of 2015/16 SLDR statistics. From 2017 statistics will be released by Scottish Government with the first public release planned for March 2017.

3 BACKGROUND

- 3.1 To assist local authorities and schools to target resources effectively, Skills Development Scotland (SDS) provides information about leaver destinations on an annual basis. The statistical report for East Lothian, for the most recent period, is attached (Appendix 1).

The report details our initial vs follow up school leaver destination return (SLDR) figure for the county (young people in the last leaver cohort, winter 2014 and summer 2015, who have moved into a positive destination). At the time of follow up, East Lothian's positive destination reduced to 91.4%. Whilst disappointing, the reduction of 0.5% equates to 7 young people from the initial SLDR statistic of (91.9%). As highlighted in the table below, there remains an incremental upward trend in East Lothian for the preceding 5 years.

Table 1: SLDR Figures 2009/10- 2014/15

SLDR statistics – Initial and Follow Up Positive Destination trends						
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Initial	86.1%	86.8%	88.1%	89.9%	92.2%	91.9%
Follow up	86.1%	86.4%	89.9%	90.0%	91.2%	91.4%

Note that a decision has been taken by Scottish Government in partnership with Skills Development Scotland to streamline the publication of 2015/16 SLDR statistics. From 2017 statistics will be released by Scottish Government with the first public release planned for March 2017.

3.2 Additional Support into Positive Destinations

As a result of a range of consultative meetings with school representatives, the prevocational prospectus for 2017/18 has been tailored to provide an increase in early intervention programmes.

3.2.1 Prevocational Prospectus – Looking Forward

Go Girls – in partnership with Edinburgh College this short course will provide a range of taster sessions based within a variety of college departments for S2-S3 girls. Delivered from Easter – May, the course aims to raise awareness of a variety of sectors, build confidence and promote discipline.

Introduction to Boxing – delivered in partnership with The Bronx Gym (Tranent) and East Lothian Amateur Boxing Club. The programme is aimed at S2 pupils and is based upon a programme developed by Active Schools and Boxing Scotland to promote physical exercise, nutrition and positive behaviours.

Boom Bap Music – in partnership with Heavy Sound, this course is targeted at S3 boys at risk of disengaging from school, using music in its widest sense as a form of engagement. The programme will include song writing, rapping, sampling, mixing. The pupils will all have the chance to record and design their own album art and receive a CD copy of their music.

Cooking @ Colstoun – developed following on from a very successful partnership between the Colstoun Cookery School and Knox Academy. This entry level course, using cooking as a medium of engagement is targeted at S3/S4 pupils. The focus will be personal development combined with budgeting, healthy eating, basic techniques and health and hygiene.

College retention - a dedicated resource has been committed to work with pupils on the lead up to their transition into college and support their participation once they start their college course to help improve college retention statistics.

3.2.2 Post School Destinations

The Strategic Skills Pipeline is used by all Local Authorities and is the framework within which the county's employability services are organised. It provides a route map of national and local provision to support people into employment through a five-staged process. At the core of this is the identification of individual need.

The Pipeline stages are as follows –

- Stage 1:** Engagement, Assessment and Referral
- Stage 2:** Needs Assessment and Barrier Removal
- Stage 3:** Vocational Activity
- Stage 4:** Employer Engagement and Job Matching
- Stage 5:** In Work Support and Aftercare

Examples of activities and interventions across the Pipeline, are as follows –

- **Stage 1/Stage 2:** East Lothian Works Transitions Team provides interventions for young people furthest from the labour market, including young people with disabilities. Working closely with schools to support the most vulnerable pupils through their transitions post school and ultimately into a positive destination.
- **Stage 2/Stage 3:** Learn 2 Work, East Lothian Works programme for care experienced (LAC) young people/young people facing homelessness has worked intensively with 7 people, 3 are still receiving support, 4 have been successfully supported into positive destinations.

- **Stage 3:** Enable Scotland (a charity supporting disabled people) were newly contracted to deliver Employability Fund in East Lothian for 2016, delivering a provision specifically for disabled individuals.
- **Stage 4/Stage 5: Paid Work Experience with East Lothian Council** – Utilising Developing Scotland's Young Workforce funding, East Lothian Works in partnership with East Lothian Council's Transportation Department commenced a new Paid Work Experience programme. The programme started in January 2017 with 9 starts. All participants are required to undertake mandatory employability learning, 8 of the starts have completed the Certificate of Work Readiness (an SCQF Level 4) and 1 is working towards their CSPQ qualification (Customer Services Professional Qualification). In addition to the above, some will also work towards other relevant certificates e.g. child protection training in conjunction with their 6 month paid work experience placement.
- **Stage 5:** - East Lothian Works continued to offer Developing Scotland's Young Workforce subsidies to East Lothian Council departments who wished to employ a Modern Apprentice. Since March 2014 East Lothian Council have recruited 28 apprentices, 13 are currently in post - Revenues (3), East Lothian Works (1), Knox Academy (1) and Property Services (8). Of the remaining 15, 14 are known to have secured positive destinations (11 have secured employment with East Lothian Council and 3 have secured employment elsewhere).

3.3 **Skills Development Scotland** also continues to provide a range of services to schools and beyond, including **Employability Fund** provision and the co-commissioning process for East Lothian's Employability Fund this year will be completed by March 2017.

3.4 **Community Benefits (CBIP)** continues to offer a wide range of opportunities including work experience, apprenticeships, school talks, mock interviews and site visits. Most recent examples of CBIP include a range of opportunities offered by Hadden Construction, Cannon UK have extended their school partnership working to include Musselburgh Grammar School (along with Knox Academy, Ross High School and Dunbar Grammar School) and discussions have taken place with Hart Builders/Cruden Homes to provide a 3 week training programme to up skill individuals as Installation/Insulation technicians.

3.5 **Planning for improvement:**

School Hub Meetings continue to be an effective identifier of those unlikely to move into a positive destination and form the basis of solution focussed meetings attended by East Lothian Council staff and partners.

Education/Business partnerships – Developing Scotland's Young Workforce Regional Group in partnership with East Lothian Council and partners has developed 'The Marketplace' tool, an online platform specifically for teaching staff to access a range of opportunities for school pupils, enhancing

relationships between businesses and education. Also, the 'Edinburgh Guarantee' has been extended to include East and Midlothian, now known as 'The Guarantee'. The Guarantee is an online resource for young people, school staff, parents/carers and businesses, hosting employment opportunities and providing information on local support services directly related to employability. Further to this, following on from the success of last year's Jobs Roadshow, this year's Roadshow has been planned for 28 February 2017 in the Corn Exchange in Haddington and is open to all pupils who are about to leave school or who have left school in the last 3 years.

Developing Scotland's Young Workforce funding continues to support a range of interventions across the county including -

National 4 Short Life Working Group (SLWG) – representatives from all secondary schools have worked together to develop a flexible National 4 programme which each school can personalise for their National 4 (non exam leave) cohort.

Cultural Upskilling for the Workplace for ESOL pupils – a pilot has been delivered for 6 Knox Academy pupils, all of whom are English Speakers of Other Languages (ESOL). The short course enabled pupils to gain a greater understanding of the cultural nuances within the UK in relation to employability.

Stepping Stones – a series of workshops for P6/7 pupils with a focus on transitions. These workshops are planned for delivery within the Musselburgh cluster area.

East Lothian Construction & Technology Centre previously reported to committee, the centre opened in August 2017, offering a range of curricular offers with pupils currently attending from all of the 6 secondary schools. The centre also delivers the prevocational programme, 'Introduction to Construction' in partnership with Edinburgh College.

Monitoring and Tracking – Monthly tracking of all leavers with negative destinations is undertaken in partnership with Skills Development Scotland (SDS). In addition to this a specific meeting is held to track our Care Experienced (LAC/Looked After) cohort, in partnership with SDS and the Bridges Project. All young people who are not in a positive destination are tracked on an individual basis and strategies are agreed in conjunction with SDS to target support and further engage this vulnerable cohort.

Information on the outcomes relating to the activity within East Lothian Youth's Work Team is contained within Appendix 2.

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 –Scottish Government have indicated a potential impact on the allocation of the Opportunities for All Grant for 2017/18, however no further information is available at the time of preparing this report.
- 6.2 Personnel – None.
- 6.3 Other – None.

7 BACKGROUND PAPERS

- 7.1 None.

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DATE	14 February 2017

East Lothian Council School Leaver Destinations 2014/15 (Follow Up Destination Percentages)

School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unconfirmed	Total Leavers	Positive	Other	Percentage Point Change
Dunbar Grammar School	Initial	39.5	22.5	3.1	29.5			5.4			129	94.6	5.4	0.7
	Follow Up	35.2	18.8	2.3	39.1			4.7			128	95.3	4.7	
Knox Academy	Initial	46.9	15.0	0.6	28.1		0.6	5.0	2.5	1.3	160	91.3	8.8	1.8
	Follow Up	46.3	13.1	0.6	32.5	0.6		4.4	1.9	0.6	160	93.1	6.9	
Musselburgh Grammar School	Initial	28.3	32.9	5.5	23.7			8.2	0.9	0.5	219	90.4	9.6	1.4
	Follow Up	26.9	26.0	3.7	33.8		1.4	6.8	0.9	0.5	219	91.8	8.2	
North Berwick High School	Initial	54.0	14.4	0.6	27.6	0.6		1.7	1.1		174	97.1	2.9	-0.6
	Follow Up	50.9	12.7		32.4	0.6		3.5			173	96.5	3.5	
Preston Lodge High School	Initial	29.6	24.0	4.5	31.3		0.6	8.9	1.1		179	89.9	10.1	-1.6
	Follow Up	26.8	19.0	1.1	40.2	1.1		9.5	2.2		179	88.3	11.7	
Ross High School	Initial	17.9	28.3	6.9	34.1		1.7	5.8	5.2		173	89.0	11.0	-4.6
	Follow Up	16.8	26.0	4.0	36.4		1.2	11.0	4.6		173	84.4	15.6	
East Lothian Council	Initial	35.4	23.4	3.7	28.8	0.1	0.5	6.0	1.8	0.3	1,034	91.9	8.1	-0.5
	Follow Up	33.2	19.7	2.0	35.6	0.4	0.5	6.8	1.6	0.2	1,032	91.4	8.6	

Totals may not equal 100% due to rounding

Status Unconfirmed: An unconfirmed status applies to individuals for whom SDS holds a record but it has not been possible to identify an up-to-date status despite multi partner data sharing and tracking of individuals as part of service delivery.

East Lothian Council

Outcomes relating to activity within East Lothian Youth's work team

- **Paid Work Experience:** March 2016 – March 2017
22 participants
Outcomes – 9 Employment, 2 Temporary Employment, 2 College, 5 awaiting outcome of their applications with ELC/external organisations, 2 receiving ongoing support to secure employment, 1 inactive to personal reasons, 1 unable to work due to ill health
- **Activity Agreements (AA):** April – December 2016

Quarter 1	10 referrals	23 participating in an AA
	Outcomes – 5 Employed, 2 Employability Fund Stage 2, 1 Further Education 7 in receipt of Aftercare Service	
Quarter 2	9 referrals	22 participating in an AA
	Outcomes – 3 Employed, 2 Community Jobs Scotland Employment, 2 Employability Fund Stage 2, 5 Further Education	
Quarter 3	6 referrals	24 participating in an AA
	Outcomes – 2 Employed, 2 Modern Apprenticeships, 1 Community Jobs Scotland Employment, 1 Employability Fund Stage 2, 2 Unemployed	
- **Pre Activity Agreement:** August 2016 – March 2017
Currently engaging with 27 school pupils
- **Bridges Project** (procured by Education Department)
This one year pilot, commenced in June 2016 is working with 60 young people across all secondary schools. Programme due to be completed by June 2017 at which point an evaluation will be undertaken.
- **Prevocational Programme:** August 2016 – March 2017
226 referrals received
16 have completed (as the majority of programmes are still being delivered).
Outcomes – 3 moved onto Edinburgh College Just Do It programme, 6 returned to school, 1 Employability Fund, 1 College, 2 Employed, 1 Activity Agreement, 1 had a baby, 1 negative
- **Work Experience:** August 2016 – March 2017
97 Referrals have been received
- **Community Benefits in Procurement:** August 2016 – March 2017
65 offers of engagement have been offered since August 2016, including 5 Employment opportunities, 20 Work Experience Placements, 5 Community Projects, 4 Employability Skills Sessions, 3 School Partnerships, 8 Schools Talks and a range of other activities.

REPORT TO: Education Committee
MEETING DATE: 21 March 2017
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: Head Teacher Appointments

5

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
Macmerry Primary School	Mrs Colette Bonnar	20 February 2017	Depute Head Teacher Castle View Primary School, Edinburgh
Sanderson's Wynd Primary School	Mrs Sally Leighton	16 January 2017	Head Teacher Humbie/Saltoun Primary Schools

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	Valerie McIntyre
DESIGNATION	Principal Officer
CONTACT INFO	Tel:- 01620 827228 E-mail:- vmcintyre@eastlothian.gov.uk
DATE	15 February 2017

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Roll Capping in East Lothian Secondary Schools – Session 2017/18

6

1 PURPOSE

- 1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake levels for our secondary schools for Session 2017/18.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2017/18 in the schools listed below. The reasons for this are set out in section 3.

School	Maximum S1 intake level	Maximum S2 intake level	Maximum S3 intake level	Maximum S4 intake level
Dunbar Grammar School	200	160	180	160
Knox Academy	160	140	150	140
Musselburgh Grammar School	220	200	240	200
North Berwick High School	200	160	180	140
Preston Lodge High School	180	200	180	200
Ross High School	240	220	220	180

- 2.2 Taking account of migration in and out of the above schools prior to and throughout school session 2016/2017, the only increases/decreases that have been requested from June 2017 is for Knox Academy to increase the current S2 from 140 to 150 for S3, Musselburgh Grammar to increase the current S2 from 220 to 240 for S3, North Berwick to increase the current S2 from 160 to 180 for S3.

3 BACKGROUND

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

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

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

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

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

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

3.5 S1 August 2017– Projected School Roll

The pupil numbers projected for session 2017/18 are:

School	<u>S1</u>	<u>S2</u>	<u>S3</u>	<u>S4</u>	<u>S5</u>	<u>S6</u>	<u>TOTAL</u>
Dunbar Grammar	191	150	164	153	145	96	899
Knox Academy	150	121	140	131	129	111	783
Musselburgh Grammar	211	192	218	186	179	134	1120
North Berwick High School	174	149	156	127	158	123	887
Preston Lodge High School	178	189	165	188	167	113	1000
Ross High School	236	216	210	174	140	90	1066

3.6 The projected total roll includes pupils who are expected to transfer to S1 in August 2017 and the number of pupils expected to move up into S2 and so on, to S6.

3.7 The process is complex owing to pupils moving to and leaving East Lothian late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.

3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

5 EQUALITIES IMPACT ASSESSMENT

5.1 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 Brown
DESIGNATION	Principal Officer, School Planning and Admissions, Education Business Unit
CONTACT INFO	Tel: 01620 827415 Email: fbrown@eastlothian.gov.uk
DATE	17 February 2017

REPORT TO : Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Reserving Places in Schools for Catchment Pupils Who Move Into the Catchment Area during the Academic Year 2017/18

7

1 PURPOSE

1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the above mentioned schools for session 2017/18.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2017/18 as detailed below:

i. Primary Schools

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

School	Number of reserved places per stage						
	P1	P2	P3	P4	P5	P6	P7
Aberlady Primary School	1	1	1	1	1	1	1
Campie Primary School	2	2	2	2	2	2	2
Cockenzie Primary School	1	1	1	1	1	1	1
Dunbar Primary School	5	5	5	5	5	5	5
East Linton Primary School	2	0	0	0	0	0	2
Gullane Primary School	1	1	1	1	1	1	1

Haddington Infant School	4	4	4	-	-	-	-
King's Meadow Primary School				4	4	4	4
Law Primary School	6	6	6	6	6	6	6
Longniddry Primary School	1	1	1	1	1	1	1
Loretto RC Primary School	1	1	1	1	1	1	1
Musselburgh Burgh Primary School	2	2	2	2	2	2	2
Pencaitland Primary School	1	0	0	0	0	0	0
Pinkie St Peter's Primary School	5	5	5	5	5	5	5
Sanderson's Wynd Primary School	2	2	2	2	2	2	2
St Gabriel's RC Primary School	1	0	0	0	0	0	0
St Martin's RC Primary School	1	1	1	1	1	1	1
Stoneyhill Primary School	1	1	1	1	1	1	1
Wallyford Primary School	4	4	4	4	4	4	4
Windygoul Primary School	3	3	3	3	3	3	3
Yester Primary School	3	3	3	3	3	3	3

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

School	Number of composite classes	Number of reserved places per class
Dirleton Primary School	4	2 in P1/2 class only
Humbie Primary School	1	2
Macmerry Primary School	6	1
St Mary's RC Primary School	5	ALL
Stenton Primary School	1	2
West Barns Primary School	3	2
Whitecraig Primary School	4	ALL

ii Secondary Schools S1 and S2

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

School	Maximum number of places in S1 including reserved places	Number of reserved places in S1	Maximum number of places in S2 including reserved places	Number of reserved places in S2
Dunbar Grammar School	200	5	160	5
Knox Academy	160	8	140	8
Musselburgh Grammar School	220	6	200	6
North Berwick High School	200	12	160	10
Preston Lodge High School	180	6	200	6
Ross High School	240	6	220	6

iii Secondary Schools S3 and S4

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

School	Maximum number of places in S3 including reserved places	Number of places reserved in S3	Maximum number of places in S4 including reserved places	Number of places reserved in S4
Dunbar Grammar School	180	5	160	5
Knox Academy	150	8	140	8
Musselburgh Grammar School	240	6	200	6
North Berwick High School	180	10	140	10
Preston Lodge High School	180	6	200	6
Ross High School	220	6	180	6

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

3 BACKGROUND

3.1 Acts and regulations

The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident out with the catchment area of a specified school could prevent the education authority from retaining reserved places:

- at the specified school, or
- in relation to any particular stage of education at the school.

It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.

Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed in Sections 3.2.1 to 3.2.3.

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

3.2.1 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2017/18:

- a) The proposed level of capping at the school and number of expected pupils
- b) Local development plans
- c) Current and planned house builds within those plans
- d) Projected school rolls
- e) Projected migration into the catchment area
- f) Information about reserved places from previous years
- g) School capacities
- h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

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

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

places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year. Committee members will be contacted where changes to reserved places are made in their wards.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

5 EQUALITIES IMPACT ASSESSMENT

5.1 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 Brown
DESIGNATION	Principal Officer, School Planning and Admissions, Education Business Unit
CONTACT INFO	Tel: 01620 827415 Email: fbrown@eastlothian.gov.uk
DATE	17 February 2017

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services) **8**

SUBJECT: St Mary's RC Primary School:
Roll capping P1 for session 2017/18

1 PURPOSE

- 1.1 The purpose of this report is to ask the Committee to approve the capping of P1 at St Mary's RC Primary School for session 2017/18.

2 RECOMMENDATION

- 2.1 To roll cap the number of pupils admitted to P1 in session 2017/18 to a maximum of 14 pupils.

3 BACKGROUND

- 3.1 The school has the capacity to accommodate five classes.
- 3.2 The Education Committee agreed in March 2012 to the capping of the whole school from August 2012 onwards at a maximum of 125 pupils. The school has the capacity to accommodate five classes which normally consists of five composite classes with a capacity to accommodate 25 pupils in each class.
- 3.3 The projected school rolls, capacities and house building within the catchment areas have been taken into account when considering the maximum number of places available for P1 pupils for session 2017/18.
- 3.4 If the number of pupils for P1 entry in 2017/18 exceeds 14 children, the school would not have capacity within the school, in future years, to accommodate expected pupils.
- 3.5 In addition, if the number of pupils for P1 exceeds a maximum of 14 pupils the school may not have sufficient space to accommodate all denominational pupils in future years.

4 POLICY IMPLICATIONS

4.1 None.

5 EQUALITIES IMPACT ASSESSMENT

5.1 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

If the roll capping of St Mary's RC Primary School primary one to a maximum of 14 pupils is not agreed for session 2017/18 it could result in additional classroom space and teaching staff being required to accommodate all denominational pupils in future years.

6.1 Financial – None

6.2 Personnel – None

6.3 Other – None

7 BACKGROUND PAPERS

7.1 None

AUTHOR'S NAME	Fiona Brown
DESIGNATION	Principal Officer, School Planning and Admissions, Education Business Unit
CONTACT INFO	Tel: 01620 827415 Email: fbrown@eastlothian.gov.uk
DATE	17 February 2017

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: St Martin's RC Primary School:
Roll capping P1 for session 2017/18

9

1 PURPOSE

- 1.1 The purpose of this report is to ask the Committee to approve the capping of P1 at St Martin's RC Primary School for session 2017/18.

2 RECOMMENDATION

- 2.1 To roll cap the number of pupils admitted to P1 in session 2017/18 to a maximum of 30 pupils.

3 BACKGROUND

- 3.1 The school has the capacity to accommodate a maximum of seven classes.
- 3.2 The projected school rolls, capacities and house building within the catchment areas have been taken into account when considering the maximum number of places available for P1 pupils for session 2017/18.
- 3.4 If the number of pupils for P1 entry in 2017/18 exceeds 30 children it could, assuming that pupils numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or take an additional teacher into employment at that school.

4 POLICY IMPLICATIONS

- 4.1 None.

5 EQUALITIES 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

If the roll capping of St Martin's RC Primary School primary one to a maximum of 30 pupils is not agreed for session 2017/18 it could, assuming that pupils numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or take an additional teacher into employment at that school.

6.1 Financial – None

6.2 Personnel – None

6.3 Other – None

7 BACKGROUND PAPERS

7.1 None

AUTHOR'S NAME	Fiona Brown
DESIGNATION	Principal Officer, School Planning and Admissions, Education Business Unit
CONTACT INFO	Tel: 01620 827415 Email: fbrown@eastlothian.gov.uk
DATE	17 February 2017

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: St Gabriel's RC Primary School:
Roll capping P1 for session 2017/18

10

1 PURPOSE

- 1.1 The purpose of this report is to ask the Committee to approve the capping of P1 at St Gabriel's RC Primary School for session 2017/18.

2 RECOMMENDATION

- 2.1 The Committee is asked to:-
- i. Roll cap the number of pupils admitted to P1 in session 2017/18 to a maximum of 30 pupils.
 - ii. Delegate any changes to the roll capping to the Head of Education in consultation with the Education Convener, should the number of baptised pupils requiring a place at the school fall below 25 before placing requests are confirmed.

3 BACKGROUND

- 3.1 Legislation and teachers terms and conditions dictate that the maximum number of children than can be accommodated within primary one to primary seven are as follows:

P1	P2	P3	P4	P5	P6	P7
25	30	30	33	33	33	33

Composite classes, which are a mix of pupils from different primary stages, have a capacity to accommodate 25 pupils.

- 3.2 The number of primary one pupils baptised in the catholic faith exceeds the maximum of 25 for primary one. The number of pupils expected to continue on in P2 to P7 means that the classes cannot be organised within

the available classrooms to accommodate all the baptised primary one pupils.

- 3.3 To accommodate more than 25 primary one pupils an additional teacher will be allocated for 2017/18 only.
- 3.4 The projected school rolls, capacities and house building within the catchment areas have been taken into account when considering the maximum number of places available for P1 pupils for session 2017/18.
- 3.5 If the number of pupils for P1 entry in 2017/18 exceeds 30 pupils, the school would not have capacity, in future years, to accommodate expected pupils.
- 3.6 In addition, if the number of pupils for P1 exceeds a maximum of 30 pupils the school may not have sufficient space to accommodate all denominational pupils in future years.

4 POLICY IMPLICATIONS

- 4.1 None.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 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

If the roll capping of St Gabriel's RC Primary School primary one to a maximum of 30 pupils is not agreed for session 2017/18 it could result in additional classroom space and teaching staff being required to accommodate all denominational pupils in future years.

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

7 BACKGROUND PAPERS

- 7.1 None

AUTHOR'S NAME	Fiona Brown
DESIGNATION	Principal Officer, School Planning and Admissions, Education Business Unit
CONTACT INFO	Tel: 01620 827415 Email: fbrown@eastlothian.gov.uk
DATE	7 March 2017

REPORT TO: Education Committee

MEETING DATE: 21 March 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of Knox Academy by Education Scotland

11

1 PURPOSE

- 1.1 To report to Committee on the inspection of Knox Academy by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Congratulate the Head Teacher and staff on the good practice identified.
 - (iii) As a result of the inspection findings Education Scotland think that the school needs additional support and more time to continue making improvements. Education Scotland's Area Lead Officer will work with East Lothian Council to build capacity for improvement, and will maintain contact to monitor progress. Education Scotland will return to carry out a further inspection within twelve months of publication of the letter to parents. Education Scotland will then issue another letter to parents on the extent to which the school has improved.
 - (iv) Note the steps taken by the Department to address the areas for improvement identified within the Education Scotland report (see paragraph 3.4).

3 BACKGROUND

- 3.1 Knox Academy was inspected in November 2016 and the Education Scotland report was published in March 2017.
- 3.2 The report noted the following key strengths:

- The Head Teacher is successfully engaging with a range of partners in the local community, including businesses. These partnerships successfully enhance the curriculum and increase young people's successes and achievements. As a result of the school's increasing community links, young people are engaged in volunteering and develop their leadership skills through working with local organisations.
- From S4 to S6, the curriculum offers young people a wide range of courses leading to qualifications. There are a commendable number of courses leading to Advanced Higher. Young people are attaining well in National Qualifications.
- There is emerging practice in digital technology which is extending young people's learning. Examples include using digital platforms to enhance learners' experiences and their engagement in learning.

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

- The school should involve all stakeholders in revisiting the vision and values of Knox Academy to ensure that there is a shared understanding of respect and the value of learning. This work should underpin improvements in collaborative self-evaluation and school improvement planning.
- A new re-invigorated whole school approach to equalities and inclusion is required. The school should review policies and procedures to ensure a clear focus on ensuring wellbeing entitlements and high-quality support.
- The school has consulted widely to develop a very helpful learning and teaching policy. While implementing this policy, the school should continue to focus on ensuring young people experience consistently high quality learning that meets their needs.
- Staff should build on the approach to discussing progress with learners in S4 to S6 to support all young people across the school to know their own strengths and next steps in learning.

Post Inspection Support

3.4 The Council has taken forward a number of steps to address the areas for improvement identified within the report, these include:

- An additional Depute Head Teacher seconded from Preston Lodge High School to support the improvement of processes and practice relating to equality, inclusion and wellbeing.
- Additional support for identified subject areas to improve the delivery of the curriculum.
- The development of an action plan to take forward the areas for improvement.

- Regular meetings with senior managers and Head Teacher to ensure necessary actions are being taken forward.
- Visits to schools highlighted as having effective practice in identified areas for improvement.
- Planned support from Education Scotland in relation to equality, inclusion and wellbeing.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES 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 report on Knox Academy Report dated 14 March 2017 (Appendix 1).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
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DATE	14 March 2017



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Dear Parent/Carer

In December 2016 a team of inspectors from Education Scotland visited Knox Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate the quality of leadership, learning and teaching and young people's achievements and wellbeing.

The inspection team found the following strengths in the school's work:

- The headteacher is successfully engaging with a range of partners in the local community, including businesses. These partnerships successfully enhance the curriculum and increase young people's successes and achievements. As a result of the school's increasing community links, young people are engaged in volunteering and develop their leadership skills through working with local organisations.
- From S4 to S6, the curriculum offers young people a wide range of courses leading to qualifications. There are a commendable number of courses leading to Advanced Higher. Young people are attaining well in National Qualifications.
- There is emerging practice in digital technology which is extending young people's learning. Examples include using digital platforms to enhance learners' experiences and their engagement in learning.

The following areas for improvement were agreed with the headteacher and a representative from East Lothian Council:

- The school should involve all stakeholders in revisiting the vision and values of Knox Academy to ensure that there is a shared understanding of respect and the value of learning. This work should underpin improvements in collaborative self-evaluation and school improvement planning.
- A new re-invigorated whole school approach to equalities and inclusion is required. The school should review policies and procedures to ensure a clear focus on ensuring wellbeing entitlements and high-quality support.
- The school has consulted widely to develop a very helpful learning and teaching policy. While implementing this policy, the school should continue to focus on ensuring young people experience consistently high quality learning that meets their needs.
- Staff should build on the approach to discussing progress with learners in S4 to S6 to support all young people across the school to know their own strengths and next steps in learning.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school*¹? Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for **Knox Academy**

Leadership of change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Good
Ensuring wellbeing, equality and inclusion	Weak

The letter and a more detailed summary of inspection findings will be available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KnoxAcademyEastLothian.asp> .

What happens next?

We will liaise with East Lothian Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of publication of this letter. We will discuss with East Lothian Council the details of this inspection. Following our return to inspect the school, we will write to you as parents/carers informing you of the progress the school has made.

Carol McDonald
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

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