



East Lothian
Council

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

**TUESDAY 13 JUNE 2017
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

1

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor F Dugdale
Councillor A Forrest
Councillor J Findlay
Councillor N Gilbert
Councillor J Goodfellow
Councillor W Innes
Councillor S Kempson
Councillor K Mackie
Councillor P McLennan
Councillor B Small
Councillor J Williamson
Ms G Gillan
Ms E Malcolm

Council Officials Present:

Ms F Robertson, Head of Education
Ms M Prior, Enhanced Support Officer
Ms L Humphrys, Development Officer
Ms P Smith, Principal Officer, Information and Research
Ms V McIntyre, Principal Officer (Business Unit)
Mr R Parker, Service Manager, Strategy and Operations
Ms C Booth, Communications Officer
Mr C Gerrie, Head Teacher, Dunbar Grammar School
Ms S Ingham, Head Teacher, Knox Academy

Clerk:

Ms S Birrell, Committees Assistant (Temp)

Apologies:

Mr S Bunyan
Ms T Sharp

Declarations of Interest:

None

1. INSIGHT NATIONAL BENCHMARKING MEASURES TO 2016

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of trends in attainment and achievement of school leavers in East Lothian using the 'National Benchmarking Measures' from Insight.

Fiona Robertson, Head of Education, spoke to the report, advising that the data represented a five year sample which had been collected between 2012 and 2017, and reflected the most up to date information collected from 2015/16 school leavers. She drew the Committee's attention to improvements in attainment, adding that improvements could be made in literacy and numeracy attainment at SCQF levels 5 and 6, and in closing the attainment gap. In order to best consider next steps regarding the attainment gap, the information would be looked at in more detail and included in the authority and school improvement plans. A lead officer had been appointed to take this work further. A focus would continue on ensuring that young people were offered a wide range of opportunities, and achieved at the highest level possible for them. She would continue to support early intervention. She concluded by mentioning that the implementation of the new Curriculum Frameworks, which would begin in August 2017, would lead to further improvements in attainment.

In response to a question from Councillor Small, Ms Robertson asserted that the Head Teachers of all six secondary schools in East Lothian met regularly for professional dialogue. Mr Gerrie, Head Teacher, Dunbar Grammar School added that best practice was shared regularly, Ms Ingham, Head Teacher, Knox Academy pointed out that her colleagues often offered a fresh perspective as the skill set of each Head Teacher in East Lothian was different.

In response to a question from Councillor Mackie, Ms Robertson briefed the Committee on a review of provision for children with Additional Support Needs, which had been overseen by an external consultant. A number of working groups were looking closely at current arrangements for supporting those with ASN across all schools, and a conference had been planned for support staff, to allow them to give better support to children with Additional Support Needs. She reiterated her aim to increase the range of qualifications and courses available across secondary schools.

Councillor McLennan asked if the results of the external review on Additional Support Needs could be brought to a future meeting of the Education Committee.

Councillor Forrest asked about recognition of wider achievements in schools. Ms Robertson commented that there were some out-of-school achievements that could be recorded using the Insight tool, but several were not included as the organisations concerned would need to have robust systems in order to be included in the data collected by Insight. However, wider successes were celebrated throughout schools in East Lothian in other ways, for example, a sports award event had been held in Ross High School recently for this purpose. She also drew the Committee's attention to the S3 profile, which would include all of a pupil's successes, and confirmed that a working group had been set up to look at improving the S3 profile to the benefit of all pupils.

Councillor Mackie asked about the attainment of Looked After Children. Ms Robertson disclosed that the numbers of Looked After Children in East Lothian were so small that each child would be looked at on a case by case basis. Intervention was planned at an early stage, and the Education service had been working closely

with Who Cares? Scotland to deliver an awareness programme to children, Head Teachers and school staff.

In response to questions from Councillor McLennan, Ms Robertson emphasised that data collected from P1 children was still considered experimental and National Quality Assurance and Moderation Officers had been appointed. The impact of family circumstances on children's readiness to learn would be supported at school level, via new data sets such as ACE (Adverse Childhood Experiences) and ACORN measures which could allow for early intervention when other factors were impacting on children's ability to learn.

In response to a question from Councillor Small, Ms Robertson explained that this data would not be used to inform Head Teacher appraisals, which were based on self evaluation of QI Leadership of Change, How Good is Our School, and feedback from Quality Improvement Officers.

Councillor McLennan thanked Ms Robertson for her report and the responses to the questions raised by members.

Councillor Innes welcomed the report, and congratulated Ms Robertson on improvements across the board. He thanked all the staff in schools across East Lothian, and welcomed the lack of complacency with regard to improving attainment and closing the attainment gap.

The Convener thanked Ms Ingham, Mr Gerrie, and Ms Robertson for their briefing on the INSIGHT tool that had taken place prior to the meeting, and asked them to take back to all staff the Committee's thanks for the hard work and dedication that had given rise to these excellent results. She noted that the items on the rest of today's agenda would help children to achieve to the very best of their potential.

Decision

The Committee agreed to consider and note the report.

2. 2016/17 STUDENT EVALUATION OF EXPERIENCE (SEE) SURVEY

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the results of the 2016/17 Student Evaluation of Experience (SEE) Survey held in November to December 2016 and authority-level trends for the last five years.

Ms Robertson spoke to the report, relating that it had been prepared to inform the Committee of the results of a SEE (Student Evaluation of Experience) Survey 2016/17, which would inform both the development planning process and service planning. Two thousand one hundred and five P6 and S2 pupils had completed the survey which was grouped under SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). She highlighted some of the figures within the report and outlined next steps, such as the sharing of data with Head Teachers, and new policies such as the Anti-Bullying Policy. S4 pupils would be surveyed at a later date.

In response to a question from Councillor Goodfellow, Ms Robertson reported that East Lothian was the only Local Authority in Scotland who was using the SEE, and as part of the National Improvement Framework Health and Wellbeing Survey they

had been asked to engage with the Scottish Government regarding their use of the survey. East Lothian would be well placed to meet the requirements of the Education (Scotland) Act 2016, which placed a duty on all Education Services to collect the views of children and young people. Responding to a further question from Councillor Goodfellow, she stated that the data could be used by individual schools regarding their SIMD (Scottish Index of Multiple Deprivation) profile, but this information could not be extrapolated at an East Lothian level.

Councillor Findlay asked why children were surveyed in P6 and S2. Ms Robertson suggested that these year groups had been chosen as they represented the penultimate year of the primary phase, and the penultimate year before the commencement of the senior phase.

Councillor Mackie asked if this survey was sent home for children to complete with their parents, and whether the survey was compulsory. Ms Ingham advised that the survey was completed in class time, and although not compulsory, Ms Robertson stressed that completion was encouraged by school staff, as schools had to demonstrate that their improvement plan was informed by the views of children and young people.

Councillor Williamson asked about the percentage of children who had reported that they did not feel safe in school. Ms Robertson indicated that this information would be looked at in more detail, via circle time in Primary Schools and PSE (Personal and Social Education) in Secondary Schools, and with support from outside agencies and partners. She insisted that there was no complacency with regards to this result. A new Health and Wellbeing Curriculum would be put in place in August 2017 which should allow children more opportunities to discuss and resolve issues.

In response to a question from Councillor Small, Ms Robertson summarised that the Education Service were never comfortable with their results, but that she hoped the Committee would discuss how to maintain continuous improvement and celebrate the successes that had been noted. The initial focus would be on areas where young people had outlined in the survey that they required further support.

Councillor Goodfellow congratulated Ms Robertson and all school staff on the results of the survey, adding that schools were good at mitigating against the dangers of the internet with regards to children's safety.

The Convener thanked Ms Robertson and Ms Smith for their report, which would be taken forward at a school, cluster, and Local Authority level, as well as in conjunction with Community Planning partners.

Decision

The Committee agreed to consider and note the results of the 2016/17 SEE Survey and authority-level trends for the last five years.

3. RESPECT FOR ALL – EAST LOTHIAN ANTI-BULLYING POLICY FOR EDUCATION & EARLY LEARNING AND CHILDCARE SETTINGS

A report was submitted by the Depute Chief Executive (Resources and People Services) to approve the 'Respect for All – Anti-Bullying Policy' and to make the Committee aware of the actions proposed in the Policy to take forward anti-bullying

approaches in East Lothian Council Schools and Early Learning and Childcare Settings.

Ms Prior spoke to the report, outlining the background to the policy, which had made reference to the Equality Act 2010 in terms of prejudiced based behaviours. Work on the Policy had been supported by respectme, Scotland's National anti-bullying service. She outlined the rigorous consultation process which had resulted in four hundred responses from parents and 200 from members of school staff.

Councillor McLennan asked how progress on the Anti-Bullying Policy would be reported to the Committee. Ms Prior responded that via the SEEMIS (Education's Management Information System) tool, Head Teachers would be able to monitor incidences of bullying within schools, and that Fraser Parkinson, Principal Inclusion and Equality Officer, would be responsible for overseeing the effectiveness of the overall policy across East Lothian. In response to further questions from Councillor McLennan, Ms Robertson agreed that a report could be brought back to Committee in a years time, and that external agencies such as LGBT Scotland and Nil By Mouth would be involved via the Health and Wellbeing curriculum. She confirmed that training would be provided. The policy had been designed for implementation but would not remain static.

Councillor Williamson apologised to the Committee, announcing that he could have declared an interest as the Chair of Anti-Bullying East Lothian. He asked for further information about training. Ms Prior confirmed that training would be ongoing. At least two members of staff in every school had been trained on the policy.

In response to a question from Councillor Forrest, Ms Prior advised that 130 parents had attended a training session regarding the policy.

Councillor Dugdale asked whether there were plans to develop the language used around gender identity within the policy. Ms Prior asserted that all schools were very aware of this issue, and agreed that language around gender identity was changing all the time.

In response to a question from the Convenor, Ms Prior assured the Committee that the policy would be regularly reviewed.

Ms Gillan asked questions around training, specifically whether the time set aside for this would be included within teacher's Working Time Agreements. Ms Robertson confirmed this would be the case. In response to further questions from Ms Gillan, Ms Robertson advised that as the time line had been shifted for School Improvement Plans it would be possible to include aspects of this policy within School Improvement Plans for the school session 2017/18. The inclusion of the policy in the PRD (Professional Review and Development) Meeting would not be mandatory but recommended. The form in the Appendix that could be filled in by hand had been included so that support staff could update the SEEMIS system via a handwritten form if required.

Councillor Williamson asked whether there would be leaflets produced to underpin the policy. Ms Prior responded that there were excellent resources available which had been created by respectme Scotland, particularly a series of videos, which were effective for children of a wide range of ages.

Regarding earlier comments made by Councillor Dugdale, the Convener recommended that amendments should be made to the definition of transgender within the policy.

Ms Gillan remarked that the policy represented a good piece of work and welcomed this application of a consistent approach.

Councillor Small congratulated Ms Prior on the policy and noted his interest in seeing a follow up report in a year's time.

The Convener remarked that the inclusion of 1600 people in the consultation exercise meant that this was the right policy for East Lothian, and would send a clear message that bullying would not be tolerated.

Decision

The Committee agreed to approve the content of the Policy and specifically the protocol for reporting, recording, investigating and resolving incidents of bullying behaviour.

Sederunt: Mr Gerrie and Ms Ingham left the meeting.

4. DRAFT PLAY POLICY 2017-2020

A report was submitted by the Depute Chief Executive (Resources and People Services) to ask the Committee to approve and adopt the Draft Play Policy 2017-2020 and to share the outcome of East Lothian Play Policy Development: Consultation and Engagement 2016.

Ms Humphrys spoke to the report, outlining that it was the first play policy for East Lothian. With regards to the consultation exercise, she told the Committee that changes had been made to the design of consultation, to ensure better engagement from young people. Responses had consistently been in support of outdoor play and outdoor spaces, and many requests for better provision for children with Additional Support Needs. She drew the Committee's attention to the short video that had been emailed to all Members, and gave specific examples of loose parts play and how it had ended vandalism in a school playground. She thanked East Lothian Play Association and Play Scotland for their assistance in developing the policy.

Councillor Kempson noted her concerns about new housing estates in East Lothian and whether the small play areas included in these plans were sufficient for wide games such as football. Ms Humphrys agreed that the concept of useful spaces to play, and not just small playgrounds which could actually limit use, should be looked into in more detail.

In response to a question from Councillor Gilbert, Ms Humphrys commented that all age groups were represented in the play policy, including adults.

In response to a question from Councillor Small, Ms Humphrys emphasised that the opinions of the children would be utilised to ensure that the work of the policy reached parents and community groups, citing an example of a group that had already become involved in their local area.

The Convener thanked the membership of the short-term working group that had been set up to develop the policy, remarking that it represented a significant policy development for East Lothian.

Decision

The Committee agreed to:-

- (i) approve the Play Policy;
- (ii) support and agree the priority statements set out under the three principles in the Draft Play Policy 2017-202;
- (iii) ask the Education Department to prepare an Action Plan to implement the Draft Play Policy 2017-202;
- (iv) note the implications for cross departmental working within the Council; and
- (v) note the contents of the Have Your Say on Play Draft Summary Report: East Lothian Play Policy Development: Consultation and Engagement 2016.

Sederunt: Councillor Innes and Ms Prior left the meeting during item 5.

5. PARENTAL ENGAGEMENT STRATEGY

A report was submitted by the Depute Chief Executive (Resources and People Services) to ask the Committee to approve the Draft East Lothian Council Parental Engagement Strategy 2017/2020 together with the abbreviated document – Draft East Lothian Council Parental Engagement Strategy 2017/2020 Summary Document for Parents.

Ms Robertson apologised for the late arrival of an amended Strategy which had been distributed just before the meeting and emailed to Members, and welcomed Saddah Aziz, who was attending the meeting in his capacity as the representative of the National Parent Forum.

Ms McIntyre spoke to the report, welcoming Nicky Neighbour who was also attending the meeting as she had been part of the working group that had collated the strategy. She outlined that alongside the strategy was a short document which contained an abbreviated version intended for parents. She highlighted various parts of the report and Strategy, including the fact that it had arisen as part of the requirements placed on East Lothian Council and the Scottish Schools (Parental Involvement) Act 2006. Schools would maintain a welcoming environment, and communication with parents would take place in a variety of ways. Parents would also have meaningful involvement with School Improvement Plans. She spoke about the importance of family learning, adding that support provided for Parent Councils would continue.

Councillor McLennan asked how the success of the Strategy would be measured and reported. Ms Robertson responded that a report would be prepared regarding the impact of the Strategy, as part of the National Framework. In response to a further question from Councillor McLennan, Ms Robertson emphasised that there would be several opportunities for external partners to become involved with the strategy, such as Community Learning Development groups.

Councillor McLennan asked about hard to reach parents. Ms Robertson explained that workshops would be run in schools and good practice would be shared between

school staff, describing some of the initiatives that were already in use in East Lothian. She added that various mechanisms, such as using pupils to welcome parents into the school and allowing them to run training sessions themselves, could encourage parents with anxiety around the school environment to engage in the life of the school. Ms McIntyre pointed out that welcoming siblings to Parent Consultations could help parents with work/life balance problems to engage with the school on those occasions. She added that data would be collected on a school, cluster and Authority level, and used to share best practice.

In response to questions from Councillor Mackie, Ms Robertson maintained that parental engagement should be seen as partnership working which could feed into the life of the school and a key part of the National Improvement Framework. She recommended that Local Area Partnerships should become involved at cluster level, by approaching Head Teachers to talk about prioritising their commitments, confirming that representatives would be attending Area Partnership meetings to talk about the Strategy.

Ms Gillan asked about the involvement of parents in School Improvement Plans, Ms Robertson confirmed that the actual mechanisms for this would be tailored to the community and that schools would use their local knowledge to decide how best to reach parents. A working group would be established to look at reporting on the Strategy after Scottish Government advice was received, and would include school staff, children, and young people.

Ms Gillan commented on the Health & Safety aspect of opening schools to members of the public and added that anything that occurred in a school should add value to the children's learning.

Councillor Small thanked Ms McIntyre for her report and noted his interest for the follow up report in a year's time, observing that children who maximised their own attainment often did so because their parents were involved in the life of the school.

Councillor McLennan echoed Councillor Small's comments, thanking those involved for prioritising parental involvement.

The Convener extended her thanks to everyone who had been involved in the collation of the Strategy, stating that it was hugely significant to involve parents at all levels of schooling. The Strategy would take forward a drive to improve engagement and participation. She thanked Ms McIntyre for her ongoing help and assistance to all Parent Councils in East Lothian.

Decision

The Committee agreed to:-

- (i) approve and adopt the Draft East Lothian Council Parental Engagement Strategy 2017/2020. A copy of the Strategy would be provided to all schools in East Lothian and to East Lothian's Partner Providers – Ear note the appointments; and
- (ii) approve and adopt the Draft East Lothian Council Parental Engagement Strategy 2017/2020 Summary Document for Parents. A copy of the Summary Document would be provided to all parents/carers within East Lothian, and also to Schools, Partner Providers – Early Learning and Childcare Settings, Libraries, Health Centres and all Area

Offices. The Strategy would also be available on East Lothian Council's website.

6. HEAD TEACHER APPOINTMENT

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of a Head Teacher appointment made by the Appointments Sub-Committee.

Ms Robertson spoke to the report, outlining the recent appointment

The Convener congratulated Ms Pearce on her return to the East Lothian Education Service.

Decision

The Committee agreed to note a recent Head Teacher appointment.

Signed
Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 21 November 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of St Mary's RC Primary School and Nursery Class

2

1 PURPOSE

- 1.1 To report to Committee on the inspection of St Mary's RC Primary School and Nursery Class by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings (SIF) which has been lodged in the members' library.
 - (iii) Congratulate the Head Teacher and staff on a positive inspection and on the good practice identified by Inspectors.
 - (iv) Note that as a result of the inspection findings Education Scotland is confident that the school has the capacity to continue to improve. Inspectors will make no further visits to St Mary's RC PS in connection with this inspection. East Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

3 BACKGROUND

New Inspection model

- 3.1 From September 2016, Education Scotland made changes to the full inspection model for schools following a wide ranging consultation.
- 3.2 The new school inspection model uses the How Good Is Our School 4? (HGIOS?4) quality indicators for primary and secondary inspections and

How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions. The 15 quality indicators (QIs) significantly 'raise the bar' in terms of the quality of outcomes expected of schools in each of the key areas.

- 3.3 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of inspection using a six-point scale ranging from excellent to unsatisfactory:

HGIOS? 4:

- 1.3 Leadership of change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.1 Ensuring Wellbeing, Equality and Inclusion

HGIOELC?:

- 1.3 Leadership of change
- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children's Progress
- 3.1 Ensuring Wellbeing, Equality and Inclusion

- 3.4 A further QI is chosen by the school. This enables school staff and inspectors, together, to focus on a particular area of the school's work related to its current context, with the aim of bringing about improvement through professional dialogue. The QI chosen by the school is not evaluated using the six-point scale.

- 3.5 At the end of the inspection process, the outcomes are published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provides a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work. This is published along with the summary of inspection findings (SIF). The SIF is a professional report and summarises the findings from all the evidence gathered during the week of the inspection. This document is intended to be used by staff in progressing school improvement.

National Improvement Framework

- 3.6 As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 1.3, 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported on an annual basis by the Scottish Government, with the next report due to be published in December 2017.

- 3.7 **St Mary's RC Primary School and Nursery Class** was inspected in May 2017. A letter to parents and carers summarising the key findings was published in September 2017. All of the quality indicators were evaluated as **good** with features of **very good** practice in both the primary stages

and the nursery class. The results of this inspection compare very favourably with other primary school inspections carried out using the new quality indicators and in this new inspection model.

- 3.8 Following the inspection, the areas for improvement identified in the report are being taken forward in the School Improvement Plan. Progress with the identified areas for improvement will be reported to parents and carers through the school Standards and Quality Report and Parent Council forum.

4 POLICY IMPLICATIONS

- 4.1 None

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

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

7 BACKGROUND PAPERS

- 7.1 Education Scotland report on St Mary's RC Primary School and Nursery Class Report dated 19 September 2017 (Appendix 1).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827137 or e-mail-khaspolat@eastlothian.gov.uk
DATE	8 November 2017

19 September 2017

Dear Parent/Carer

In May 2017, a team of inspectors from Education Scotland visited St Mary's RC Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's success and achievements.

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

- Strong leadership of the headteacher in the development of a highly inclusive and nurturing ethos in keeping with the school's values. Effective teamwork across staff at the primary stage and their involvement in the process of change. This is helping improve a range of outcomes for children.
- Impressive climate of mutual respect resulting in strongly positive relationships. This has contributed to a learning environment in which children feel safe and cared for.
- Children's involvement in identifying their strengths and next steps in learning at the primary stages. The consistency in approach to gathering quality evidence of learning across the school. The effective use of the outdoors as a stimulating learning environment in the early learning and childcare setting.
- The school's successful approach to the teaching of writing which is inspiring many children across the primary stages to produce work of a high quality.

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

- Ensure all staff in the early learning and childcare setting are equally involved in the process of change.
- Continue to develop learning pathways in all curriculum areas to ensure children at the primary stages receive their entitlement to a broad general education. This will support children in making the best possible progress across all areas of their learning.

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

Here are Education Scotland’s evaluations for St Mary’s RC Primary School

Primary stages

Leadership of Change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good

Nursery class

Leadership of Change	good
Learning, teaching and assessment	good
Securing children’s progress	good
Ensuring wellbeing, equality and inclusion	good

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-lothian/5553628>

¹ *How good is our school? (4th Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Marie McAdam
HM Inspector

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the telephone number below and we will let you know what is available.

If you want to give us feedback or make a complaint about our work, please contact us by e-mail: complaints@educationscotland.gsi.gov.uk, or telephone us on the number below, or write to us addressing your letter to

The Complaints Manager

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

© Crown Copyright, 2017

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

REPORT TO: Education Committee

MEETING DATE: 21 November 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Insight Local Benchmarking Measures to 2017

3

1 PURPOSE

- 1.1 To inform the Committee of trends in attainment and achievement of S5 and S6 pupils in the Senior Phase in East Lothian using the “Local Benchmarking Measures” from Insight.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to consider and note the contents of the report.

3 BACKGROUND

- 3.1 Each year young people in secondary schools in East Lothian achieve a range of awards and qualifications available on the Scottish Credit and Qualifications Framework (SCQF) at different stages throughout the senior phase (S4 to S6).
- 3.2 The Scottish Government developed a statistical benchmarking tool ‘Insight’ to assist schools and local authorities in the analysis of attainment of young people in the senior phase through nationally agreed benchmarking measures and course breadth and depth data. General information on the “Insight” tool is available online at: <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>
- 3.3 As well as providing the National Average, Insight also uses a Virtual Comparator for each school and Education Authority and is considered to be the key benchmark for helping schools and authorities understand their strengths and areas for improvement. The Virtual Comparator takes the

characteristics of each pupil in East Lothian and matches them to 10 similar pupils from schools in other local authorities across Scotland.

- 3.4 This report will explore how the Education Authority has performed over the five-year period since 2013 to 2017 in relation to the National Average and the Virtual Comparator focusing on the three “Local Benchmarking Measures” from Insight:
- **Improving attainment in literacy and numeracy** (shown as the percentage of each stage attaining Literacy and Numeracy)
 - **Improving attainment for all** (shown as the Average Total Tariff Score)
 - **Tackling disadvantage** by improving the attainment of lower attainers relative to higher attainers (shown as the Average Total Tariff Score versus Deprivation)
- 3.5 These three measures focus on the cumulative achievements of all young people at the end of S5 and S6 in the five years to 2017.
- 3.6 Course breadth and depth data for S5 and S6 pupils is also provided in the appendix to this report and an overview of the Authority’s performance in graded courses at National 5, Higher and Advanced Higher, compared to the National Average, over the last three years to 2017.
- 3.7 Comparison of measures over time in Insight should be treated with caution as earlier years’ figures relate to different qualifications, assessment arrangements and progression pathways, including where early S3 presentations took place in East Lothian. The dual presentation of old and new qualifications across the SCQF Levels in previous academic sessions and different approaches to presentation and delivery makes direct comparisons of attainment between 2017 and previous years extremely complex both nationally and locally. Breadth and depth measures are heavily influenced by a school’s curricular model therefore the 2014 to 2017 results may not be fully comparable with previous years.
- 3.8 Local Benchmarking Measures are heavily influenced by a school’s curricular model (presentations policy), for example a reduction in the number of subjects studied in S4. Across our schools, pupils achieved a range of qualifications across the SCQF levels at different stages through a variety of progression pathways, for example, pupils “bypassing” National 5 qualifications in S4 in 2014 to 2017 to sit a two-year Higher course for examination in S5 in May of S5, 2015 to 2018. Therefore, it is not possible to present data for the Local Benchmarking Measures by the end of S4 in East Lothian in a meaningful way.
- 3.9 Course measures used in this report relate to the percentage of pupils attaining SQA accredited awards at grades A to C at SCQF Level 5 (National 5), SCQF Level 6 (Higher) at S5 & S6 and SCQF Level 7 (Advanced Higher) at S6. Percentages are based on A-C awards attained

within the presented year, calculated as a percentage of the resulted entries.

- 3.10 The data in this report is taken from the September 2017 release of Insight and reflects the most up to date position on senior phase attainment.
- 3.11 The reports in Insight are based on SQA attainment and include the results of completed National Courses and Skills for Work and Personal Development courses that are sent to SEEMiS from SQA in August. College presentations are also included as are D awards or other achievements from ungraded National Certificates and National Progression Awards.
- 3.12 The main highlights for East Lothian are provided in paragraphs 3.13 to 3.17 below. A detailed breakdown of each of the measures is provided in Appendix 1

East Lothian Performance to 2017

- 3.13 Overall, the three Local Benchmarking Measures reported by the Scottish Government Insight tool indicate that attainment in East Lothian has improved overall over the five-year period to 2016/17. Further improvements could still be made, particularly in Literacy & Numeracy at SCQF Levels 5 & 6, the Highest 20% attaining group in S5 and in relation to closing the attainment gap.
- 3.14 **Improving Attainment for All** – East Lothian shows a fluctuating but overall improving trend in the average total tariff scores across the three attaining groups by both the end of S5 and S6 over the last five years with the exception of the Highest 20% attaining group at S5 (*see Appendix 1, section 2*):
 - **Performance by the end of S5** has typically been in line with the Virtual Comparator across the five years with the exception of 2014 where Insight testing found that East Lothian's lower performance in the Middle 60% group was statistically significant. The Lowest 20% and Middle 60% attaining groups show a slight increase in their average total tariff score in 2017 on the previous year. Similar to the Virtual Comparator and National Average, the Highest 20% attaining group in East Lothian shows a drop in scores each year since 2014. As a result, the attainment gap between the Lowest 20% and Highest 20% attaining groups in East Lothian and nationally has reduced slightly over the five year period.
 - **Performance by the end of S6** has also been typically in line with the Virtual Comparator. All three attaining groups by the end of S6 in East Lothian show a slight drop in their average total tariff score in 2017 on the previous year but an overall improved trend over the five-year period. The score gap between those in the Lowest 20% and Highest 20% attaining groups shows a slight increase over the five-year period as both groups improved their scores. This increase is also reflected in the National Average and in the Virtual Comparator performance.

3.15 **Literacy & Numeracy Achievement** – East Lothian’s combined Literacy & Numeracy performance shows an improving trend over the five years to 2017 across SCQF Levels 3 to 6 by the end of S5 and across SCQF Levels 3 to 5 by the end of S6. At SCQF Level 6 by the end of S6 the trend has been more static with 2017 showing a drop in performance. East Lothian’s performance has typically been in line with the Virtual Comparator at SCQF Levels 3 & 4, while at SCQF Levels 5 & 6 they have been typically lower (see Appendix 1, section 3)

- **Literacy Achievement:** East Lothian’s Literacy performance shows an improving trend over the five years across SCQF Levels 3 to 6 at both stages. The 2017 S5 performance shows an increase of more than 5% at SCQF Levels 5 & 6 on the previous year and a slight drop at SCQF Level 4. At S6, the 2017 SCQF Level 6 performance shows a slight drop of 2% following a high performance in 2016. East Lothian’s S5 performance has typically been in line with the Virtual Comparator with the exception of SCQF Level 4 in 2017 and SCQF Levels 5 & 6 in 2014 where Insight testing found that East Lothian’s lower performance was statistically significant. East Lothian’s S6 performance has typically been in line with the Virtual Comparator with the exception of SCQF Level 5 in 2015 where Insight testing found that East Lothian’s lower performance was statistically significant.
- **Numeracy Achievement:** East Lothian’s S5 performance across SCQF Levels 3 to 5 for Numeracy shows a slight improvement over the five-year period with the 2017 performance showing an improvement on the previous year at SCQF Levels 5 & 6 and relatively static at SCQF Levels 3 & 4. East Lothian’s S6 performance across SCQF Levels 3 to 5 for Numeracy shows a fluctuating but overall improved trend over the five-year period with the 2017 performance showing further improvement on the previous year at SCQF Level 3 & 4 and relatively static at SCQF Levels 5 & 6. East Lothian’s S5 and S6 performance at SCQF Levels 3 & 4 have typically been in line with the Virtual Comparator and the National Average. At SCQF Levels 5 & 6 the performance has typically been lower with Insight testing finding this lower performance in S5 statistically significant in four out of the five years. In S6, Insight testing found the lower performance at SCQF Level 5 statistically significant in 2013, 2015 & 2017 and significant across the five years at SCQF Level 6.

3.16 **Attainment versus Deprivation** – East Lothian’s average total tariff scores across the SIMD deciles at each stage over the five-year period show that they are roughly in line with the Virtual Comparator. As with the National Average and the Virtual Comparator, pupils living in the most deprived areas typically have a lower total tariff score on average than those pupils living in the least deprived areas. The attainment gap between the average scores of those living in the 20% most deprived areas and those living in the 20% least deprived areas has fluctuated but reduced overall across the five years at both stages (see Appendix 1, section 4).

3.17 **Breadth and Depth data** - East Lothian's performance across the reported breadth and depth measures shows a fluctuating but overall improving trend over the five-year period at both stages (see *Appendix 1, section 5*):

- **Performance by the end of S5** in 2017 shows an increase on the previous year across the measures to East Lothian's highest performance to date. The most significant increases have been in the % attaining '1 or more awards at Level 6' and '3 or more awards at Level 6', increasing by 11 and 10 percentage points respectively between 2013 and 2017. The increases in each of the reported measures across the five years have brought the authority performance more in line with its Virtual Comparator over the last three years.
- **Performance by the end of S6** in 2017 shows a slight drop on the previous year in the % attaining '5 or more awards at Level 5', '3 or more awards at Level 6' and '1 or more awards at Level 7'. The most significant increases over the five years have been in the % attaining '1 or more awards at Level 5', '3 or more awards at Level 5', '1 or more awards at Level 6' and '3 or more awards at Level 6', all increasing by 5 to 7 percentage points bringing the authority performance in 2016 and 2017 more in line with its Virtual Comparator.

4 POLICY IMPLICATIONS

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

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial - none

6.2 Personnel - none

6.3 Other - none

7 BACKGROUND PAPERS

7.1 Appendix 1 – East Lothian Local Benchmarking & Graded Course Measures Performance to 2017

AUTHOR'S NAME	Pauline Smith
DESIGNATION	Principal Officer (Information & Research)
CONTACT INFO	Telephone Number – 01620 827957 Email: psmith@eastlothian.gov.uk
DATE	23 October 2017

Appendix 1

East Lothian Council - Education Service

East Lothian Local Benchmarking (S5 & S6) and Graded Course Measures to 2017

1. Background Notes

This report compares the performance of East Lothian S5 and S6 pupils against the Insight local benchmarks over time.

- The Local Benchmarking measures provide data on pupils' achievements during the senior phase, whether they are a leaver or they are still at school.
- The attainment figures are taken from the September 2017 release of Insight, based on the 'Latest and Best' achievement of young people in the Senior Phase, and do not include attainment gained prior to S4. The figures only include attainment in SCQF credit-rated qualifications that have been matched to an individual pupil via their Scottish Candidate Number (SCN).
- In East Lothian we operate inclusive schools and there are some pupils who pass examinations at SCQF levels 1 and 2. These levels however are not included in the Insight analysis as key benchmark measures.
- *Figures 1 to 8, Tables 1-11* and commentary in *sections 2 to 4* detail the progress made by East Lothian pupils against the Virtual Comparator and the National Establishment (i.e. National Average) by stage over the last 5 years for each Local Benchmarking measure. *Tables 12 to 15* and commentary in *section 5* detail the progress in relation to Breadth and Depth data. Figures are provided in most cases for both the National Establishment and the Virtual Comparator, however, the Virtual Comparator is seen as the key benchmark for helping schools and Education Authorities understand their strengths and areas for improvement.
- The Virtual Comparator takes the characteristics of each pupil in East Lothian and matches them to 10 pupils with similar characteristics from schools in other local authorities across Scotland offering a fairer comparison. It is worth noting that the Virtual Comparator does not currently take into account the curriculum model/presentations policy of the schools that they come from.
- *Tables 16 to 19* provide further information related to Course measures in *section 6*.
- When the cohort being compared relates to a small number of pupils (less than 20 pupils as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.
- Data is suppressed where it relates to a cohort or part of a cohort of fewer than five pupils to prevent the identification of individuals.
- Where Insight testing has found that comparisons between the East Lothian performance and its Virtual Comparator is statistically significant and large enough to be considered of important educational value, this information has been included in the commentary in sections 2 to 4 of this document. The following graded shading is used in tables to visualise where Insight testing has found the comparisons to be significant:

Colour Shading	East Lothian's performance relative to Virtual Comparator (VC)
	much greater than VC
	greater than VC

	lower than VC
	much lower than VC

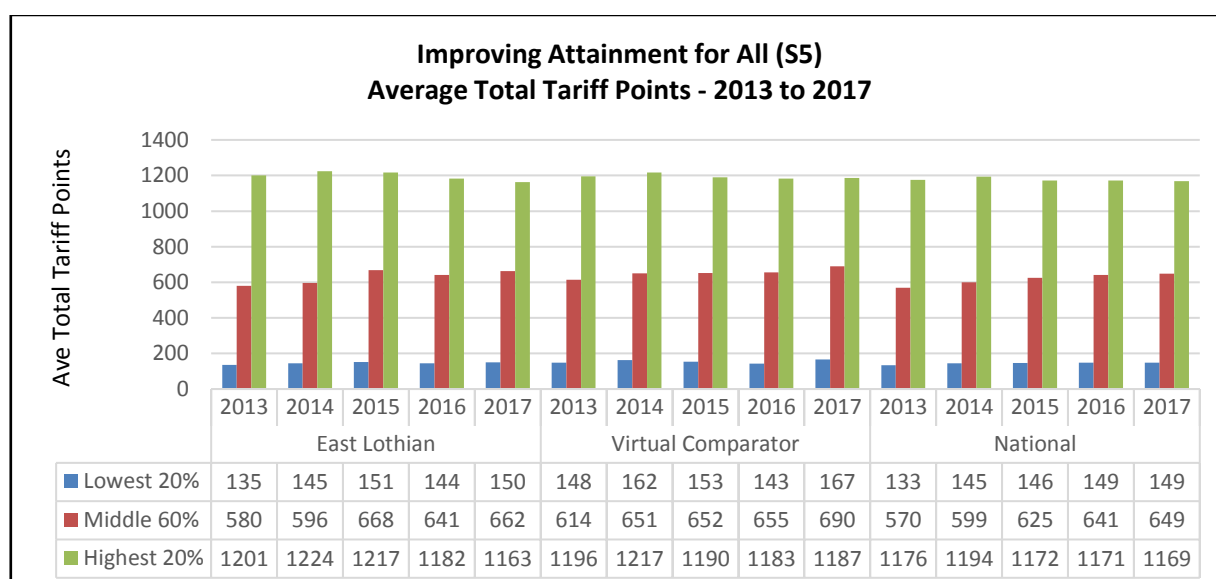
- The significance of comparisons is not currently tested in Insight for attainment by pupil characteristic, e.g. looked after (LAC), additional support needs (ASN) or for SIMD (Scottish Index of Multiple Deprivation). It is also not currently tested for Course measures.
- Comparison of measures over time in Insight should be treated with caution as earlier years' figures relate to different qualifications, assessment arrangements and progression pathways, including where early S3 presentations took place.
- In most tables, three-year averages, a five year net score or percentage point change and five year 'Trend' are presented with the annual performance. This provides an indication of an overall declining or improving trend by East Lothian schools in relation to the Virtual Comparator. The net change is the sum of the score or percentage point difference from one year to the next over the five-year period. The 'Trend' is the average annual percentage or score point change over the number of years given. A positive value (coloured green) indicates an improving trend on average over the period and a negative value (coloured red) indicates a declining trend.

2. Local Benchmarking Measure: Improving Attainment for All

This measure groups candidates according to their whole-school attainment as measured by their total tariff points into three attainment groups. The three groups are: the lowest-scoring 20 per cent of pupils, the highest-scoring 20 per cent and the middle 60 per cent. For each pupil the tariff score is the total of the tariff points associated with each of the eligible 'latest and best' awards they have achieved by the end of each stage. Awards that have been superseded by the pupil progressing to a higher-level award in the same subject are excluded, as are awards achieved when the pupil was in S1–S3. For example, if a pupil has National 5 English and Higher English then only the points for the Higher are included. These tariff scores are then averaged over all the pupils in the particular attainment group.

Figures 1 and 2 that follow show the average total tariff score by S5 and S6 of the full S4 year group across East Lothian. It includes those pupils who left before those stages over the five-year period.

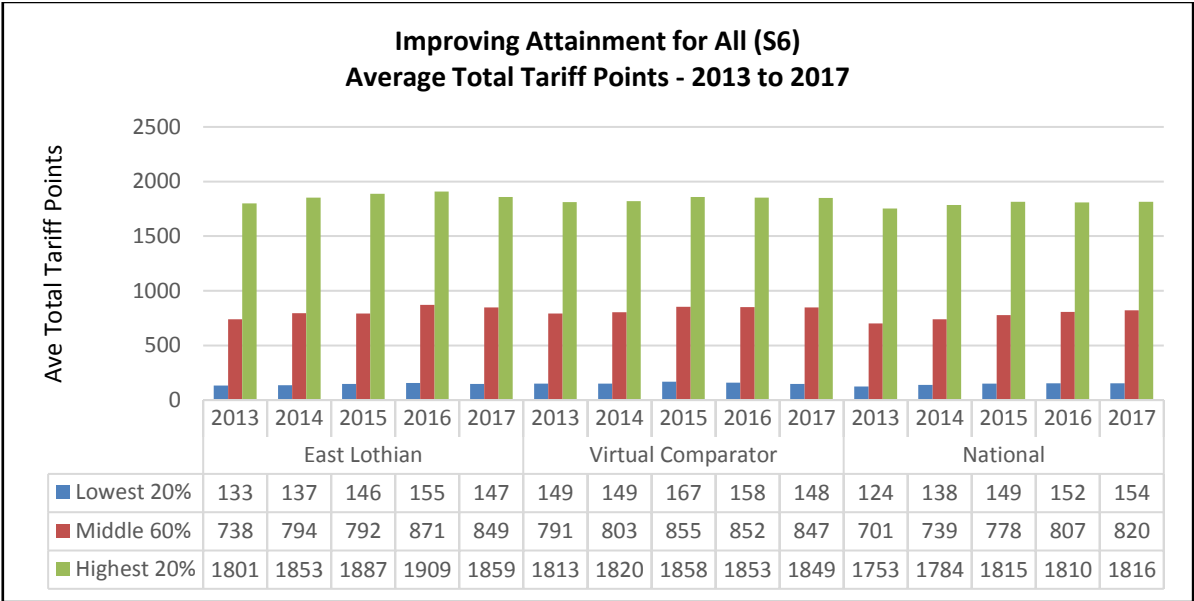
Figure 1: Average total tariff score of the full S4 year group within each attainment group by end of S5 since 2012/13



Comments on Figure 1:

- The Lowest 20% and Middle 60% attaining groups by the end of S5 in East Lothian show a fluctuating but overall improved trend across the five-year period with both groups showing a slight increase in their average total tariff score in 2017 on the previous year. Similar to the Virtual Comparator and National Average, the Highest 20% attaining group in East Lothian shows a drop in scores each year since 2014. As a result the gap between the Lowest 20% and Highest 20% attaining groups in East Lothian and nationally has reduced slightly over the five year period.
- The East Lothian Performance at S5 across the five years has typically been in line with both the National Average and Virtual Comparator with the exception of 2014 where Insight testing has found that East Lothian’s performance in the Middle 60% was statistically lower.

Figure 2: The average total tariff score of the full S4 year group within each attainment group by the end of S6 since 2012/13



Comments on Figure 2:

- All three attainment groups by the end of S6 in East Lothian show a slight drop in their average tariff score in 2017 on the previous year but an overall improved trend over the five-year period. The score gap between those in the Lowest 20% and Highest 20% attaining groups shows a slight increase over the five-year period as both groups improved their scores. This increase is also reflected in the National Average and in the Virtual Comparator performance.
- East Lothian’s performance at S6 across the three attaining groups has been typically in line with the Virtual Comparator. Where there are variances, Insight testing has not found this to be statistically significant.

Table 1 further presents the average point difference between the East Lothian and the Virtual Comparator average total tariff scores within each attainment group over the five-year period. The ‘trend’ indicator is also provided for each of the attainment groups to show the increase or decrease of the East Lothian average total tariff score over time as well as the East Lothian 3 Year and 5 Year average.

Table 1.../

Table 1: Average Point Difference between the average total tariff score for East Lothian and the Virtual Comparator within each attainment group since 2012/13

		Average Point Difference between ELC & VC scores					ELC Ave Total Tariff Score			
East Lothian Attainment Group	2013	2014	2015	2016	2017	ELC 3 Yr Ave	5 Yr point net (+/-) change	ELC 5 Yr Trend	Insight testing found that the following comparisons were significant:	
S5	Lowest Attaining 20%	-13	-17	-2	1	-17	148	15	3.75	
	Middle Attaining 60%	-34	-55	16	-14	-28	657	82	20.50	<i>ELC Performance is lower than its Virtual Comparator in 2014</i>
	Highest Attaining 20%	5	7	27	-1	-24	1187	-38	-9.50	
S6	Lowest Attaining 20%	-16	-12	-21	-3	-1	149	14	3.50	
	Middle Attaining 60%	-53	-9	-63	19	2	837	111	27.75	
	Highest Attaining 20%	-12	33	29	56	10	1885	58	14.50	

3. Local Benchmarking Measure: Literacy and Numeracy

Figures 3 to 6 and Tables 2 to 5 in this section detail the percentage of the full S4 year group that achieved Literacy and/or numeracy from 2012/13 to 2016/17 to at least SCQF Levels 3 to 6 by the end of S5 or S6.

Tables 6 and 7 further break this information down separately for Literacy & Numeracy.

To achieve the given level of literacy a pupil needs to achieve the literacy unit at that level, or English or Gaidhlig course at that level. For numeracy the pupil needs to achieve the numeracy unit at that level, or a Mathematics or Lifeskills Mathematics at that level, or qualification identified by SQA as having sufficient content to include within the measure.

Figure 3.../

Figure 3: Literacy and Numeracy achievement for the full S4 year group at SCQF Levels 3 and 4 by the end of S5 in each year from 2011/12 to 2015/16

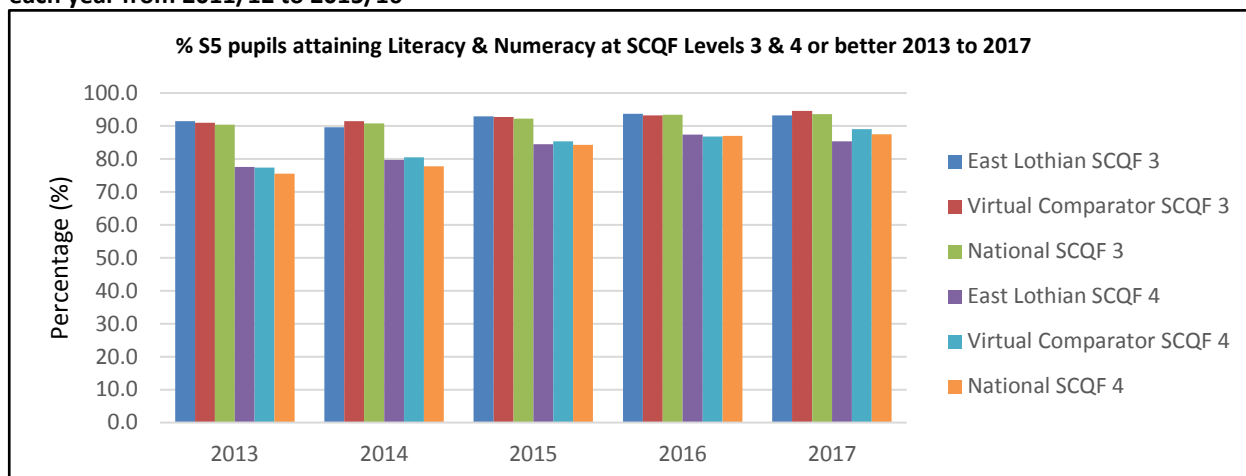


Table 2 - % S5 Pupils attaining Literacy & Numeracy at SCQF Levels 3 & 4 or better

Establishment	2013	2014	2015	2016	2017	3 Year Ave	2017 % point change (+/-)	5 Year Trend	5 Yr % point net change (+/-)
East Lothian SCQF 3	91.5	89.7	93.0	93.7	93.2	93.3	-0.5	0.43	1.7
Virtual Comparator SCQF 3	91.0	91.4	92.7	93.3	94.5	93.5	1.3	0.89	3.6
National SCQF 3	90.4	90.8	92.2	93.4	93.6	93.1	0.1	0.80	3.2
East Lothian SCQF 4	77.6	79.7	84.5	87.4	85.3	85.7	-2.1	1.92	7.7
Virtual Comparator SCQF 4	77.3	80.5	85.3	86.8	89.1	87.1	2.2	2.93	11.7
National SCQF 4	75.5	77.8	84.2	87.0	87.5	86.3	0.5	3.00	12.0

Comments on Figure 3 and Table 2:

- East Lothian’s S5 performance at SCQF Levels 3 and 4 or better shows a fluctuating but overall improved trend with both levels showing a slight % decrease in 2017 on the previous year.
- East Lothian’s S5 % at SCQF Level 3 and 4 has been typically in line with both the National Average and the Virtual Comparator over the five years with the exception of Literacy and Numeracy at SCQF Level 4 in 2017 where Insight Testing found East Lothian’s performance is lower than the Virtual Comparator.

Figure 4: Literacy and Numeracy achievement at SCQF Levels 5 and 6 for the full S4 year group by the end of S5 in each year from 2012/13 to 2016/17

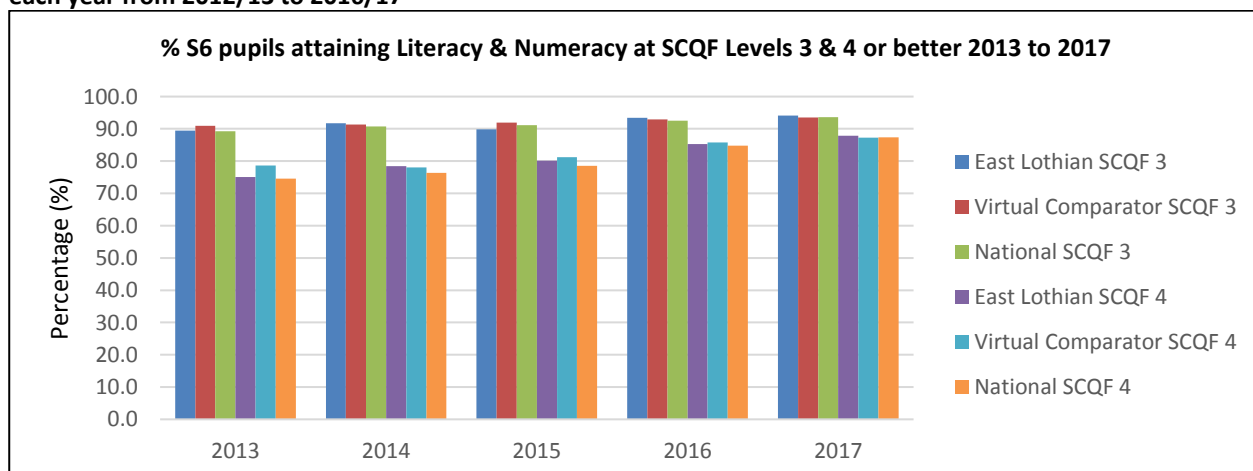


Table 3 - % S6 Pupils attaining Literacy & Numeracy at SCQF Levels 3 & 4 or better

Establishment	2013	2014	2015	2016	2017	3 Year Ave	2017 % point change (+/-)	5 Year Trend	5 Yr % point net change (+/-)
East Lothian SCQF 3	89.4	91.8	89.8	93.4	94.1	92.4	0.7	1.17	4.7
Virtual Comparator SCQF 3	90.9	91.3	91.9	92.9	93.5	92.8	0.6	0.65	2.6
National SCQF 3	89.3	90.7	91.1	92.5	93.6	92.4	1.1	1.09	4.3
East Lothian SCQF 4	75.1	78.4	80.2	85.3	87.8	84.4	2.6	3.19	12.8
Virtual Comparator SCQF 4	78.6	78.1	81.2	85.8	87.3	84.7	1.5	2.16	8.6
National SCQF 4	74.6	76.4	78.6	84.8	87.4	83.6	2.6	3.19	12.8

Comments on Figure 4 and Table 3:

- East Lothian’s S6 performance at SCQF Levels 3 and 4 or better shows an improving trend with both showing a further % increase in 2017 on the previous year.
- East Lothian’s S6 % at SCQF Level 3 and 4 has been typically in line with both the National Average and the Virtual Comparator.
- Where the S6 % has been above or below the Virtual Comparator, Insight Testing found that there were no significant comparisons for this measure.

Figure 5: Literacy and Numeracy achievement at SCQF Levels 3 and 4 for the full S4 year group by the end of S6 in each year from 2012/13 to 2016/17

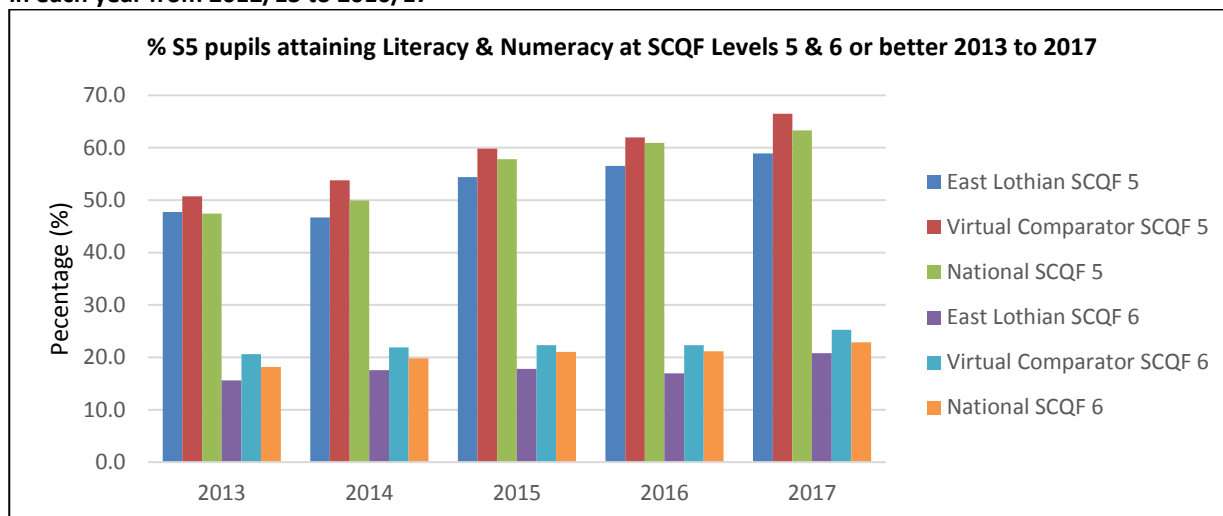


Table 4 - % S5 Pupils attaining Literacy & Numeracy at SCQF Levels 5 & 6 or better

Establishment	2013	2014	2015	2016	2017	3 Year Ave	2017 % point change (+/-)	5 Year Trend	5 Yr % point net change (+/-)
East Lothian SCQF 5	47.7	46.7	54.4	56.5	58.9	56.6	2.4	2.81	11.2
Virtual Comparator SCQF 5	50.7	53.8	59.8	61.9	66.5	62.7	4.5	3.94	15.8
National SCQF 5	47.5	49.9	57.8	60.9	63.3	60.7	2.4	3.96	15.9
East Lothian SCQF 6	15.6	17.6	17.8	16.9	20.8	18.5	3.9	1.30	5.2
Virtual Comparator SCQF 6	20.6	21.9	22.3	22.3	25.3	23.3	3.0	1.17	4.7
National SCQF 6	18.2	19.8	21.0	21.2	22.9	21.7	1.7	1.18	4.7

Comments on Figure 5 and Table 4:

- East Lothian’s S5 performance at SCQF Levels 5 and 6 or better shows a fluctuating but overall improved trend over the five-year period, with the performance at both levels in 2017 showing an increase on the previous year.
- East Lothian’s S5 % at both SCQF Levels is typically lower than the Virtual Comparator and National Average. Insight testing found that the following comparisons were significant for this measure:
 - ELC Performance at SCQF Level 5 is lower than the Virtual Comparator in 2014 & 2017; and
 - at SCQF Level 6 is lower than the Virtual Comparator each year with the exception of 2014.

Figure 6: Literacy and Numeracy achievement at SCQF Levels 5 and 6 for the full S4 year group by the end of S6 in each year from 2012/13 to 2016/17

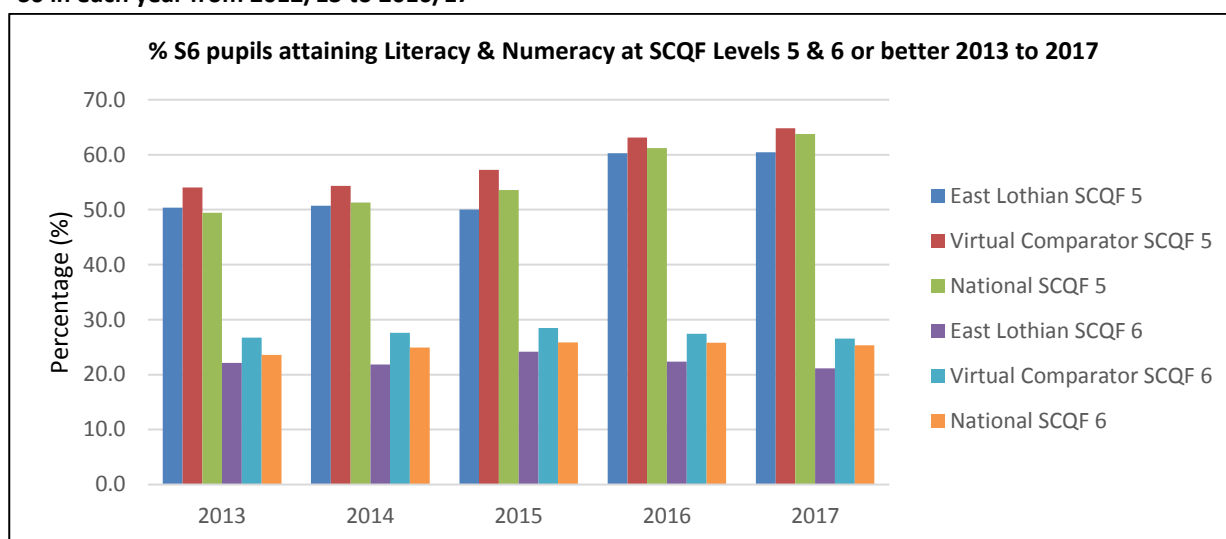


Table 5 - % S6 Pupils attaining Literacy & Numeracy at SCQF Levels 5 & 6 or better

Establishment	2013	2014	2015	2016	2017	3 Year Ave	2017 % point change (+/-)	5 Year Trend	5 Yr % point net change (+/-)
East Lothian SCQF 5	50.4	50.7	50.1	60.3	60.4	56.9	0.1	2.52	10.1
Virtual Comparator SCQF 5	54.0	54.3	57.2	63.1	64.8	61.7	1.7	2.69	10.8
National SCQF 5	49.5	51.3	53.6	61.2	63.8	59.5	2.6	3.58	14.3
East Lothian SCQF 6	22.1	21.8	24.2	22.4	21.1	22.6	-1.2	-0.25	-1.0
Virtual Comparator SCQF 6	26.7	27.6	28.5	27.4	26.6	27.5	-0.8	-0.03	-0.1
National SCQF 6	23.6	24.9	25.9	25.8	25.3	25.7	-0.5	0.44	1.8

Comments on Figure 6 and Table 5:

- East Lothian’s S6 performance at SCQF Level 5 or better shows an improving trend over the five-year period with the 2017 performance showing a slight increase on the previous year. The performance at SCQF Level 6 or better shows a relatively static trend with the 2017 performance dropping slightly on the previous year.
- East Lothian’s S6 % at both SCQF Levels is typically lower than the Virtual Comparator and National Average. Insight Testing found that the following comparisons were significant for this measure:

- ELC Performance at SCQF Level 5 is lower than the Virtual Comparator in 2015 & 2017; and
- lower than the Virtual Comparator at SCQF Level 6 across years 2013 to 2014 and 2016 to 2017.

Tables 6 and 7 below break this information down separately for Literacy & Numeracy by the end of each stage.

Table 6: Literacy and Numeracy achievement for the full S4 year group by the end of S5 in each year from 2012/13 to 2016/17

Year	Literacy				Numeracy				
	3+	4+	5+	6+	3+	4+	5+	6+	
East Lothian	2012/13	93.82	90.42	63.65	30.80	94.27	80.04	51.84	20.95
	2013/14	93.89	91.45	63.35	29.79	92.29	81.11	50.75	24.25
	2014/15	95.00	92.30	73.82	43.50	94.51	85.95	56.79	21.85
	2015/16	95.37	93.71	73.82	43.94	95.28	88.44	58.46	20.81
	2016/17	96.50	92.41	79.12	50.45	95.30	88.21	60.24	24.08
	+on 2016	1.13	-1.30	5.30	6.51	0.02	-0.23	1.78	3.27
	3yr ave	95.62	92.81	75.59	45.96	95.03	87.53	58.50	22.25
	5yr trend ¹	0.67	0.50	3.87	4.91	0.26	2.04	2.10	0.78
Virtual Comparator	2012/13	94.23	91.08	65.66	34.28	93.29	78.91	54.88	26.81
	2013/14	94.60	92.27	68.64	37.30	93.52	82.08	58.07	28.15
	2014/15	95.38	92.41	74.90	43.39	94.25	87.08	62.55	26.31
	2015/16	95.16	92.48	76.13	47.51	94.70	88.34	64.38	25.40
	2016/17	96.32	94.26	80.99	52.19	95.74	90.41	68.79	28.31
	+on 2016	1.16	1.78	4.86	4.68	1.04	2.07	4.41	2.91
	3yr ave	95.62	93.05	77.34	47.70	94.90	88.61	65.24	26.67
	5yr trend ¹	0.52	0.80	3.83	4.48	0.61	2.88	3.48	0.38
National	2012/13	93.96	90.34	62.09	31.54	92.75	77.17	51.96	23.95
	2013/14	94.27	91.07	64.86	33.94	93.09	79.54	54.45	25.63
	2014/15	94.99	91.64	73.26	41.33	93.87	85.97	61.07	24.98
	2015/16	95.49	93.02	76.25	46.04	94.90	88.65	63.72	24.17
	2016/17	95.71	93.31	78.68	48.70	95.14	89.17	65.78	25.79
	+on 2016	0.22	0.29	2.43	2.66	0.24	0.52	2.06	1.62
	3yr ave	95.40	92.66	76.06	45.36	94.64	87.93	63.52	24.98
	5yr trend ¹	0.44	0.74	4.15	4.29	0.60	3.00	3.46	0.46

Comments on Table 6:

- **S5 Literacy Achievement** - East Lothian's S5 performance across SCQF Levels 3 to 6 for Literacy shows an improved trend over the five-year period with the 2017 performance showing further improvement on the previous year at SCQF Levels 3, 5 and 6 or better and a slight drop at Level 4.
- East Lothian's S5 % performance across the SCQF levels has typically been in line with its Virtual Comparator and the National Average with the exception of a couple of years. Insight testing has found that the following comparisons were significant in these years:
 - East Lothian's S5 Literacy performance at SCQF Level 4 in 2017 and SCQF Levels 5 & 6 in 2014 is lower than the Virtual Comparator

- **S5 Numeracy Achievement** - East Lothian's S5 performance across SCQF Levels 3 to 5 for Numeracy shows a slight improvement over the five-year period with the 2017 performance showing an improvement on the previous year at SCQF Levels 5 & 6 and relatively static at Levels 3 and 4.
- East Lothian's S5 % performance at SCQF Levels 3 and 4 have typically been in line with the Virtual Comparator and the National Average while at SCQF Levels 5 & 6 the performance has typically been lower. Insight testing has found that the following comparisons were significant:
 - East Lothian's S5 Numeracy performance at SCQF Level 5 across the five years is lower than the Virtual Comparator with the exception of 2013; and
 - lower at SCQF Level 6 across the five years with the exception of 2014.

Table 7: Literacy and Numeracy achievement for the full S4 year group by the end of S6 in each year from 2011/12 to 2015/16

	Year	Literacy				Numeracy			
		3+	4+	5+	6+	3+	4+	5+	6+
East Lothian	2012/13	91.80	87.89	65.21	43.17	93.53	79.14	52.46	26.32
	2013/14	93.83	90.52	66.64	42.31	94.45	80.68	53.85	27.64
	2014/15	94.05	91.69	65.72	46.84	92.45	81.59	53.82	28.05
	2015/16	95.47	92.67	75.31	53.42	94.70	86.60	62.30	25.46
	2016/17	95.48	93.82	75.92	51.20	95.57	88.75	61.62	25.28
	+on 2016	0.01	1.15	0.61	-2.22	0.87	2.15	-0.68	-0.18
	3yr ave	95.00	92.73	72.32	50.49	94.24	85.65	59.25	26.26
	5yr trend ¹	0.92	1.48	2.68	2.01	0.51	2.40	2.29	-0.26
Virtual Comparator	2012/13	94.41	91.27	68.57	45.72	93.13	80.27	57.64	31.33
	2013/14	94.43	91.23	68.51	46.70	93.49	79.54	57.88	32.38
	2014/15	94.83	92.49	71.35	49.41	93.81	82.73	60.91	33.36
	2015/16	95.53	92.62	76.52	54.22	94.39	87.45	65.44	30.00
	2016/17	95.42	92.68	77.32	55.27	94.90	88.72	66.97	28.79
	+on 2016	-0.11	0.06	0.80	1.05	0.51	1.27	1.53	-1.21
	3yr ave	95.26	92.60	75.06	52.97	94.37	86.30	64.44	30.72
	5yr trend ¹	0.25	0.35	2.19	2.39	0.44	2.11	2.33	-0.64
National	2012/13	92.98	89.18	63.49	41.26	91.93	76.41	53.16	28.01
	2013/14	94.17	90.64	65.35	43.49	93.04	77.98	55.13	29.54
	2014/15	94.48	91.36	67.94	45.90	93.36	80.23	57.33	30.49
	2015/16	95.20	91.94	75.04	51.95	94.09	86.40	63.92	28.59
	2016/17	95.59	93.15	77.36	54.10	95.04	88.97	66.37	27.73
	+on 2016	0.39	1.21	2.32	2.15	0.95	2.57	2.45	-0.86
	3yr ave	95.09	92.15	73.45	50.65	94.16	85.20	62.54	28.94
	5yr trend ¹	0.65	0.99	3.47	3.21	0.78	3.14	3.30	-0.07

Comments on Table 7:

- **S6 Literacy Achievement** - East Lothian's S6 performance across SCQF Levels 3 to 5 for Literacy shows an improved trend over the five-year period with the 2017 performance showing further improvement on the previous year at SCQF Level 4 and a slight drop at SCQF Level 6 of 2% following a particularly good performance in 2016.

- East Lothian’s S6 % performance across the SCQF levels has typically been in line with its Virtual Comparator and in line with or above the National Average with the exception of SCQF Level 5 in 2015 where Insight testing found that the following comparison was significant:
 - East Lothian’s S6 Literacy performance at SCQF Level 5 in 2015 is lower than the Virtual Comparator.
- **S6 Numeracy Achievement** - East Lothian’s S6 performance across SCQF Levels 3 to 5 for Numeracy shows a fluctuating but overall improved trend over the five-year period with the 2017 performance showing further improvement on the previous year at SCQF Level 3 & 4 and relatively static at SCQF Levels 5 & 6.
- East Lothian’s S6 % performance at SCQF Levels 3 and 4 has typically been in line with its Virtual Comparator and in line with or above the National Average. At SCQF Levels 5 & 6 the performance has typically been lower. Insight testing has found that the following comparisons were significant:
 - East Lothian’s S6 Numeracy performance at SCQF Level 5 is lower than the Virtual Comparator in 2013, 2015 & 2017; and
 - lower at SCQF Level 6 across the five years.

4. Local Benchmarking Measure: Attainment versus Deprivation

This measure considers the attainment of candidates at each stage broken down into ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of pupils whose postcodes are in the 10% most deprived datazones in Scotland, while decile 10 refers to pupils with postcodes in the top 10% of the least deprived (most affluent) datazones according to SIMD.

Figures 7 and 8 overleaf show the average total tariff scores within each SIMD decile band of all East Lothian pupils in S5 and S6 in 2017 compared with the Virtual Comparator. The grey circles represent the Virtual Comparator and the blue circles represent East Lothian. The circles change in size and broadly represent the proportion of young people from the total cohort appearing in each of the circles. The blue vertical lines represent the range of scores (maximum and minimum) of the leavers within each decile.

The full breakdown of East Lothian’s S5 and S6 year groups living within each ten SIMD deciles over the last five years can be viewed in Tables 8 and 10.

Attainment versus deprivation – S5

Table 8: Percentage of East Lothian S5 year group within each SIMD Decile Band since 2012/13

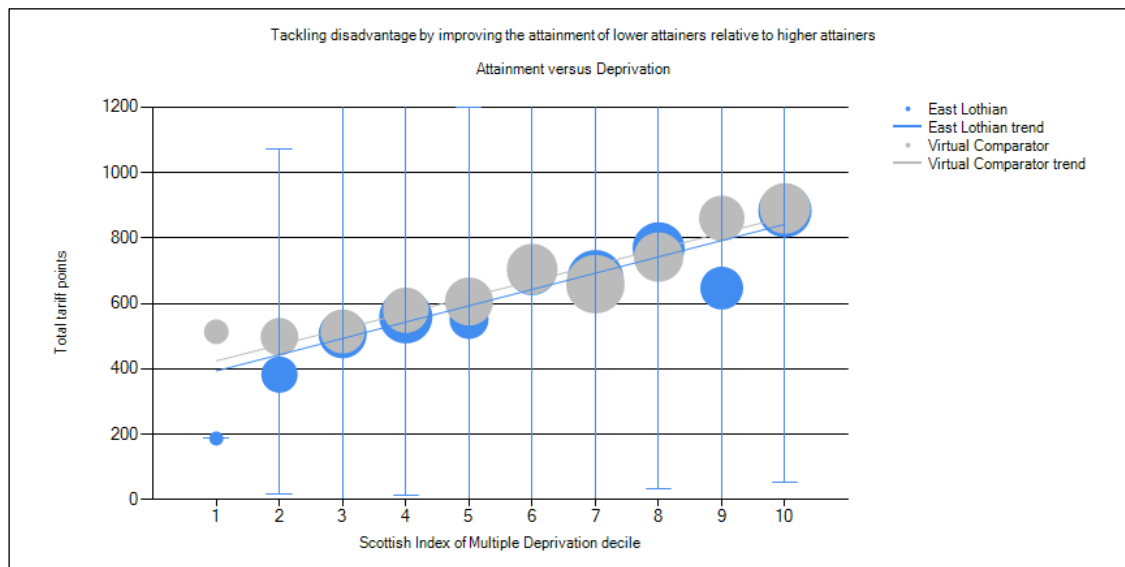
Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2012/13	*	5.5	13.0	8.5	11.3	6.7	25.5	9.4	6.0	14.0
	2013/14	*	4.9	10.0	10.0	10.1	8.3	27.6	10.7	7.1	11.4
	2014/15		5.6	10.0	7.2	10.6	7.2	27.9	12.0	6.4	13.1
	2015/16		5.1	11.5	7.7	12.4	8.0	30.4	8.4	5.7	10.8
	2016/17	*	4.9	11.0	14.6	6.4	11.5	16.3	13.1	8.0	14.3
	3 Yr Ave	*	5.2	10.8	9.8	9.8	8.9	24.9	11.2	6.7	12.7
	5 Yr Ave	*	5.2	11.1	9.6	10.1	8.3	25.6	10.7	6.6	12.7

Note: Where the % is based on a pupil cohort of less than 5 but greater than 0, the ‘% of Total Cohort’ has been suppressed with an asterisk (*) to avoid identification of individual pupils.

Comments on Table 8:

- On average 16% of the East Lothian’s S5 year group lies within deciles 1-3 (30% most deprived areas in Scotland according to SIMD), 30% within deciles 8-10 (30% least deprived areas in Scotland) and 54% within deciles 4-7 (the remaining middle 40% of SIMD areas).

Figure 7: Average total tariff scores of all S5 year group in 2016/17 compared with the Virtual Comparator, broken down by SIMD band of residence



Comments on Figure 7:

- The position of East Lothian’s circles in Figure 7 above compared to the Virtual Comparator circles along the trend line would suggest that East Lothian’s performance in 2017 is roughly in line with its Virtual Comparator across the ten SIMD deciles. Where there are variances Insight testing has not found these to be statistically significant.
- It is important to be aware of the numbers of young people appearing in each of these deciles. The circle in decile 2 is relatively small, reflecting the fact that it represents only 5% of the S6 year group in East Lothian in 2016/17.

Table 9 below shows the average total tariff scores within each SIMD decile band for the full S4 year group by the end of S5 in East Lothian since 2012/13 compared with its Virtual Comparator and the National Average.

Table 9: Average total tariff scores of the full S4 year group by the end of S5 since 2012/13, broken down by SIMD band of residence

Establishment	Year of leaving	SIMD Decile Band									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2012/13	82	365	442	468	545	604	648	742	754	832
	2013/14	466	429	422	448	511	610	648	850	740	876
	2014/15		425	491	548	633	671	698	762	767	853
	2015/16		371	466	526	571	598	682	807	857	874
	2016/17	187	383	506	599	551	701	678	769	647	884
	+/- on 2016		12	40	73	-20	103	-4	-38	-210	10
	3 Yr Ave		393	488	558	585	657	686	779	757	870
	5 Yr Trend ¹		5	16	33	2	24	8	7	-27	13

Establishment	Year of leaving	SIMD Decile Band									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
Virtual Comparator	2012/13	448	422	465	505	594	624	669	699	785	854
	2013/14	513	475	502	565	581	632	701	719	792	885
	2014/15	441	486	489	555	614	655	664	705	802	866
	2015/16	416	470	504	563	619	625	679	718	798	893
	2016/17	513	498	514	579	606	705	659	742	861	891
	+/- on 2016	97	28	10	16	-13	80	-20	24	63	-2
	3 Yr Ave	457	485	502	566	613	662	667	722	820	883
	5 Yr Trend ¹	16	19	12	19	3	20	-3	11	19	9

Comments on Table 9:

- East Lothian's S5 performance across the deciles over the five-year period is roughly in line with its Virtual Comparator. Where there are larger variances Insight testing has not found these to be statistically significant.
- As with the National Average and the Virtual Comparator, S5 pupils living in the most deprived areas typically have a lower total tariff score on average than those pupils living in the least deprived areas. Those S5 pupils living in the least 20% deprived areas typically have an average total tariff score twice as large as those living in the most 20% deprived areas. The gap between the average score of those living in the most 20% deprived areas and the least 20% deprived areas has fluctuated but reduced slightly overall across the five years from 398 points in 2013 to 387 points in 2017.

Attainment versus deprivation – S6

Table 10 below shows the full breakdown of East Lothian's S6 year group living within each of the ten SIMD deciles over the last five years.

Table 10: Percentage of East Lothian S6 year group within each SIMD Decile Band since 2012/13

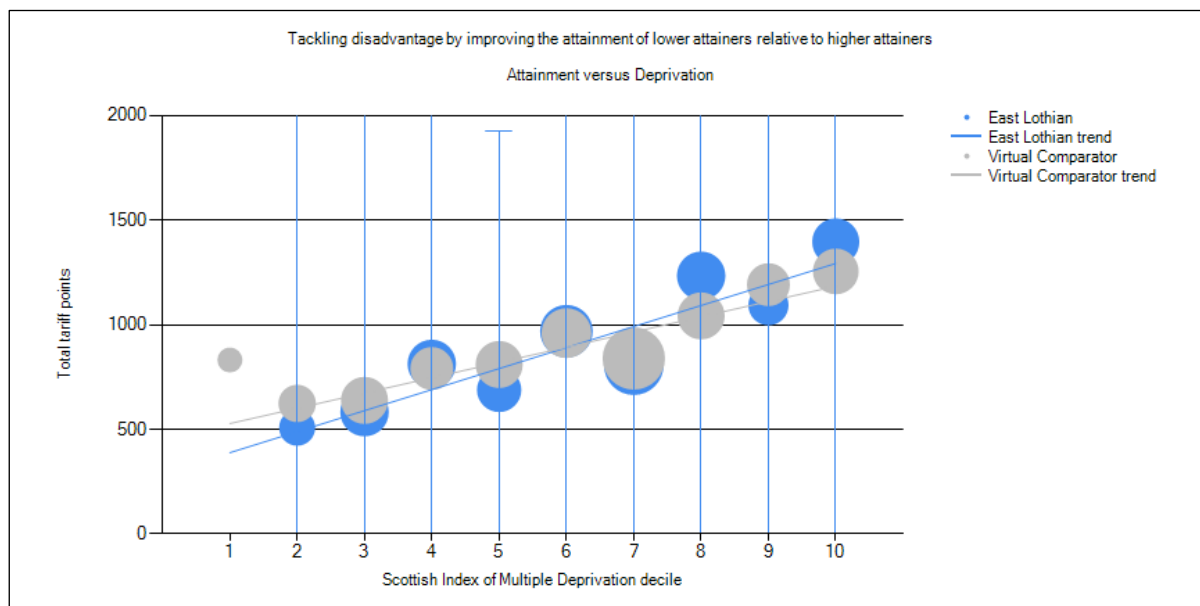
Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2012/13	*	4.9	10.8	9.6	11.8	7.7	26.8	8.9	7.5	11.9
	2013/14	*	5.2	12.7	8.5	11.5	7.1	25.7	9.2	6.0	14.0
	2014/15		4.3	9.9	10.4	10.0	8.5	27.8	10.7	6.9	11.5
	2015/16		5.8	10.1	7.8	10.5	7.4	27.5	11.9	6.3	12.7
	2016/17		5.3	11.2	11.4	9.0	14.0	19.8	11.7	6.9	10.7
	3 Yr Ave	*	5.1	10.4	9.9	9.9	10.0	25.0	11.4	6.7	11.7
	5 Yr Ave	*	5.1	10.9	9.5	10.6	9.0	25.5	10.5	6.7	12.2

Note: Where the % is based on a pupil cohort of less than 5 but greater than 0, the '% of Total Cohort' has been suppressed with an asterisk (*) to avoid identification of individual pupils.

Comments on Table 10:

- On average 16% of the East Lothian's S6 cohort lies within deciles 1-3 (30% most deprived areas in Scotland according to SIMD), 29% within deciles 8-10 (30% least deprived areas in Scotland) and 55% within deciles 4-7 (the remaining middle 40% of SIMD areas).

Figure 8: Average total tariff scores of S6 year group in 2016/17 compared with the Virtual Comparator, broken down by SIMD band of residence



Comments on Figure 8:

- The position of East Lothian’s circles in Figure 8 above compared to the Virtual Comparator circles along the trend line would suggest that East Lothian’s performance in 2017 is roughly in line with its Virtual Comparator across the ten SIMD deciles. Where there are variances Insight testing has not found these to be statistically significant.

Table 11 below shows the average total tariff scores within each SIMD decile band for the full S4 year group by the end of S6 in East Lothian since 2012/13 compared with its Virtual Comparator and the National Average.

Table 11: Average total tariff scores of the full S4 year group by the end of S6 since 2012/13, broken down by SIMD band of residence

Establishment	Year of leaving	SIMD Decile Band									
		Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2012/13	414	449	533	539	662	768	899	1076	981	1268
	2013/14	500	437	632	615	791	789	920	1072	1107	1226
	2014/15		525	566	587	721	842	884	1257	1033	1286
	2015/16		576	631	698	893	922	983	1023	1066	1286
	2016/17		507	582	813	688	969	806	1234	1093	1397
	+/- on 2016		-69	-49	115	-205	47	-177	211	27	111
	3 Yr Ave		536	593	699	767	911	891	1171	1064	1323
	5 Yr Trend ¹		15	12	69	7	50	-23	40	28	56
Virtual Comparator	2012/13	480	550	574	661	776	868	921	988	1081	1210
	2013/14	712	561	614	692	795	865	910	980	1093	1215
	2014/15	811	617	656	766	784	866	961	999	1121	1271
	2015/16	713	646	643	741	831	904	916	978	1160	1242
	2016/17	831	624	638	791	810	960	839	1042	1192	1255
	+/- on 2016	118	-22	-5	50	-21	56	-77	64	32	13
	3 Yr Ave	785	629	646	766	808	910	905	1006	1158	1256
	5 Yr Trend ¹	88	19	16	33	9	23	-21	14	28	11

Comments on Table 11:

- East Lothian’s S6 performance across the deciles over the five-year period is roughly in line with its Virtual Comparator. Where there are larger variances Insight testing has not found these to be statistically significant.
- As with the National Average and the Virtual Comparator, S6 pupils living in the most deprived areas typically have a lower total tariff score on average than those pupils living in the least deprived areas. The gap between the average score of those living in the most 20% deprived areas and the least 20% deprived areas has fluctuated but reduced overall across the five years from 568 points in 2013 to 465 points in 2017.

5. Course Measures: Leavers Breadth and Depth Trends 2013 to 2017

This section reviews the performance of attainment in SQA graded courses at SCQF Levels 5 to 7 using breadth and depth measures for S5 and S6 pupils across East Lothian since 2012/13.

The breadth and depth measures are heavily influenced by a school’s curricular model. In particular, differences between the assessment arrangements for the new National Qualifications at SCQF Level 5 compared with the previous Standard Grade qualification, means the 2014 to 2017 and earlier years’ data is not directly comparable. Similarly, the mix of existing and new Higher qualifications in 2015 and the variety of progression pathways that candidates would have undertaken for the Higher qualifications means the 2015 to 2017 Higher results may also not be fully comparable with previous years.

The percentages are based on cumulative awards and reflect the number of pupils at each relevant stage achieving at least the given number of SQA National courses at grades A-C to at least the given SCQF level since 2012/13. The percentages are calculated as a proportion of the relevant S4 cohort (as at census) associated with each year group.

Table 12 below shows the latest and best attainment by the end of S5 in East Lothian for the following breadth and depth measures:

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 5 (National 5) or better; and
- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better

Table 12 – S5 Pupils East Lothian Breadth and Depth Data to 2017

% East Lothian S5 attaining (based on S4 roll)	2013	2014	2015	2016	2017	3 Year Ave	2017 % point change (+/-)	5 Year Trend	5 Yr % point net change (+/-)
1 or more awards at Level 5	80.7%	79.3%	83.1%	84.2%	84.5%	83.9%	0.3%	1.0%	3.9%
3 or more awards at Level 5	63.7%	61.8%	68.0%	67.4%	69.6%	68.3%	2.2%	1.5%	6.0%
5 or more awards at Level 5	47.6%	46.3%	50.9%	48.2%	53.7%	50.9%	5.5%	1.5%	6.0%
1 or more awards at Level 6	45.9%	49.1%	56.4%	55.6%	57.2%	56.4%	1.6%	2.8%	11.3%
3 or more awards at Level 6	28.3%	28.3%	34.9%	35.1%	38.5%	36.2%	3.4%	2.5%	10.2%
5 or more awards at Level 6	13.2%	14.4%	15.4%	15.7%	17.7%	16.3%	2.0%	1.1%	4.5%

Table 13 overleaf further details the percentage point difference between the East Lothian performance and the Virtual Comparator.

Table 13.../

Table 13 – S5 ELC % Performance (+/-) Compared to Virtual Comparator

% East Lothian S5 attaining (based on S4 roll)	2013	2014	2015	2016	2017
1 or more awards at Level 5	-1.8%	-5.2%	-0.8%	0.8%	-1.7%
3 or more awards at Level 5	-2.8%	-6.8%	-0.1%	-1.1%	-2.0%
5 or more awards at Level 5	-3.9%	-8.3%	0.3%	-3.2%	-1.5%
1 or more awards at Level 6	-4.3%	-4.8%	-0.5%	-0.9%	-1.5%
3 or more awards at Level 6	-1.4%	-5.4%	-0.7%	-1.2%	0.0%
5 or more awards at Level 6	0.3%	-1.7%	-1.6%	-1.4%	-1.2%

Comments on Tables 12 and 13:

- East Lothian's performance in 2017 across the reported breadth and depth measures shows an increase on the previous year to East Lothian's highest performance to date and an overall improved trend over the five-year period. The most significant increases have been in the % attaining '1 or more awards at Level 6' and '3 or more awards at Level 6', increasing by 11 and 10 percentage points respectively between 2013 and 2017. The increases in each of the reported measures across the five years have brought the authority performance more in line with its Virtual Comparator over the last three years.

Table 14 below shows the latest and best attainment by the end of S6 in East Lothian for the following breadth and depth measures:

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 5 (National 5) or better;
- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better; and
- 1 or more awards at SCQF Level 7 (Advanced Higher) or better

Table 14 – S6 East Lothian Breadth and Depth Data to 2017

% East Lothian S6 attaining (based on S4 roll)	2013	2014	2015	2016	2017	3 Year Ave	2017 % point change (+/-)	5 Year Trend	5 Yr % point net change (+/-)
1 or more awards at Level 5	79.1%	81.5%	80.1%	83.3%	84.8%	82.7%	1.5%	1.4%	5.7%
3 or more awards at Level 5	64.8%	67.6%	65.0%	70.6%	70.7%	68.7%	0.1%	1.5%	5.9%
5 or more awards at Level 5	53.2%	54.1%	51.3%	55.8%	55.0%	54.0%	-0.9%	0.4%	1.8%
1 or more awards at Level 6	54.9%	56.0%	57.4%	61.0%	61.5%	60.0%	0.5%	1.7%	6.6%
3 or more awards at Level 6	38.9%	40.2%	40.3%	45.9%	43.9%	43.4%	-2.0%	1.3%	5.0%
5 or more awards at Level 6	27.1%	27.5%	26.4%	30.2%	30.1%	28.9%	-0.1%	0.8%	3.0%
1 or more awards at Level 7	17.9%	20.5%	18.8%	21.3%	20.2%	20.1%	-1.1%	0.6%	2.3%

Table 15 below further details the percentage point difference between the East Lothian performance and the Virtual Comparator.

Table 15 – S6 ELC % Performance (+/-) Compared to Virtual Comparator

% East Lothian S6 attaining (based on S4 roll)	2013	2014	2015	2016	2017
1 or more awards at Level 5	-3.8%	-1.4%	-4.9%	-1.1%	0.8%
3 or more awards at Level 5	-3.9%	-1.8%	-6.0%	0.2%	0.0%
5 or more awards at Level 5	-3.2%	-2.7%	-7.5%	-0.5%	-1.9%
1 or more awards at Level 6	-2.4%	-1.7%	-3.1%	-0.9%	0.6%
3 or more awards at Level 6	-2.4%	-2.3%	-3.9%	0.6%	-1.0%
5 or more awards at Level 6	-0.5%	-1.6%	-4.6%	-0.5%	-0.9%
1 or more awards at Level 7	-1.1%	1.9%	-1.2%	1.1%	0.1%

Comments on Tables 14 and 15:

- East Lothian's performance across the reported breadth and depth measures shows a fluctuating but overall improved trend over the five-year period. There was a slight drop in the 2017 performance on the previous year in the % attaining '5 or more awards at Level 5', '3 or more awards at Level 6' and '1 or more awards at Level 7'. The most significant increases over the five years have been in the % attaining '1 or more awards at Level 5', '3 or more awards at Level 5', '1 or more awards at Level 6' and '3 or more awards at Level 6', all increasing by 5 to 7 percentage points bringing the authority performance in 2016 and 2017 more in line with its Virtual Comparator.

6. S4, S5 & S6 Graded Course Measures: 2015 to 2017

This section reviews the performance of attainment in SQA graded courses at National 5, Higher and Advanced Higher at particular stages across East Lothian against the National Average since 2014/15.

Tables 16 to 19 show the % of pupils with resulted entries who gained an award at 'Grade A-C' in each subject for the last three years. A percentage point difference between the East Lothian and National performance is also provided within each year and for the three-year average to show how East Lothian's pass rate compares to the National Average. *Note: 'Resulted entries' means those pupils who were actually presented for an award.*

Colour coding is provided to help visually indicate where the % of East Lothian passes is higher than the National rate (*positive figure in green*) and where the % is lower than the National pass rate (*negative figure in dark red*). These do not necessarily provide an indication of significance.

In addition, information on the size of the East Lothian population presented for each course at each stage, relative to the total number of pupils at each stage, has been provided in the form of '% of Base Cohort'.

When the cohort being compared relates to a small number of pupils (less than 20 as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.

Where the resulted entries for a course are based on a pupil cohort of less than 5 but greater than 0, the '% of ELC base cohort' information has been suppressed with an asterisk (*) to avoid identification of individual pupils.

Table 16 .../

Table 16: National 5 Courses at S4, 2015 to 2017 - % Awards at Grades A to C

National 5 Course	Entries (% of ELC S4 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Accounting	*	*	*	*	100.0	86.1	13.9	100.0	85.0	15.0	50.0	85.7	-35.7	83.3	85.6	-2.3
Administration and IT	8.4%	6.3%	5.9%	6.9%	76.7	82.0	-5.3	77.4	81.8	-4.4	82.0	80.7	1.3	78.7	81.5	-2.8
Art and Design	15.9%	15.1%	12.4%	14.5%	76.3	87.2	-10.9	92.0	91.3	0.7	88.3	91.6	-3.3	85.5	90.0	-4.5
Biology	26.4%	30.3%	32.9%	29.8%	80.1	75.3	4.7	79.3	77.7	1.7	78.2	74.8	3.3	79.2	75.9	3.2
Business Management	19.9%	19.2%	17.7%	18.9%	84.4	87.8	-3.4	87.4	86.5	0.8	78.6	79.9	-1.3	83.5	84.7	-1.3
Chemistry	27.1%	25.5%	24.4%	25.7%	71.6	74.6	-3.0	76.7	77.4	-0.7	81.8	77.1	4.7	76.7	76.3	0.3
Computing Science	10.6%	11.7%	11.3%	11.2%	86.7	85.8	0.9	92.2	85.1	7.1	87.1	83.2	3.9	88.7	84.7	4.0
Design and Manufacture	11.7%	10.7%	6.8%	9.7%	88.8	87.5	1.3	84.9	85.5	-0.6	78.6	83.9	-5.3	84.1	85.6	-1.5
Drama	5.6%	4.4%	6.4%	5.5%	95.0	94.0	1.0	100.0	92.9	7.1	92.4	92.4	0.0	95.8	93.1	2.7
Engineering Science	4.9%	4.1%	2.9%	4.0%	84.6	87.2	-2.6	85.4	82.2	3.2	93.3	81.7	11.6	87.8	83.7	4.1
English	52.7%	60.5%	59.0%	57.4%	92.7	91.0	1.7	90.3	90.7	-0.3	90.8	90.1	0.7	91.3	90.6	0.7
Environmental Science	-	0.5%	0.7%	0.6%	-	52.5	-	60.0	48.8	11.2	71.4	40.5	31.0	65.7	47.3	18.5
Fashion and Textile Technology	*	1.7%	*	*	100.0	100.0	0.0	94.1	92.7	1.4	100.0	91.0	9.0	98.0	94.6	3.5
French	18.0%	17.9%	21.1%	19.0%	88.5	89.5	-1.0	83.1	85.6	-2.5	89.5	88.8	0.7	87.0	88.0	-0.9
Geography	20.4%	15.9%	16.7%	17.7%	83.9	82.0	1.9	86.1	81.9	4.2	85.5	75.8	9.7	85.1	79.9	5.2
German	1.6%	8.3%	2.3%	4.1%	88.2	87.8	0.4	80.5	85.7	-5.2	79.2	85.9	-6.8	82.6	86.5	-3.9
Graphic Communication	12.6%	8.1%	8.2%	9.6%	78.4	87.9	-9.5	67.5	78.2	-10.7	92.9	86.9	6.1	79.6	84.3	-4.7
Health and Food Technology	1.3%	1.0%	1.6%	1.3%	78.6	79.9	-1.4	70.0	85.4	-15.4	62.5	74.9	-12.4	70.4	80.1	-9.7
History	20.5%	17.2%	13.6%	17.1%	66.7	81.2	-14.5	57.1	80.7	-23.6	70.7	78.5	-7.8	64.8	80.1	-15.3
Hospitality: Practical Cake Craft	0.8%	0.6%	0.6%	0.6%	100.0	90.1	9.9	100.0	76.6	23.4	100.0	77.6	22.4	100.0	81.4	18.6
Hospitality: Practical Cookery	8.5%	9.3%	6.0%	7.9%	80.2	92.0	-11.7	59.8	86.0	-26.2	62.9	87.8	-24.9	67.6	88.6	-20.9
Latin	1.2%	1.2%	-	1.2%	100.0	98.4	1.6	100.0	97.0	3.0	-	100.0	-	100.0	98.5	1.5
Lifeskills Mathematics	-	*	*	*	-	35.6	-	100.0	46.0	54.0	0.0	49.5	-49.5	50.0	43.7	6.3
Mathematics	40.0%	41.9%	44.1%	42.0%	68.8	70.4	-1.6	80.5	72.2	8.3	73.0	71.8	1.2	74.1	71.4	2.6

National 5 Course	Entries (% of ELC S4 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Modern Studies	19.3%	22.6%	20.0%	20.6%	72.8	79.9	-7.1	78.1	77.8	0.3	76.2	78.2	-2.0	75.7	78.6	-2.9
Music	11.4%	8.6%	10.4%	10.1%	95.9	96.1	-0.2	96.5	95.4	1.0	89.7	94.7	-5.0	94.0	95.4	-1.4
Music Technology	1.1%	1.6%	1.0%	1.2%	91.7	94.1	-2.4	93.8	88.4	5.3	90.0	87.2	2.8	91.8	89.9	1.9
Physical Education	22.1%	22.9%	27.0%	24.0%	93.6	97.2	-3.6	91.2	95.9	-4.7	94.2	95.0	-0.8	93.0	96.0	-3.0
Physics	20.9%	20.7%	20.9%	20.8%	79.8	77.5	2.4	81.5	77.2	4.2	74.9	74.3	0.5	78.7	76.3	2.4
Practical Metalworking	0.9%	0.8%	*	*	100.0	96.5	3.5	100.0	96.6	3.4	100.0	88.7	11.3	100.0	93.9	6.1
Practical Woodworking	4.1%	3.1%	4.4%	3.9%	86.4	95.4	-9.0	96.8	95.0	1.8	88.9	88.5	0.4	90.7	92.9	-2.3
Religious, Moral and Philosophical Studies	8.0%	10.4%	11.6%	10.0%	61.2	80.8	-19.6	52.4	72.3	-19.9	61.7	71.5	-9.8	58.4	74.9	-16.4
Spanish	2.5%	3.0%	3.2%	2.9%	88.9	89.1	-0.2	100.0	90.1	9.9	97.0	89.9	7.1	95.3	89.7	5.6

* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 2% of the ELC S4 base cohort on average

Comments on East Lothian's S4 performance across the National 5 courses listed in Table 16 above:

- Nat 5 performance at S4 in 2017 in Admin & IT (82%), Chemistry (82%), Engineering Science (93%), French (93%), History (71%), Physical Education (94%), and Religious Moral & Philosophical Studies (62%) was at its highest rate over the three-year period in East Lothian.
- East Lothian's S4 performance in 2017 in Chemistry, Geography, Graphic Communication and Spanish was between 5% and 10% above the National Average.
- East Lothian S4 students also performed better in Engineering Science (+12%), Environmental Science (+31%), Hospitality: Practical Cake Craft (+22%) and Practical Metalworking (11%). *It should be noted that these particular courses are based on the performance of 20 pupils or less and therefore trends are more likely to fluctuate over time and less likely to be significant.*
- Biology, Computing Science, Geography, Hospitality: Practical Cake Craft, Physics and Practical Metalworking have been consistently above the National pass rate over the last 3 years with a 100% pass rate consistently being achieved in Hospitality: Practical Cake Craft and Practical Metalworking.
- Nat 5 performance at S4 in 2017 in Biology (78%), Design & Manufacture (79%), German (79%) and Health & Food Technology (63%) was as at its lowest rate over three-year period showing a declining trend.
- East Lothian S4 performance was below the National pass rate in Accounting (-36%), Design & Manufacture (-5%), German (-7%), Health & Food Technology (-12%), History (-8%), Hospitality: Practical Cookery (-25%), Lifeskills Maths (-50%), Music (-5%) and Religious, Moral and Philosophical Studies (-10%). Hospitality: Practical Cookery and Religious, Moral and Philosophical studies was consistently more than 10% below the National rate over the last three years.

Table 17: Higher Courses at S5, 2015 to 2017 - % Awards at Grades A to C

New Higher Course	Entries (% of ELC S5 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Accounting	-	*	*	*	-	80.3	-	100.0	77.8	22.2	66.7	81.5	-14.9	83.3	79.9	3.5
Administration and IT	2.6%	4.5%	3.9%	3.7%	54.2	84.5	-30.3	64.3	78.8	-14.6	82.4	75.9	6.5	66.9	79.7	-12.8
Art and Design	7.9%	9.7%	9.0%	8.9%	90.3	89.0	1.3	85.7	83.0	2.7	91.1	84.4	6.8	89.0	85.5	3.6
Biology	16.0%	16.1%	14.1%	15.4%	72.6	77.4	-4.8	76.2	73.5	2.6	78.1	73.5	4.6	75.6	74.8	0.8
Business Management	12.4%	13.6%	13.7%	13.2%	85.8	81.7	4.1	78.9	77.0	1.9	81.7	77.0	4.7	82.1	78.6	3.5
Chemistry	13.6%	14.8%	16.3%	14.9%	81.5	76.7	4.7	74.8	79.0	-4.2	80.4	76.8	3.7	78.9	77.5	1.4
Computing Science	4.7%	5.5%	5.9%	5.4%	74.4	70.5	3.9	65.4	73.4	-8.1	63.5	66.6	-3.1	67.8	70.2	-2.4
Design and Manufacture	2.7%	4.7%	4.5%	4.0%	44.0	67.3	-23.3	50.0	62.6	-12.6	64.1	61.2	2.9	52.7	63.7	-11.0
Drama	3.9%	2.9%	3.8%	3.5%	86.1	90.4	-4.3	88.9	88.8	0.1	60.6	80.3	-19.7	78.5	86.5	-8.0
Economics	*	*	-	*	100.0	83.6	16.4	100.0	78.8	21.2	-	91.7	-	100.0	84.7	15.3
Engineering Science	1.3%	3.0%	2.7%	2.3%	91.7	74.7	16.9	82.1	74.0	8.1	83.3	73.2	10.2	85.7	74.0	11.7
English	48.7%	50.1%	56.2%	51.7%	83.6	83.8	-0.2	87.9	83.0	4.9	83.5	80.3	3.3	85.0	82.3	2.7
English for Speakers of Other Languages	*	-	0.6%	*	100.0	97.1	2.9	-	94.9	-	80.0	94.4	-14.4	90.0	95.5	-5.5
Environmental Science	-	-	*	*	-	-	-	-	64.2	-	50.0	47.9	2.1	50.0	56.0	-6.0
Fashion and Textile Technology	-	*	1.1%	*	-	95.2	-	0.0	87.2	-87.2	80.0	79.5	0.5	40.0	87.3	-47.3
French	6.4%	8.1%	7.9%	7.4%	81.0	86.9	-5.9	88.2	88.7	-0.5	76.8	87.8	-11.0	82.0	87.8	-5.8
Geography	11.1%	12.8%	11.3%	11.7%	80.2	77.8	2.4	75.8	75.6	0.2	73.7	76.7	-2.9	76.6	76.7	-0.1
German	3.5%	1.3%	2.7%	2.5%	62.5	78.8	-16.3	75.0	89.7	-14.7	91.7	89.6	2.1	76.4	86.0	-9.6
Graphic Communication	5.9%	6.7%	5.5%	6.0%	87.0	82.4	4.6	76.2	72.1	4.1	79.2	80.9	-1.8	80.8	78.5	2.3
Health and Food Technology	0.7%	0.9%	0.8%	0.8%	33.3	76.1	-42.7	62.5	73.4	-10.9	57.1	62.2	-5.0	51.0	70.5	-19.5
History	15.4%	12.3%	9.8%	12.5%	78.0	87.1	-9.1	82.8	88.7	-6.0	82.6	83.9	-1.3	81.1	86.6	-5.5
Human Biology	5.1%	5.0%	7.0%	5.7%	78.7	77.0	1.8	89.4	76.5	12.8	80.3	75.8	4.5	82.8	76.4	6.4
Latin	0.8%	-	-	0.8%	71.4	92.0	-20.6	-	89.6	-	-	83.9	-	71.4	88.5	-17.1
Mathematics	24.2%	23.5%	25.9%	24.6%	80.1	77.5	2.6	80.1	77.7	2.4	80.2	76.1	4.1	80.1	77.1	3.0
Media	*	-	0.1%	*	100.0	76.2	23.8	-	74.9	-	0.0%	65.9	-65.9	50.0	72.3	-22.3

New Higher Course	Entries (% of ELC S5 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Modern Studies	17.4%	11.9%	14.3%	14.5%	73.6	75.1	-1.5	75.9	74.5	1.4	79.2	75.7	3.5	76.2	75.1	1.2
Music	6.7%	8.0%	7.4%	7.4%	93.4	95.7	-2.3	90.7	95.8	-5.1	95.4	95.4	-0.1	93.2	95.6	-2.5
Music Technology	0.8%	0.4%	1.6%	0.9%	100.0	89.1	10.9	100.0	88.0	12.0	85.7	79.8	5.9	95.2	85.6	9.6
Philosophy	*	-	-	*	100.0	72.7	27.3	-	76.5	-	-	64.5	-	100.0	71.2	28.8
Photography	-	0.7%	0.8%	0.8%	-	86.1	-	100.0	77.8	22.2	85.7	79.7	6.1	92.9	81.2	11.7
Physical Education	16.3%	16.1%	16.5%	16.3%	89.9	90.7	-0.8	92.1	90.0	2.0	87.5	85.8	1.7	89.8	88.8	1.0
Physics	12.3%	11.8%	13.9%	12.7%	81.3	77.6	3.7	80.2	77.2	3.0	80.3	77.2	3.2	80.6	77.3	3.3
Psychology	-	-	*	*	-	68.5	-	-	71.4	-	50.0	62.7	-12.7	50.0	67.6	-17.6
Religious, Moral and Philosophical Studies	3.6%	3.3%	4.1%	3.7%	81.8	75.4	6.4	67.7	65.1	2.6	50.0	69.3	-19.3	66.5	69.9	-3.4
Spanish	1.5%	1.2%	2.4%	*	71.4	86.1	-14.7	90.9	88.7	2.2	90.5	88.0	2.5	84.3	87.6	-3.3

* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 2% of the ELC S5 base cohort on average

Comments on East Lothian's S5 performance across the Higher courses listed in Table 17 above:

- Higher performance at S5 in 2017 in Administration & IT (83%), Art & Design (91%), Biology (78%), Design & Manufacture (64%), Fashion & Textile Technology (80%), German (92%), Modern Studies (79%) and Music (95%) was at its highest rate over the three year period in East Lothian.
- Administration & IT, Art & Design, Engineering Science, Music Technology and Photography were between 6% and 10% above the National Average in 2017. It should be noted that Music Technology and Photography are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.
- Art & Design, Business Management, Engineering Science, Human Biology, Maths, Music Technology & Physics have been consistently above the National pass rate over the last 3 years.
- Higher performance at S5 in 2017 in Accounting (67%), Computing Science (64%), Drama (61%), Geography (74%), Music Technology (86%), Physical Education (88%) and Religious, Moral & Philosophical Studies (50%) was at its lowest rate over the three year period in East Lothian.
- East Lothian S5 students performed below the National Average in Accounting (-15%), Computing Science (-3%), Drama (-20%), French (-11%), Geography (-3%), Graphic Communication (-2%), Health and Food Technology (-5%), Media (-66%), Psychology (-13%) and Religious, Moral & Philosophical Studies (-20%). Health & Food Technology has been consistently more than 5% below the National pass rate over the last three years.

Table 18: Higher Courses at S6, 2015 to 2017 - % Awards at Grades A to C

New Higher Course	Entries (% of ELC S6 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Accounting	*	-	*	*	50.0	69.7	-19.7	-	75.8	-	100.0	77.4	22.6	75.0	74.3	0.7
Administration and IT	5.2%	7.7%	10.3%	7.8%	77.1	86.5	-9.3	84.6	77.9	6.8	66.7	75.0	-8.3	76.1	79.8	-3.6
Art and Design	3.6%	3.7%	2.9%	3.4%	83.3	81.1	2.2	72.0	72.7	-0.7	85.0	77.1	7.9	80.1	77.0	3.1
Biology	6.3%	11.5%	7.7%	8.5%	54.8	57.4	-2.6	50.7	51.0	-0.3	68.5	60.2	8.3	58.0	56.2	1.8
Business Management	18.7%	17.6%	19.7%	18.6%	75.2	78.1	-2.9	77.1	72.5	4.7	75.9	73.2	2.7	76.1	74.6	1.5
Chemistry	4.5%	3.9%	5.6%	4.6%	63.3	60.6	2.7	61.5	62.6	-1.1	69.2	64.6	4.7	64.7	62.6	2.1
Computing Science	2.5%	1.6%	2.9%	2.3%	47.1	61.0	-13.9	54.6	61.5	-6.9	55.0	54.8	0.2	52.2	59.1	-6.9
Dance	*	-	*	*	100.0	96.2	3.8	-	95.6	-	100.0	92.2	7.8	100.0	94.7	5.4
Design and Manufacture	3.6%	2.7%	6.2%	4.1%	95.8	70.9	24.9	72.2	60.4	11.8	69.8	64.1	5.7	79.3	65.1	14.1
Drama	3.0%	3.6%	2.2%	2.9%	90.0	87.7	2.3	79.2	87.4	-8.2	93.3	78.6	14.7	87.5	84.6	2.9
Economics	7.6%	5.2%	6.9%	6.6%	78.4	78.2	0.2	65.7	72.2	-6.5	56.3	63.0	-6.8	66.8	71.1	-4.3
Engineering Science	1.5%	1.3%	1.7%	1.5%	70.0	73.0	-3.0	77.8	73.9	3.9	41.7	64.5	-22.8	63.2	70.5	-7.3
English	32.5%	22.9%	17.6%	24.4%	72.9	67.9	5.0	66.9	65.8	1.0	61.0	60.7	0.3	66.9	64.8	2.1
English for Speakers of Other Languages	*	-	0.7%	0.7%	100.0	96.8	3.2	-	92.2	-	100.0	92.8	7.2	100.0	93.9	6.1
Fashion and Textile Technology	*	*	1.0%	*	100.0	90.9	9.1	100.0	92.0	8.0	100.0	84.0	16.0	100.0	89.0	11.0
French	3.0%	2.8%	2.4%	2.8%	80.0	81.0	-1.0	79.0	84.3	-5.3	76.5	78.6	-2.2	78.5	81.3	-2.8
Geography	8.4%	9.5%	8.8%	8.9%	73.2	67.6	5.6	71.9	67.0	4.9	77.1	69.8	7.2	74.0	68.1	5.9
German	*	1.8%	1.0%	*	100.0	79.5	20.5	75.0	92.1	-17.1	85.7	84.3	1.4	86.9	85.3	1.6
Graphic Communication	4.0%	4.6%	6.0%	4.9%	63.0	73.8	-10.8	58.1	65.0	-6.9	57.1	73.5	-16.4	59.4	70.7	-11.4
Health and Food Technology	*	*	1.6%	*	33.3	73.4	-40.1	100.0	67.1	32.9	63.6	59.3	4.4	65.7	66.6	-1.0
History	6.3%	8.5%	5.6%	6.8%	71.4	83.6	-12.1	84.2	83.8	0.4	87.2	77.6	9.6	80.9	81.6	-0.7
Human Biology	5.8%	2.4%	1.9%	3.4%	48.7	59.3	-10.6	62.5	57.9	4.6	61.5	60.5	1.1	57.6	59.2	-1.6
Latin	*	*	-	*	100.0	96.7	3.3	100.0	92.3	7.7	-	81.1	-	100.0	90.0	10.0
Mandarin (Simplified)	*	-	-	*	100.0	92.3	7.7	-	100.0	-	-	88.9	-	100.0	93.7	6.3
Mathematics	12.2%	10.3%	11.5%	11.3%	54.9	57.0	-2.1	68.1	59.3	8.8	62.5	60.1	2.4	61.8	58.8	3.0

New Higher Course	Entries (% of ELC S6 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Media	1.8%	2.1%	2.9%	2.2%	83.3	72.6	10.8	85.7	68.2	17.5	50.0	56.2	-6.2	73.0	65.7	7.4
Modern Studies	9.6%	7.4%	12.1%	9.7%	70.3	71.7	-1.4	72.0	72.1	-0.1	66.7	70.3	-3.6	69.7	71.3	-1.7
Music	2.2%	4.6%	3.2%	3.3%	86.7	93.2	-6.6	96.8	94.3	2.5	95.5	94.3	1.1	93.0	94.0	-1.0
Music Technology	-	0.9%	*	*	-	86.2	-	100.0	90.0	10.0	66.7	90.8	-24.1	83.3	89.0	-5.6
Philosophy	2.8%	1.0%	-	1.9%	68.4	67.4	1.0	100.0	68.7	31.3	-	61.1	-	84.2	65.7	18.5
Photography	2.5%	1.9%	2.9%	2.4%	82.4	89.2	-6.8	84.6	82.4	2.3	75.0	82.9	-7.9	80.7	84.8	-4.2
Physical Education	8.1%	8.5%	8.8%	8.4%	90.7	90.7	0.0	82.5	88.8	-6.4	86.9	84.5	2.4	86.7	88.0	-1.3
Physics	5.7%	4.5%	5.2%	5.1%	52.6	62.6	-9.9	53.3	61.8	-8.5	52.8	64.6	-11.8	52.9	63.0	-10.1
Psychology	10.0%	8.5%	8.0%	8.8%	79.1	71.8	7.3	80.7	72.2	8.5	58.9	64.0	-5.0	72.9	69.3	3.6
Religious, Moral and Philosophical Studies	7.8%	9.4%	7.5%	8.2%	65.4	76.1	-10.8	66.7	64.5	2.2	65.4	69.2	-3.8	65.8	70.0	-4.1
Spanish	*	*	1.3%	*	100.0	81.6	18.4	100.0	85.4	14.6	100.0	86.0	14.0	100.0	84.3	15.7

* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 3% of the ELC S6 base cohort on average

Comments on East Lothian's S6 performance across the Higher courses listed in Table 18 above:

- Higher performance at S6 in 2017 in Art & Design (85%), Biology (69%), Drama (93%), Geography (77%) and History (87%) was at its highest rate over the three year period in East Lothian.
- Art & Design, Biology, Design & Manufacture, Drama, Geography & History were between 6% and 15% above the National Average in 2017.
- East Lothian S6 students also performed better in Accounting (+23%), Dance (+8%), English for Speakers of other Languages (+7%), Fashion & Textile Technology (+16%) and Spanish (+14%). It should be noted that these particular courses are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.
- Design & Manufacture, Fashion & Textile Technology, Geography & Spanish have been consistently above the National pass rate over the last 3 years with a 100% pass rate consistently in Spanish and Fashion & Textile Technology.
- Higher performance at S6 in 2017 in Administration & IT (67%), Design & Manufacture (70%), Economics (56%), Engineering Science (42%), English (61%), French (77%), Graphic Communication (57%), Media (50%), Modern Studies (67%), Photography (75%) and Psychology (59%) was at its lowest rate over the three year period in East Lothian.

- East Lothian S6 students performed below the National Average in Admin & IT (-8%), Economics (-7%), Engineering Science (-23%), Graphic Communication (-16%), Media (-6%), Modern Studies (-4%), Music Technology (-24%), Photography (-8%), Physics (-12%), Psychology (-5%) and Religious, Moral & Philosophical Studies (-4%).
- French, Physics and Graphic Communication have been consistently below the National pass rate over the last three years.

Table 19: Advanced Higher Courses at S6, 2015 to 2017 - % Awards at Grades A to C

Advanced Higher Course	Entries (% of ELC S6 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Art and Design (Design)	1.6%	0.9%	2.3%	1.6%	100.0	88.4	11.6	66.7	93.4	-26.7	87.5	89.7	-2.2	84.7	90.5	-5.8
Art and Design (Expressive)	2.1%	1.9%	2.0%	2.0%	78.6	90.3	-11.7	100.0	92.5	7.5	100.0	91.7	8.3	92.9	91.5	1.4
Biology	-	5.2%	7.5%	6.3%	-	77.3	-	74.3	78.0	-3.7	67.3	70.1	-2.8	70.8	75.1	-4.3
Business Management	2.2%	1.9%	1.7%	2.0%	33.3	62.0	-28.7	61.5	70.1	-8.6	83.3	74.7	8.6	59.4	68.9	-9.5
Chemistry	-	6.0%	5.2%	5.6%	-	74.3	-	82.5	81.2	1.3	83.3	81.0	2.3	82.9	78.8	4.1
Classical Studies	*	-	-	*	0.0	92.9	-92.9	-	81.0	-	-	88.9	-	0.0	87.6	-87.6
Computing Science	-	1.6%	1.3%	1.5%	-	-	-	81.8	72.4	9.4	100.0	68.1	31.9	90.9	70.2	20.7
Drama	0.9%	0.7%	0.9%	0.8%	100.0	81.9	18.1	100.0	81.1	18.9	100.0	80.0	20.0	100.0	81.0	19.0
Engineering Science	-	*	-	*	-	-	-	100.0	78.0	22.0	-	49.3	-	100.0	63.6	36.4
English	3.9%	7.1%	5.5%	5.5%	92.3	80.8	11.5	89.6	80.1	9.5	81.6	72.7	8.8	87.8	77.9	10.0
French	3.0%	1.9%	1.7%	2.2%	65.0	79.2	-14.2	92.3	81.6	10.7	75.0	74.9	0.1	77.4	78.6	-1.1
Geography	4.2%	4.8%	3.9%	4.3%	100.0	90.9	9.1	96.9	88.8	8.1	85.2	87.3	-2.1	94.0	89.0	5.0
German	*	*	*	*	100.0	78.6	21.4	100.0	81.3	18.7	100.0	80.2	19.8	100.0	80.0	20.0
Graphic Communication	-	3.0%	3.3%	3.1%	-	-	-	65.0	65.6	-0.6	52.2	62.0	-9.8	58.6	63.8	-5.2
History	3.6%	3.9%	2.7%	3.4%	95.8	83.6	12.2	80.8	84.5	-3.7	84.2	79.6	4.6	86.9	82.6	4.4
Mathematics	7.9%	7.9%	8.9%	8.2%	67.9	66.4	1.5	71.7	71.2	0.5	69.4	71.5	-2.1	69.7	69.7	0.0
Mathematics of Mechanics	*	-	2.7%	*	50.0	81.3	-31.3	-	73.0	-	63.2	73.6	-10.4	56.6	76.0	-19.4
Modern Studies	2.1%	4.2%	3.6%	3.3%	92.9	80.5	12.4	92.9	79.6	13.3	88.0	76.3	11.7	91.2	78.8	12.5
Music	4.2%	4.2%	4.9%	4.4%	96.4	96.2	0.3	92.9	94.6	-1.7	88.2	94.6	-6.3	92.5	95.1	-2.6
Music Portfolio	*	-	*	*	100.0	97.6	2.4	-	84.6	-	0.0	60.0	-60.0	50.0	80.7	-30.7
Physical Education	-	4.6%	2.0%	3.3%	-	64.7	-	32.3	72.2	-40.0	21.4	76.0	-54.6	26.8	71.0	-44.1

Advanced Higher Course	Entries (% of ELC S6 base cohort)				2015			2016			2017			3 Yr Ave		
	2015	2016	2017	3 Yr ave	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA	ELC	NAT	ELC % +/- compared to NA
Physics	2.4%	5.8%	4.0%	4.1%	75.0	76.9	-1.9	82.1	77.7	4.4	96.4	75.9	20.6	84.5	76.8	7.7
Religious, Moral and Philosophical Studies	0.8%	0.9%	*	*	80.0	86.4	-6.4	100.0	76.6	23.4	50.0	55.2	-5.2	76.7	72.7	3.9
Spanish	*	*	*	*	100.0	77.3	22.7	100.0	77.3	22.7	0.0	69.1	-69.1	66.7	74.6	-7.9

* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 3% of the ELC S6 base cohort on average

Comments on East Lothian's S6 performance in 2016 across the Advanced Higher courses listed in Table 19 above:

- Advanced Higher performance at S6 in 2017 in Business Management (83%), Computing Science (100%) and Physics (96%) was at its highest rate over the three year period in East Lothian.
- English, History, Modern Studies and Physics were between 5% and 21% above the National Average in 2017.
- East Lothian S6 students also performed better in Art and Design (Expressive) (+8%), Business Management (+9%), Computing Science (+32%), Drama (+20%) and German (+20%). It should be noted that these particular courses are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.
- Drama, English, German and Modern Studies has been consistently above the National pass rate over the last 3 years with a 100% pass rate consistently in Drama and German.
- Advanced Higher performance at S6 in 2017 in English (82%), Geography (85%), Modern Studies (88%), Music (88%), Religious & Moral Philosophical Studies (50%) and Physical Education (22%) was at its lowest rate over the three year period in East Lothian.
- East Lothian S6 students performed below the National pass rate in Biology (-3%), Graphic Communication (-10%), Mathematics of Mechanics (-10%), Music (-6%) and Physical Education (-55%), again the 2017 performance in PE is on the back of a significant increase in Advanced Higher presentations for this subject than historically. The S6 performance in 2017 was also lower in Music Portfolio (-60%), Religious, Moral and Philosophical Studies (-5%) and Spanish (-70%), although these are based on small cohorts.

REPORT TO: Education Committee
MEETING DATE: 21 November 2017
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: School Session Dates 2018/2019

4

1 PURPOSE

- 1.1 The purpose of this report is to obtain the Committee's approval for School Session dates for 2018/2019.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- (i) Approve the school session dates for 2018/2019 as outlined in Appendix 1.
 - (ii) Authorise the Head of Education to notify Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils.
 - (iii) Authorise the Head of Education to notify the Scottish Government Education Department.

3 BACKGROUND

- 3.2 This year, following discussion with neighbouring Authorities, East Lothian has prepared school session dates for only one academic year instead of two. This is primarily due to City of Edinburgh Council considering undertaking a consultation on the configuration of the academic session 2019/2020 onwards therefore the Education Service has only set the session dates for 2018/2019.
- 3.3 In preparing the draft school session dates for 2018/2019 the following points were taken into consideration:-
- 190 pupil and 195 staff days which is in accordance with the Schools General (Scotland) Regulations 1975 (as amended);
 - A fixed one week break in the third week of October;

- The school session ending before the first full week of July
 - 5 fixed in-service days; and
 - Flexibility with the Easter break to allow for a natural end to Term 2.
- 3.4 In preparing the draft school session dates for 2018/2019 the five points in 3.3 were taken into account as outlined in the attached draft proposed dates (Appendix 1). In consultation with our neighbouring Authorities, cognisance of the City of Edinburgh Council's and Midlothian Council's session dates were taken into account when preparing the draft East Lothian session dates for 2018/2019 in an attempt to align the dates as far as possible across the three Local Authority areas.
- 3.5 The Education Service consultation on the proposed East Lothian session dates for 2018/2019 took place with Head Teachers, Teachers' Professional Associations, UNISON, Educational Establishments, Parent Councils and the wider community through the Council's Consultation Hub. The period of the consultation ran from 22 May 2017 until 30 June 2017.
- 3.5 The Education Service consultation asked for comments only in relation to the proposed East Lothian dates. A total of 14 responses to the consultation were received. All 14 responses were from individuals. Of the 14 responses received 2 commented they were supportive of the proposed dates; 2 commented only on the design and layout of the document (Appendix 1); 4 related to requesting that the dates be aligned to neighbouring Authorities; 3 related to the timing and duration of the February break; 2 related to the timing and duration of the Easter break and 1 related to In-Service days and Public Holidays. Overall from the responses received there was no clear statement or view in relation to the proposed dates.
- 3.6 The City of Edinburgh Council and Midlothian Council have decided to set their school session dates for only 2018/2019 at this present time and discussions will take place with neighbouring Education authorities when the Education Service looks at the session dates for 2019/2020 and beyond.

4 POLICY IMPLICATIONS

- 4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

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

7 BACKGROUND PAPERS

- 7.1 Appendix 1 - draft school session dates 2018/2019.

AUTHOR'S NAME	Richard Parker
DESIGNATION	Education Service Manager
CONTACT INFO	Tel:- 01620 827494 Email:- rparker@eastlothian.gov.uk
DATE	16 October 2017

**EAST LoTHIAN COUNCIL
RESOURCES AND PEOPLE SERVICES
SCHOOL SESSION DATES 2018/19- DRAFT**

TERM 1	Staff In-service Day 1	Monday	13	August	2018
	Staff In-service Day 2	Tuesday	14	August	2018
	Pupils Resume	Wednesday	15	August	2018
	Autumn Holiday (schools closed)	Friday	14	September	2018
	Autumn Holiday (schools closed)	Monday	17	September	2018
	All Return	Tuesday	18	September	2018
	All Break	Friday	12	October	2018
	Staff In-service Day 3	Monday	22	October	2018
	Pupils Resume	Tuesday	23	October	2018
	Term Ends	Thursday	20	December	2018
	<i>Term 1 = 84 pupil days Term 1 = 87 staff days</i>				
TERM 2	All Resume	Monday	7	January	2019
	All Break	Friday	8	February	2019
	Staff In-service Day 4	Monday	18	February	2019
	Pupils Resume	Tuesday	19	February	2019
	All Break	Friday	5	April	2019
	Good Friday – 19 April 2019 Easter Monday – 22 April 2019 <i>Term 2 = 59 pupil days Term s 2 = 60 staff days</i>				
TERM 3	All Resume (Staff and Pupils)	Tuesday	23	April	2019
	May Day (Schools closed)	Monday	6	May	2019
	All Resume	Tuesday	7	May	2019
	Staff In-service Day 5 (pupils off)	Monday	20	May	2019
	Pupils Resume	Tuesday	21	May	2019
	Term Ends <i>Terms 3 = 47 pupil days Terms 3 = 48 staff days</i>	Friday	28	June	2019

Draft School Session Dates 2018/2019

Teaching Day	
In Service Day	
School Holiday	

August 2018						
Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2018						
Su	M	T	W	T	F	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22*	23	24	25	26	27
28	29	30	31			

*holiday for pupils

November 2018						
Su	M	T	W	T	F	Sa
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20*	21	22	23	24	25
26	27	28	29	30	31	

*holiday for pupils

June 2019						
Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July/August 2019						
Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

REPORT TO: Education Committee

MEETING DATE: 21 November 2017

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Head Teacher Appointment

5

1 PURPOSE

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

2 RECOMMENDATIONS

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

3 BACKGROUND

3.1 The following Head Teacher appointment is intimated: -

School	Appointee	Commencement Date	Previous Post and School
Windygoul Primary School	Mr Bruce Murray	23 October 2017	Head Teacher, Lorne Primary School

4 POLICY IMPLICATIONS

4.1 None

5 INTEGRATED IMPACT ASSESSMENT

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

6. RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7. BACKGROUND PAPERS

7.1 None

AUTHOR'S NAME	Valerie McIntyre
DESIGNATION	Principal Officer
CONTACT INFO	Tel:- 01620 827228 E-mail:- vmcintyre@eastlothian.gov.uk
DATE	13 October 2017

REPORT TO: Education Committee
MEETING DATE: 21 November 2017
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: East Lothian Council Education Appeals 2017

6

1 PURPOSE

- 1.1 To inform the Committee of the outcome of East Lothian Council's Education Appeals in 2017.

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The Education Appeals Committee heard 19 appeals against the refusal of Placing Requests by the Education Authority at 3 hearings held in May and June 2017. The appeals related to 7 different schools across the county. The Committee agreed to uphold the Education Authority's decision in respect of 18 appeals and overturned the Authority's decision in respect of 1 appeal.

4 POLICY IMPLICATIONS

- 4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

- 6.1 Financial – None.
6.2 Personnel - None.

6.3 Other – None.

7 BACKGROUND PAPERS

7.1 None.

AUTHOR'S NAME	Fiona Currie
DESIGNATION	Committees Officer
CONTACT INFO	Ext 7586 fcurrie@eastlothian.gov.uk
DATE	23 August 2017

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

7

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.

AUTHOR'S NAME	Fiona Robertson
DESIGNATION	Head of Education
CONTACT INFO	frobertson@eastlothian.gov.uk 01620 827834
DATE	1 November 2017

Contents

1. Forewords

2. Introduction

- **Information about the Standards and Quality Report 2016- 2017**
- **Overview of the Education Service**

3. Education in East Lothian Council: Our Key Successes, Challenges and Opportunities

Appendix

A. Education Service Local Improvement Plan 2017-2018

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

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

<p>Education Business Support Team</p>	<p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> ➤ strategic resource planning; ➤ strategic planning and delivery of career long professional learning; ➤ 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.
---	--

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) - 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% Majority	64% Majority	82% Most	74% Majority
First level by the end of Primary 4	69% Majority	63% Majority	78% Most	67% Majority
Second level by the end of Primary 7	60% Majority	52% Majority	69% Majority	56% 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% Most	77% Most	89% Most	81% Most
First level by the end of Primary 4	76% Most	70% Majority	85% Most	71% Majority
Second level by the end of Primary 7	75% Most	65% Majority	83% Most	69% 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% Most	81% Most	82% Most	68% 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% Almost all	87% Most	91% Almost all	84% 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
Achievement rate	46%	69%	66%	60%

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). 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 13th June 2017 (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) 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). 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.

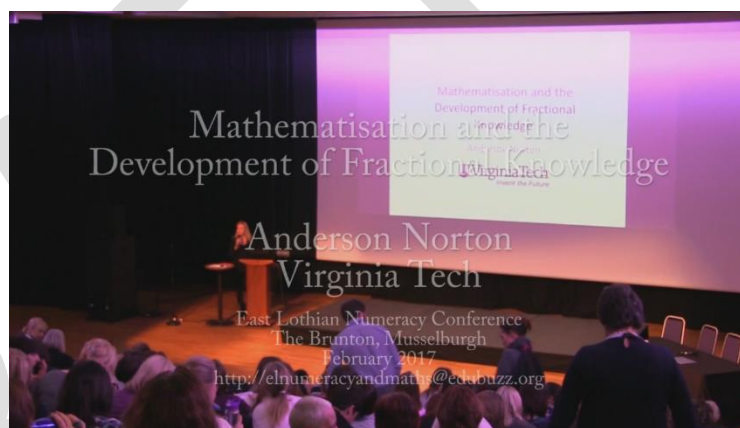
Modern languages – 1+2 strategy

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 in 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)

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
Safe	<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 & S2 agree feel safe & secure in school</p> <p>73% (+1%) - P6 & S2 agree most pupils behave well in school</p>
Healthy	<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 & S2 agree people at school help them make healthy choices</p> <p>88% (-1%) P6 & 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	
Achieving	Improved attainment in the senior phase	NBMs show an improved trend to 2016 SCQF Level 4 (L&N) – 88% (+6%) SCQF Level 5 (L&N) – 61% (+9%) Ave Tariff Score Lowest Attaining 20% - 154 (-1) Ave Tariff Score Middle Attaining 60% - 885 (+68) Ave Tariff Score Highest Attaining 20% - 1916 (+14)
	Improved attainment in the BGE	Combined P1,P4,P7,S3 - % achieving expected level in: Reading – 80% (+2%) Writing – 74% (+2%) Listening & Talking – 87% (+4%) Numeracy – 76% (+2%)
	Improvement in % of pupils agreeing they have opportunities to celebrate personal achievements	83% (no change) – P6 & S2 agree school recognises their achievements in school 59% (no change) – P6 & S2 agree school recognises their achievements out of school
Nurture	Increase in nurturing approaches in schools and centres Higher levels of parental engagement	New parental engagement strategy launched EPS supporting nurture approaches across the county

Active	Increase in cultural and sporting activities	86% (+3%) – P6 & S2 agree they take part in physical activities outside the school day
Respected	Improvement in % of pupils reporting they are treated fairly and with respect	82% (no change) P6 & S2 agree they are treated fairly in school
	Increase in % of pupils, staff and parents reporting they are actively involved in setting school and service priorities	80% (no change) P6 & S2 agree they contribute to decisions made in school
Responsible	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
Included	Improvement in positive destinations	93.5% in 2015/16 (+ 1.7%)
	Improvement in attendance rates of looked after children	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

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

8

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)

AUTHOR'S NAME	Fiona Robertson
DESIGNATION	Head of Education
CONTACT INFO	Telephone Number – 01620 827834 E-mail – frobertson@eastlothian.gov.uk
DATE	1 November 2017

East Lothian Education Service Local Improvement Plan 2017-2018



Contents

1. Foreword

2. Introduction

- **Overview of the Education Service**
- **Scrutiny Activity and Performance Management**

3. Overview of Education Service Local Improvement Plan

Appendices

1. Council Plan Actions

2. Education Service Local Improvement Plan

DRAFT

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>Early Learning and Childcare (ELCC)</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"> ➤ one nursery school ➤ 33 early learning and childcare centres within primary schools ➤ 18 partner providers and childminder provision <p>Additional support for early learning and childcare is provided through:</p> <ul style="list-style-type: none"> ➤ Wraparound care in Dunbar and Tranent areas ➤ 16 playgroups ➤ Tots and Teens
<p>School Years</p>	<p>Delivers the statutory duty to provide primary and secondary education through provision in 35 primary schools and 6 secondary schools</p>

Additional Support Needs	<p>Delivers the statutory duty to ensure additional support needs are met through:</p> <ul style="list-style-type: none"> ➤ inclusive practices and support in all schools; ➤ specialist provision in 5 primary schools and 3 secondary schools ➤ specialist professionals supporting children and young people who require additional support
Quality Improvement Team	<p>Delivers the following services to fulfil the duties set out in statute:</p> <ul style="list-style-type: none"> ➤ support and challenge of schools to improve the quality of education; ➤ support for quality assurance and self-evaluation; ➤ support for the development of the curriculum and learning, teaching and assessment; ➤ liaison with national and local organisations and bodies; ➤ development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	<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"> ➤ consultation ➤ assessment ➤ intervention ➤ training, and ➤ research
Education Business Support Team	<p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> ➤ strategic resource planning; ➤ strategic planning and delivery of career long professional learning;

- 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.

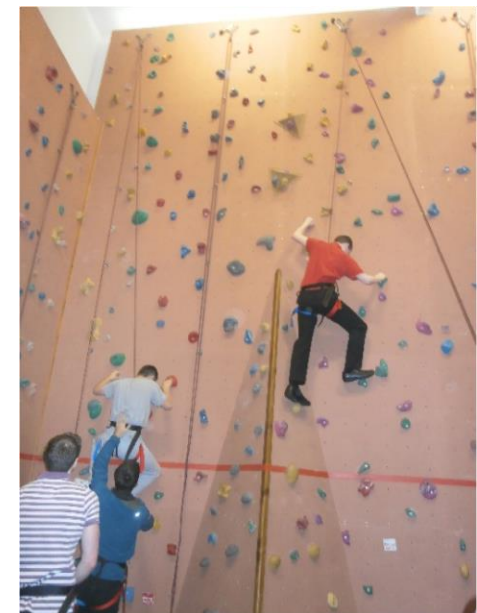
Further detail on the Council Strategic Outcomes that the Education Service will directly contribute towards can be found in Appendix 1.

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



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

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.

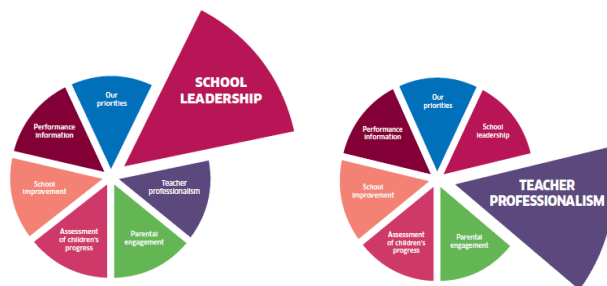


Growing our Communities

- 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.

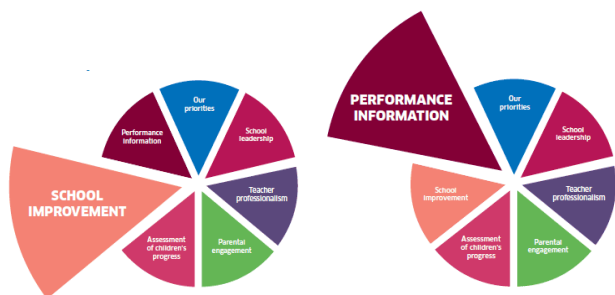
How Good is our school? (4 edition) Quality Indicators:

- 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"> • Work with SCEL (Scottish College of Educational Leadership) and HEI's to support the leadership development of all teachers. • Identify and support members of senior staff who are ready to move into a Systems Leadership role. • Promote and increase the number of staff participating in the range of management and leadership courses • 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 • Provide opportunities for peer coaching and mentoring • Continue to engage with schools and practitioners to identify staff professional development needs • 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. • Continue to develop and increase opportunities for services, schools and staff to establish collaborative networks to support improvement • Continue to undertake PRDs with all Head Teachers on an annual basis. Schools will ensure that all staff have a PRD annually • Ensure that all relevant staff complete their Professional Update successfully when appropriate. • The NQT Support Programme will provide ongoing support and professional development, including the development of those acting as mentors. 	<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"> • Continue to support and review the impact of moderation activities in supporting teacher professional judgement of achievement of a level • Provide opportunities for staff to lead authority-wide developments linked to National and Local priorities • Continue to offer an extensive professional development programme to develop the capacity of our staff 	<p>ED116- ED117 ED161</p>

programmes(NIF, HGIOs?4, Named Person, GIRFEC, 1140 Programme)			
--	--	--	--

DRAFT



Self-evaluation for self-improvement

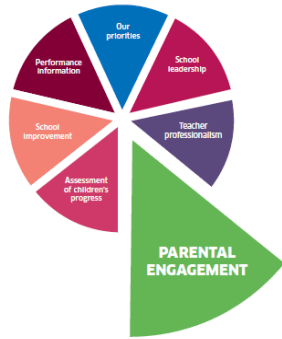
East Lothian Council's Education Service carries out self-evaluation activities to review progress with Service Improvement Plan priorities, identify strengths in current provision and areas where further improvement is required. The information gathered from self-evaluation activities, which take account 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"> • Continue to build capacity and share best practice through the school review programme • 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 • Develop collaborative networks across schools within and outwith the county • Review and update the Quality Assurance Policy 	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"> • Implement a programme of validated self-evaluation activity in partnership with schools and other key stakeholders 	ED76 ED86 ED94 ED162



Parental Engagement & Partnership Working

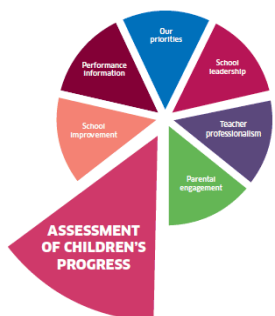
Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning. Parental and family engagement in their child's education is a key factor in ensuring successful outcomes and closing the attainment gap. East Lothian seeks to improve and increase 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? (4th 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"> 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 Data from inspection questionnaires will be gathered and analysed Involve members of the East Lothian Parent Council Meetings in evaluating the impact of the Parental Engagement Strategy 	ED93- ED95 ED118
Work with partners to increase access to family learning programmes	ES S P ELCC	<ul style="list-style-type: none"> 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. Identify and communicate national and local best practice 	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"> Host a Children and Young Peoples Summit to involve, include and engage children and young people in how best to improve the service. Continue to act upon the findings of the Student Evaluation of Experience (SEE) Survey conducted annually with all P6, S2 and S4 pupils. 	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

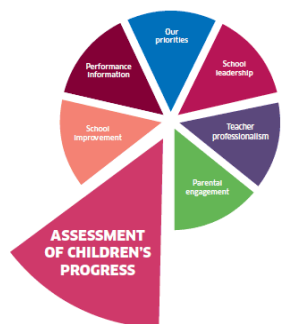
QI 2.4 Personalised support

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"> • Review and develop relevant guidance and policies to ensure all children and young people are included, engaged and involved in their learning and community • Evaluate the impact of key policies and guidance related to wellbeing, inclusion and equality • Continue to implement and review the impact of the revised Respect for all Anti-bullying Policy • Monitor data to ensure early identification, prevention and intervention • Implement the recommendations from the East Lothian Poverty Commission report • 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 • Review and update the Attendance and Exclusion policies • Monitor and track attendance and exclusion to ensure early identification, intervention and improvement • Implement a local authority Positive Relationships Framework • Review the implementation and impact of the Accessibility Strategy • A comprehensive professional learning programme will be implemented to support a range of staff to meet learners needs more effectively • 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 • 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 	<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"> • Implementation and continuing development of the Health and Wellbeing frameworks • 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 • Schools will develop their plans to participate in the Bike-ability programme • Work in partnership with Queen Margaret University to look at food waste P1-P3 and act on research findings • Continue to monitor and increase free school meal uptake • Work in partnership with the School Nursing Team to tackle P1 obesity • Ensure children and young people continue to receive their weekly entitlement to 2 hours quality PE • Implementation and evaluation of the East Lothian Play Policy (2017-2020) across all establishments • Identify roles and responsibilities of key support/support for learning staff • Review all Service Level Agreements with partner agencies to ensure best value and impact on children and young people • Establish a multi-agency Mental Health working group to take forward the necessary actions to improve children and young people’s mental wellbeing • Implement Scottish Mental Health First Aid training across all secondary schools • Implement and increase nurturing and restorative approaches across establishments 	<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 & YP Act 2014 Part 1)</p>	<p>S</p> <p>ELCC</p>	<ul style="list-style-type: none"> • All schools will work towards the Rights Respecting School Award accreditation • Schools strengthen the role of children and young people in the life and work of the school • Schools will continue to develop their approaches to ensure children and young people feel listened to, secure and cared about • 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 	<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"> • Implement the Child's Planning Framework including the establishment of a Child's Plan and role of the Named Person across all establishments • Deliver an ongoing programme of training to support schools and partners understand their responsibilities under the GIRFEC framework • Prepare for the implementation of Named Person Service 	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"> • Review and update safeguarding policies and practice • Deliver professional learning opportunities for senior leaders and all staff in relation to safeguarding policy and practice • Implement and monitor Health and Wellbeing curricular framework to ensure effective promotion of safeguarding across all stages 	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"> • 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 • 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 	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
Ensure all children start school ready to learn, particularly the development of early literacy and numeracy skills	ES S ELCC P	<ul style="list-style-type: none"> • Implement early level curriculum frameworks and early intervention literacy and numeracy strategies • Work with the National Improvement Adviser and Attainment Adviser to implement improvement methodologies to ensure children achieve appropriate developmental milestones. • Work with partners to implement and deliver on the actions set out in the East Lothian Children and Young People’s Service Plan • 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 • Increase the percentage of young children accessing high-quality early learning and childcare 	ED 157 ED 145- ED 146 ED 59 - ED 60 ED93
<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>	S ELCC P ES	<ul style="list-style-type: none"> • Continue to work with key stakeholders to deliver literacy and numeracy initiatives, including intervention programmes • Implement the authority English and literacy and mathematics and numeracy frameworks to ensure improved learning, teaching and progression in literacy and numeracy • Implement the curriculum area frameworks to ensure improved learning, teaching and progression in all curriculum areas • Continue to improve the quality of learning, teaching and assessment in literacy and numeracy through increased professional collaboration • 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 • Devise and implement a monitoring and tracking system to increase recognition and participation in broader achievements • Implement new strategies to attract and retain more disadvantaged children and young people in activities such as music tuition, volunteering, broader achievement programmes. • 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 	ED51 – ED58 ED9 – ED21 ED51- ED58 ED70 - ED71 ED97- ED111

<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"> • Improve attendance and reduce exclusions by developing a new Policy with a zero tolerance of exclusion, particularly for LAC and ASN • Work with the National Improvement Adviser to implement the new Children and Young People’s Collaborative Improvement Frameworks for Attendance and Exclusions 	
---	--	--	--

<p>Implement Curriculum for Excellence for all learners through</p> <ul style="list-style-type: none"> • improving children and young people’s pace of learning and entitlement to a BGE • delivering, monitoring and evaluating the impact of a more unified and flexible progression pathways within the senior phase • improving employability skills and sustained, positive destinations for all young people 	<p>S ELCC P ES</p>	<ul style="list-style-type: none"> • Review the implementation of authority curriculum frameworks within schools and ELCC • Devise and implement a curriculum policy reflecting the principles and purposes of CfE and with a focus on STEM skills and digital skills • Devise and implement a policy on reporting on children and young people’s progress and achievement • Renew our policies and practices to planning learning, teaching and assessment in the BGE • Build on and improve approaches to moderation and quality assurance of teacher professional judgement of achievement of a level • Implement and devise authority policy on the use of Scottish National Standardised Assessments • Develop and implement an ICT strategy to support learning and teaching in schools. • Implement the 1+2 languages policy and develop and implement a Scots and Gaelic Plan • Implement the Developing our Young Workforce Plan • Continue to support schools to implement the new qualifications including their assessment practices in line with National Frameworks • Support schools to continue to focus on sustainability and active global citizenship • Support physical education in schools to ensure children and young people receive their entitlement to 2 hours high-quality physical education 	<p>ED1 – ED8 ED15 ED22 – ED50</p> <p>ED63 – ED69</p> <p>ED72 ED79 ED81 ED116- ED117</p>
---	--------------------------------	---	---

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? (4th 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"> • Undertake statutory school consultations as part of a school estate rationalisation, review and improvement programme • Establish stakeholder groups to inform and shape changes to the school estate • School estate steering group to take forward and implement review of the secondary school estate to increase vocational opportunities across the county • School estate steering group to develop and take forward a digital learning strategy • Expand early learning and childcare provision as set out in the 1140 Expansion Plan (dependent on SG funding) 	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