

**REPORT TO:** Education Committee

**MEETING DATE:** 21 November 2017

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

**SUBJECT:** Education Service Standards and Quality Report 2016- 2017

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## **1 PURPOSE**

- 1.1 To provide the Committee with the Education Service Standards and Quality Report 2016- 2017 and to inform the Committee of the education authority's success in meeting the improvement objectives set out in the Education Local Improvement Plan and Strategy 2014- 2018.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to approve the Standards and Quality Report 2016-2017 (Appendix 1).

## **3 BACKGROUND**

- 3.1 The Standards in Scotland's Schools etc. Act 2000 places a duty on the education authority to annually prepare and publish an annual report as to its success in meeting the objectives set out in the Education Local Improvement Plan most recently published.
- 3.2 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc. Act 2000 placing new duties on education authorities in relation to the preparation and publication of annual plans and reports linked to the National Improvement Framework.
- 3.3 The Education Service carries out a range of self-evaluation activities to review performance including the use of relevant Quality Frameworks such as How Good is our School? Aspects of performance in which improvement is necessary are set out in the Education Local Improvement Plan 2017-2018.

- 3.4 The Standards and Quality Report 2016-2017 (Appendix 1) is a summary of the Education Service's performance and achievement in the academic session 2016-2017.
- 3.5 The Standards and Quality Report 2016-2017 provides an overview of the Education Service, our key successes, challenges and opportunities across early learning and childcare, primary and secondary education.
- 3.6 The Report also provides information on the education policies developed in partnership with key stakeholders to ensure consistency in the quality of practice and education provision across the education service.
- 3.7 Following the Committee's approval of the Standards and Quality Report 2016-2017, an easy to read summary report will be published and distributed to early learning and childcare settings and schools.

#### **4 POLICY IMPLICATIONS**

- 4.1 The reporting of performance is a statutory duty placed on the education authority. The annual publication of a Standards and Quality Report demonstrates the Council's commitment to fulfilling this duty and its success in delivering the objectives set out in the Council Plan 2012-2017.

#### **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 Report to Education Committee 22 September 2015 Education Local Improvement Plan and Strategy 2014-2018.
- 7.2 Standards and Quality Report 2016-2017 Appendix 1.

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| <b>DATE</b>          | 1 November 2017  |





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**DRAFT**

## 1. Foreword

### A Message from Councillor Shamin Akhtar, Convenor, Education Committee

One of the most important roles that East Lothian Council plays is to make sure that we provide the best education to our children and young people. By doing so we have the opportunity to transform their lives in so many positive ways.



This standard and quality report for 2016/17 outlines the considerable progress that has been made by the Council's Education Service to achieve this aim. The support and leadership provided to our Head Teachers, teachers, non-teaching staff and parents/carers to focus on continual improvement to enable better outcomes for children and young people has been significant. The views of our children and young people have been heard in the self-evaluation activities that have been carried out throughout the year. The report outlines the many strengths of the Service as well as their plans for improvement.

It's clear from the report that over the past year the Education Service has grown from strength to strength and I fully supports its aim to provide the best Education Service in Scotland.

In the year ahead I'm looking forward to the first Children and Young People's Summit with the aim of involving, including and engaging with children and young people in how to improve the service. Who best to ask how to improve our Education Service than children and young people themselves.

To everyone who has contributed to this report, your efforts are making a real difference to the lives of children and young people and I thank you for that.

**Councillor Shamin Akhtar**  
**Convenor, Education Committee**

Education is fundamental in shaping a child's life. Getting a good education improves the likelihood of earning a higher income, enjoying better health and living longer. Our vision and values for education within East Lothian Council align with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and Delivering Excellence and Equity in Scottish Education (*Scottish Government, June 2016*):



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



We aim to provide the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We all work together to Get it Right for Every Child and to ensure that all our children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible and Included.

This Standards and Quality Report highlights the many successes and achievements of East Lothian Council's Education Service, its schools and early learning and childcare centres and the progress made in the implementation of both National and Local priorities in session 2016-2017.

**Fiona Robertson**  
**Head of Education**



## 2. Introduction

### 2.1 Information about the Standards and Quality Report 2016- 2017

East Lothian Council's Education Service carries out self-evaluation activities throughout the year to review progress with Service Improvement Plan priorities, identify strengths in current provision and areas where further improvement is required. The information gathered from the self-evaluation activities, which takes account of the views of children and young people, their parents/carers, staff and partners is summarised in this Standards and Quality Report 2016-2017.



The Standards in Scotland's Schools etc. Act 2000 places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. The 2000 Act requires education authorities to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the Scottish Government's National Improvement Framework and Council Outcome Agreements.

Steps taken by East Lothian Council's Education Service to report on strengths and plan for improvement include:

- carrying out self-evaluation activities to review performance using relevant Quality Frameworks
- involving key stakeholders in the review of current priorities, identification of new priorities and anticipated impact and outcomes
- preparing a Standards and Quality Report which reflects the results of self-evaluation across the service and all education settings, including recent evaluations from external scrutiny agencies such as Education Scotland and the Care Inspectorate
- identifying aspects of performance in which improvement is necessary
- taking account of new national and local guidance and policy

East Lothian Council's Education Service consultation activities with children and young people include a Student Evaluation of Experience (SEE) survey conducted annually with all P6, S2 and S4 pupils. Children and young people are involved in shaping all policies relating to education and service development and delivery.

In 2017/18, the Education Service will host a Children and Young People's Summit to involve, include and engage children and young people in how best to improve the

service. Consultation activities conducted by all pupil councils will inform the discussions and decisions taken by their peers at the Children and Young People's Summit.

Further evidence gathered to inform the Standards and Quality Report include:

- School validation visits
- Education Scotland and Care Inspectorate reports on schools and services
- External audits by, for example, Investors in People (IIP)
- Audits and activities carried out by the Quality Improvement Team
- Attainment and questionnaire data, including evidence for National Improvement Framework reporting
- Schools' Standards and Quality Reports.

## **2.2 Overview of the Education Service**

### **2.2.1 Profile**

East Lothian's population is projected to grow by about 1% a year over the next 20 years from just over 100 000 to over 125 000 by 2037. Significant growth is projected across all age groups but particularly among children with the 0-16 year group projected to grow by almost a third.



In 2016/17 there were:

- 8,492 pupils in East Lothian Council's 35 primary schools;
- 5,641 pupils in six secondary schools; and
- 2,454 children accessing 600 hours of early learning and childcare across 33 Local Authority nurseries and 19 private and voluntary sector partnership centres.
- Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools with 49 primary and 47 secondary attending during this academic session.

### **2.2.2 Our Service and Teams**

Educational Services have the following responsibilities:

- Curriculum, Qualifications and Assessment
- Early Learning and Childcare
- Education Management and Review
- Quality Improvement and Service Planning

- Schools Services Support
- Specialist Music Service
- Physical Activity and Outdoor Learning
- Additional Support Needs and Education Psychology Services

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|---|--|
| <b>Early Learning and Childcare (ELCC)</b>  | <p>Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in :</p> <ul style="list-style-type: none"> <li>➤ one nursery school</li> <li>➤ 33 early learning and childcare centres within primary schools</li> <li>➤ 18 partner providers and childminder provision</li> </ul> <p>Additional support for early learning and childcare is provided through:</p> <ul style="list-style-type: none"> <li>➤ wrap around care in the Dunbar and Tranent areas of the county</li> <li>➤ 16 playgroups</li> <li>➤ Tots and Teens</li> </ul> |
| <b>School Years</b>                         | <p>Delivers the statutory duty to provide primary and secondary education through provision in 35 primary schools and 6 secondary schools</p>  |
| <b>Additional Support Needs</b>             | <p>Delivers the statutory duty to ensure additional support needs are met through:</p> <ul style="list-style-type: none"> <li>➤ inclusive practices and support in all schools;</li> <li>➤ specialist provision in 5 primary schools and 3 secondary schools</li> <li>➤ specialist professionals supporting children and young people who require additional support</li> </ul>  |
| <b>Quality Improvement Team</b>             | <p>Delivers the following services to fulfil the duties set out in statute:</p> <ul style="list-style-type: none"> <li>➤ support and challenge of schools to improve the quality of education;</li> <li>➤ support for quality assurance and self-evaluation;</li> <li>➤ support for the development of the curriculum and learning, teaching and assessment;</li> <li>➤ liaison with national and local organisations and bodies;</li> <li>➤ development of local policy, including policy informed by National Policy, relating to education.</li> </ul>  |
| <b>Educational Psychology Service (EPS)</b> | <p>The EPS service delivers the following service making use of sound research evidence to support teaching and the overall wellbeing for children and young people:</p> <ul style="list-style-type: none"> <li>➤ consultation</li> <li>➤ assessment</li> <li>➤ intervention</li> <li>➤ training, and</li> <li>➤ research</li> </ul>   |

|  |  |
|--|--|
| <b>Education Business Support Team</b> | <p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> <li>➤ strategic resource planning;</li> <li>➤ strategic planning and delivery of career long professional learning;</li> <li>➤ leadership development;</li> <li>➤ support for newly qualified teachers, student teachers and supply teachers;</li> <li>➤ recruitment of education service staff;</li> <li>➤ national and local policy relating to education;</li> <li>➤ support for the use of assistive technologies;</li> <li>➤ development of the Digital Learning and Teaching Strategy;</li> <li>➤ support for financial stewardship in all schools;</li> <li>➤ the use of technology to enhance learning and teaching; online services and learning portals;</li> <li>➤ specialist music provision;</li> <li>➤ physical activity and education;</li> <li>➤ data analysis and performance;</li> <li>➤ pupil placement and admissions;</li> <li>➤ school estate projection planning;</li> <li>➤ staffing allocations;</li> <li>➤ scheme of devolved school management.</li> </ul> |
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### 3. Education in East Lothian Council: Our Key Successes, Challenges and Opportunities

#### 3.1 Our Key Successes

##### 3.1.1 Early Learning and Childcare

East Lothian Council’s Early Learning and Childcare Team has a strong focus on delivering high-quality services for children across the county. Until recently, the East Lothian Early Learning and Childcare Team comprised of Officers with a remit primarily focused on supporting partner providers. Partner providers were able to access high-quality professional learning and support provided by these Officers and access to training grants to develop their workforce based on professional development and provider’s needs. As a result, evaluations of partner provider settings carried out by external scrutiny bodies have mostly been positive.



The Education Service's focus on early learning and childcare 2016/17 also included:

- **Early Learning & Childcare Strategy 2016-2021**  
([http://www.eastlothian.gov.uk/meetings/meeting/5930/education\\_committee](http://www.eastlothian.gov.uk/meetings/meeting/5930/education_committee)) - approved by Education Committee on 20 September 2016 sets out the actions required and challenges posed by the increase in early learning and childcare hours from 600 to 1140 hours by the year 2020; and the work required to improve outcomes and close the attainment gap for children in East Lothian.
- **New Early Learning and Childcare provision in Prestonpans** – the Council is investing over £0.5m on new provision at the Prestonpans Early Learning and Childcare Centre (formerly known as The Red School) to provide early learning and childcare for children aged 2 to 5 years. The new provision is scheduled to open in October 2017 and will be the focus of one of East Lothian Council's trials for the provision of 1140 hours in line with the Scottish Government's expansion programme.
- Promoting, publicising and supporting parents in accessing and taking up early learning and childcare provision for 'Eligible 2s' leading to 146 applications in 2016-17 with 93 2-year olds offered a place throughout East Lothian predominantly in Partnership Centres.
- **New Tots & Teens Provision** – a third provision in East Lothian opened at Musselburgh Grammar School in September 2016 to compliment the childcare modules undertaken by pupils.
- **Increasing the number of application for 600 hours for children aged 3-5 years:** On average 97% of the estimated 3 to 4 year old population in East Lothian attend a funded early learning and childcare provision. Of those 82.2% on average attend a local authority provision.

### 3.1.2 Primary Education

#### Achievement and Attainment

#### Early Development Instrument (EDI) Study 2016

In 2011, as part of the Support from the Start programme, a partnership was established between East Lothian Council and the Scottish Collaboration for Public Health Research & Policy based at Edinburgh University to pilot a population-based measure of children's readiness to learn called the Early Developmental Instrument (EDI). The instrument measures children's readiness to learn in the school environment in relation to child development domains and is administered by P1 teachers.

Service for Education and Children's Wellbeing work together to improve outcomes for those children who live in the most disadvantaged areas within our communities. The data from the EDI is used to address the complex problems that lead to poor outcomes for some children.

Results from the 2016 study indicate:

- Greater percentages of children were vulnerable in Physical Health and Wellbeing, Emotional Maturity and overall across the five domains in 2016 compared to 2012.
- The majority of children entering P1 have the skills needed for successful learning. However, there is a notable variation in children's readiness to learn across the county, and across socio-economic groups.
- Girls are less likely to be vulnerable compared to boys.

The Education Service continues to work with Children's Wellbeing Services to address the areas for improvement identified within the 2016 survey.

### **Curriculum for Excellence Achievement of a level**

In September 2015 Local Authorities provided the Scottish Government with information on their current practice for recording teacher judgements on pupils' achievement of Curriculum for Excellence levels in literacy and in numeracy. Local Authorities were also asked to describe the range of different types of evidence used by teachers in making their judgements, including different standardised assessments and moderation activities. From August 2016, the Scottish Government will collect on an annual basis, teacher professional judgement on Curriculum for Excellence achievement of a level in literacy and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3. Achievement in literacy data will be provided for reading, writing, listening, and talking. The National Improvement Framework Report December 2016 published teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, local authority and individual school level. These official statistics will be classified as **experimental statistics** in recognition of the evolving approach to assessment across the Broad General Education. Therefore, this data cannot be used for benchmarking performance or as a baseline to track improvements in performance over time.



The tables below set out the experimental statistical data for East Lothian Council 2015/16 and projected data for 2016/17

#### Achievement of CfE Levels - 2015/16

| CfE level and stage                  | Reading         | Writing         | Listening and talking | Numeracy        |
|--------------------------------------|-----------------|-----------------|-----------------------|-----------------|
| Early level by the end of Primary 1  | 73%<br>Majority | 64%<br>Majority | 82%<br>Most           | 74%<br>Majority |
| First level by the end of Primary 4  | 69%<br>Majority | 63%<br>Majority | 78%<br>Most           | 67%<br>Majority |
| Second level by the end of Primary 7 | 60%<br>Majority | 52%<br>Majority | 69%<br>Majority       | 56%<br>Majority |

#### Projected Achievement of CfE Levels - 2016/17

| CfE level and stage                  | Reading     | Writing         | Listening and talking | Numeracy        |
|--------------------------------------|-------------|-----------------|-----------------------|-----------------|
| Early level by the end of Primary 1  | 81%<br>Most | 77%<br>Most     | 89%<br>Most           | 81%<br>Most     |
| First level by the end of Primary 4  | 76%<br>Most | 70%<br>Majority | 85%<br>Most           | 71%<br>Majority |
| Second level by the end of Primary 7 | 75%<br>Most | 65%<br>Majority | 83%<br>Most           | 69%<br>Majority |

Progression through the Broad General Education will continue to be a key focus in 2017/18. Quality Assurance and Moderation Support Officers (QAMSOs) will work closely with staff to provide support and advice to improve teachers' confidence in their judgment of achievement of a level. New English and literacy and Mathematics and numeracy curriculum frameworks implemented academic session 2017/18 will support and improve consistency in planning teaching, learning and assessment in these areas.



## Primary School Inspections

East Lothian Council receives relatively few inspections by Education Scotland given the number of establishments and current proportionate approach to inspection.

St Mary's RC Primary School received a positive inspection report from Education Scotland which identified strengths in the leadership of the school, the inclusive ethos and learning environment and effective approaches to improving attainment in writing. All QIs were evaluated as good, including the evaluations of the nursery.

Dirleton Primary School received positive feedback on progress made from the original inspection as reported by Education Scotland January 2016. 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.



Education Scotland's inspectors 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 by December 2017. This report will inform any decision made by Education Scotland on whether inspectors 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.

## Wider Achievements

Our children participate in and achieve a range of awards through health promoting, cultural and volunteering activities both within and out of school. Children benefit from the Active Schools Programme, Forest Schools Programme and awards such as the John Muir Award and Duke of Edinburgh Award. A number of our schools are linked to Queen Margaret University through the Children's University programme. This programme supports, recognises and rewards children's wider achievement. Our children are also provided with opportunities to achieve through a range of experiences within our local community partnerships, for example, Rotary





Community Awards, charity events, musical activities. 'Reading Is Braw' and 'Dunbar Reads Aloud' are both good examples of collaborative cluster initiatives which not only give our children opportunities for wider achievement but strengthen links with communities. The Haddington Associated Cluster School Group, in partnership with Community Learning and Development developed a wider achievement survey with a view to tracking and supporting access and participation. East Lothian's Ranger Service support schools to provide opportunities for wider achievement within Outdoor learning. Our outdoor residential learning centre at Innerwick provides a range of personal development opportunities and outdoor education activities for children. All our schools offer children residential experiences many of which take place outwith East Lothian- Ben More, Lagganlia, York.

### **Individual school achievements 2016/17**

Windygoul Primary School was the first primary school in Scotland to achieve the General Teaching Council Scotland Excellence in Professional Learning Award. Ormiston Primary School achieved the Digital Schools' Award.



### **Attendance and Exclusions – Primary**

- Primary attendance rate in 2016/17 - 95.3%
- Incidents resulting in exclusion from primary school – 103 exclusions
- The number of pupils excluded from primary school – 55 pupils
- Education lost to pupils as a result of exclusion from primary school – 413 x ½ days of education

### **Compared to previous session overall**

- There was a slight drop in the secondary attendance rate of 0.2% on the 2015/16 rate of 95.5%.
- The number of exclusions and the length of exclusion remained similar to the previous session.
- There was a reduction in the number of pupils excluded from school compared to the previous session.

### 3.1.3 Secondary Education

#### Achievement and Attainment

##### Curriculum for Excellence Achievement of a level

As stated within the section **Primary Education, Curriculum for Excellence Achievement of a level** the S3 CfE results on achievement of a level in literacy and numeracy will not be classified as official statistics but as **experimental statistics** in recognition of the evolving approach to assessment across the Broad General Education. Therefore, this S3 data cannot be used for benchmarking performance or as a baseline to track improvements in performance over time. The tables below set out the experimental statistical data for East Lothian Council 2015/2016 and projected data for 2016/2017.

##### Achievement of CFE Levels - 2015/16

| CfE level and stage                   | Reading     | Writing     | Listening and talking | Numeracy        |
|---------------------------------------|-------------|-------------|-----------------------|-----------------|
| Third level or above by the end of S3 | 84%<br>Most | 81%<br>Most | 82%<br>Most           | 68%<br>Majority |

##### Projected Achievement of CFE Levels - 2016/17

| CfE level and stage                   | Reading           | Writing     | Listening and talking | Numeracy    |
|---------------------------------------|-------------------|-------------|-----------------------|-------------|
| Third level or above by the end of S3 | 90%<br>Almost all | 87%<br>Most | 91%<br>Almost all     | 84%<br>Most |

Progression through the Broad General Education will continue to be a key focus in 2017/18. Quality Assurance and Moderation Support Officers will work closely with staff to provide support and advice to improve teachers' confidence in their judgment of achievement of a level. New English and literacy and Mathematics and numeracy curriculum frameworks will be implemented academic session 2017/18 to improve consistency in planning teaching, learning and assessment in these areas.

##### Attainment in the Senior Phase

**SQA National Course Awards** – Results from certificated SQA National Courses in August 2017 were either maintained or show an improvement over previous year's results at most levels. It is important to note that these are interim results given young people are presented for and achieve success in a wider range of qualifications and awards, including those delivered by partners. Highlights for performance in SQA awards 2016/17 include:

- Pass rates for National Qualifications 2 to 4 remain consistent at 100%

- 78.5% of National 5 entries passed with an A-C award, an increase on last year's rate of 76.9%; with, 35.5% passed at Grade A (Band 1 or 2), a 3.1% improvement on the previous year and the highest rate since National 5 qualifications were introduced in 2014.
- East Lothian pass rates at A-C are above national pass rates for English and Mathematics at National 5 and Higher.
- The percentage of young people achieving Grade A awards in English and Mathematics at National 5 level is also at the highest rate in 5 years.
- The percentage of S5/6 pupils passing Highers decreased slightly from 78.1% in 2016 to 76.7% in 2017. However, the percentage of pupils gaining 1 or more, 3 or more and 5 or more Highers (SCQF Level 6) by end of S5 in 2017 is at highest rate in 5 years.
- The % of S5 pupils gaining 1 or more Highers increased by 1.2% in 2017 and shows an improved long term trend in East Lothian over the last 5 years from 48.3% in 2013 to 57.7% in 2017.
- The % of S5 pupils gaining 3 or more Highers increased by 3.1% in 2017 and shows an improved long term trend in East Lothian over the last 5 years from 30.5% in 2013 to 38.7% in 2017.
- The % of S5 pupils gaining 5 or more Highers also increased by 2.1% in 2017 and also shows an improved long term trend in East Lothian from 15.8% in 2013 to 17.8% in 2017.
- At S6, the number of pupils achieving five or more awards at Higher or better, is in line with the previous year at 32%. The % of S6 pupils gaining 1 or more, 3 or more and 5 or more Highers also show an improved long term trend in East Lothian over the last 5 years.



**Post-School Participation** – Post school participation in East Lothian shows an improving trend since 2008/09. East Lothian's performance in 2016 saw an increase of 1.7% on the previous year with 93.5% entering a positive destination, its highest rate over the last eight years, and percentage point wise just above the national average. As with the national average there are typically fewer school leavers living in the 30% most deprived areas entering an initial positive destination than those from the 30% least deprived areas. Overall the gap in positive destinations between East Lothian leavers from the 30% most deprived areas and the 30% least deprived areas has decreased slightly from 11.7 percentage points in 2012 to 8.9 percentage points in 2016.

## Secondary School Inspections

East Lothian Council receives relatively few inspections by Education Scotland given the number of establishments and current proportionate approach to inspection.

Knox Academy was inspected by Education Scotland November 2016 and the report on the outcome of the inspection published March 2017. The QI evaluations range from weak for QI 3.1 Inclusion, equality and wellbeing to good for QI 3.2 Raising attainment and achievement. As a result of the inspection findings, Education Scotland will carry out a further visit March 2018. The local authority has taken the necessary action to secure immediate improvement in the areas for improvement identified within the evaluation of QI3.1 Inclusion, equality and wellbeing and continue to put in place a range of strategies to support the school to improve. Senior Officers within the Education Service continue to monitor the pace of improvement within the school, including a progress review visit session 2016/17.

## Wider achievements

Young people achieved a range of awards delivered through partnership arrangements with community groups. Each school celebrates these successes via their school websites, social media and edubuzz networks.



A significant number of young people participate in the Duke of Edinburgh's Award Scheme delivered by both schools and community groups. Plans are being developed to increase the opportunity for young people to participate in this programme within the review of the secondary school curriculum.

## Awards Achieved

|                         | 2014- 2015 | 2015-2016  | 2016-2017  | 3 yr average |
|-------------------------|------------|------------|------------|--------------|
| <b>Achievement rate</b> | <b>46%</b> | <b>69%</b> | <b>66%</b> | <b>60%</b>   |

## Individual School Achievements 2016/17

Ross High School will be the first secondary school to achieve Rights Respecting Schools' Award level 2.

Preston Lodge High School Pipe Band continues to achieve success and have its success recognised at European and International level, including representing Scotland at a Festival of Folk Songs in China.



Musselburgh Grammar School pupils organised a number of events and activities, including a whole school sponsored walk, raising significant funds for charities. The Musselburgh GS School of Rock Show celebrated the musical talents of pupils and was very much enjoyed by all those who attended the show.



Dunbar Grammar School continued its success at the East Lothian Cross Country Championships winning 7 of the 8 team trophies. Senior Dunbar GS pupils from the East Lothian Youth Theatre performed their original show “unconscious” which explored the dangers of drug use at the national festival of youth theatre. Knox Academy celebrated the talents and success of its sporting stars at the annual Knox Sports Awards Ceremony June 2017. North Berwick High School

organized and held its first Model United National Conference hosting 19 schools from across the Lothians debating issues such as Human Trafficking and Freedom of the Media.

### Attendance and Exclusions

- Secondary attendance rate in 2016/17 – 91.2%
- Incidents resulting in exclusion from secondary school - 379 exclusions
- The number of pupils excluded from secondary school – 212 pupils (138 males/74 female)
- Education lost to pupils as a result of exclusion from secondary school – 1,531 x ½ days of education

### Compared to previous session overall

- There was a slight drop in the secondary attendance rate of 0.4% on the 2015/16 rate of 91.6%.
- There was a significant reduction in the length of exclusion and number of exclusions.
- There was a slight reduction in the number of pupils excluded compared to the previous session.



## Developing the Young Workforce

Vocational education and broadening the senior phase curriculum offer contributes to the overall achievement and attainment of young people. The vocational education programme continues to expand, delivered in partnership with local colleges, universities and employers. The East Lothian Construction and Technology Centre provision opened in Musselburgh providing young people with better access to relevant vocational learning opportunities within construction and related skills within East Lothian. The new centre is a partnership initiative with Edinburgh College and key sector industry, offering qualification opportunities in relation to future technologies and skills in construction and traditional crafts, alongside development and enhancement of core skills and attitudes for employability. In 2016/17, 5 groups (48 pupils) undertook SCQF level 4 Skills for Work Construction Skills courses, 6 pupils undertook SCQF level 5 SQA National Progression Award in Brickwork and 7 pupils undertook a pre-vocational course in construction skills (formerly delivered by Spark of Genius). Pupil representation is from across all 6 East Lothian secondary schools and key industry/partners, in particular Morrison Construction and Hart Builders have been actively contributing to date. It is estimated the centre has capacity to accommodate 160 pupils. Plans are underway to extend the range and level of vocational courses offered at the Centre in collaboration with key partners, including Edinburgh College.

### 3.1.4 Policy Development and Statutory Duties

The Standards in Scotland's Schools Act 2000 amended by Education (Scotland) Act 2016, places the following duty on the education authority:

"duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

Amendments to the Act include new duties commencing August 2017 in relation to the involvement of key stakeholders in shaping education policy and the education service plan. The policies noted below have been informed by stakeholder engagement and the findings of all surveys continue to inform the key priority actions within the Education Service Plan.

**The Education Accessibility Strategy 2017-2020** was approved by East Lothian Council's Education Committee 21 March 2017

([http://www.eastlothian.gov.uk/meetings/meeting/5929/education\\_committee](http://www.eastlothian.gov.uk/meetings/meeting/5929/education_committee) ). The Strategy was developed in consultation with a wide range of stakeholders and sets out how the Education Service will ensure improvements in the following areas:

- Curriculum - increased disabled pupil's participation in the curriculum;
- Physical Environment - improve the physical environment of schools to enable better access to education and associated providers; 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.

**The 'Respect for All – Anti-Bullying Policy'** was approved by East Lothian Council's Education Committee 13<sup>th</sup> June 2017

([http://www.eastlothian.gov.uk/meetings/meeting/5930/education\\_committee](http://www.eastlothian.gov.uk/meetings/meeting/5930/education_committee) ). The Policy will be implemented in all East Lothian Council Schools and Early Learning and Childcare Settings. This new policy supported by 'respectme' Scotland's national anti-bullying service will be embedded through a series of training presentations and cascaded within Education and Early Learning and Childcare Settings to staff, pupils, parents and parent councils during 2017/18. Partnership agencies will also be informed of the implementation of the Policy.

**The Parental Engagement Strategy 2017-2020** was approved by Education Committee 13 June 2017 ([http://www.eastlothian.gov.uk/meetings/meeting/5930/education\\_committee](http://www.eastlothian.gov.uk/meetings/meeting/5930/education_committee) ) and sets out how the Education Service will support our schools/partner providers to ensure all parents/carers are encouraged and supported to engage as partners in their children's learning and to become involved in the life and work of the school.

**East Lothian Council's Play Policy** was developed acknowledging the importance of play for children of all ages. The Policy was developed by a stakeholder group from across our communities and was approved at East Lothian Council's Education Committee June 2017



([http://www.eastlothian.gov.uk/meetings/meeting/5930/education\\_committee](http://www.eastlothian.gov.uk/meetings/meeting/5930/education_committee) ). The Policy was launched at Elphinstone Primary School, August 2017 and actions to ensure the Policy impacts on children's and young people's opportunities to play are set out within the Education Service Local Improvement Plan 2017/18.

### **Statutory School Consultations**

The Education Service consulted on the development of education provision across the local authority in line with statutory duties set out in the Schools (Consultation) (Scotland) Act 2010. Statutory school consultations were carried out on:

- the relocation of Wallyford Primary School;
- a new additional secondary education provision in the Musselburgh area;
- the establishment of a new primary school with early learning & childcare provision and its associated catchment area at Craighall;
- the proposed change to Pinkie St Peter's and Wallyford primary schools catchment areas;
- the proposed change to Letham Mains primary school catchment area;
- the proposed change to Preston Lodge High School catchment area and the establishment of a new primary school with early learning & childcare provision at Blindwells;
- the closure and re-designation of Levenhall Nursery School to Pinkie St Peter's Primary School Nursery Class.

All consultations have been completed successfully and will allow the Council to manage the school estate and provide sufficient school accommodation in light of a growing community as a result of committed and planned developments within the emerging Local Development Plan (LDP).

#### **Non-statutory consultations and reviews**

East Lothian Council carried out a non-statutory consultation on the proposal to establish a shared Head Teacher arrangement across Innerwick Primary School and Stenton Primary School. Overall, pupils were positive about the proposal and whilst they raised important questions, they could also see the benefits. Staff across both schools were mostly positive although staff raised concerns about how the arrangements would work in practice. The views of parents were mixed with both potential benefits and concerns being highlighted. The Council approved the shared headship arrangement at the full Council meeting August 2017.

#### **Additional Support Needs and Educational Psychology Service**

The Education Service Additional Support Needs Service carried out, assisted by an external consultant, an extensive review of the framework for meeting the additional support needs of learners in line with the Children and Young People (Scotland) Act 2014. The External consultants found that on the whole Head teachers, staff in schools and centrally-funded staff are aware of the range of needs of children and young people in East Lothian schools and make appropriate use of the *Staged Assessment and Intervention* model to assess and plan for needs. They are committed to meeting the needs of all children and young people with a wide range of additional support needs. However, they found that concepts of inclusion and additional support needs to be further clarified and agreed so that there is a shared understanding of this across the whole authority. In particular, there was a strong



view expressed that, across the authority, there needed to be more consistency in understanding of 'exceptional' needs thresholds. Work is underway to address these findings. The review also found that there are effective systems in place to identify, support and track the needs of potentially vulnerable or under-performing learners including those who are being supported through alternative curricular provision. The pre-five home visiting outreach teacher effectively works with community paediatricians, health visitors and speech and language therapists to identify and support the needs of children with complex needs and severe communication needs. Appropriate pathways are created for these children to ensure that their long-term needs can be met. A small number of outreach teachers effectively support children with hearing impairment. The authority has a variety of service level agreements with neighbouring local authorities, partners in other council services and third sector providers to provide support to children and young people with a range of needs and all contracts have been reviewed to ensure services are in place to meet the needs of our most vulnerable learners. As a result of the external review, service provision, practice and policy is being re-designed and this will continue to be a key focus throughout session 2017-2018 and beyond.

### **Educational Psychology Service**

The Educational Psychology Service delivery is focussed on improving outcomes for children and young people through the provision of 5 core functions (assessment, intervention, consultation, training, research). The team make an effective contribution to the inclusion of children with additional support needs through building capacity of schools, stakeholders and partners to support a range of complex needs. The Service has a strong reputation for delivering high quality staff learning activities and there is an increasing body of evidence to demonstrate that this is having an impact in building capacity in schools through learning opportunities targeted at addressing school and cluster needs. The Service delivered CLPL in the following areas: nurturing approaches and promoting positive behaviour, attachment and trauma informed practice, restorative communication, growth mind-set and mental health first aid.

The Educational Psychology Service Education Scotland Validated Self-Evaluation in March 2016 noted the following key strengths:

- Strong relationships with school staff that were highly valued;
- Building capacity in others through training and targeted follow up with evidence of improved outcomes for children & young people



- Delivery of objective & reflective input to multi-agency teams resulting in improved planning and decision making
- Highly valued research skills and knowledge that was used effectively to build capacity

Areas for improvement included extending the role of the Service beyond the traditional ASN population and resource allocation process; work in partnership with the authority to align service delivery more fully with a GIRFEC approach and; review the balance of service delivery, releasing time for the service to utilise its psychological knowledge and expertise to make a stronger strategic contribution to local and national policy initiatives. Work has already taken place to address these areas and a follow up visit from HMIE will take place session 2017-2018 to celebrate the improvement journey of the Service.

### **Instrumental Music Service**

The Instrumental Music Service provides individual and group tuition on a range of musical instruments covering string, brass and woodwind. The service delivers one to one and group tuition to around 1300 primary and secondary aged pupils in East Lothian schools. The service is delivered across all schools during the school pupil day with pupils being timetabled to receive one-to-one tuition and group tuition. The achievements of pupils and young people are recognised through a number of musical events throughout the school year culminating in the annual Showcase Concert where the various bands, ensembles and orchestras come together to perform publicly. Many pupils also achieve success in examinations which recognises their musical talents and abilities.



### **Developing our Curriculum**

Working in partnership with an education consultant, staff across nursery, primary and secondary schools worked collaboratively to lead the development of curriculum frameworks from 3 to 18 in the following curriculum areas: English and literacy, Numeracy and Mathematics, Health and wellbeing, Science and Social subjects. These frameworks have been developed to support progression, develop knowledge and skills and ensure there is a consistent and shared understanding of standards and expectations for our children and young people. Further frameworks are being developed in 2017/18 for Religious and Moral Education, Modern Languages, Technologies and Expressive Arts.

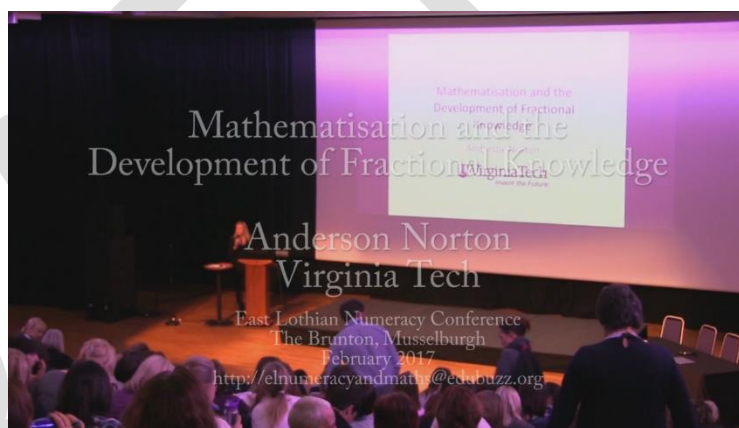
## Modern languages – 1+2 strategy

The Education Service conducted a review of the 1+2 Modern Languages Strategy and undertook an exercise to review progress against national expectations. The priority actions identified within the 1+2 ML review exercise will be taken forward session 2017/18 supported by the successful appointment of a new 1+2 Modern Languages Development Officer to the Education Service.

## High Quality Leadership

East Lothian Council's Education Service provided and/or facilitated many high-quality leadership opportunities capacity building our leadership of our schools and service now and in the future. The Education Service expanded the range of professional learning opportunities for all staff throughout session 2016/17, these included:

- 2 Support Staff Conferences aimed at sharing best practice in GIRFEC and meeting learners' needs
- Expanding senior and middle leader conferences
- Mathematics and Numeracy Conference led by International Educationalists



Building on the success and positive evaluations from these conferences, the Education Service is increasing the opportunities for leadership development at all levels session 2017/18.

## Partnership working

East Lothian Council's Education Service cannot meet the diverse needs of the children, young people and their families within our communities on its own. We recognise the need to work collaboratively with other partners, agencies and services as well as those who live in our communities to deliver improved outcomes. The Children and Young People Strategic Services Plan sets out our partnership commitment to every child and young person in East Lothian

([http://www.eastlothian.gov.uk/meetings/meeting/5880/east\\_lothian\\_partnership-resilient\\_people\\_partnership](http://www.eastlothian.gov.uk/meetings/meeting/5880/east_lothian_partnership-resilient_people_partnership) )

## **Self-evaluation for continuous improvement**

The Education Service is committed to using self-evaluation to assess how we are performing, examine where we have strengths, which we can build on and identify where there is scope for improvement. During session 2016-17, there was an increased focus on raising attainment and improving positive destinations. Professional learning sessions for senior school leaders on each of the How Good is our school? (4th edition) Quality Indicators evaluated as part of the national inspections programme and reported within the National Improvement Framework annual report provided our senior leaders with a shared understanding of standards and expectations. The Education Service introduced a revised approach to validated self-evaluation and carried out a number of primary school peer review visits involving senior school leaders and officers from across the Education Service.

## **School Reviews including specialist provision**

In partnership with Education Scotland's Attainment Adviser, the Education Service successfully undertook eight school reviews across our primary schools. The focus was on validating the school's evaluation of strengths and aspects for improvement in leadership of change, learning, teaching and assessment, and transitions and inclusion. The primary schools received a report on the outcome of the validation exercise and follow-up visits are being undertaken with a focus on progress made with regard to identified areas for improvement. The outcome of the review visits has informed the key priorities for action, Education Service Local Improvement Plan 2017-2018 to address areas for improvement identified in relation to the delivery of a balanced and broad curriculum to meet children's entitlement to a Broad General Education and planning learning, teaching and assessment.

**Student Evaluation of Experience (SEE)** – The annual SEE Survey asks young people in P6 and S2 for their views on a wide range of subjects, including teaching and learning, community safety, participation, child protection, physical/sports activities and environmental issues. 35 questions are included in the survey grouped under the SHANARRI headings.

The combined P6 & S2 percentages (positive responses) under each SHANARRI heading in 2016-17 were roughly in line with the previous year with the exception of those under the 'Included' category which increased by 6 percentage points to 84.8%. The 'Respected' category also showed a 2.6 percentage point increase to 75.6%. Overall, positive responses within the 'Nurtured' category remain the lowest at 67.2% with the 'Safe' category remaining the highest at 91.2%.

Most notable improvements in 2016/17 on the previous year for the Education Service related measures at an authority level are:

- % of S2 pupils agreeing that they enjoy being at their school – increase from 75.7% to 80.1%;
- % of P6 pupils agreeing that most pupils behave well in school – increase from 78.3% to 81.9%;
- % of P6 and S2 pupils agreeing that pupils in their school take account of other people’s feelings and viewpoints –from 79.7% to 83.1% (P6) and 58.0% to 61.0% (S2); and
- % of S2 pupils agreeing that they take part in physical activities outside the school day – increase from 75.8% to 81.8%.

Areas for further improvement for the Education Service and partners across the authority are:

- % of P6 and S2 pupils agreeing that they use the school web log/site/learning log to help in their learning;
- % of S2 pupils agreeing that the school recognises their achievements out of school that most pupils behave well in school; and that pupils in their school take account of other people’s feelings and viewpoints.

New policies such as the Anti-bullying Policy will support staff to address aspects such as pupil behaviour. New projects such as the Health Eating Project being taken forward in partnership with Queen Margaret University will explore the factors influencing children’s and young people’s food choices.

#### **Citizens’ Panel: Percentage of users rating the service as very good/good**

The percentage of adults satisfied with local schools is above the national average.  
2015/16 East Lothian Council 82% National Average 78%

#### **Investors in People (IIP)**

Investors in People Scotland confirmed that East Lothian Council achieved the **Silver level** award in 2016/17 and demonstrated that good practice was not only developed but is established as a normal way of working in East Lothian Council. This award reflects the significant progress made since the last assessment in December 2015.

Highlights extracted from the main report include:

- The pace of change is fierce in some parts of the organisation, particularly Education, Health and Social Care Partnerships. But the quality of leadership had made this pace acceptable and even desirable. Employees are passionate about the change, with real faith that the direction is the right one, given Scottish Government and Council priorities.

- Overall, you have continued to improve how you lead the organisation. In some parts such as Education, this has been described as revolutionary and inspirational, and from our discussions 90% of those in education are fully committed to following the direction set, even though it is challenging their ways of running the service.
- Where there was a clear vision and policy driver for change such as Education and Health and Social Care, there was a sense that change is being actively and appropriately managed. People understood why and felt involved. Measures of success are clear and employees could see and evaluate progress against them.
- We were particularly impressed how, in Education, people are going to see services in other parts of Scotland to provide food for thought as to what is possible. This has the impact of increasing ambition as to what is achievable.

The Education Service received the following feedback within the Service Specific Feedback Section:

- There is strong direction, communication and leadership from the top of the Service. This has received generally a very enthusiastic response, and among many a tangible sense of relief that the service is moving forward, with a feeling of it being overdue.
- Some schools are highly focused on the improvement agenda set by the Head of Education. They are being planned and organised, with opportunities provided to be part of national groups and contribute to projects and be generally part of the change.
- The external benchmarks are very clear to all staff and are being used actively as targets to achieve.
- Teachers are getting lots of opportunity for development; some schools have organised their time in a focused and researched way to achieve their own learning and improvement agenda.
- There is development available; some are attending leadership programs and getting opportunities to act up to get experience at a more senior level.
- Most of the Head Teachers were very active in the development of their teaching staff.
- The HQ team are working very hard to provide the information and services needed by the schools. The schools were very complementary about this support; they had good relationships with the HQ team and appreciated the support given.

Areas to Develop

#### **Council Resources**

- Career prospects were seen to be an issue due to the lack of certainty and the context of cuts to funding.
- There was apathy and in places cynicism about the Star Awards, with comments that they were not transparent or fair.

- Meetings were highly focused on operations in the immediate teams and the pressure of work was particularly felt here, possibly as they are services to both employees and the public.
- UBS needs some support to reduce the uncertainty felt by employees who are affected and their teams. The need to cross train and learn is both significant and urgent to allay fears
- The perception of UBS across the Council is that it is a problem not an opportunity; the benefits could be better constructed and communicated across the organisation

### 3.1.5 Progress with GIRFEC Wellbeing Targets

| Wellbeing Indicator | Expected Outcome/Impact 2016-2017   | Outcome 2016-2017   |
|---------------------|---|---|
| <b>Safe</b>         | <p>Improvement in % of learners reporting that they feel safe and cared for in school</p> <p>Improvements in % of pupils reporting that school staff are good at dealing with bullying behaviour</p> <p>Improve % of staff agreeing that they are aware of their school's procedures for protecting children</p>    | <p>93% (no change) - P6 &amp; S2 agree feel safe &amp; secure in school</p> <p>73% (+1%) - P6 &amp; S2 agree most pupils behave well in school</p>  |
| <b>Healthy</b>      | <p>Improvement in % of pupils reporting that they are encouraged to make healthy food choices</p> <p>Increase in the % of pupils reporting they take part in out-of-class activities and school clubs</p> <p>Improvement in young children reaching all of the expected developmental milestones at 27-30 month</p> | <p>84% (+1%) P6 &amp; S2 agree people at school help them make healthy choices</p> <p>88% (-1%) P6 &amp; S2 agree their school offers plenty opportunities for extra-curricular activities</p> <p>27-30 month review: 85% in 15/16 (+3% on 14/15)</p> |

|                  |  |   |
|------------------|--|---|
|                  | assessment and on entry to primary school  |   |
| <b>Achieving</b> | <p>Improved attainment in the senior phase</p> <p>Improved attainment in the BGE</p> <p>Improvement in % of pupils agreeing they have opportunities to celebrate personal achievements</p> | <p>NBMs show an improved trend to 2016<br/>SCQF Level 4 (L&amp;N) – 88% (+6%)<br/>SCQF Level 5 (L&amp;N) – 61% (+9%)<br/>Ave Tariff Score Lowest Attaining 20% - 154 (-1)<br/>Ave Tariff Score Middle Attaining 60% - 885 (+68)<br/>Ave Tariff Score Highest Attaining 20% - 1916 (+14)</p> <p>Combined P1,P4,P7,S3 - % achieving expected level in:<br/>Reading – 80% (+2%)<br/>Writing – 74% (+2%)<br/>Listening &amp; Talking – 87% (+4%)<br/>Numeracy – 76% (+2%)</p> <p>83% (no change) – P6 &amp; S2 agree school recognises their achievements in school</p> <p>59% (no change) – P6 &amp; S2 agree school recognises their achievements out of school</p> |
| <b>Nurture</b>   | <p>Increase in nurturing approaches in schools and centres</p> <p>Higher levels of parental engagement</p>   | <p>New parental engagement strategy launched</p> <p>EPS supporting nurture approaches across the county</p>   |



|                    |   |  |
|--------------------|---|--|
| <b>Active</b>      | Increase in cultural and sporting activities  | 86% (+3%) – P6 & S2 agree they take part in physical activities outside the school day   |
| <b>Respected</b>   | Improvement in % of pupils reporting they are treated fairly and with respect<br><br>Increase in % of pupils, staff and parents reporting they are actively involved in setting school and service priorities | 82% (no change) P6 & S2 agree they are treated fairly in school<br><br>80% (no change) P6 & S2 agree they contribute to decisions made in school |
| <b>Responsible</b> | Increase in the number of pupils participating in PE  | 40 out of the 41 schools met the 'at least 2 periods PE per week' target in 2016/17  |
| <b>Included</b>    | Improvement in positive destinations<br><br>Improvement in attendance rates of looked after children  | 93.5% in 2015/16 (+ 1.7%)<br><br>88.2% in 2016/17 (-0.3%)  |

## 3.2 Key challenges and opportunities

### 3.2.1 Budget and Resources

- Continue to deliver a high-quality education service in a time of financial austerity
- Impact of the Regional Improvement Collaborative on education services and resources.
- Continue to deliver on the commitment to extend the number of Early Learning and Childcare places for eligible 2 year olds.
- Provide professional development opportunities and resources to support teachers professional judgement on achievement of a level in literacy, numeracy and all other curriculum areas.
- Review spend and provision for children and young people who require additional support to ensure that the right support is being provided at the right time, in the right place to those who need it most.

- Deliver on the Scottish Government's Digital Learning and Teaching Strategy for Scotland in order to enhance Learning and Teaching through the use of Digital technology and the contribution it can make to raising attainment. Ensure schools and LA meet the expectations of this strategy as far as possible within the current financial constraints. Deliver on the Scottish Government's commitment to increase the number of funded early learning & childcare hours from 600 to 1140 per year by 2020.
- Recruitment and retention of senior managers in schools and staff at all levels.
- Continue to work collaboratively with relevant officers from across other Council services to take forward the planned programme of capital spend to ensure high-quality learning environments across the school and early years estate.
- Continue to plan effectively for the increase in school populations informed by established and planned growth within the Local Development Plan.

### **3.1.2: Managing Change**

- Implementing the agreed actions as set out in the Scottish Government's Education Governance: Next Steps and Education Bill 2018.
- Deliver on the Scottish Government's commitment under the Scottish Attainment Challenge and Pupil Equity Funding to raise attainment amongst those children and young people who face barriers to their learning due to the impact of poverty and disadvantage.
- Implement the required actions and steps taken to take forward the 4 priority areas set out in the National Improvement Framework across the key drivers for improvement.
- Develop a consistent and effective approach to developing and improving children's and young people's literacy and numeracy skills across all schools.
- Close the gap between the highest and lowest attaining pupils leaving secondary school.
- Improve the attainment of looked after children and young people
- Implement the recommendations set out within the Additional Support Needs External Review Report to improve outcomes for children and young people who require additional support.
- Implementation of the Developing the Young Workforce (DYW) strategy across all schools.
- The development of a common school day to support more flexible pathways within the senior phase in all our secondary schools.
- Continue to expand and build on partnerships with Colleges, Universities and other key partners, internal and external, to support and enhance curriculum pathways and increase post-school participation rates.

- Develop revised approaches to self-evaluation and quality assurance to ensure continuous improvement in the quality of education across all schools and establishments.
- Continue to invest in the ICT infrastructure to ensure MIS systems and technology for learning and teaching is fit for purpose.

### **3.1.3: Legislation and National Initiatives**

- Children and Young People (Scotland) Act 2014, including the Named Person
- Education (Scotland) Act 2016
- Children & Young People's Act, 2014, Part 3, Children's Services Planning; Part 6, Early Learning & Childcare; Part 9, Corporate Parenting.
- A Blueprint for 2020: Expansion of Early Learning and Childcare for Early Learning and Childcare in Scotland
- The Scottish Government's Education Governance Review and the implications for the Education Service
- Implementation of the National Improvement Framework and Delivering Excellence and Equity Delivery Plan
- Continue to take account of the recommendations within the Education Scotland Report on Tackling Bureaucracy
- Young Carers Act
- Develop further arrangements for self-evaluation in line with national guidance, including How Good is our School? (4th edition), and new planning and reporting expectations as set out in the Standards in Schools Scotland Act 2010(amended 2016).
- Education Scotland Quality Assurance and Moderation Support Officer Programme to build practitioner confidence in judgement of achievement of a level in literacy and numeracy
- Developing Scotland's Young Workforce
- Equality Act 2010
- The (Specific Duties) (Scotland) Regulations 2012
- Scottish Schools (Parental Involvement) Act 2006
- National Standards for Community Engagement 2016
- Education (ASfL) (Scotland) Act, 2004 (as amended)
- Post-16 Education (Scotland) Act, 2013 and Young People's Involvement in Education and Training (Provision of Information) (Scotland) Order, 2014 – duty to provide information to SDS to support post-school participation
- CLD (Scotland) Regulations, 2013
- Supporting Children's Learning, Code of Practice for ASfL