

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Service Standards and Quality Report 2017-2018

1 PURPOSE

- 1.1 To seek the Education Committee's approval of the Education Service Standards and Quality Report 2017-2018 and provide a summary of the quality of education provision and standards of attainment and achievement across schools in East Lothian.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Note the overall positive progress being made by the Education Service in delivery on the Council's Plan and the priorities within the National Improvement Framework.
 - ii. Approve the Standards and Quality Report 2017-2018 (Appendix 1) and agree the improvements contained in the Standards and Quality Report.
 - iii. Note that a draft Standards and Quality Report has been submitted to the Scottish Government in line with the Local Authority's statutory duty pending Committee approval.

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 a report as to its success in meeting the objectives set out in the most recently published Education Local Improvement Plan.

- 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 2018-2019.
- 3.4 The Standards and Quality Report 2017-2018 (Appendix 1) is a summary of the Education Service's performance and achievement in the academic session 2017-2018.
- 3.5 The Standards and Quality Report 2017-2018 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. Policies such as the Parental Engagement Strategy and the Play Policy are brought to Education Committee for approval.
- 3.7 Annually, all schools are required to submit to the Education Authority their Standards and Quality Report. Officers then scrutinise these reports along with the School Improvement Plan. The Local Authority Standards and Quality Report 2017-2018 is informed by the schools Standards and Quality Reports.

Key Successes and Summary of Progress

- 3.8 The Education Service focus on improvement centres around the delivery of the Council's plan and the National Improvement Framework (NIF) and reports on what we know is working well in East Lothian and what we know needs to improve. The NIF was published by the Scottish Government 6 January 2016. It was created to align our collective improvement activities, across all partners in the education system to address current key priorities:
 - 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;
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people.

- 3.9 The Education Service Standards and Quality report sets out our key successes and progress. Section 3.1 outlines some of our key successes. In **Early Learning and Childcare**, we developed the East Lothian Council 1140 hours Expansion Plan. We also opened new Early Learning and Childcare provision in Prestonpans and new Tots and Teens provisions were established at Ross High School and North Berwick High School.
- 3.10 In our **Primary Schools**, there was a significant reduction in the number of primary exclusions compared to the previous year and the primary exclusion rate shows an improving trend over the last 3 years. Pinkie St Peter's Primary School and Dirleton Primary School both received positive inspections from Education Scotland. Our children achieve in a range of awards through health promotion, cultural and volunteering activities both within and out of school.
- 3.11 In our **Secondary Schools**, there was a significant reduction in the number of secondary exclusions compared with the previous year and the secondary exclusion rate shows an improving trend over the last 3 year. Results from certificated SQA national courses in August 2018 show that pupils from across all six secondary schools have improved their performance in SQA higher courses, with the pass rate the highest in 5 years. Education Scotland made a return visit to Knox Academy and overall inspectors reported that the school had made some important progress since the original inspection. Our young people achieved a range of awards delivered through partnership arrangements with community groups and a significant number of young people participated in the Duke of Edinburgh's Award Scheme.
- 3.12 The Education Service also held its first Youth Summit in March 2018. Young people from each primary and secondary school came together to share their views and the feedback has been used to inform our improvement priorities for 2018 – 2019.

Key challenges and opportunities

- 3.13 Section 3.2 of the Standards and Quality report sets out the key challenges and opportunities facing the Education Service for 2018-19 and beyond. We continue to be firmly focussed on improving outcomes for all of our children and young people and ensuring they have a very high quality education service. Our county is rapidly expanding and this presents a range of exciting opportunities as we expand our early learning and childcare provision and school estate. We are committed to reviewing 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. We will also 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. We will continue to work in partnership with our head teachers and staff

through our ongoing support, the development of a Self-Improving Schools system and our involvement in the Regional Improvement Collaborative.

- 3.14 We will continue to implement key national policies including the Scottish Government's commitment to raise attainment for those children and young people who face barriers to their learning due to the impact of poverty and disadvantage. We will also continue to implement the required actions and steps taken to take forward the four priority areas set out in the National Improvement Framework across the key drivers for improvement.

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 21 November 2017 Education Service Improvement Plan 2017-2018 and Standards and Quality Report 2017-2018 Appendix 1.

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East Lothian Council

Standards and Quality Report 2017- 2018



Contents

1. Forewords

2. Introduction

- **Information about the Standards and Quality Report 2017- 2018**
- **Overview of the Education Service**

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

Appendix

1. Education Service Local Improvement Plan 2018-2019

1. Foreword

A Message from Councillor Shamin Akhtar, Chairperson, 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 Standards and Quality Report for 2017/18 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. This 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 support its aim to provide the best Education Service in Scotland.

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
Chairperson, Education Committee

A Message from Fiona Robertson, Head of Education

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 2017-2018.

Fiona Robertson
Head of Education

2. Introduction

2.1 Information about the Standards and Quality Report 2017- 2018

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 2017-2018.



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 hosted 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 informed the discussions and decisions taken by their peers at the Children and Young People's Summit. Key themes arising from the Summit included the need to do more work on transitions for young people as they move from secondary school onwards, further work on health and wellbeing, specifically mental health and a renewed focus on the relevance of their learning, particularly including technology. These themes are reflected in the Service Improvement Plan for 2018/19.

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

- School validation / review visits
- Education Scotland and Care Inspectorate reports on schools and services
- External audits by, for example, Investors in People (IIP)
- Audits and validation activities carried out by the Quality Improvement Team
- Attainment and questionnaire data, including evidence for the 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 19 years from just over 100 000 to over 125 000 by 2037. Significant growth is projected across all age groups but particularly among children within the 0-16 year group projected to grow by almost a third.

In 2017/18 there were:

- 8,540 pupils in East Lothian Council's 35 primary schools;
- 5,679 pupils in six secondary schools; and
- 2,548 children accessing 600 hours of early learning and childcare across 33 Local Authority settings 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 39 primary and 46 secondary pupils attending during this academic session.

- 22.8% of all pupils had an additional support need (up from 21.5% in 2016/17)
- 1.4% of all pupils were recorded as care experienced, in line with the previous year.
- 4.3% of pupils were recorded as living in the 20% most deprived areas compared with 21.6% in the 20% least deprived areas. This was in line with the previous academic session.
- The Pupil Teacher Ratio (PTR) reduced to 15.2 (down from 15.4 in 2016/17)
- The Average primary class size also reduced to 24.3 (down from 25.1 in 2016/17)
- 79% of our school buildings were reported as in 'good' or 'satisfactory' condition (up 6 percentage points on the previous year).
- 83% of our school buildings were reported as of a 'good' or 'satisfactory' suitability (down 2 percentage points on the previous year).

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
- East Lothian Works

<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"> ➤ 33 early learning and childcare centres within primary schools ➤ 18 partner providers and childminder provision <p>Additional support for early learning and childcare was provided through:</p> <ul style="list-style-type: none"> ➤ wraparound care in the Dunbar and Tranent areas of the county ➤ 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>
<p>Additional Support Needs</p>	<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 mainstream primary schools and 3 mainstream secondary schools; and ➤ 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; and ➤ 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 ➤ 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.
East Lothian Works	East Lothian Works, East Lothian’s employability hub, brings together all employability-related services under the East Lothian <i>One Council Approach</i> . East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus.

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 2017/18 also included:

- Developing the **East Lothian Council 1140 hours Expansion Plan** https://www.eastlothian.gov.uk/download/meetings/id/19236/08_expansion_of_early_learning_and_childcare_to_1140_hours_-_draft_implementation_plan, as required by Scottish Government setting out the Council’s vision and detailed plans

for the expansion. This plan provided the necessary background information related to the associated finding package, announced in April 2018.

- **New Early Learning and Childcare provision in Prestonpans** – the Council invested 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 opened in November 2017 and has been 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 129 applications in 2017-18 with 96 2-year olds offered a place throughout East Lothian predominantly in Partnership Centres.
- **New Tots & Teens Provisions** – new provisions were established at Ross High School and North Berwick High School, ensuring this innovative approach is now provided across almost all of our secondary schools. The Chief Executive Officer of Early Years Scotland visited Preston Lodge High School and commended East Lothian Council for its vision and approach in both expanding early learning and childcare and supporting young people’s learning in our secondary schools through this model.
- **Increasing the number of applications for 600 hours for children aged 3-5 years:** 99% of the estimated 3 to 4 year old population in East Lothian attended a funded early learning and childcare provision in 2017/18. Of those, 80.5% attended a local authority provision.
- The latest published Child Health 27-30 Month Review statistics as at February 2018 shows that 76.2% of children in East Lothian had reached all of their developmental milestones at the time of their 27-30 month review, compared to 84.6 the previous year. This continues to be an area of priority.

3.1.2 Primary Education

Attendance and Exclusions 2017/18 – Primary Pupils

- Primary attendance rate in 2017/18 - 95.0%
- Incidents resulting in exclusion from primary school – 49 exclusions
- The number of pupils excluded from primary school – 33 pupils
- Education lost to pupils as a result of exclusion from primary school – 183 x ½ days of education

Compared to previous session overall

- There was a slight drop in the primary attendance rate of 0.3% on the 2016/17 rate of 95.3%. The primary attendance rate in 2017/18 is very similar to previous years.
- There was a significant reduction in the number of primary exclusions compared to the previous session while the length of exclusion increased slightly from 4 openings to 6 openings on average.
- There was also a significant reduction in the number of primary pupils excluded from school compared to the previous session.
- The primary exclusion rate shows an improving trend over the last 3 years.

Closing the Primary Attendance & Exclusions Gap 2017/18

- Primary pupils living in the 20% most deprived areas had an attendance rate that was 2.3 percentage points lower than primary pupils living in the 20% least deprived areas.
- Rates of exclusion per 1,000 pupils for primary pupils living in the 20% most deprived areas were **41.4 per 1,000** pupils compared with **4.0 per 1,000** pupils living in the 20% least deprived areas. The gap reduced from **44.7 per 1,000** pupils in 2016/17 to **37.5 per 1,000** in 2017/18.

Achievement and Attainment

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 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 2017 published teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, local authority and individual school level. These official statistics continue to 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. As a result, the 2017/18 statistics are not directly comparable to Achievement of CFE Levels in 2016/17

The following tables set out the experimental statistical data for East Lothian Council 2016/17 and projected data for 2017/18:

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% Majority	65% Majority	83% Most	69% Majority

Projected Achievement of CfE Levels - 2017/18

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	86% Most	80% Most	89% Most	85% Most
First level by the end of Primary 4	77% Most	70% Majority	86% Most	73% Majority
Second level by the end of Primary 7	76% Most	73% Majority	84% Most	71% Majority

Closing the Achievement of CfE Levels Gap – P1, P4 & P7

As with the previous year, the 2017-18 projected data shows that a higher proportion of primary pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to pupils from the most deprived areas. Across the primary stages, the gap is widest for Reading, Writing and Numeracy at the P4 stage and at the P7 stage for Listening & Talking. The largest gap was at P4 in Writing (32 percentage points) and the smallest gap at P1 in Reading (9 percentage points). The gap in 2017/18 across the four curriculum components at each primary stage was in line with or smaller than in 2016/17 with the exception of P7 Writing and Listening & Talking.

Next Steps

Progression through the BGE, improving educational attainment and achievement in both literacy and numeracy, and reducing the attainment gap between the most and least disadvantaged children and young people in East Lothian remains a key focus. New English and literacy and Mathematics and numeracy curriculum frameworks implemented in academic session 2017/18 will support and improve consistency in planning teaching, learning and assessment in these areas. Schools will use the Achievement of CfE Level data alongside other assessment evidence to inform next steps in individual children and young people's progress and identify where improvement is needed. We are also working with staff from across the South East Improvement Collaborative to support continuous improvement in learning and teaching and raising attainment.

Primary School Inspections

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

Pinkie St Peter's Primary School received a positive inspection report from Education Scotland which identified strengths in the leadership of the school, children's attainment and achievement and the approaches taken by the school to include and engage all children. All QIs were evaluated as good, with one very good evaluation for Inclusion, Equality and Wellbeing.

Dirleton Primary School received very positive feedback on progress made from the original inspection as reported by Education Scotland January 2016. Education Scotland visited the school in November 2017 and confirmed that the school had made good progress and that there would be no further visits to the school. East Lothian Council informed parents about the school's progress as part of its arrangements for reporting on the quality of its schools.



National Improvement Framework

Since 2017, schools have also been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in three key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.

The six point scale for evaluations used in HGIOS? 4 quality indicators and also used by Education Scotland in inspections are:

Level 6	Excellent	Level 3	Satisfactory
Level 5	Very Good	Level 2	Weak
Level 4	Good	Level 1	Unsatisfactory

Primary School NIF Quality Indicators evaluated as good or better:

1.3 – Leadership of Change and Improvement	Majority
2.3 – Learning, Teaching and Assessment	Majority
3.2 – Raising Attainment and Achievement	Majority

Explanation of terms of quality used by Education Scotland

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority	less than half - 15%-49%
A few	less than 15%

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 2017/18

Dunbar Primary School was visited by the General Teaching Council Scotland Excellence in Professional Learning Award panel in June 2018. A number of key strengths were recognised by the panel in particular; the inspirational leadership of the Headteacher, whom they considered to be an excellent professional learning role model and the open, honest and reflective nature of the school community. All staff, pupils, parents and partners spoke of their pride in the school as a learning community and a place to learn. The school will be recognised at the General Teaching Council Scotland Excellence in Professional Learning Awards ceremony in September 2018.



Pentcaltland Primary School achieved success in the **Edinburgh & Lothians Schools Film Competition**. The school had 4 films shortlisted. These, along with the other shortlisted films, were shown at the Filmhouse in Edinburgh. The school won awards in two categories:

- Best Animated Film- How to master Life
- The Jury Selection Award_(The film the jury most enjoyed watching)- Newsround Special

Aberlady Primary P7 pupils who recently won a social enterprise award for the Pizza Oven Enterprise Project. The school was the first school in East Lothian to receive such an award. Primary Seven pupils attended the presentation ceremony in The Assembly Rooms, Edinburgh on 13th June.

3.1.3 Secondary Education

Attendance and Exclusions 2017-18 – Secondary Pupils

- Secondary attendance rate in 2017/18 – 90.2%
- Incidents resulting in exclusion from secondary school - 344 exclusions
- The number of pupils excluded from secondary school – 186 pupils (128 males/58 female)
- Education lost to pupils as a result of exclusion from secondary school – 1,430 x ½ days of education

Compared to previous session overall

- There was a slight drop in the secondary attendance rate of 1.1% on the 2016/17 rate of 91.1%. The secondary attendance rate in 2017/18 is similar to previous years.
- There was a significant reduction in the number of secondary exclusions compared to the previous session while the length of exclusion doubled from 4 openings to 8 openings on average.
- There was also a significant reduction in the number of secondary pupils excluded from school compared to the previous session.
- The secondary exclusion rate shows an improving trend over the last 3 years.

Closing the Secondary Attendance & Exclusions Gap 2017/18

- Secondary pupils living in the 20% most deprived areas had an attendance rate that was 8.7 percentage points lower than secondary pupils living in the 20% least deprived areas.
- Rates of exclusion per 1,000 pupils for secondary pupils living in the 20% most deprived areas were **112.4 per 1,000** pupils compared with **26.2 per 1,000** pupils living in the 20% least deprived areas. The gap reduced from **117.0 per 1,000** pupils in 2016/17 to **86.2 per 1,000** in 2017/18.

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 continue to be classified 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 2016/2017 and projected data for 2017/2018.

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

Projected Achievement of CfE Levels - 2017/18

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Third level or above by the end of S3	90% Almost all	89% Most	92% Almost all	90% Almost all

Closing the S3 Achievement of CfE Levels Gap

As with the previous year, the 2017-18 projected data shows that a higher proportion of S3 pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to S3 pupils from the most deprived areas. The largest gap was in Numeracy (22 percentage points) and the smallest gap in Listening & Talking (7 percentage points). The gap in 2017/18 across the four curriculum components was smaller than in 2016/17.

Next Steps

Progression through the BGE, improving educational attainment and achievement in both literacy and numeracy, and reducing the attainment gap between the most and least disadvantaged children and young people in East Lothian remains a key focus. We continue to work 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 in academic session 2017/18 will support and improve consistency in planning teaching, learning and assessment in these areas. Schools will use the Achievement of CfE Level data alongside other assessment evidence to inform next steps in individual children and young people's progress and identify where improvement is needed. As with primary, we are also working with staff from across the South East Improvement Collaborative to support continuous improvement in learning and teaching and raising attainment.

Attainment in the Senior Phase

2018 SQA National Course Awards – Results from certificated SQA National Courses in August 2018 show that pupils from across East Lothian Council's six secondary schools have improved their performance in SQA Higher courses, with the pass rate at its highest in 5

years. In 2017/18, a revised National 5 qualifications was implemented, which saw a change in assessment structure with unit assessments removed and for some courses a change to subject content.

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 in 2017/18 include:

- Pass rates for National Qualifications 2 to 4 remain consistent at 100%
- In the first year that unit assessments were removed from National 5, the pass rate of candidates who sat National 5 qualifications with an A-C award, dropped slightly to 75.4% with 32% of those candidates achieving a Grade A.
- The percentage of pupils passing Higher courses increased by 2.4% from 76.7% last year to 79.1% in 2018 which is above the national rate of 76.8% A Grade A was achieved by 31.7% (a 3.8% increase on the previous year, the highest in 5 years).
- The pass rate in East Lothian at A-C for Higher English (81%) is above the national pass rate (75.9%) and for Higher Maths (74%) is in line with the national pass rate (74.5%). 31% of candidates achieved a grade A in Higher English and 37% achieved a grade A in Higher Maths (both increasing 4% on the previous year, the highest in 5 years).
- The % of S5 pupils gaining 1 or more Highers increased by 1.1% in 2018 and shows an improved long term trend in East Lothian over the last 5 years from 50.7% in 2014 to 58.8% in 2018.
- The % of S5 pupils gaining 3 or more Highers decreased by 1.5% in 2018 and shows an improved long term trend in East Lothian over the last 5 years from 29.2% in 2014 to 37.2% in 2018.
- The % of S5 pupils gaining 5 or more Highers increased by 1.3% in 2018 and shows an improved long term trend in East Lothian over the last 5 years from 14.7% in 2014 to 19.0% in 2018.
- At S6, the number of pupils achieving 1 or more, 3 or more and 5 or more Highers was at its highest rate in 5 years and also shows an improved long term trend. The % of S6 pupils gaining 1 or more Advanced Higher increased by 1.5% in 2018 on the previous year to 22.1%, the highest rate in 5 years.

Senior Phase Qualifications 2017

The percentage of school leavers gaining one or more qualifications at SCQF Levels 3 to 7 in 2016/17 and the percentage point change on the previous year are shown below:

- 98% of school leavers left with one or more passes at SCQF Level 3 or better (no change)

- 97% of school leavers left with one or more passes at SCQF Level 4 or better (no change)
- 86% of school leavers left with one or more passes at SCQF Level 5 or better (no change)
- 66% of school leavers left with one or more passes at SCQF Level 6 or better (+1%)
- 26% of school leavers left with one or more passes at SCQF Level 7 or better (+2%)

The percentage of school leavers attaining SCQF Levels 3 to 6 or better in literacy and numeracy in 2016/17 and the percentage point change on the previous year are shown below:

- 96.2% (-1.0%) of leavers attained literacy at SCQF Level 3 or above, with 95.4% (-0.8%) achieving numeracy. Both show an overall improved trend since 2013 of 3% and 2% respectively.
- 93.2% (-1.3%) of leavers attained literacy at SCQF Level 4 or above, with 89.3% (-0.5%) achieving numeracy. Both show an overall improved trend since 2013 of 2% and 8% respectively.
- 80.1% (+3.2%) of leavers attained literacy at SCQF Level 5 or above, with 64.4% (+2.0%) achieving numeracy. Both show an overall improved trend since 2013 of 12% and 9% respectively.
- 53.4% (-1.4%) of leavers attained literacy at SCQF Level 6 or above, with 64.4% (+2.0%) achieving numeracy. The percentage of school leavers attaining Literacy shows an overall improved trend since 2013 of 9%, with Numeracy showing a drop of 1% over the same period.

Senior Phase Qualifications: Closing the Gap 2017

Deprivation (SIMD)

School leavers living in the 30% most deprived areas typically have lower attainment compared to those living in the least deprived areas. The attainment gap between school leavers living in the 30% most deprived areas and those in the 30% least deprived areas is wider at higher levels of qualifications. The attainment gap increases from 2 percentage points on average at SCQF Level 3 to 41 percentage points on average at SCQF Level 6.

- 95% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 4 in 2017, (+ 1% on 2016). The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2017 decreased by 2% points on the previous year.
- 73% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2017 (no change on 2016). The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2017 decreased by 1% point on the previous year.

- 39% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2017 (-3% on 2016). The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2017 increased slightly by 1% point on the previous year.

Care experienced Leavers

School leavers who are care experienced typically have lower attainment compared to those who are not care experienced. Similar to the SIMD trends, the attainment gap between school leavers who are care experienced and those that are not care experienced is wider at higher levels of qualifications. The attainment gap increases from 21 percentage points on average at SCQF Level 4 to 52 percentage points on average at SCQF Level 5.

- 75% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2016/17 (+14% on 2016). The gap between leavers who are care experienced and those who are not decreased from 37.1 points in 2016 to 22 points in 2017.
- 46% of care experienced school leavers gained 1 or more qualifications at SCQF Level 5 in 2017 (+23.6% on 2016). The gap between leavers who are care experienced and those who are not decreased from 63.9 points in 2016 to 39.8 points in 2017.

Leavers with Additional Support Needs

School leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. Again, similar to the SIMD trends, the attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 9 percentage points on average at SCQF Level 4 to 30 percentage points on average at SCQF Level 5 and 41 percentage points at SCQF Level 6.

- 91% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2017 (-1.5% on 2016). The gap between East Lothian leavers with an additional support need and those without in 2017 increased by 1.1 percentage points on the previous year.
- 66% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2017 (+1.4% on 2016). The gap between East Lothian leavers with an additional support need and those without in 2017 decreased by 1.8 percentage points on the previous year.
- 37% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2017 (+ 4.1% on 2016). The gap between East Lothian leavers with an additional support need and those without in 2017 decreased by 1.9 percentage points on the previous year.

Increasing Post-School Participation

Initial School Leaver Destinations

Information on the initial destinations of school leavers is provided from the 'Opportunities for All' shared dataset managed by Skills Development Scotland (SDS). The data on initial post school destinations is taken from the February 2018 release of the senior phase benchmarking tool, 'Insight' and forms one of the four National Benchmarking measures. The data provides information on the outcomes for young people as recorded in October 2017, approximately three months after leaving school.

Post school participation in East Lothian shows an improving trend since 2008/09 with almost all young people (94%) in a positive destination in 2016/17, its highest rate over the last eight years, and percentage point wise just above the national average. The main findings for East Lothian in 2016/17 are as follows:

- 94% of 2016/17 school leavers were in a positive destination approximately three months after leaving school compared to 93.5 per cent in 2015/16.
- The percentage of leavers in positive initial destinations has increased 4 percentage points over the five year period from 2012/13 when 90% of pupils were in a positive destination
- 63.6% of school leavers continued their education within Higher or Further Education establishments in 2016/17 compared to 61.2% in 2015/16.
- The percentage of leavers entering employment decreased from 28.3% in 2015/16 to 25.7% in 2016/17.
- The percentage of leavers in training has decreased very slightly by 0.2 percentage points (2.3% in 2016/17 compared to 2.5% in 2015/16).
- In 2016/17 the percentage of East Lothian care experienced young people moving into positive destinations is higher than the national average.
- In 2016/17 the percentage of East Lothian school leavers with additional support needs moving into positive destinations is higher than the national average.
- The percentage of East Lothian school leavers living in the most deprived 30% areas in a positive initial destination decreased slightly by 0.6 percentage points (89.3% in 2015/16 to 88.7% per cent in 2016/17) just below the national average (90.3%) and Virtual Comparator (90.2%).

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 remained relatively static at 8.4 percentage points in 2017.

Follow-up School Leaver Destinations

In March of each year, Skills Development Scotland (SDS) collects further information on the destination of school leavers (follow up destination). This information is presented in a Scottish Government publication in June, with further breakdowns by pupil characteristics (e.g. stage of leaving and gender). The leaver cohort for the National Statistics publication includes S3 leavers which aren't included in the initial leaver destinations publication or Insight stats. The East Lothian 2016/17 follow-up destinations performance (published on 19th June 2018) is as follows:

- The percentage of all 2016/17 school leavers in a positive follow-up destination was 94.2 per cent, compared to 92.9% nationally. This was higher than the East Lothian proportion in 2015/16 (92.7 per cent) and slightly higher than the percentage of 2016/17 East Lothian school leavers in a positive initial destination (94.0 per cent).
- East Lothian's follow-up destinations statistics show an improving trend year on year since 2009/10 with the % in a positive destination increasing by 8.3 percentage points from 85.9% in 2009/10.
- The data also shows that in March 2018, 53.1 per cent of the 2016/17 leavers were in Higher or Further Education, higher than that for 2015/16 leavers (52.6 per cent). The 2016/17 East Lothian follow-up stats show a drop of 10.5 per cent from the 2016/17 initial destinations stats for those in Higher or Further Education. The most notable change is in the percentage in Further Education which dropped from 23.6 per cent in the initial destinations stats to 16.4 per cent in the follow-up stats. The proportion in Higher Education dropped from 40 per cent to 36.7 per cent in the follow-up stats.
- The proportion in employment has remained broadly static, 37.3 per cent in 2016/17 compared to 37.2 per cent for 2015/16 leavers. The 2016/17 East Lothian follow-up stats show an increase of 11.6 per cent from the 2016/17 initial destinations stats for those in employment.
- The percentage unemployed also remained relatively static, 5.1 per cent in 2016/17 compared to 5.3 per cent for 2015/16 leavers. The 2016/17 East Lothian follow-up stats show a drop of 0.9 per cent from the 2016/17 initial destinations stats for those unemployed.

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. In April 2018, Education Scotland made a return visit to Knox Academy to report on the progress made from the original inspection as reported in their letter of March 2017. Overall, inspectors reported that the school had made some important progress since the original inspection. They reported that staff had worked together well to address some of the original challenges and that the school was making progress in establishing a more positive learning environment. They noted that they would continue to work with East Lothian Council to monitor progress and would make a further return visit to the school within 18 months.

Developing the Young Workforce

The DYW Key Performance Indicator (KPI) 3 is to increase the percentage of school leavers attaining vocational qualifications at SCQF Level 5 and above by 2021.

In 2016/17, 9.6% of school leavers in East Lothian left with one or more vocational qualifications at SCQF Level 5 or better, compared with 7.9% in 2015/16 and 10.3% in 2014/15. Nationally the percentage has increased year on year from 9.0% in 2014/15 to 12.8% in 2016/17.

Annual Participation Measure (APM)

SDS also reports on the Annual Participation Measure (APM) which takes account of an individual's status over a whole year and reports the proportion of 16-19 year olds participating in education, training or employment. This measure is the data source for the 'Increase the proportion of young people in learning, training and work' indicator in the Scottish Government's National Performance Framework. The latest APM data published at the end of August 2018 showed that of the 4,183 16-19 year olds in East Lothian 94.7% were in education, employment or training and personal development compared to 91.8% nationally. This represents a 1.6% point increase on the previous year. 2.5% were not participating (a 0.7% decrease on 2017), compared to 3.4% nationally. 2.8% had an unconfirmed status (1.0% decrease on 2017), compared to 4.7% nationally.

Whilst all the above post school participation results are very positive, the Education Service is not complacent. The Education Service Improvement Plan sets out a key target within our overarching theme of supporting improvement in employability skills and sustained, positive school leaver destinations for all young people. We will continue to focus on improving the

numbers of school leavers who live in the most deprived areas to move on to a positive and sustained school leaver destination.

National Improvement Framework

Since 2017, schools have also been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in the following three key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.

The six point scale for evaluations used in HGIOS? 4 quality indicators and also used by Education Scotland in inspections are:

Level 6	Excellent	Level 3	Satisfactory
Level 5	Very Good	Level 2	Weak
Level 4	Good	Level 1	Unsatisfactory

Secondary School NIF Quality Indicators evaluated as good or better:

1.3 – Leadership of Change and Improvement	Majority
2.3 – Learning, Teaching and Assessment	Majority
3.2 – Raising Attainment and Achievement	Majority

Explanation of terms of quality used by Education Scotland

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority	less than half - 15%-49%
A few	less than 15%

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	2017-2018	3 yr average
Achievement rate	46%	69%	66%	42%	59%

Individual school achievements 2017/18

Dunbar Grammar School's Mock Court Team swept to glory in the USA, beating stiff competition to become the new Transatlantic Moot Champions 2018.

North Berwick High are now Fairtrade School. In June 2018 they were awarded the FairAchiever award – the highest level in the Fairtrade Schools Award scheme. The school had to demonstrate that Fairtrade is embedded in all aspects of school life. Students learn ed about Fairtrade in their subjects, the school organised Fairtrade tuck shops and the community ate lots of Fairtrade chocolate, as well as healthier snacks. The school promotes Fairtrade products whenever possible and have sold Fairtrade rice from Malawi, the staff drink an amazing quantity of Fairtrade coffee and the school works with the local community to promote Fairtrade in and around North Berwick. The school designed Fairtrade tea-towels, held a fashion show and held a mini football tournament using Fairtrade footballs.

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 within this section 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 Reform – Joint Agreement June 2018 sets out the seven key principles which should form the basis of system-wide improvement and support the provisions in the Education Bill. East Lothian Council will reflect on and work in partnership with partner local authorities within the South East Improvement Collaborative to ensure our schools are empowered to achieve excellence and equity in education.

Religious Observance Policy – updated policy to reflect Curriculum for Excellence to support planning and delivery of Religious Observance in practice in all primary and secondary schools, including specialist provision. All schools are expected to develop and publish their own statements of practice on religious observance based on this policy. There will be opportunities in terms of the principles and practice of cluster-based working to maximise the benefits of joint approaches within the cluster community. Updated policy was approved by Education Committee on 13th March 2018:

http://www.eastlothian.gov.uk/download/meetings/id/19542/05_religious_observance_policy

CURRICULUM FOR EXCELLENCE – RELIGIOUS AND MORAL EDUCATION IN NON-DENOMINATIONAL SCHOOLS AND RELIGIOUS EDUCATION IN ROMAN CATHOLIC SCHOOLS

policy – updated policy provides guidance on enabling children to learn about the beliefs, values and practices of other faiths. The policy takes account of recent national and local guidance in relation to curriculum delivery and, current expectations regarding planning, teaching, learning and assessment in our schools. Updated policy was approved by Education Committee on 13th March 2018:

http://www.eastlothian.gov.uk/download/meetings/id/19543/06_curriculum_for_excellence_religious_and_moral_education_in_non-denominational_schools_and_religious_education_in_roman_catholic_schools

‘Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions’ policy – updated policy for the prevention and management of exclusion from school in line with Scottish Government guidance and the legislative framework. The Policy is designed to ensure a consistent approach across East Lothian which is in line with the Scottish Government’s guidance ‘Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)’. The Policy sets out an emphasis on prevention, early intervention and response to individual need in line with the principles of Getting it Right For Every Child (GIRFEC). The Policy will be introduced within all East Lothian Education Settings. All partner agencies and colleagues will be informed of the Policy. A process of consultation on this draft policy was undertaken involving all Head Teachers, Deputy Head Teachers in secondary schools, Quality Improvement Team, Principal Educational Psychologist and Educational Psychologist Team, Children’s Wellbeing Management Team, Champion’s Board and Parent Council Chairs. The updated policy was approved by Education Committee on 19th June 2018:

http://www.eastlothian.gov.uk/download/meetings/id/19829/05_included_engaged_and_involved_a_positive_approach_to_preventing_and_managing_school_exclusions

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 closure and re-designation of North Berwick Nursery School to Law Primary School Nursery Class;
- the alteration of the school catchment areas of Dirleton Primary School and Law Primary School
- the closure of Haddington Infant School and King’s Meadow Primary School and the establishment of a new primary school and its associated catchment area for Haddington

All consultations have been completed successfully and will allow the Council to manage the school estate and fulfil its duties to secure best value and ensure the delivery of improvement in the quality of school education provided in the schools we manage, with a view to achieving the strategic priorities of the National Improvement Framework.

Satisfaction with Schools

Each year, the Scottish Household Survey asks all residents how satisfied they are with the quality of their local schools. The percentage of residents satisfied with local schools in East Lothian remains above the national average. Over the current reporting period 2014-17, 80% of East Lothian residents were satisfied compared with the National Average of 75.3%.

Pupil Equity Funding

The Pupil Equity Funding (PEF) for 2017/18 was announced in January 2017 with a total amount of £1,569,600 allocated to East Lothian Council across almost all schools. Amounts allocated to each school varied considerably from £6,000 to over £100,000. The funding for 2018/19 was announced in February 2018, with a total amount of £1,565,160 allocated to East Lothian schools.

Use of PEF Funding

The majority of schools have chosen to spend their PEF through the employment of additional staffing to provide a range of support and targeted interventions. This has included additional teachers, pupil support assistants and other support staff.

Four key intervention themes can be identified and are outlined below:

- Improve pedagogy in literacy and numeracy
- Targeted support for literacy and numeracy
- Nurture and developing positive relationships
- Family learning programmes

A range of Council Service areas have also been closely involved in supporting the implementation of PEF, for example, Finance, Procurement, HR, Data analysis, Education Psychology Services and Quality Improvement. In some cases, this additional workload has had a significant impact on existing workload.

Despite the significant planning and support put in place, a number of schools have had difficulty in implementing the range of interventions planned for 2017/18. In most cases, these relate to difficulties recruiting appropriate staff to fulfil specific roles, for example, East Lothian is experiencing acute difficulties with teacher recruitment and therefore in many cases, schools have revised their plans mid-year to take account of the difficulties with recruitment. A number of schools carried forward the funding to academic year 2018/19.

Impact of PEF

The impact of PEF and the success of interventions is reported through the school Standards and Quality/School Improvement Planning process. During session 2017/18, the Quality Improvement team have been engaging with individual schools and groups of schools on the impact of PEF.

Schools are currently reflecting on the use of PEF across 2017/18 and using their evaluations of the successes and challenges to work with children, young people, staff, parents and the community to plan the use of the PEF for 2018/19. Where Head Teachers have reported some success with their interventions, they are looking to build on these and also build sustainability. Where there have been challenges, for example through staffing, Head Teachers are revising their plans, supported by their QIO, to ensure their interventions can have the greatest chance of success for children, young people and their families.

Whilst it is still too early to fully determine the impact of PEF in year 1, there are positive signs of improvement for children and young people being reported by some of our schools. One secondary school has successfully introduced nurturing approaches which has ensured that young people are engaging more positively in their learning in class. Another secondary school has had a strong focus on young people's health and wellbeing. This has begun to have a positive impact for those young people in terms of their engagement in their learning and also in their self-esteem. One primary school has worked extensively on their data to understand their attainment gap. They have put in place a wide range of literacy, numeracy, health and wellbeing and nurture interventions and to date, have noted progress in children's learning overall.

Reporting on the impact of PEF continues to be a challenge for Head Teachers, especially where there is no data to reliably measure progress. The Quality Improvement Service and groups of Head Teachers have worked closely with the Education Scotland Attainment Advisor for East Lothian to look at identifying the attainment gap and also in measuring the impact of interventions. This work will be further developed in 2018/19.

The school review process in primary and secondary schools has a focus on the Management of Resources and use of PEF. School inspections also now focus on schools' success in raising attainment and achievement and ways in which they can demonstrate improvements in equity for all learners.

Additional Support Needs

Following the review of the Additional Support Needs Service in January 2017 a number of recommendations have been implemented. A range of policies have been developed that support our vision for inclusive practice to ensure children and young people are included, engaged and involved in their education and decisions that affect them.

Our Focus has been on providing clarity around the steps required to ensure positive relationships are placed at the heart of all practice. With the support of the Educational Psychology Service, a range of learning opportunities have taken place to strengthen the understanding and use of nurture and restorative approaches throughout establishments.



Consultation has taken place with a wide range of stakeholders and a shared vision and guiding principles for inclusion in East Lothian have been established.

A review of the staged assessment and intervention framework has led to an improved and streamlined Child's Planning Framework that places wellbeing and the needs of children and young people at the centre of planning, involving parents at all levels.

The Child's Planning Framework outlined three tiers of support and intervention for children and young people (universal, additional and targeted) and these have been

replicated across all policies, guidance and planning namely.

At the universal level there has been an increased focus on inclusive practice as a means to meet the needs of the majority of children and young people with additional support needs. In collaboration with colleagues in Edinburgh City Council and Queen Margaret University the inclusive practice 'CIRCLE' resource has been adopted and a multi-agency training team including colleagues from Speech and Language therapy and Occupational Therapy have been delivering training across all education establishments. Further training and development of this area, including online training is a key priority as we move forward with a specific working group tasked with developing and implementing a similar resource for our ELCC settings. Initial feedback and evaluation from schools has been very positive and it is expected this will provide a framework to allow school staff to better meet the learning needs of all learners including those with additional support needs.

At the additional and targeted levels, a specific piece of work has taken place with regards to the provision in place to meet the needs of children in primary with social and emotional needs. Utilising the six nurture principles staff, resources and interventions have been re-aligned to better meet the needs of children and a shared and consistent practice is being developed across all provisions through a programme of Development Days.

Service level agreements with key partners have been reviewed to ensure resources and support are directed to the targeted group of children and young people with specific and complex needs. For example, a pilot project carried out by the Music Therapy Service has

been undertaken and positively evaluated and further work will be carried out with our Enhanced Bases over the coming year. An innovative partnership with the Royal Blind School has also led to a much improved service to support the needs of children with visual impairment.

Staff development and capacity building has been a key focus for the work of the ASN service and a highlight of the year has been the support staff and support for learning conferences covering areas such as play, nurture, restorative practice, inclusive practice and literacy.



Significantly an exclusion and attendance monitoring group has been established to review, monitor report and support schools in these areas. Particular focus is placed upon children and young people with additional support needs including care experienced young people.

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 and 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; there is an increasing body of evidence to demonstrate that this is having an impact, building capacity in schools by addressing school, cluster and authority needs. The team delivered CLPL in a range of areas, including: nurturing approaches and All Behaviour is Communication, attachment and trauma informed practice, restorative approaches, literacy, growth mind-set and mental health first aid.

Education Scotland carried out a follow up Validated Self-Evaluation (VSE) visit in January 2018 and reported very positively on the progress of the Service. In line with the recommended areas for improvement, they found that there was increased clarity in the service we provide and a greater alignment with strategic aims and outcomes. Moreover, we made a significant contribution to building capacity of staff in schools to meet the needs of all children and young people. They specifically noted the positive impact we could demonstrate with regards to the inclusion of children and young people with Additional Support Needs (ASN).

As recommended in the initial VSE visit, extending the role of the Service beyond the traditional ASN population and resource allocation process has been invaluable, enabling time for the team to share its psychological knowledge and expertise. The team has made a strong contribution to local and national initiatives, in particular, collaborating across the Service to support schools with their health and wellbeing agenda. An improvement focus this year has been the development of Positive Relationship approaches across the Authority, great progress has been achieved in developing nurture and restorative practices in our schools. The majority of primary and secondary establishments have benefited from the team's involvement to develop nurturing approaches, receiving CLPL and ongoing consultation, both at a targeted and universal level, dependent on need. This has resulted in schools carrying out development work across a range of areas including the creation of nurture groups and responding to distressed behavior through time for staff reflection on their own responses and the creation of detailed support plans for individual pupils. Initial findings from one of our new nurture groups shows class teachers reporting positive change in pupils in class. In terms of dealing with distressed behaviour, the sample size is small but increased staff confidence and a decrease in the frequency and severity have been noted. Development of restorative approaches have further complemented this focus. Initial feedback has been highly positive, with reflective discussions highlighting outcomes including improved relationships with pupils and families, increased learner engagement and development of emotional literacy skills.

In terms of teaching and learning, school staff continue to highly value the team's support in building their capacity to assess and provide timely interventions for children where there is concern about a lack of progress in literacy. Evaluation data highlighted that schools appreciate support around how to gather robust and proportionate data to track and monitor progress. Moreover, they have gained from the Service providing clear guidelines, promoting consistent language and evidence informed practice.

Video Interaction Guidance continues to be used to support understanding of how relationships impact on both wellbeing and learning. Families, teachers and learning assistants have benefitted from this approach; and the training of new guiders continues.

Educational Psychology's contribution to the Early Years was a core theme in our VSE visit, and it was evident how much positive impact EP involvement can have at this stage. In recognition of the importance of the EPS role in early intervention, a two year development post has been created.

Ensuring positive Mental Health and Wellbeing outcomes for our children and young people and considering the team's role in supporting practitioner enquiry are further areas for improvement. These will be considered as we move into a new session, beginning with a joint development day with CAMHS to consider how we can collaborate most effectively to improve outcomes for children and young people with mental health difficulties.

Instrumental Music Service

The Instrumental Music Service is a discretionary service that provides individual and group tuition on a range of musical instruments covering string, brass, woodwind, piano, percussion, guitar and pipes. 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. There is also the annual Piano Festival as well as the annual concert in aid of McMillan Cancer Charity that pupils participate in. Many pupils also achieve success in examinations which recognises their musical talents and abilities.

Tackling Bureaucracy - Developing our Curriculum

During session 2016/17, the Education Service worked in partnership with an education consultant, staff across nursery, primary and secondary schools and worked collaboratively to lead the development of curriculum frameworks from 3 to 18 in English and literacy, Mathematics and numeracy, 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. Towards the end of session 2017/18, we reviewed the implementation of the first set of frameworks and work is underway to refine these and to provide our staff with guidance on their use.

Further frameworks in the remaining curriculum areas will be introduced from the start of session 2018/19 for Religious and Moral Education, Modern Languages, Technologies and Expressive Arts. In recent Education Scotland inspections, Inspectors have commented positively on the development of the frameworks and that ways in which these are leading to more consistent expectations for our children and young people.



Modern languages – 1+2 strategy

Following the review of the 1+2 Modern Languages Strategy undertaken in session 2016/2017 and the successful appointment of a new 1+2 Modern Languages Development Officer to the Education Service, the service has made significant progress in ensuring all young people receive their entitlements regarding languages learning. Most schools are

now progressing their plans to develop learning in a third language with work being undertaken on other countries and cultures to support this learning.

High Quality Leadership

There is an international trend towards Masters Level qualifications and a desire at a national level to *“increase the range of quality professional learning at SCQF Level 11 (Masters)”*. This seeks to address the findings in Teaching Scotland’s Future (TSF) that highlighted *“evidence from the review suggests that many teachers would value more opportunities to acquire such qualifications”* (Teaching Scotland’s Future 2010).

At a local authority level the First and Next Steps into Leadership programmes provide opportunities for principal teachers and aspiring principal teachers to lead a whole school project. Both programmes were revised in 2017-18 to meet the features of Masters level learning. They were presented to the GTCS for Professional Recognition (Learning which reflects SCQF 11 features) panel and were successful in being accredited with the professional recognition.



Both programmes will receive the GTCS Professional Recognition award in September 2018. This builds on the success of the Coaching for Success diploma which was awarded professional recognition at the GTCS Professional

Learning Awards 2017 evidence that the Education Service is increasing the opportunities for leadership development at Masters level for the 2018-19 session and beyond.

Partnership working



East Lothian Council's Education Service cannot meet the diverse needs of the children, young people and their families within our communities on its own. We recognise the need to work collaboratively with other partners, agencies and services as well as those who live in our

communities to deliver improved outcomes. The Children and Young People Strategic Services Plan sets out our partnership commitment to every child and young person in East Lothian (http://www.eastlothian.gov.uk/meetings/meeting/5880/east_lothian_partnership-resilient_people_partnership)

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 2017-18, 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. Work began on secondary school reviews and training was delivered to a small review team and a successful pilot review carried out at Ross High School.

School Reviews including specialist provision

In partnership with Education Scotland's Attainment Adviser, the Education Service continued to undertake school reviews across our primary schools and introduce a similar process for secondary 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 reviewed 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. The Education Service Local Improvement Plan 2018-2019 will 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. An independent review of the process was undertaken by the Education Scotland Attainment Advisor. Overall, feedback gathered was very positive with head teachers reporting that their skills in self-evaluation had been enriched, that the process had supported their evaluation of their attainment gap and that they now had a clearer view of their school's strengths and areas for improvement. Work will continue in session 2018/19 with a view to further building capacity amongst head teachers to work together to carry our peer review activity.

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 Local Authorities 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.

3.2.2: Managing Change

- 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 care experienced 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.

3.2.3: 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; and Part 9, Corporate Parenting.

- A Blueprint for 2020: Expansion of Early Learning and Childcare for Early Learning and Childcare in Scotland
- 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