

**REPORT TO:** Education Committee

**MEETING DATE:** 21 November 2017

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

**SUBJECT:** Education Service Local Improvement Plan 2017-2018

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## **1 PURPOSE**

- 1.1 To provide the Committee with the Education Service Local Improvement Plan 2017-2018.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to approve the Education Service Local Improvement Plan 2017-2018.

## **3 BACKGROUND**

- 3.1 The Standards in Scotland's Schools etc. Act 2000, as amended 2016, places new duties on education authorities in relation to the preparation and publication of annual plans setting out the steps proposed to reduce inequalities of outcome for pupils; steps taken in pursuance of the National Improvement Framework, and the educational benefits for pupils that will result from the steps proposed.
- 3.2 The education authority's annual statement of improvement objectives should also include an account of the ways in which the authority will seek to involve parents in promoting the education of their children.
- 3.3 From August 2017, the education authority must give a copy of the Education Service Local Improvement Plan to Scottish Ministers.
- 3.4 The Education Service Local Improvement Plan 2017-2018 sets out our aim to work together to deliver on our commitment to Believe, Achieve, Strive for Excellence and Care for All to improve the quality of the experiences we provide for our children, young people and their families.

- 3.5 The Plan also sets out the Education Service's contribution to the delivery of the Council's strategic goals and objectives detailed within the East Lothian Council Plan 2017-2022.
- 3.6 Identified areas for improvement are grouped under the following key areas:
- Leadership and teacher professionalism
  - Quality improvement
  - Parental engagement and partnership working
  - Ensuring inclusion, equality and wellbeing
  - Raising attainment and achievement for all
  - School estate and management of resources.
- 3.7 An Education Service Improvement and Evaluation Group will be established to review progress made with the improvement actions set out in the Plan and determine the range of activities required to evidence improved outcomes for children, young people and families across our communities. The Education Service will use a range of Key Performance Indicators to measure the educational benefits for pupils that will result from the improvement actions set out in the Plan (Appendix 2).

#### **4 POLICY IMPLICATIONS**

- 4.1 There are no direct policy implications associated with this report although on-going monitoring and reporting of the Education Service Local Improvement Plan is a key statutory duty of the education authority.

#### **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 Committee 22 September 2015 Education Local Improvement Plan and Strategy 2014- 2018
- 7.2 East Lothian Education Service Local Improvement plan 2017-2018 (Appendix 1)
- 7.3 East Lothian Education Service Key Performance Indicators (Appendix 2)

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<b>DATE</b>	1 November 2017





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### **A Message from Councillor Shamin Akhtar, Convener, Education Committee**

I welcome the revised Education Service Local Improvement Plan for 2017/18. The reinvigorated Plan outlines how we aspire to be an Education Service that provides the best opportunities and outcomes for our children and young people across the County, as a result making us the best Education Service in Scotland. The Plan provides clear direction on how we will do this. We aim to achieve these goals through the actions outlined for the Education Service, our schools and our partner organisations.

As we see more and more expectations placed upon our schools than ever before to address the poverty related attainment gap, we have to ensure that our partner organisations across the county support the Education Service and our schools to achieve this goal.

The most important role of this document will be to provide our schools and early learning & childcare centres with a framework to support their work. Therefore, we all have a shared understanding of the actions that we have to take to ensure that we meet the outcomes for our children and young people and the way that we will measure success. As outlined in the Standards and Quality Report 2016-17 through the self-evaluation activities we know we have many strengths in our schools across the County that we can share and we also know where improvement is required.

The Education Service Local Improvement Plan will help us to deliver on the collective commitment that we have made to “believe, achieve, strive for excellence and care for all” through the actions that we take in our schools and services. I hope that you will find it helpful within your setting.

**Councillor Shamin Akhtar**  
**Convener, Education Committee**



## Foreword



Every year the Education Service carries out self-evaluation activities to identify strengths across our education services and identify aspects where further improvement is required.

The Education Service's performance against the priorities and outcomes set out in the Education Service Improvement Plan 2014-2018 is detailed in the Education Service's Standards and Quality Report 2016-2017. This revised Education Service Local Improvement Plan replaces the Education Service Improvement Plan 2014-2018 to reflect new statutory duties placed on education authorities by the Scottish Government, as well as areas for improvement identified through the Education Service's self-evaluation processes.

The priority areas for improvement and measures of success have been updated and are now organised under key themes linked to

both local and national priorities, including East Lothian Council's Plan 2017-2022 and the Scottish Government's National Improvement Framework. The Education Service Local Improvement Plan also provides our schools and early learning and childcare centres with a framework for improvement and affirms our relentless focus on improving outcomes for all our children and young people.

**Fiona Robertson**  
Head of Education

## 2. Introduction

### 2.1 Overview of the Education Service

#### 2.1.1 Our Public Proposition

**Our common moral purpose:** Believe, achieve, strive for excellence and care for all.

**Our public proposition:** We care for all and believe in ourselves and others

We achieve and strive for excellence

We aim to provide the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We will all work together to Get it Right for Every Child and to ensure that all children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible and Included. We believe that our common moral purpose will be realised through the actions set out in this Local Improvement Plan and reinforced by the actions taken across our schools and services to improve the quality of experience we provide for children, young people and their families.



**To realise this vision we will:**

- Act with ambition and integrity to open minds to the rights and values of education and help everyone to achieve their potential;
- Work together to nurture all our children and young people.
- Demonstrate a community working together to make that difference for every child
- Collectively strive for excellence and equity for all.

Our theme, session 2017-2018, 'Know your gap, know your impact' will help us collectively deliver on our common moral purpose and vision for education.



**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 young people.

### 2.1.2 Profile



*Law Primary School expansion project, September 2016*

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 18 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.

### 2.1.3 Our Service and Teams

East Lothian Council's Education Service has 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



<p><b>Early Learning and Childcare (ELCC)</b></p>	<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>➤ Wraparound care in Dunbar and Tranent areas</li> <li>➤ 16 playgroups</li> <li>➤ Tots and Teens</li> </ul>
<p><b>School Years</b></p>	<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> </ul>

- leadership development;
- support for newly qualified teachers, student teachers and supply teachers;
- recruitment of education service staff;
- national and local policy relating to education;
- support for the use of assistive technologies;
- development of the Digital Learning and Teaching Strategy;
- support for financial stewardship in all schools;
- the use of technology to enhance learning and teaching; online services and learning portals;
- specialist music provision;
- physical activity and education;
- data analysis and performance;
- pupil placement and admissions;
- school estate projection planning;
- staffing allocations;
- scheme of devolved school management.



## **2.2 Scrutiny Activity and Performance Management**

East Lothian Council's Education Service carries out annually self-evaluation activities 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 the East Lothian Council Education Service Standards and Quality Report 2016-2017.

The Education Service Local Improvement Plan sets out the action the Service needs to take to improve outcomes for children and young people and the way in which it will measure success in delivering improvements. The Standards in Schools (Scotland) Act 2000, as amended 2016, sets out new duties placed on education authorities in planning for improvement. To fulfil our “due regard” duty we need to understand the impact that our strategic decisions have (or are likely to have) on educational outcomes for those children and young people impacted by socio-economic disadvantage. There is a requirement to focus our efforts on those in disadvantaged communities and those who experience poverty.



**The Education Service has to:**

- Identify those decisions of a strategic nature they take
- Consider how these can be taken and given effect to in a way which addresses the disparity in educational outcomes whilst raising attainment for all

**Steps taken by East Lothian Council Education Service to plan for improvement include:**

- Carrying out a self-evaluation of 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 the self-evaluation across the Service and all education settings, including recent evaluations from an external scrutiny agency such as Education Scotland
- Identifying aspects of performance in which improvement is necessary
- Taking account of new national guidance and policy

**The purpose of the Education Service Local Improvement plan 2017-18 is to set out three different things. These are the steps proposed to:**

- Reduce inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage;
- Comply with Authorities' duty to consult with and advise specific persons specified in legislation when making decisions of a strategic nature about the carrying out of school education functions; and
- Pursue the aims of the four National Improvement Framework (NIF) priorities.

**The Education Service Quality Improvement Team, Educational Psychology Service, Early Learning and Childcare Team and Business Support Team play an important role in planning for improvement through:**

- Working with early learning and childcare settings and schools in their evaluation of performance and quality of education provision;
- Assisting early learning and childcare settings and schools to identify the areas for improvement, including the use of data;
- Ensuring early learning and childcare settings and school improvement plans take account of local and national priorities;
- Policy development, local guidance and advice to ensure consistency of standards and expectations across all early learning and childcare settings and schools;
- Supporting continuous improvement through well-planned continuing professional development; and
- Monitoring progress through quality assurance arrangements and reviews.



The Education Service reports on progress towards Council priorities and overall performance towards national and local priorities at various Council and partnership committees and groups, including the Education Committee, Resilient People Partnership and full Council.

The Education Service Local Improvement Plan is informed by and links to the Outcomes in East Lothian Council's Plan 2017-2022, the Integrated Children and Young People's Service Plan, The East Lothian Poverty Commission Report and the 2017-2022 Equalities Plan.

The key themes and objectives set out in the 2012-2017 Council Plan continue as the key themes and objectives of the new Council Plan 2017-2022.

'Growing our Economy; Growing our People; Growing our Communities; Growing our Capacity'

The overarching objective of the Council Plan is 'reducing inequalities within and across our communities'. The Plan sets out the following strategic goals which link directly to the Education Service Improvement Plan and will make the biggest impact in achieving the Council's overarching objective:

- Reduce unemployment and improve the employability of East Lothian's workforce.
- Reduce the attainment gap and raise the attainment and achievement of our children and young people.
- Improve the life chances of the most vulnerable people in our society.

"An even more prosperous, safe and sustainable East Lothian, with a dynamic and thriving economy, that enables our people and communities to flourish." East Lothian Council Plan 2017-2022



## **The National Perspective**

**East Lothian Council's Education Service and its partners work together to improve outcomes for children and their families and fully engage with key national policies, programmes and initiatives. These provide a firm foundation which will lead to improvement and equity in attainment, including:**

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence (CfE)
- Building the Ambition (Early Years Framework)
- Developing Scotland's Young Workforce (DYW)
- Teaching Scotland's Future
- The Scottish Attainment Challenge
- Children and Young People Improvement Collaborative

East Lothian Council's Education Service will work in partnership with Education Scotland to raise attainment for all and deliver on the stretch aims set out by the Children and Young People Improvement <http://www.gov.scot/Resource/0051/00517520.pdf>

### 3 Education Service Local Improvement Plan 2017/18

The theme for session 2017/18 is 'Know your gap, Know your impact' reflecting the key priorities within the National Improvement Framework and Delivering Excellence and Equity Delivery Plan.

Our aim is to work together and deliver on our commitment to **Believe, achieve, strive for excellence and care for all** by the actions taken in our schools and services to improve the quality of the experiences we provide for children, young people and families in East Lothian.

Further detail on the Council Strategic Outcomes that the Education Service will directly contribute towards can be found in Appendix 1.

**The Education Service Local Improvement Plan intends to contribute to these Outcomes as set out in Appendix 2 where the key actions are identified and the performance measures and targets that will be used to evaluate progress. These key actions are grouped under the following key areas:**

- Leadership and teacher professionalism
- Quality improvement
- Parental engagement and partnership working
- Ensuring inclusion, equality and wellbeing
- Raising attainment and achievement for all
- School estate and management of resources

The Education Service Local Improvement Plan also takes account of the priorities set out in the Scottish Government's 2017 National Improvement Framework and Improvement Plan and East Lothian Children's Services Plan.

[http://www.eastlothian.gov.uk/meetings/meeting/6053/members\\_library\\_service](http://www.eastlothian.gov.uk/meetings/meeting/6053/members_library_service)



**School improvement priorities should clearly articulate with the following key outcomes in session 2017/18 to 2019/20:**

- Implementation of the recommendations set out in the Additional Support Needs External Review Report will support children and young people to be more included, engaged and involved and make better progress in their learning
- More children and young people achieve expected CfE levels in literacy and numeracy
- The gap between the lowest and highest achievers is narrowed.
- The proportion of young people with vocational qualifications at SCQF level 5 increases.
- Implementation of authority curriculum programmes of learning across all schools within the broad general education will improve progression in learning and raise attainment for all.
- Increase in flexible senior phase pathways will improve post-school participation for our young people.
- Consistency in our approaches to planning learning, teaching and assessment and ensuring our assessment evidence is valid and reliable, particularly at key milestones, will improve learner progression and raise attainment.
- Our approaches to self-evaluation for self-improvement lead to improved outcomes for children and young people
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- Building capacity for leadership at all levels will drive improvement at school and local level and drive forward our vision for all children and young people in East Lothian.



The Education Service Local Improvement Plan includes the improvement activity we have prioritised from our self-evaluation and the review activity that we are committed to as part of the Council's systematic review of all services. The Plan includes the performance measures and targets that we will use to evaluate progress. Progress will be reported throughout the session at East Lothian Council's Education Committee and other relevant groups.

## Appendix 1

Council Plan Actions [http://www.eastlothian.gov.uk/meetings/meeting/5910/east\\_lothian\\_council](http://www.eastlothian.gov.uk/meetings/meeting/5910/east_lothian_council)

### Reducing inequalities within and across communities

#### Implement the Council recommendations in the Poverty Commission Action Plan, including:

- Supporting and developing breakfast, after-school and summer lunch clubs in schools.

### Growing our Economy

- Continue to work with partners and local employers to implement East Lothian's Young Workforce Strategy and Action Plan; maximising opportunities for young people through support for craft and modern apprenticeships, and school work experience within the Council and in local businesses; and, through the continued use of Community Benefit clauses in Council contracts.

### Growing our People

- Continue to prioritise improving educational attainment and achievement and reducing the attainment gap at all stages; ensuring secondary school curriculum meets the needs of young people; recognising the importance of supporting early intervention in improving pre-school children's readiness to learn, for example, through using the Council's library service to provide focused support in reading skills in pre-school children and more vulnerable children.
- Work with the Scottish Government to enable provision of 1140 hours of early learning and childcare for all 3 and 4 year old children, by continuing to support the provision of suitable childcare and early years facilities such as the Red School in Prestonpans, and continuing to support initiatives such as Support from the Start, and the implementation of the new Play Strategy, within the context of the Council's Early Learning and Childcare Strategy.

- Meet stretching positive destinations targets and continue to develop the positive partnerships with Edinburgh College and Queen Margaret University and the business sector to further develop the senior phase and provide vocational opportunities through creating a common school day/timetable and the development of vocational pathways and a 'digital school' to be based within the new secondary school
- Work with other local authorities to develop common approaches to improve practice and share educational resources and facilities where possible
- Build a new secondary school in Wallyford and new primary schools in Letham Mains, Wallyford and Craighall and extensions or upgrades at local secondary and primary schools as required.
- Ensure that none of our rural schools are threatened with closure.
- Take concerted action to tackle obesity in children through a multi-agency and multi-faceted approach, including improved diet and nutrition in early years, exercise and physical activity.
- Prioritise actions to reduce mental ill-health in our community, particularly amongst young people.
- Promote opportunities for Healthy Living throughout East Lothian by implementing the Physical Activity Strategy and maximising use of East Lothian's natural health service - the outdoors.



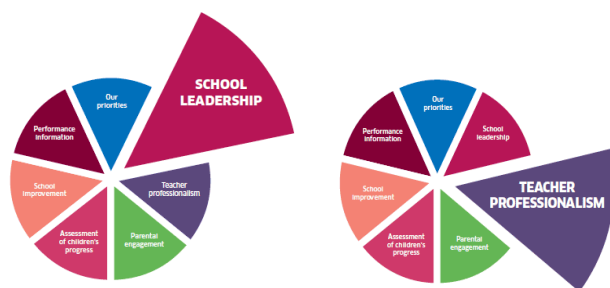
### **Growing our Communities**

- Continue to support the development of the Area Partnerships with devolved funding to implement priorities identified in their Area Plans.



## Appendix 2 Education Service Local Improvement plan

Key	ES	Education Service
	S	Schools
	ELCC	Early Learning and Childcare
	P	Partners



### Leadership and Teacher Professionalism

Leadership is recognised as one of the most important aspects of the success of any organisation and is key to ensuring the highest standards and expectations are shared across our services and schools to achieve excellence for all. The Education Service needs to develop and maintain the professional skills and competences of all staff and the impact of this on children's progress and achievement.

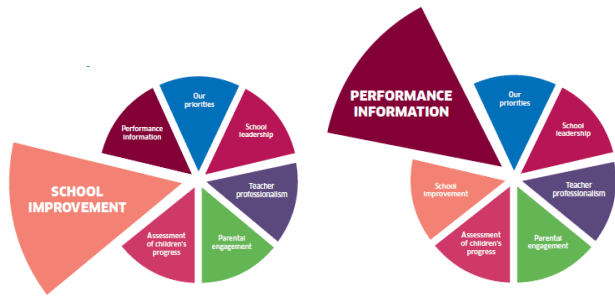
How Good is our school? (4 edition) Quality Indicators:

- QI 1.3 Leadership of change
- QI 1.2 Leadership of learning
- QI 1.4 Leadership and management of staff
- QI 2.3 Learning, teaching and assessment

What	Who	How	Measures of Success
<p>Improve the quality and impact of leadership at all levels within Education Services and schools</p> <p>Create a collaborative culture throughout our learning communities and build collaborative networks within and outwith the authority</p>	<p>ES S ELCC P</p>	<ul style="list-style-type: none"> <li>• Work with SCEL (Scottish College of Educational Leadership) and HEI's to support the leadership development of all teachers.</li> <li>• Identify and support members of senior staff who are ready to move into a Systems Leadership role.</li> <li>• Promote and increase the number of staff participating in the range of management and leadership courses</li> <li>• Provide opportunities for staff to take on leadership roles within the school both in the context of the SIP and in the wider work of the school. SMT in schools to identify opportunities in advance of the annual cycle of PRDs</li> <li>• Provide opportunities for peer coaching and mentoring</li> <li>• Continue to engage with schools and practitioners to identify staff professional development needs</li> <li>• Engage with Education Scotland and other agencies including Scottish Government to identify key national expectations which will require staff professional development at a local level e.g. Achievement of a Level.</li> <li>• Continue to develop and increase opportunities for services, schools and staff to establish collaborative networks to support improvement</li> <li>• Continue to undertake PRDs with all Head Teachers on an annual basis. Schools will ensure that all staff have a PRD annually</li> <li>• Ensure that all relevant staff complete their Professional Update successfully when appropriate.</li> <li>• The NQT Support Programme will provide ongoing support and professional development, including the development of those acting as mentors.</li> </ul>	<p>ED 112- ED115</p> <p>ED119- ED129</p> <p>ED139</p>
<p>Continue to build the capacity of staff to implement Curriculum for Excellence and to support the delivery of National and Local policies, initiatives and</p>	<p>ES S ELCC</p>	<ul style="list-style-type: none"> <li>• Continue to support and review the impact of moderation activities in supporting teacher professional judgement of achievement of a level</li> <li>• Provide opportunities for staff to lead authority-wide developments linked to National and Local priorities</li> <li>• Continue to offer an extensive professional development programme to develop the capacity of our staff</li> </ul>	<p>ED116- ED117 ED161</p>

programmes(NIF, HGIOs?4, Named Person, GIRFEC, 1140 Programme)			
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### **Self-evaluation for self-improvement**

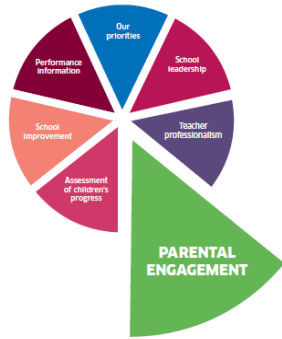
East Lothian Council's Education Service carries out self-evaluation activities to review progress with Service Improvement Plan priorities, identify strengths in current provision and areas where further improvement is required. The information gathered from self-evaluation activities, which take account of the views of children and young people, their parents/carers, staff and partners is used to celebrate our achievements and identify where there is scope for improvement. The Education Service will use a number of specific frameworks such as How Good is our Council? to support this process.

### **How good is our school? (4 edition) Quality Indicators:**

QI 1.1 Self-evaluation for self-improvement

QI 3.2 Raising attainment and achievement

What	Who	How	Measures of success
Develop a self-improving system and its effectiveness in driving forward improvement	ES S ELCC P	<ul style="list-style-type: none"> <li>• Continue to build capacity and share best practice through the school review programme</li> <li>• Continue to provide support and challenge to all schools and services to achieve high standards and strengthen their arrangements for self-evaluation for self-improvement</li> <li>• Develop collaborative networks across schools within and outwith the county</li> <li>• Review and update the Quality Assurance Policy</li> </ul>	ED76 ED86 ED94 ED162
Undertake a robust evaluation of aspects of the Education Service to evaluate impact and quality of service provision and inform future improvement priorities	ES S ELCC P	<ul style="list-style-type: none"> <li>• Implement a programme of validated self-evaluation activity in partnership with schools and other key stakeholders</li> </ul>	ED76 ED86 ED94 ED162



## **Parental Engagement & Partnership Working**

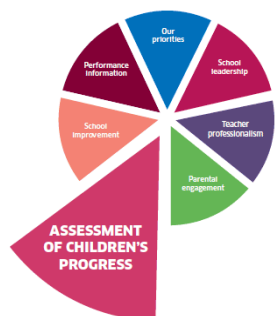
Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning. Parental and family engagement in their child's education is a key factor in ensuring successful outcomes and closing the attainment gap. East Lothian seeks to improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools. The Parental Engagement Strategy 2017 aims to ensure that all parents and carers are encouraged and actively supported to engage as partners in their children's learning and to become involved in the life and work of the school. Parents, headteachers and Council Officers worked together to co-produce this strategy highlighting the Council's commitment to work in partnership and to ensure parents are given the opportunity to influence and shape education policy and be included in the life and the work of their child's school.

### **How good is our school? (4<sup>th</sup> edition)**

QI 2.5 Family Learning

QI 2.7 Partnerships

What	Who	How	Measure of Success
Increased levels of parental engagement, involvement in, and satisfaction with the learning provision in their child's school.	ES S P	<ul style="list-style-type: none"> <li>• The Education Service will evaluate the approaches taken by schools to involve parents in their child's learning and the life and work of the school as part of its arrangements for quality assurance</li> <li>• Data from inspection questionnaires will be gathered and analysed</li> <li>• Involve members of the East Lothian Parent Council Meetings in evaluating the impact of the Parental Engagement Strategy</li> </ul>	ED93- ED95  ED118
Work with partners to increase access to family learning programmes	ES S P ELCC	<ul style="list-style-type: none"> <li>• Carry out an audit of current practice to identify gaps in provision and work with key partners within the Children and Young People's Service PADs to extend opportunities in areas of need.</li> <li>• Identify and communicate national and local best practice</li> </ul>	ED93- ED95  ED118
Increase opportunities for children and young people to shape policy and services within the education service	ES S P	<ul style="list-style-type: none"> <li>• Host a Children and Young Peoples Summit to involve, include and engage children and young people in how best to improve the service.</li> <li>• Continue to act upon the findings of the Student Evaluation of Experience (SEE) Survey conducted annually with all P6, S2 and S4 pupils.</li> </ul>	ED76  ED86  ED118  ED96



### **Ensuring Wellbeing, Equality and Inclusion**

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. Education Services and schools continue to implement a range of strategies, alongside our key partners, to ensure our children and young people are included, engaged and involved in their education, supported to achieve and participate fully in the life and work of their school. The actions set out in this Plan will support our work with partners to develop our approaches to prevention and intervention and improve outcomes and inequalities. This Plan gives due weight to major strategic initiatives and legislation, for example the Children and Young People Act.

Getting it Right for Every Child (GIRFEC) sets out what the Education Service and its partners need to do to come together and work with children, young people and their families/carers.

#### **How good is our school? (4 edition) Quality Indicators:**

QI 3.1 Ensuring wellbeing, equality and inclusion

QI 2.1 Safeguarding and child protection

QI 2.4 Personalised support

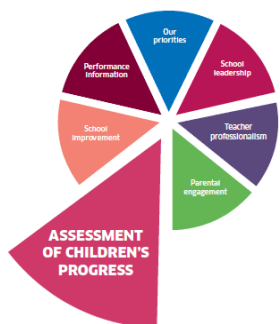
QI 2.5 Family Learning



What	Who	How	Measure of Success
<p>The ethos and practice of all education services and learning environments reflect a culture of positive relationships, equality and inclusion</p> <p>Children, young people and their families who have 'Protected Characteristics' do not experience barriers to participation and achievement</p> <p>Staff are highly-responsive to children and young people who are facing challenges (such as those who are care experienced, have an additional support need or disability, have a protected characteristic or are a young carer) and strategies are in place to improve their attainment, achievement and involvement</p>	<p>ES S ELCC P</p>	<ul style="list-style-type: none"> <li>• Review and develop relevant guidance and policies to ensure all children and young people are included, engaged and involved in their learning and community</li> <li>• Evaluate the impact of key policies and guidance related to wellbeing, inclusion and equality</li> <li>• Continue to implement and review the impact of the revised Respect for all Anti-bullying Policy</li> <li>• Monitor data to ensure early identification, prevention and intervention</li> <li>• Implement the recommendations from the East Lothian Poverty Commission report</li> <li>• Establish a working group to clarify concepts of inclusion and responsibilities of staff and develop a Policy to embed this shared understanding across all establishments</li> <li>• Review and update the Attendance and Exclusion policies</li> <li>• Monitor and track attendance and exclusion to ensure early identification, intervention and improvement</li> <li>• Implement a local authority Positive Relationships Framework</li> <li>• Review the implementation and impact of the Accessibility Strategy</li> <li>• A comprehensive professional learning programme will be implemented to support a range of staff to meet learners needs more effectively</li> <li>• Implementation of the Carers Act (2016) specifically in relation to raising the awareness of the needs of young carers and the recording of their needs in a Child's Plan</li> <li>• Continue to support and take forward the work of the Champions Board to promote, support and enhance the needs and outcome for care experienced young people</li> </ul>	<p>ED 75 ED 77- ED78 ED 83-ED86</p> <p>ED96 ED 97- ED111</p> <p>ED10- ED11 ED16 ED20- ED21 ED29 ED32-ED40 ED55- ED58 ED60 ED152 ED2- ED6</p>

<p>Improve health and wellbeing for all children and young people</p> <p>Universal, additional and targeted resources effectively meet a range of wellbeing needs</p>	<p>ES</p> <p>S</p> <p>ELCC</p> <p>P</p>	<ul style="list-style-type: none"> <li>• Implementation and continuing development of the Health and Wellbeing frameworks</li> <li>• Schools will use the Wellbeing indicators to plan for and evaluate strategies adopted to progress the health and wellbeing of every child and young person</li> <li>• Schools will develop their plans to participate in the Bike-ability programme</li> <li>• Work in partnership with Queen Margaret University to look at food waste P1-P3 and act on research findings</li> <li>• Continue to monitor and increase free school meal uptake</li> <li>• Work in partnership with the School Nursing Team to tackle P1 obesity</li> <li>• Ensure children and young people continue to receive their weekly entitlement to 2 hours quality PE</li> <li>• Implementation and evaluation of the East Lothian Play Policy (2017-2020) across all establishments</li> <li>• Identify roles and responsibilities of key support/support for learning staff</li> <li>• Review all Service Level Agreements with partner agencies to ensure best value and impact on children and young people</li> <li>• Establish a multi-agency Mental Health working group to take forward the necessary actions to improve children and young people’s mental wellbeing</li> <li>• Implement Scottish Mental Health First Aid training across all secondary schools</li> <li>• Implement and increase nurturing and restorative approaches across establishments</li> </ul>	<p>ED 66- ED69 ED73 ED 80- ED81 ED 88- ED 89 ED 92 ED 142- ED143</p> <p>ED158 – ED160</p> <p>ED76 ED86</p>
<p>Children and young people are placed at the heart of all planning and are active participants and effective contributors in decisions which may affect their lives (C &amp; YP Act 2014 Part 1)</p>	<p>S</p> <p>ELCC</p>	<ul style="list-style-type: none"> <li>• All schools will work towards the Rights Respecting School Award accreditation</li> <li>• Schools strengthen the role of children and young people in the life and work of the school</li> <li>• Schools will continue to develop their approaches to ensure children and young people feel listened to, secure and cared about</li> <li>• Schools will continue to ensure that children and young people have frequent opportunities to discuss their learning and wellbeing with key adults who know them well</li> </ul>	<p>ED76 ED83 ED87 ED78 ED150</p>

Embed the principles of GIRFEC in all schools and early learning and childcare settings	ES S ELCC P	<ul style="list-style-type: none"> <li>• Implement the Child’s Planning Framework including the establishment of a Child’s Plan and role of the Named Person across all establishments</li> <li>• Deliver an ongoing programme of training to support schools and partners understand their responsibilities under the GIRFEC framework</li> <li>• Prepare for the implementation of Named Person Service</li> </ul>	ED 152
Effective safeguarding and wellbeing arrangements and Policy are in place across all educational services	ES S ELCC P	<ul style="list-style-type: none"> <li>• Review and update safeguarding policies and practice</li> <li>• Deliver professional learning opportunities for senior leaders and all staff in relation to safeguarding policy and practice</li> <li>• Implement and monitor Health and Wellbeing curricular framework to ensure effective promotion of safeguarding across all stages</li> </ul>	ED 78 ED 153 ED 156
Children, young people and their parents/carers engage actively in transition arrangements at all stages of learning and those with Additional Support Needs and disabilities receive appropriately planned transition arrangements to meet their needs well.	S ELCC P	<ul style="list-style-type: none"> <li>• Schools will be supported to develop further their transition programmes for all parents/carers including enhanced transition arrangements for children with additional support needs at all key transitions including post school</li> <li>• Schools will be supported to work with partners to ensure timely and effective transitions to adult services for children with complex Additional Support Needs and disability</li> </ul>	ED1 – ED 8



### **Raising Attainment and Achievement for all**

Raising educational attainment and achievement is key to a successful future and increases personal, social, cultural and economic opportunities, ensuring that our young people have the requisite skills, qualifications and awards to prepare for life beyond school and contribute to improving the social and economic wellbeing of our communities. This Plan sets out the increased focus on improving the attainment of particular groups of learners, particularly those who experience disadvantage in their lives and do not achieve their educational potential.

Improving the quality and design of the curriculum, the analysis and use of data and planning learning, teaching and assessment will ensure that all children and young people attain and achieve as well as they can.

#### **How good is our school? (4 edition) Quality Indicators:**

QI 2.2 Curriculum

QI 2.3 Learning, teaching and assessment

QI 2.6 Transitions

QI 3.2 Raising attainment and achievement

QI 3.3 Creativity and Employability

What	Who	How	KPI
<p>Ensure all children start school ready to learn, particularly the development of early literacy and numeracy skills</p>	<p>ES S ELCC P</p>	<ul style="list-style-type: none"> <li>• Implement early level curriculum frameworks and early intervention literacy and numeracy strategies</li> <li>• Work with the National Improvement Adviser and Attainment Adviser to implement improvement methodologies to ensure children achieve appropriate developmental milestones.</li> <li>• Work with partners to implement and deliver on the actions set out in the East Lothian Children and Young People’s Service Plan</li> <li>• Support schools to analyse and use the results of benchmarking data such as the EDI to identify strengths and areas where support is required in improving practices</li> <li>• Increase the percentage of young children accessing high-quality early learning and childcare</li> </ul>	<p>ED 157 ED 145- ED 146</p> <p>ED 59 - ED 60</p> <p>ED93</p>
<p>Continue to raise the attainment of all learners while closing the attainment and achievement gap</p> <p>Increase the percentage of children and young people achieving expected CfE levels in literacy and numeracy</p> <p>Increase the percentage of children and young people achieving expected CfE levels across the 8 curriculum areas</p>	<p>S ELCC P ES</p>	<ul style="list-style-type: none"> <li>• Continue to work with key stakeholders to deliver literacy and numeracy initiatives, including intervention programmes</li> <li>• Implement the authority English and literacy and mathematics and numeracy frameworks to ensure improved learning, teaching and progression in literacy and numeracy</li> <li>• Implement the curriculum area frameworks to ensure improved learning, teaching and progression in all curriculum areas</li> <li>• Continue to improve the quality of learning, teaching and assessment in literacy and numeracy through increased professional collaboration</li> <li>• Develop a new BGE dashboard to improve the analysis and use of data to identify and narrow the poverty related attainment gap and support improvement collaboration for key groups e.g. gender, ethnicity, lowest attaining 20%, ASN,LAC</li> <li>• Devise and implement a monitoring and tracking system to increase recognition and participation in broader achievements</li> <li>• Implement new strategies to attract and retain more disadvantaged children and young people in activities such as music tuition, volunteering, broader achievement programmes.</li> <li>• Carry out a review of secondary school curriculum design to ensure all young people are receiving their entitlements within the senior phase, including access to vocational qualifications</li> </ul>	<p>ED51 – ED58 ED9 – ED21</p> <p>ED51- ED58 ED70 - ED71</p> <p>ED97- ED111</p>

<p>Improve attainment across the 8 curriculum areas and in literacy and numeracy within the senior phase, particularly the lowest 20% , LAC and ASN.</p> <p>Increase the proportion of young people with vocational qualifications at SCQF level 5 or better</p> <p>Improve attendance and reduce exclusions</p> <p>Increase participation in wider achievement award programmes, particularly those who are at risk of missing out.</p> <p>Increase the percentage of children and young people agreeing they have opportunities to celebrate their achievements</p>		<ul style="list-style-type: none"> <li>• Improve attendance and reduce exclusions by developing a new Policy with a zero tolerance of exclusion, particularly for LAC and ASN</li> <li>• Work with the National Improvement Adviser to implement the new Children and Young People’s Collaborative Improvement Frameworks for Attendance and Exclusions</li> </ul>	
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<p>Implement Curriculum for Excellence for all learners through</p> <ul style="list-style-type: none"> <li>improving children and young people’s pace of learning and entitlement to a BGE</li> <li>delivering, monitoring and evaluating the impact of a more unified and flexible progression pathways within the senior phase</li> <li>improving employability skills and sustained, positive destinations for all young people</li> </ul>	<p>S ELCC P ES</p>	<ul style="list-style-type: none"> <li>Review the implementation of authority curriculum frameworks within schools and ELCC</li> <li>Devise and implement a curriculum policy reflecting the principles and purposes of CfE and with a focus on STEM skills and digital skills</li> <li>Devise and implement a policy on reporting on children and young people’s progress and achievement</li> <li>Renew our policies and practices to planning learning, teaching and assessment in the BGE</li> <li>Build on and improve approaches to moderation and quality assurance of teacher professional judgement of achievement of a level</li> <li>Implement and devise authority policy on the use of Scottish National Standardised Assessments</li> <li>Develop and implement an ICT strategy to support learning and teaching in schools.</li> <li>Implement the 1+2 languages policy and develop and implement a Scots and Gaelic Plan</li> <li>Implement the Developing our Young Workforce Plan</li> <li>Continue to support schools to implement the new qualifications including their assessment practices in line with National Frameworks</li> <li>Support schools to continue to focus on sustainability and active global citizenship</li> <li>Support physical education in schools to ensure children and young people receive their entitlement to 2 hours high-quality physical education</li> </ul>	<p>ED1 – ED8 ED15 ED22 – ED50</p> <p>ED63 – ED69</p> <p>ED72 ED79 ED81 ED116- ED117</p>
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## School estate and management of resources

Our aim is to ensure that not only does our school estate provide best value but more importantly, it provides children and young people with a first class education in fit for purpose buildings, regardless of background or where they live.

East Lothian Council is embarking on a significant school building and extension programme to address current and future school capacity and to ensure children and young people can learn and progress within excellent facilities. The Council has also set out its plans to expand early learning and childcare to deliver the 1140 hours implementation and expansion programme.

## How good is our school? (4<sup>th</sup> edition)

QI 1.5 Management of resources to promote equity

What	Who	How	Measures of success
Develop and maintain a school estate strategy	ES S ELCC P	<ul style="list-style-type: none"> <li>• Undertake statutory school consultations as part of a school estate rationalisation, review and improvement programme</li> <li>• Establish stakeholder groups to inform and shape changes to the school estate</li> <li>• School estate steering group to take forward and implement review of the secondary school estate to increase vocational opportunities across the county</li> <li>• School estate steering group to develop and take forward a digital learning strategy</li> <li>• Expand early learning and childcare provision as set out in the 1140 Expansion Plan ( dependent on SG funding)</li> </ul>	ED136-ED138



## Appendix 2 - Education Service Measures of Success

No.	Measures of Success
ED1	CHN11 - Proportion of Pupils Entering Positive Destinations
ED2	% of looked after school leavers in positive destinations
ED3	% of school leavers with ASN in positive destinations
ED4	% of leavers Entering Positive Destinations in SIMD Quintile 1 and 5 - expressed as a % point gap
ED5	% of school leavers in SIMD Quintile 1 making up 20% of higher education entrants
ED6	APM - % of young people in learning, training & work
ED7	APM - Gap between those in SIMD Quintile 1 v SIMD Quintile 5
ED8	DYW - % of school leavers attaining vocational qualifications at SCQF Level 5 and above
ED9	CHN12a - Overall Average Total Tariff
ED10	CHN12b - Average Total Tariff SIMD Quintile 1
ED11	CHN12c - Average Total Tariff SIMD Quintile 2
ED12	CHN12d - Average Total Tariff SIMD Quintile 3
ED13	CHN12e - Average Total Tariff SIMD Quintile 4
ED14	CHN12f - Average Total Tariff SIMD Quintile 5
ED15	Ave Tariff Score - highest attaining 20% school leavers
ED16	Ave Tariff Score - lowest attaining 20% school leavers
ED17	Ave Tariff Score - middle attaining 60% school leavers
ED18	CHN4 - % of Pupils Gaining 5+ Awards at Level 5
ED19	CHN5 - % of Pupils Gaining 5+ Awards at Level 6
ED20	CHN6 - % of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD)
ED21	CHN7 - % of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD)
ED22	% of school leavers achieving 3 or more National 4 qualifications or above
ED23	% of school leavers achieving 3 or more National 5 qualifications or above
ED24	% of school leavers achieving 1 or more Higher qualifications or above
ED25	% of school leavers achieving 3 or more Higher qualifications or above
ED26	% of school leavers achieving 4 or more Higher qualifications at Grades A or B
ED27	% of school leavers achieving 4 or more Higher qualifications at Grade A
ED28	% of school leavers achieving 1 or more Advanced Higher qualifications or above
ED29	% of school leavers with no passes at SCQF Level 3 or above
ED30	% of school leavers achieving 1 or more qualifications at SCQF Level 6 or above
ED31	% of school leavers with highest level of pass at SCQF Level 3, 4 or 5
ED32	% of school leavers achieving 1 or more qualifications at SCQF Level 3 or above in SIMD Quintile 1 and 5 - expressed as a % point gap
ED33	% of school leavers achieving 1 or more qualifications at SCQF Level 4 or above in SIMD Quintile 1 and 5 - expressed as a % point gap
ED34	% of school leavers achieving 1 or more qualifications at SCQF Level 5 or above in SIMD Quintile 1 and 5 - expressed as a % point gap
ED35	% of school leavers achieving 1 or more qualifications at SCQF Level 6 or above in SIMD Quintile 1 and 5 - expressed as a % point gap
ED36	% of ASN leavers achieving 1 or more qualifications at SCQF Level 4 or above
ED37	% of ASN leavers achieving 1 or more qualifications at SCQF Level 5 or above
ED38	% of ASN leavers achieving 1 or more qualifications at SCQF Level 6 or above

## Appendix 2 - Education Service Measures of Success

No.	Measures of Success
ED39	% of looked after leavers achieving 1 or more qualifications at SCQF Level 4 or above
ED40	% of looked after leavers achieving 1 or more qualifications at SCQF Level 5 or above
ED41	% of school leavers achieving literacy and numeracy at SCQF Level 4 or above
ED42	% of school leavers achieving literacy and numeracy at SCQF Level 5 or above
ED43	% of school leavers achieving literacy at SCQF Level 4 or above
ED44	% of school leavers achieving numeracy at SCQF Level 4 or above
ED45	% of school leavers achieving literacy at SCQF Level 3 or above
ED46	% of school leavers achieving numeracy at SCQF Level 3 or above
ED47	% of school leavers achieving literacy at SCQF Level 5 or above
ED48	% of school leavers achieving numeracy at SCQF Level 5 or above
ED49	% Pupil Uptake of 1+2 Modern Languages in Senior Phase
ED50	% Pupil Uptake of STEM Subjects in Senior Phase
ED51	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Reading relevant for their stage
ED52	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Writing relevant for their stage
ED53	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Listening & Talking relevant for their stage
ED54	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in Numeracy relevant for their stage
ED55	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Reading relevant for their stage in SIMD Quintile 1 and 5 - expressed as a % point gap
ED56	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Writing relevant for their stage in SIMD Quintile 1 and 5 - expressed as a % point gap
ED57	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Listening & Talking relevant for their stage in SIMD Quintile 1 and 5 - expressed as a % point gap
ED58	% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in Numeracy relevant for their stage in SIMD Quintile 1 and 5 - expressed as a % point gap
ED59	% of children who have reached all of their developmental milestones at the time of their 27-30 month Child Health Review
ED60	% of children who have reached all of their developmental milestones at the time of their 27-30 month Child Health Review - SIMD Q1 v Q5
ED61	% of children who have reached all of their developmental milestones at the time of their 4-5 year Child Health Review
ED62	% of children who have reached all of their developmental milestones at the time of their 4-5 year Child Health Review - SIMD Q1 v Q5
ED63	% P6 and S2 pupils agreeing they know what they are good at and what they need to work on (develop)
ED64	% P6 & S2 agree pupils in their school are successful learners
ED65	P6 & S2 agree teachers tell them how they can improve their learning
ED66	Primary Schools at least 2 hours PE per week
ED67	Secondary Schools at least 2 periods PE per week
ED68	% P6 pupils agreeing that they take part in physical activities outside the school day
ED69	% S2 pupils agreeing that they take part in physical activities outside the school day
ED70	% of P6 and S2 pupils agreeing that their school recognises their achievements in school
ED71	% of P6 and S2 pupils agreeing that their school recognises their achievements out of school
ED72	% P6 and S2 pupils agreeing they can plan their learning and make choices about how they learn in school
ED73	% P6 and S2 pupils agreeing people at school help me to make healthy choices
ED74	% P6 and S2 pupils agreeing they enjoy being at their school
ED75	% P6 and S2 pupils agreeing they are treated fairly in their school
ED76	% P6 and S2 pupils agreeing that they contribute to decisions made in their school

## Appendix 2 - Education Service Measures of Success

No.	Measures of Success
ED77	% P6 and S2 pupils agreeing that most pupils behave well in their school
ED78	% P6 and S2 pupils agreeing that they feel safe and secure in school
ED79	% P6 & S2 agree their lessons are interesting
ED80	% P6 & S2 agree able to learn about healthy lifestyles etc in school
ED81	% P6 & S2 agree their school offers plenty opportunities for extra-curricular activities
ED82	% P6 & S2 know that people care about them at their school
ED83	% P6 & S2 know who to go to in school if not happy with how someone treating them
ED84	% P6 & S2 agree pupils in their school take account of other people's feelings etc
ED85	% P6 & S2 help others in their school to feel included in play & learning
ED86	% P6 & S2 feel they belong in their class/school/community
ED87	% of P6 and S2 pupils that perceive themselves as being safe
ED88	% primary pupils registered for free school meals as a proportion of those entitled
ED89	% secondary pupils registered for free school meals as a proportion of those entitled
ED90	% P6 and S2 pupils agreeing they use their school wblog/website/learning log to help them in their learning
ED91	% P6 & S2 know how to keep themselves safe using IT
ED92	% P6 & S2 heard of "Wellbeing Indicators" SHANARRI
ED93	% of schools - 'Bookbug', 'PlayTalkRead' and 'Read,Write,Count' programmes
ED94	CHN10 - % of Adults Satisfied with Local Schools
ED95	% of schools - Family Learning Programmes
ED96	QI 3.1 - % of schools evaluated as good or better in 'Ensuring wellbeing, equality & inclusion'
ED97	% Attendance in Primary Schools
ED98	% Attendance in Secondary schools
ED99	% Attendance in Primary (SIMD Gap)
ED100	% Attendance in Secondary (SIMD Gap)
ED101	% Attendance LAC (Primary)
ED102	% Attendance LAC (Secondary)
ED103	% Attendance (pupils with a disability)
ED104	% Attendance ASN (Primary)
ED105	% Attendance ASN (Secondary)
ED106	Exclusion Rates per 1000 pupils (primary)
ED107	Exclusion Rates per 1000 pupils (secondary)
ED108	Exclusion Rates Primary SIMD Gap
ED109	Exclusion Rates Secondary SIMD Gap
ED110	Pupils Excluded Rate per 1000 (primary)
ED111	Pupils Excluded Rate per 1000 (secondary)
ED112	% of Head Teachers who agree/strongly agree that they have a manageable workload
ED113	% of Primary Staff who agree/strongly agree that they have a manageable workload
ED114	% of Secondary Staff who agree/strongly agree that they have a manageable workload

## Appendix 2 - Education Service Measures of Success

No.	Measures of Success
ED115	QI 1.3 - % of schools evaluated as good or better in 'Leadership of Change'
ED116	QI 2.3 - % of schools evaluated as good or better in 'Learning, Teaching & Assessment'
ED117	QI 3.2 - % of schools evaluated as good or better in 'Raising attainment & achievement'
ED118	QI 2.7 - % of schools evaluated as good or better in 'Partnerships' (quality of)
ED119	No. of Head Teachers engaging in the 'Excellence in Headship' Programme
ED120	No. of teachers participating in the 'Into Headship Programme'
ED121	% of teaching workforce in promoted posts by sector
ED122	Age Profile Data of Head Teachers by sector (aged 55 or older) - forecasting for succession planning
ED123	% of Head Teachers having professional learning signed off by GTC
ED124	% of teachers from minority ethnic groups
ED125	% of teachers who are male
ED126	% of teachers having professional learning signed off by GTC
ED127	% of teachers studying at SCQF Level 11
ED128	Number of vacancies / absences v supply
ED129	% of childminders received training & continue to engage
ED130	CORP 6a - Sickness Absence Days per Teacher
ED131	CHN1 - Cost Per Primary School Pupil
ED132	CHN2 - Cost per Secondary School Pupil
ED133	CHN3 - Cost per Pre-School Education Registration
ED134	PTR is maintained
ED135	Average Primary Class Size
ED136	% of Schools in each Occupancy Capacity Banding by sector
ED137	% of schools that are rated as Suitable for its current use
ED138	% of schools that are rated as in Satisfactory Condition or better
ED139	% staff with PRD in last year
ED140	% of pupils who are looked after
ED141	% of pupils with additional support needs in mainstream schools
ED142	Proportion of primary school children eligible for free school meals
ED143	Proportion of secondary school children eligible for free school meals
ED144	% of School staff receiving training in radicalisation (PREVENT awareness) programme
ED145	% of eligible 3 and 4 year olds accessing the 600 hours of early learning and childcare scheme.
ED146	% of eligible (Priority) two year olds accessing the 600 hours of early learning and childcare.
ED147	% P6 & S2 have opportunities to get involved in environmental issues in their local neighbourhood
ED148	% P6 & S2 internet at home
ED149	% P6 & S2 bank account
ED150	% P6 & S2 learned about rights etc under UNCRC
ED151	% P6 & S2 who can access regular public transport where they live
ED152	Decrease the percentage pupils who regularly help to take care of someone in their family who is physically or mentally ill or has problems with drugs or alcohol.

## Appendix 2 - Education Service Measures of Success

No.	Measures of Success
ED153	P6 & S2 feel safe to go out in local neighbourhood during evening
ED154	% P6 & S2 young people's views listened to in their local neighbourhood
ED155	Uptake of Free School Meals
ED156	P6 & S2 feel safe to go out in local neighbourhood during day